

Building Students' Character Through Integrated Teaching Learning Activities at Madrassa

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Abstract - This research aimed to describe students' character building through integrated teaching learning activities, supporting factors, and obstacles during the process. This research was conducted at Madrassa Aliyah Hasyim Asy'ari, Bangsri District, Jepara, Indonesia. It uses descriptive qualitative method with a case study approach. Data were collected through interview, observation, and document. Results shows that character education at Madrassa aimed at reaching pious and having good characters and morals of students. Planning of character education is integrated in teaching and learning activities through the material of Islamic education on salaf books such as books of *Jalalain*, *Bulugul Maram (al-Qur'an and al-Hadits lesson)*, *Ta'lim Muta'alim (Al-Aqidah and Akhlaq)*, concept of Nahdlatul 'Ulama (*mujjah Ahlusunnah waljamaah*). Actuating is through customising prayer, sholawat, praying together, social donation by students' school organization, commemoration of Islamic Days, *dhuha* prayer, and maximizing role of guidance and counseling. The evaluation is conducted by observing the students' behavior in journal of negative and positive behaviors. Supporting factors are the existence of 'Ulama and Islamic scholars, the environment of boarding school, students' confidence, and teachers' trust. Obstacles are traumatic feeling of students, students' openness, and lack of motivation, family problem, and environment.

Keywords: *character, building, teaching, learning, school*

1. Introduction

The supreme values of nation culture is one prime this nation. The internal values give the shape and style of people life. The religious, independent, friendly, tolerant, and helping each other character become distinctive features of this nation. However, the preservation and development have not been optimal yet so that the character values are more and more eroded by the stream of period change.¹

Character education is any efforts by the education to influence the character of students. The educators help the students to shape nature by giving good example and sample in speaking, tolerance, and presenting material of lesson well. Character education is a process distinguishing students with adults in a school community to understand, care about, and behave with anvil of etic values.²

Lickona stated that character education is an education to shape someone's personality through right attitude and aptitude, by which they are

¹ Pusat Kurikulum, *Buku Pedoman Pendidikan Budaya dan Karakter Bangsa*, (Jakarta: Pusat Kurikulum Kemdiknas, 2010).

² Koesoema A., Doni. 2012. *Pendidikan Karakter Utuh dan Menyeluruh*. Yogyakarta: Penerbit Kanisius), p.125

implemented in the form of real actions such as the natures of being honest, responsible, respectable to others, hard-working, and so on.³ Character education is a conscious and utmost effort of teacher to teach the students values so as to draw the conclusion wisely and to practice them in real life for the sake of giving positive contribution for their society.⁴

In education context, school culture is a pattern of behavior and the way of act which are automatically formed and become the internal part of education community. The base of behavior and acts are social norms, school regulation, and policies in local level. Those three components are not only formed by the expressions of legal formal like regulations, but also by the spontaneous action of its members in acting, thinking, and drawing the conclusion in real life.⁵ In Wren's point of view, school culture can be said to be *hidden curriculum*, which more effectively effect the pattern of behavior and the way of thinking of all community members.⁶

In conclusion, character education is collective efforts by all school members to create and realize a school culture; that is character education culture. School culture is formed directly and indirectly by accustoming and planting character education in educational milieu. Developing character education at school demanded an integration of education institution idealism such as vision and mission with their internal structure so as to support the realization of character education.⁷ In customizing characters values for students, there are some activities like regular activities, spontaneous activities, model, and conditioning activities.⁸

Character education aims at enhancing the quality of process and output of school education, which leads to character building of good attitude comprehensively, interactively, balance to compatible output competence. Character education aim at enhancing the implementation quality and education result at school so as to achieve good character and attitude of students corporately, equally, and intently based on output competence. In institution level, education character leads to the establishment of school culture, values underlying behavior, tradition, habits, daily activities, and symbol having been practiced by all school members.⁹

Character education has functions to: 1) to foster students' basic potentiality to feel, think, and behave well; 2) to strengthen and to build multicultural nation behavior and; 3) to increase competitive nation civilization in worldwide communication.¹⁰

³ Gunawan, Heri., *Pendidikan Karakter Konsep dan Implementasi*, (Bandung: Alfabeta, 2012), pp. 23.

⁴ Dharma Kusuma, *Pendidikan Karakter Kajian Teori dan Praktik di Sekolah*, (Bandung: PT Remaja Rosdakarya, 2011), pp.5.

⁵ Samani, Muclas & Hariyanto, *Pendidikan Karakter Konsep dan Model*, (Bandung : Alfabeta, 2012).

⁶ Koesoema A., Doni, *Pendidikan Karakter Utuh dan Menyeluruh*. Yogyakarta: Penerbit Kanisius, 2012), pp 125

⁷ Pusat Kurikulum, *Buku Pedoman Pendidikan Budaya dan Karakter Bangsa*, (Jakarta: Pusat Kurikulum Kemdiknas, 2010).

⁸ Wibowo, Agus, *Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban*. (Yogyakarta: Pustaka Pelajar, 2012), p 84-91.

⁹ Samani, M dan Hariyanto. 2012. *Pendidikan Karakter: Konsep dan Model*. Bandung: Remaja Rosdakarya.

¹⁰ Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi*, (Bandung: Alfabeta, 2012), pp. 30

Stepping on the description of above background, the researcher was interested in investigating the building the students' character education through integration of teaching and learning activities (a case study at Madrassa Hasyim Asy'ari Bangsri Jepara Regency Central Java. In discussing and answering the research questions, some ideas and concept of character are to be investigated within management point of view (planning, actuating, and evaluating) as well as the supporting factors and obstacles in building character education through integration of teaching and learning activities.

Research on character education was completely not something. Some other researchers have already conducted the same topic, in that relevance researches are taken as comparative materials. Abu et al (2015) presented a research article entitled "How to Develop Character of Madrassa Students in Indonesia. The research has focused on the approach to character education at madrassa.¹¹ Pattaro (2016) wrote another one entitled "Character Education: Themes and Researches."¹² Tannir and Al-Hroub (2013) presented a research entitled "Effects of Character Education on the Self-esteem of Intellectually Able and Less Able Elementary Students in Kuwait".¹³ The results revealed that the intellectually able students who received character education showed a higher self-esteem rating than the intellectually less able. The character education program had benefited the intellectually able more than the intellectually less able students. Khalid et al (201) presented "Selected Islamic Higher Educational Institutions (HEIS) in Malaysia".¹⁴ Merdekawati (2017) also conducted a research entitled "Implementation of Character Education in Chemistry Learning". The result showed that the implementation of character education in chemistry learning requires improvement and reinforcement. The character education requires the teacher's awareness to give exemplary.¹⁵ Hidayati, Abna et al (2014) wrote "The Development of Character Education Elementary Student in West Sumatra". Supraptiningrum and Agustini (2015) investigated "building student's character by school culture at elementary school".¹⁶ Harun (2015) and Sumaryati (2015) focused the research on management of building students' character education through five steps *knowing*, *acting*, and *habit*, which covers emotion and self-habit. Hence, it needs three components of character: *moral knowing*, *moral feeling*, *dan moral acting*.¹⁷ At last, Irianto (2014) investigated the strategy of character education management. The school is responsible for building the nation character, preparing the students' potentiality and wide knowledge, deep

¹¹ Abu, Lukman et al (2015) How to Develop Character of Madrassa Students in Indonesia. *Journal of Education and Learning*. Vol. 9(1) pp. 79-86.

¹² Pattaro, Chiara. 2016. Character Education: Themes and Researches. An academic Literature Review* *Italian Journal of Sociology of Education*, 8 (1).

¹³ Abir Tannir and Anies Al-Hroub, 2013, Effects of Character Education on the Self-esteem of Intellectually Able and Less Able Elementary Students in Kuwait. *A Journal: International Journal of Special Education*, (28) 1.

¹⁴ Khalid, Nurkaliza et al, (2018), Character Education: A Case on the Implementation at Selected Islamic Higher Educational Institutions (HEIS) in Malaysia. A Paper of Proceeding: 1st International Conference on Tourism, Business and Humanities (ICTBH, May 2018), Seaview Langkawi, Kedah, Malaysia

¹⁵ Merdekawati, Krisna, 2015, Implementation of Character Education in Chemistry Learning The 1st International Seminar on Chemical Education 2015 September, 30th 2015

¹⁶ Supraptiningrum dan Agustini, 2015, Membangun Karakter Siswa melalui Budaya Sekolah di Sekolah Dasar, *Jurnal Pendidikan Karakter*, Tahun V, Nomor 2, Oktober 2015, hal 219.

¹⁷ Harun, Cut Zahri, Manajemen Pendidikan Karakter, *Jurnal Pendidikan Karakter*, Tahun III, Nomor 3, Oktober 2013, pp. 302.

appreciation, and being used to applying the values, moral, and people custom.¹⁸

The distinction of this current research is research object and focus. This research investigates formal education institution (Madrassa Aliyah of Hasyim Asy'ari Bangsri Jepara Regency). It focusses on character education on management point of view, which covers planning, actuating, and evaluating, as well as its supporting factors and obstacles.

2. Method

This is a descriptive qualitative research that systematically describes the situation or object in real fact. The research location is at Madrassa Aliyah of Hasyim Asy'ari Bangsri Jepara Regency. The characteristics of research subject and object are investigated accurately, exactly, and appropriately as the real case. Collecting data was conducted by observation, interview, filed notes, and documentation technique. Observation was conducted by examining and investigating all conditions and activities related to building and planting students' character education at school at school.¹⁹ Interview was conducted to some informants such as teachers, headmaster, and staffs to know how to build the students character education through integration of teaching learning process. Interview was conducted to dig up misinformation in observation result.²⁰ Field notes are instrument to record the ongoing activities of building character at Madrassa from first hour to last hours of school.²¹ Documentation used in this research are any documents and notes supporting the process of building students character. Observation process was noted in filed notes and documented in the form of photographs so as to be utilized to help the reflection process. The collected data were analyzed by inductive analysis technique as stated by Miles and Huberman.²² The analysis was conducted through four steps, data collection, data reduction, data presentation, and drawing conclusion.

3. Result

Madrassa Aliyah Hasyim Asy'ari is a public madrassa with boarding-based concept. It is located at Pramuka street number 9, Krasak, Bangsri District, Jepara Regency, Central Java, Indonesia. This institution is the oldest Islamic Senior High School at Bangsri District. It was founded in 1971. Formerly, this madrassa was so called Mualimin Mualimat and has advanced up to now, and known as Madrasah Aliyah Hasyim Asy'ari. The founding father of this madrassa were a scholar, Mr. KH. Amin Sholeh and other *ulama'*. One of them was Mr. Hadi who also had madrassa around Bangsri district with Islamic religion study program.

Considering the importance of excellence education in science and technology, as well as strong faith and believe in Islam, good *akhlaq*, lofty aptitude and balanced religion science, this madrassa was built with smart heart and all human intelligence so that it is expected to produce superior generation with strong faith and noble attitude. The alumna are also expected to be good at

¹⁸ Irianto, Yoyon Bahtiar, 2010, Strategi Manajemen Pendidikan Karakter (Membangun Peradaban Berbasis Ahlaqul Kharimah) *Proceedings of The 4th International Conference on Teacher Education; Join Conference UPI & UPSI Bandung, Indonesia, 8-10 November 2010*

¹⁹ Moleong, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosdakarya, 2010), pp. 174.

²⁰ *Ibid* pp 186

²¹ *Ibid* pp 208

²² Miles, M.B, & Huberman, A.M. *Analisis Data Kualitatif*. Terjemahan oleh Tjetjep Rohendi R. (Jakarta: Penerbit Universitas Indonesia, 1992), pp. 10

science and technology as well worthwhile for people and nation.²³ This madrassa has built the students' character through Islamic studying, religion application, and practice particular skills such as giving speech, *khutbah*, prayer, and so on.

Meanwhile, the distinction of this madrassa as the shining example of better religious character as people view is the founding father and Islamic scholar sincerity in their prayers to establish and develop the madrassa. Most output of madrassa come down to the society and become example and reference for local people, especially in religion domain. This madrassa is also designed as priority and superior madrassa in the future to create future-oriented Islamic characterized generation being expected by people.²⁴

The vision and mission of Madrasa Aliyah Hasyim Asy'ari are priority, skilled, good *akhlaq* and to prepare *sholih* and '*alim* generation". According to Mr. KH Amin Sholeh, the highest level achieved by a student is *sholih* and '*alim*. The word "*alim*" refers to diligent and smart while "*sholih*" refers to be *taqwa* and good attitude. He also states that Students are categorized in three levels: 1) '*alim* and *shalih*, a student is not only clever and smart but also *taqwa* and has good attitude; 2) *shalih* but not '*alim*, a student with *taqwa* and good attitude but not smart; and 3) '*alim* but not *shalih*, a student is smart/clever but no good attitude. In addition, Mr. Sahal exposed that education is *tarbiyah* (*akhlaq*) and *ta'lim* (science). So, the focus of education is *akhlaq* since education of religion is not teaching of religion.²⁵ Another interview quotation by Mr. Arwani, an Aqidah Akhlaq teacher, stated that character education in Islamic Boarding is a character owned by someone. It is a process of building good attitude or *ahlaqul karimah*. Character education give good example such as polite manners to teachers and parent.

4. Discussion

The discussion of students' character building at Madrasa Aliyah Hasyim Asy'ari Bangsri District Jepara Regency will be explained on context of management (planning, actuating, and evaluating) and Supporting factors as well as the obstacles on building students' character at Madrasa.

a. Planning Character Education at Madrasa

Planning is a process of determining all activities to be executed in the future to reach the goals. Hence, it needs an ability to make visualization and to look forward in formulating a pattern of action in the future.²⁶ At Madrasa Aliyah Hasyim Asy'ari character education to achieve *shalih* and '*alim* students has been conducted through some ways. One of them is through teaching and learning activities. To create '*alim* character, teachers present materials in teaching learning activities. Moreover, madrassa also provides Islamic education materials, enriched by content of *salaf* books such as interpretation books Jalalain and *Bulugul Maram* (*al-Qur'an and Hadits* lessons), *Ta'lim Muta'alim* (*Aqidah-Akhlaq*), and *mujjah Ahlusunnah waljamaah*.

²³ Documentation of Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara 2017/2018

²⁴ *Ibid*

²⁵ *Ibid*

²⁶ Prabowo, Sugeng Listyo & Faridah Nurmaliyah, *Perencanaan Pembelajaran: Pada Bidang Study, Bidang Study Tematik, Muatan Lokal, Kecakapan Hidup, Bimbingan dan Konseling*, (Malang: UIN-Maliki Press, 2010), pp. 1.

b. Actuating Character Education at Madrassa

Actuating is an activity to realize the plan into real action to reach the goals effectively and efficiently so as to have values. The realization of character education is the core activity of character education. As put down in planning, the actuating of character education at Madrassa Aliyah Hasyim Asy'ari has been conducted through teaching learning activities and positif habitual activities. The planting character values is also conducted by teachers in the form of motivation and real example in daily life.

Actuating of character education at Madrassa Aliyah Hasyim Asy'ari focusses on moral rehabilitation. Besides, material presentation is conducted through habitual activities, such as:

- 1) Before learning process, the students start it with prayer and sholawat to Prophet Muhammad (peace upon to him).
- 2) After teaching and learning activities, the students close it with prayer.
- 3) At second break time, the students have to go pray dhuhur together. It aims at ingraining the habit of praying together.
- 4) Every month, the committee of students' organization collect social contribution among the students. They come into the class to urge the students give voluntary contribution. The collected money is used for charity of to help being sick students and passed away-parent of students.
- 5) Every Islamic holidays, the students are invited to join Islamic stadium general in which the Islamic preacher is invited.
- 6) Dan peran BK yang sangat penting dalam menangani anak-anak yang menyimpang dan memberika mereka solusi.
- 7) At the first time break, the students are invited to do dhuha prayer. However, it is not must but individual for each student because of limited duration of time break.

Through this activities, the orientation of madrassa to produce shalih dan alim students can be achieved well. The students should have not only smart thinking but also good attitude as well as well-mannered at school, family, and community.

Moreover, the efforts of character education are also applied through material presentation and evaluation. In this time, all teachers must apply and perform character education, for example: to education attitudes of honesty, confidence, and responsibility. Character education is not only the teachers' responsibility but also school members, family and society.

The implementation of character education can not be separated from teachers' role. In teaching learning activity, character building is adjusted to the condition of class. Sometime the teacher follows the students' intention in proportional limitation unless the students have more excuses. Take as an example students's permission to the lavatory. A teacher can limit only 1 student for each permission. In another side, the teacher also should give trust to students since they will their own situation so they can apply their knowledge properly. By giving the students freedom to choose and to their choice, they are expected to be success.

1) The role of teacher in increasing character education

A teacher has important role to build students' character education. Teacher is an example and guide for students. Teacher should definitely be able to take the position of students' partner that is accepted by students and

understand what they want. Besides, a teacher does not only present a theory but also practice good attitude and behavior such as using good and polite Javanese language.

2) Character values planted by teacher at Madrassa in learning process

Efforts in planting character values for students are conducted through material and evaluation. For some subjects of 2013 curriculum (Civics education and Islamic studies), teachers should present good character values in learning process such as attitude of honesty, confidence, and responsibility.

Character education at Madrassa Aliyah Hasyim Asy'ari emphasizes on planting attitude of *taqwa* and *ahlakul karimah* (believe and good attitude). Students are expected to have morality, etics of politeness. In learning process, teachers should give motivation and give example of character education in every meeting of teaching and learning activity.

Building character education must also be counterbalanced by evaluation process. It aims at looking up whether presented material by teachers positively affect the students' attitude or not. Besides, teachers are expected to totally perform their roles because of their passion and not by salary they will receive. Teachers at Madrassa should be objective to evaluate the students learning and not give students score without proper consideration in that each student has their own competence and intelligence. They have their own pattern and way to learn.

Moreover, teachers at madrassa can also conduct the rules to be applied for students' consumption, but in proper portion. They give students freedom and trust to look for science and experience. When the students can differentiate something good or wrong, they will be able to think wisely and draw the decision rightly. One real example in planting character values is praying together, reciting prayer, and giving motivation out of learning time. Within classroom learning process, teachers always suggest that students should be serious in learning. When a student get sleepy, teacher advises to take ablution for face wash. To train discipline attitude, the teacher always checks the students' completeness in school stationaries and attribute in front of school gate or before entering the school.

c. Evaluating Character Education at Madrassa

Evaluation process is conducted in order that target and outcome of learning in line with what have already planned. In evaluating the progress of students' character education, the headmaster delegate the teacher host class to examine and to monitor the condition. Teachers usually take part of monitoring students' attitude and behaviours. Madrassa give each teacher a journal book of positive and negative of students' behavior. Each attitude deviation will be noted then it will be reported to teacher host class. This deviation will definitely be rehabilitated, evaluated, and followed up for the betterment of students' attitude. Students' action such as the three days-absence of class will be executed by calling the students' parent to school. If the student get difficulty in paying the school fee for family's economic problem, the institution will give scholarship for free of charge. The teacher class host will maximally monitor the students' progress so that the problem will be overcome faster.

d. Supporting factors and obstacles on Building students' Character at Madrassa.

The implementation of character education at Madrassa Aliyah Hasyim Asy'ari Bangsri surely deals with some factors. The supporting factors are as follows: 1) the existence of Islamic scholars and local figure that support the character education; 2) the existence of many Islamic boarding schools around the school; 3) the students' feeling of being confidence to success studying at the school; 3) the learning material is still understandable for the students and sustainable motivational briefing by the teachers; and 4) the teachers' trust to the students. However, some obstacles are also found such as: 1) the students' traumatic feeling about madrassa; 2) the students' psychological problem and feeling stress; 3) students' low motivation to get progress; 4) the students' family background; dan 4) the influence of school environment.

Based on the above description and analysis concerning with students' character building through integrated teaching learning activities at Madrassa Aliyah Hasyim Asy'ari Bangsri, the conclusion can be drawn as follows. Madrassa has developed character education through intergration of teaching and learning in Madrassa culture by implementing some activities. All madrassa member like students, teachers, staffs and madrassa community engage in building students character. The implementation has been performed through some activities: (1) through teaching learning activities and positif habitual activities. The planting charater values is also conducted by teachers in the form of motivation and real example in daily life; (2) the regular activies are performed consistently at any timw; (3) spontanous activities are also performed at the same time; (4) the techers' good examples of attitude give the students motivation to build their character better; (5) the conditioning system supports the implementation of students' character building. The influencing factors in building students' character concern with the existence of Islamic scholars and local figure that support the character education, the existence of many Islamic boarding schools around the school, the students' feeling of being confidence to success, the understandable learning material for the students, sustainable motivational briefing by the teachers, and teachers' trust to the students. The obstacles concern with the students' feeling and psychological problem and feeling stress about madrassa, students' low motivation to get progress, the students' family background, and the influence of school environment.

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