

Correlation between Learning Interest with Student's Learning Achievement in Islamic Religion (Case Study of MTs.S Teupah Barat)

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Abstract

Interest is a tendency to pay attention continuously, which serves as a force that will encourage someone to learn. Students who are interested in the lesson will be seen students to be diligent in learning. The role of interest is to improve student learning achievement. If students have a high interest, their level of learning achievement will produce high scores. Learning achievement is evidence of the efforts that have been made in teaching and learning activities and is the value obtained by students from the learning process that has been taken. The formulation of the problem in this study is "Is there a relationship between interest in learning and student achievement in Islamic Religious Education (PAI) class VII (seven) West Teupah. The research hypothesis in this study is "There is a relationship between interest in learning and learning achievement in Islamic Religious Education (PAI) at MTs.S Teupah Barat" The research that the researchers did was quantitative research, the population was 25 students, the authors took a sample of 5% of 25 students so that the sample taken is 25 students. The sampling technique used is simple random sampling by means of lottery. Data collection methods used are questionnaires and documentation. Based on the analysis, the data obtained using the calculation of the Product Moment Correlation, the price of the Product Moment Correlation (r_{xy}) = 0.000, while the price of $absl$ in the table with a significant level of 5%. Based on these results, the Product Moment Correlation (r_{xy}) is smaller than the price $absl$, so the alternative hypothesis (H_a) is not accepted. It can be concluded that there is no relationship between interest in learning and student achievement in Islamic Religious Education class VII (seven) at MTs.S Teupah Barat.

Keywords

student interests; student achievement; islamic education subjects



I. Introduction

Learning is a relative change in behavior thanks to practice and experience. Learning is actually a characteristic of humans and what distinguishes them from animals. Learning that is done by humans is part of his life, lasts a lifetime, anytime, and anywhere, whether on campus, in class, on the streets in an unpredictable time. However, one thing is certain that learning that is done by humans is always based on certain intentions and purposes. This is different from the activities carried out by animals.

In the context of designing a learning system, the concept of learning is interpreted differently. Learning in this case must be done intentionally, planned in advance with a certain structure. It means that the learning process the results achieved can be carefully controlled. The teacher deliberately creates conditions and environments that provide learning opportunities for students to achieve certain goals and are expected to provide maximum results to students. This can be known through an assessment system that is carried out on an ongoing basis.

Learning outcomes appear as changes in behavior in students, which can be observed and measured in the form of changes in knowledge, attitudes and skills. These changes according to Oemar Hamalik can be "interpreted" an increase and development that is better than before, for example from do not know to know, impolite attitude becomes polite, and so on.

Learning which is a process of activities to change the behavior of the subject of study, it turns out that there are many factors that influence it. Of the many factors that influence it, broadly speaking, it can be divided into the classification of internal factors (from within) students learning and external factors (from outside) students learning.

These internal factors involve physiological factors and psychological factors. But relevant to the problem of reinforcement, the review of internal factors will be focused on psychological factors.

The presence of psychological factors in learning will provide great importance. Psychological factors always provide a basis and convenience in an effort to achieve learning goals optimally. Conversely, without the presence of psychological factors optimally it can slow down the learning process, and can even increase learning difficulties.

Psychological factors that are said to have an important role, can be seen as a way of functioning of students' thinking in relation to understanding the learning of the subject matter, so that mastery of the material presented is easier and more effective. Thus, as said by Sardiman that "the teaching and learning process will work well, if it is supported by psychological factors from the learning subject. One of the psychological factors is interest.

Interest can serve as a driver of effort and achievement. Someone does an effort because of motivation. The existence of a good interest in learning will show good results. In other words, with diligent effort and mainly based on interest, someone who learns will be able to give birth to good achievements.

Interest is the dominant factor that encourages individuals to do the desired activity. In the teaching and learning process, the need for achievement moves and directs actions, supports behavior and selects individual actions that are oriented towards success. For this reason, the teacher must try to generate and maintain the attention and encouragement of students to carry out learning activities. Efforts to give attention and encouragement to students to learn are carried out by the teacher before teaching begins, and the time according to Nana Sudjana is, "during the teaching and learning process, especially when students are doing learning activities and when learning conditions are declining."

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

Teachers in mastering learning strategies is one of the variables that should be considered. Each teacher has personal strengths and limitations. For example, in the field sometimes there is a teacher who is explaining the lesson very interesting and clear. Meanwhile, there are other teachers who use the same learning strategy as the previous teacher, but are unable to attract students' attention, and even tend to be boring. This happened probably because the first teacher had an advantage in the art of teaching.

To learn, it is very necessary to have an interest. Learning outcomes will be optimal if there is interest. The stronger you have, the more successful you will be with the lesson. So interest will always determine the intensity of the learning effort for students.

It has been realized by teachers, students and parents, that in learning in schools intelligence (intellectual ability) plays an important role, especially having a strong influence on the high and low student achievement. This means, the higher the intelligence ability of a student, the greater the opportunity for achievement. On the other hand, the lower the intelligence ability of a student, the smaller the chance for achievement. Although the role of intelligence is so large, it must be remembered that other factors still have an effect. Among these factors is "interest".

In learning, interest acts as a motivating force, namely as a force that encourages students to learn. Students who are interested have a happy attitude towards the lesson and will appear to be encouraged to continue to study hard. Meanwhile, students who lack interest in their attitude only accept lessons. They are only moved to want to learn but it is difficult to continue to be diligent because there is no motivation.

There are several things that underlie the importance of discussing interest in learning in relation to student achievement in Islamic Religious Education at Madrasah Tsanawiyah Swasta (MTs.S) Teupah Barat.

First, that Islamic Religion Lessons are one of the Religious Studies/Kalam lessons taught by teachers in every Private Tsanawiyah Madrasah (MTs.S) West Teupah. The problem is that the implementation of learning Islamic subjects at MTs.S Teupah Barat is considered less effective due to various reasons, so that the results of learning achievement are less than optimal.

Second, that in teaching and learning, interest is a very important factor, because students who have a strong interest will have the energy to carry out teaching and learning activities. So that students who have high enough intelligence fail because of a lack of interest, because learning outcomes will be optimal if there is the right interest, therefore, if students fail in learning, this is not solely the student's fault, but the teacher may not succeed. in cultivating an interest that is able to arouse enthusiasm in student activities to learn.

As for the reality in the Private Madrasah Tsanawiyah (MTs.S) Teupah Barat, not all students have a high interest in learning about Islamic subjects for various reasons and backgrounds, so that the results of student learning achievement vary, depending on how much interest they have. students learn about the lesson.

Third, that in teaching and learning activities, the role of both intrinsic and extrinsic motivation is needed. With motivation, students can develop activities and initiatives, can direct and maintain in carrying out learning activities.

In this regard, it is necessary to know that there are various ways and types of growing motivation. But for extrinsic motivation, sometimes it is appropriate, or sometimes it is not. Therefore, teachers must be careful in growing and motivating students' learning activities. Because it may provide motivation but it does not benefit the development of student learning, both intrinsic and extrinsic, will cause students to be less enthusiastic in carrying out the learning process of subject matter both at school and at home.

Based on the problems above, the writer wants to know more deeply and put it in the form of a thesis by taking the title " Correlation between Learning Interest with Student's Learning Achievement in Islamic Religion (Case Study of MTs.S Teupah Barat)".

II. Review of Literature

2.1 Islamic Religious Education

Islam strongly recommends and even obliges its people to study religious knowledge, especially Islamic religious education. This is because Islamic Religious Education can foster students' understanding of Islam and practice the teachings of Islam to be applied in everyday life.

Islamic Religious Education is an education that regulates individuals and communities to be able to embrace Islam logically and according to the overall good in individuals and groups, because Islamic Religious Education is a means to understand and practice the teachings of Islam.

Islamic Religious Education is a physical and spiritual guidance based on Islamic religious laws towards the formation of the main personality according to Islamic standards.

2.2 Objectives of Islamic Religious Education

Islamic education is to grow and increase faith through giving and cultivating knowledge, appreciation, experience, and experiences of students about Islam, so that they become Muslim human beings who continue to develop in personal life, society, nation and state, and the life of the hereafter.

A goal is something that is expected to be achieved after the activity is completed. So education is a business and activity that proceeds through stages and levels, the goal is gradual and graded. The purpose of education is not an object that is fixed and static, but it is the whole of a person's personality with respect to all aspects of his life. Goals are a very important factor in an activity or business. Likewise with the educational process, because activities without a goal will lead to uncertainty in implementation. An educator with all his abilities will lead his students to a final goal. The purpose of Islamic Religious Education is in line with the purpose of human life, as the word of Allah SWT in the Qur'an Surah Adz-Dzariyat verse 56 which reads:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

Meaning: *And I did not create the jinn and humans except that they worship Me.*

Thus, the author concludes that the purpose of Islamic Religious Education is to try to educate Muslim individuals to be pious and worship well to Allah SWT to obtain happiness in the world and the hereafter and to realize servitude to Allah in human life, both individually and socially.

2.3 Scope of Islamic Religious Education

Broadly speaking, the scope of Islam consists of the fields of aqidah, worship and morals. The other fields can be given after the child can understand and apply the three main areas above.

According to Zuhairini, the main teachings of Islam include matters of faith (Aqeedah), Islam (Shariah) and moral issues, the explanations of which are as follows:

- a. Aqidah is an inner iktiqad that teaches the oneness of Allah SWT as the God who creates and regulates this world.
- b. Sharia is related to outward charity in order to comply with all regulations and laws to regulate between humans and God and regulate human life and life.

- c. Moral is a practice that is complementary to the two deeds above, teaching about the association of human life.

Some scholars are of the opinion that the scope of Islamic Religious Education given to students is as follows:

1. According to Umar bin Khattab, a child should be taught to swim, ride horses, and others. All of this is taught after the child knows the principles of Islam, memorizes the Koran and studies hadith.
2. Ibn Sina argues that children's education should start by studying the Qur'an then taught short poems that contain politeness, given instructions and guidance so that they can practice their knowledge according to their talents and abilities.
3. Abu Thawam is of the opinion that after a child has memorized the Qur'an, he should be taught to write, count, and swim.

From the opinions of the scholars above, it can be understood that the main scope of Islamic Religious Education is the Qur'an, both reading, memorizing, analyzing and at the same time practicing the teachings contained in the Qur'an so that it is embedded in the souls of students. since early stage.

The scope of Islamic Religious Education in schools in the secondary GBPP curriculum includes harmony, harmony and balance between human relationships with Allah, with other creatures and the environment. In addition, the scope of Islamic education materials includes: The main elements of faith, worship, the Koran, morals, muamalah, sharia and dates.

2.4 Functions of Islamic Religious Education

Islamic Religious Education is an education that regulates Muslim individuals and communities to be able to embrace Islam in a logical and appropriate manner as a whole both in individual and group life, because Islamic education is a means of understanding and introducing Islamic teachings.

2.5 Research Hypothesis

"Hypothesis is a guess or guess about what we observe in an effort to understand it, a hypothesis can be interpreted as a temporary answer to a research problem, until it is proven through the collected data".

Based on the opinion above, the author can understand that what is meant by a hypothesis is a statement that still needs to be proven true, and the assumptions that arise are temporary to be proven real and true through field data and facts obtained from research. The research hypothesis in this study is "there is a relationship between interest in learning and learning achievement in Islamic Religious Education (PAI) at MTs.S Teupah Barat.

Ha : There is a relationship between interest in learning and student achievement in class VII (seven) at MTs, S Teupah Barat

Ho : There is no relationship between interest in learning and student achievement in class VII (seven) at MTs.S Teupah Barat

III. Research Method

3.1 Type of Research

This research is a quantitative field research, so that in analyzing the data, statistical analysis is used, namely the product moment correlation formula.

The type of research used is product moment correlation analysis research, which is a study that aims to find the basics to correlate two or more variables. In this study, two variables were determined, namely the independent variable and the dependent variable. The approach used is a quantitative approach, namely research based on the calculation of numbers or statistics from a variable to be explored separately and then connected.

3.2 Time and Place of Research

The place of research is the location where a research activity is carried out. This research was conducted at the Private Madrasah Tsanawiyah (MTs.S) Teupah Barat. While the research time is the period or span of time used to conduct research. This research was carried out from November 16, 2020 to November 19, 2020. This research was carried out in March 2020 for students at Madrasah Tsanawiyah Swasta (MTs.S Teupah Barat).

3.3 Population and Research Sample

a. Population

Population is "the total number of units or individuals whose characteristics are to be estimated".

Population is "all members of groups of humans, animals, events, or objects that live together in a place and are planned to be the target of conclusions from the results of a study".

In this case, the research population is all seventh grade students of the West Teupah Madrasah Tsanawiyah (MTs.S) for the 2020 Academic Year as many as 25 students with 12 male students and 13 female students.

Table 1. Data for Class VII Private Madrasah Tsanawiyah (MTs.S) West Teupah Academic Year 2020

No	NIS	Student name	F/M	Place and date of birth		Note-
1	357	URAI FAJRI	F	Inor	10-11-2006	Student
2	358	DEDEN FARASKI	M	Inor	27-06-2004	Student
3	359	DEFIKA SARI	F	Inor	08-06-2006	Student
4	361	JUARLIN	M	Inor	28-11-2005	Student
5	362	EKI YULIA	F	Maudil	01-12-2004	Student
6	363	LUKMAN	M	Inor	18-06-2004	Student
7	364	FELIYA SUANTI	F	Maudil	14-02-2006	Student
8	365	MUHAMMAD JEFRI	M	Inor	04-09-2004	Student
9	366	NIFAYANI	F	Inor	04-03-2006	Student
10	367	TAUFIK MAULANA	M	Inor	24-07-2006	Student
11	368	AHYARUDIN SALI	M	Maudil	09-12-2007	Student
12	369	RAHMAD MUHAJIR	M	Inor	12-05-2005	Student
13	370	SANTI REFA UNSIA	F	Inor	03-12-2004	Student
14	371	SERI MAGDALENA	F	Inor	06-05-2006	Student
15	372	ANELIKA	F	Inor	05-01-2005	Student
16	373	FILDA YANTI	F	Naibos	05-11-2003	Student

17	374	NELISTA ABONDA	F	Maudil	03-05-2005	Student
18	375	EGAMUSTIKARILA	F	Maudil	12-08-2006	Student
19	377	RANITA	F	Maudil	02-01-2005	Student
20	378	PUSPITA NENGSI	F	Maudil	03-04-2005	Student
21	380	HERMAWAN	M	Inor	12-03-2006	Student
22	381	ALI MURDANI	M	Naibos	10-14-1006	Student
23	382	MAULIJAR	M	Naibos	05-10-2006	Student
24	383	M. FARIL	M	Inor	06-07-2007	Student
25	384	ALDI SUFARLAN	M	Maudil	05-28-2006	Student

b. Sample

The sample is "part of the population that is made the object/subject of research. The sample is "part of the population that represents the entire representative population".

From the statement above, it can be understood that sampling is a process of selecting samples and determining the type of sample and calculating the type of sample that will be the subject or object of research. The sample that will actually be examined must be representative in the sense of representing the population both in terms of characteristics and the number possessed by the population.

Because the subject of this study consisted of 25 students. So this research is called population research. The details of the sample in this study are: Grade VII students: 12 male students and 13 female students.

IV. Results and Discussion

4.1 Results

To be able to test the hypothesis that the author proposes in this study, namely "is there a relationship between interest in learning and learning achievement in Islamic Religious Education (PAI) at MTs.S Teupah Barat", then the data is entered into the work table to find the correlation. After collecting data on the relationship between interest in learning and data on learning achievement in Islamic Religious Education (PAI) at MTs.S Tupah Barat, the authors conducted an analysis of these data. The process of processing and analyzing data that the authors do in this research is to use the Product moment formula:

$$r_{xy} = \frac{n \cdot \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{(n \cdot \sum x^2 - (\sum x)^2) \cdot (n \cdot \sum y^2 - (\sum y)^2)}}$$

- x^2 : Each score/variable x value
- y^2 : Each score/variable y value
- xy : The product of each score/value of the variables x and y
- $\sum x$: Total score/variable x value
- $\sum y$: Total score/variable y value
- $\sum x^2$: The sum of the squares of the score/value of the variable x
- $\sum y^2$: The sum of the squares of the score/value of the variable y
- $\sum xy$: The sum of the scores/values of the x and y variables.

After r_{xy} is known, then the value r_{xy} is then consulted with the r Product Moment table with the criteria for the $r_{xy} < r$ table, then the alternative hypothesis is accepted.

Conversely, if $r_{xy} < r$ table then the hypothesis is rejected. Here the authors present the table of correlation coefficients as follows:

Table 2. Correlation Coefficient between the Relationship of Interest in Learning and Learning Achievement of Islamic Religious Education (PAI) Students at MTs.S Teupah Barat

No Respondent	X	Y	x ²	y ²	Xy
1	46	87	2116	7569	4002
2	46	86	2116	7396	3956
3	45	85	2025	7225	3825
4	42	85	1764	7225	3570
5	42	85	1764	7225	3570
6	41	84	1682	7056	3444
7	39	83	1521	6889	3237
8	39	82	1521	6724	3198
9	38	82	1444	6724	3116
10	37	81	1369	6561	2997
11	37	81	1369	6561	2997
12	37	80	1369	6400	2960
13	37	80	1369	6400	2960
14	36	80	1296	6400	2880
15	36	80	1296	6400	2880
16	36	78	1296	6084	2808
17	35	78	1225	6084	2730
18	34	78	1156	6084	2652
19	33	77	1089	5929	2541
20	32	77	1024	5929	2464
21	32	76	1024	5776	2432
22	31	75	961	5625	2325
23	31	75	961	5625	2325
24	31	73	961	5329	2263
25	30	70	900	4900	2100
Total	923	1998	34618	160120	74232

Based on the calculation of the table above, the results of the calculation can be obtained as follows:

$$\begin{array}{lll}
 N & : 25 & \sum Y & : 1998 & \sum Y^2 & : 160120 \\
 \sum X & : 923 & \sum X^2 & : 34618 & \sum XY & : 74232
 \end{array}$$

Furthermore, based on the results above, it can be entered into the Product Moment formula:

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$\begin{aligned}
r_{xy} &= \frac{25.74232 - (923) \cdot (1998)}{\sqrt{[25.34618 - (923)^2][25.160120 - 1998]^2}} \\
r_{xy} &= \frac{1855800 - 1844154}{\sqrt{[865450 - 851929] \cdot [4003000 - 3992004]}} \\
r_{xy} &= \frac{11646}{\sqrt{(13521) \cdot (10996)}} \\
r_{xy} &= \frac{11646}{\sqrt{148676916}} \\
r_{xy} &= \frac{11646}{38583376} \\
r_{xy} &= 0,000
\end{aligned}$$

Based on the calculation above, it is known that the r_{xy} value is 0.000. The next step is to test the hypothesis by comparing the r_{xy} value of 0.000 with the price of r in the table. To be able to compare the prices of r_{xy} r tables, first look for the degrees of freedom, namely $df = N - nr = 25 - 2 = 23$. On a df of 23, we get r tables with an error rate of 5% of 0.413

Based on this, it can be seen that the price of r_{xy} 0.000 is smaller than the r table of 0.413, which is 0.000, so it can be seen that the alternative hypothesis (H_a) in this study was not accepted, meaning that there is no relationship between interest in learning and student achievement in class VII (seven)) Islamic Religious Education Subjects at MTs.S Teupah Barat.

4.2 Discussion

Interest in learning is one of the important factors that play a role in achieving a learning goal. A student in learning must have a goal. The purpose of students in learning is to achieve optimal results. To achieve optimal results, a student needs what is called a reinforcement in the form of interest. Interest in learning will form an achievement, where if the interest in learning is low then learning achievement is low, and vice versa.

Learning achievement is evidence of the effort that has been made in teaching and learning activities and is the value that students get from the learning process that has been taken. Achievement is an individual value (score) which is an indicator of achievement or real achievement results as the influence of the relevant teaching and learning outcomes. The author has conducted research and tested whether there is a relationship between interest in learning and learning achievement in Islamic Religious Education Class VII (seven) at MTs.S Teupah Barat.

Based on the results of hypothesis testing related to the formulation of the first problem using the PPM Correlation formula (Pearson Product Moment), the price of r_{xy} 0.000 is smaller than r table 0.413, namely $0.000 < 0.413$ so it can be seen that the alternative hypothesis (H_a) in this study was not accepted. This means that there is no relationship between interest in learning and learning achievement in Islamic religious education for class VII (seven) at MTs.S Teupah Barat.

Based on the explanation above, it can be concluded that there is no relationship between Learning Interest and Learning Achievement of Islamic Religious Education students in grade VII (seven) at MTs.S Teupah Barat. Interest in learning is strong but does not become a benchmark for high student achievement or optimal success. But a person's success is influenced by his own intentions.

V. Conclusion

Based on the results of the research that the authors have done, it can be concluded that there is no relationship between learning interest and student achievement. This is evident from the results of hypothesis testing using the PPM Correlation (Pearson Product Moment) formula, the price of r_{xy} 0.000 is smaller than r table 0.413, so that in this study the alternative hypothesis (H_a) is not accepted.

Based on the explanation above, there is no relationship between Learning Interest and Learning Achievement of Islamic Religious Education Students in grade VII (seven) MTs.S Teupah Barat. This means that a person's success is not measured by interest but from his own intentions.

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