

The Effectiveness of Learning Management on Student Achievements at Tsanawiyah Madrasah North Sinjai Country Sinjai Regency (Study of Interaction Analysis of teaching staff and students)

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Abstract: The effectiveness of learning management to improve student achievement is closely related to the school learning management system. As for the purpose, to find out the effective learning management carried out by the teacher on student achievement. The research uses a qualitative descriptive method that describes and explains in depth the effectiveness of learning management in improving student achievement, using the research instrument itself, data processing through observation, interview guides, and documentation. Data analysis used data reduction, presenting data, and drawing conclusions. To check the validity of the data, the triangulation technique was used.

The results of the study show that learning management at Madrasah Tsanawiyah Negeri Sinjai Utara, Sinjai Regency has been going well, including: a). Aspects of planning a learning program with a structured learning program; aspects of the implementation of learning with the implementation of learning guided by the program plan that has been prepared; aspects of learning evaluation, implementation of evaluation after students carry out the learning process, b) The effectiveness of teachers in managing learning to improve student achievement, including: the ability of teachers to plan learning programs in a systematic, careful and effective manner, the ability of teachers to optimally carry out learning that can improve student learning achievement, teacher's ability to carry out student learning evaluation activities.

Keywords: Effectiveness, Management, Learning, Achievement, Students

I. INTRODUCTION

Educational institutions which are commonly referred to as schools are work organizations consisting of several classes, both parallel and showing staging, where the learning process of students occurs in studying. The existence of the teacher is very instrumental in the success or failure of students in school. To help increase the knowledge and development of students to realize life optimally, teacher assistance is needed. This is inseparable from the collaboration between students and teachers because well-established interactions can create effective learning. Therefore teachers must have pedagogic competence and other competencies in applying knowledge to their students. For the teacher is to build and instill the principle of sincere knowledge and charity for Him, in students, also the

nature of expecting His rewards and rewards is the main thing, [1]. Every teacher or homeroom teacher as a middle leader or class administrator certainly occupies the most important position because he bears the responsibility of advancing and developing all aspects as a whole and using all available resources to achieve educational goals, to meet these demands the teacher is able to interpret learning and make learning as a the formation of competence and improving the personal qualities of students, through the values of the lessons taught every day, and paying attention to attitudes, daily behavior, so that teachers are still respected. In accordance with the goals and functions of education listed in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education system; National Education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aims to develop the potential of students so that humans become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens, [2]. These functions and objectives become a reference for the implementation of national education, both in the context of formal, informal, and non-formal education, each of which is essentially focused on efforts to mature and develop in the cognitive, affective, and psychomotor domains of students, [3]. The implementation of educational institutions as education providers requires educators or those who are responsible for the learning process in schools to have competencies that are in synergy with school conditions and still refer to the National Education Law. The skills and abilities of teachers as organizers in the learning process, compiling lesson materials, interdisciplinary, functional, and technology can draw up the outlines of teaching programs, and are able to solve the effectiveness of individual work in their work. One of the factors that influence the success of the teacher's task is his performance in designing, implementing and evaluating the learning process. In conditions like this, parents hand over their children to the school in the hope that their children can develop. Interests, talents, abilities, and potentials possessed by students will not develop without the help of teachers, [4].

Teachers need to convey to students individually because one student and another has very basic differences. Schools as educational institutions certainly provide facilities and infrastructure to support students' activities in the learning process and manage existing resources to obtain outcomes that are high achievers and have noble character. In addition, he must cooperate with social institutions, the government, and create conditions that are pleasant and nurturing for all personnel in the work environment. A good leader in education is always an example in every action, both from teachers and students especially in the surrounding community, besides that an effective learning and management system is always carried out properly so that the output of students can compete with other students during entrance exams at the next level of education as well as in the world market. In such conditions, educative interactions are needed that take place between teachers and students in order to achieve teaching goals.

The learning achievement of students is more or less influenced by the communication that takes place during the learning process in the classroom. Communication as the teacher's action is authoritarian. On the other hand, students become objects of learning, passive and creative interactive communication interactions, if the teacher is not alert, it can give the impression that learning is not directed. Teachers who are too involved in interactive communication tend to use questions and answers or assignments. In addition, the discussion often saves from the subject matter. Meanwhile, students get bored and reach a saturation point in asking questions or answering the teacher's questions. Communication as a transaction will place the teacher in a position as a leader, mentor, and learning facilitator, and students as objects. If the learning process is not controlled, the participation and activity of students is not controlled and directed or the learning situation is controlled by only a few students. In addition, there is the behavior of students who are less attentive to lessons, passive, selfish and looking for the teacher's attention, and noisy in class, even in daily activities there are students who are often late, lack discipline, violate school rules, and disturb their friends. , the same thing can be experienced by students of Madrasah Tsanawiyah Negeri Sinjai Utara, Sinjai Regency in the learning process in class. Thus, of course, an effective learning management system is needed at the school to improve student achievement, despite the fact that this school is experiencing development and improvement every year both in terms of the number of students, teachers, facilities and infrastructure and the graduation rate of students this year reaches one hundred percent. In fact, public trust and concern for this educational institution is increasing. Based on the background, the authors describe the effectiveness of learning management in improving student achievement and achieving optimal results, so what the authors explore are learning management, the effectiveness of learning management in improving student achievement in Madrasah Tsanawiyah Negeri Sinjai Utara, Sinjai Regency.

a. Learning Management

Management of learning is a process of activity that is not an outcome or goal, or just remembering, further experiencing. Management is a series of activities with the core of planning, organizing, actuating and controlling in achieving predetermined goals, [5]. The concept of learning according to Corey in Syaiful Sagala is a process in which a person's environment is deliberately managed to allow him to participate in special conditions or produce responses to certain situations, learning is a special subset of education, [6]. Learning is a conversion of the term teaching and learning process used so far. So the concept of learning itself consists of learning and teaching. Learning is a process of interaction between students and teachers and learning resources in a learning environment, [7]. Meanwhile Laster D. Crow argues that learning is an effort to acquire habits, knowledge, and attitudes. Learning is said to be successful when a person is able to repeat the material he has learned is called "rotate learning", if what has been learned is able to be conveyed and expressed in his own language it is called "over learning". Learning is a process of change through activities or training procedures both in the laboratory and in the natural environment, [8]. Learning is not just gathering knowledge, learning is a mental process that occurs within a person, causing behavioral changes to emerge. Mental activity occurs because of the individual's conscious interaction with the environment. Learning activities are complex actions and behaviors of students, as learning actions that are only experienced by students themselves, [9]. The creation of learning environment conditions can be in the form of a number of tasks that must be done by students, problems that require students to solve them and the provision of skills that students need to master. [10]. Therefore, the implementation of learning is directed at empowering the potential of students so that the competencies taught can be mastered. Management of learning is an ability in managing student learning aimed at achieving the expected end result by moving others through educative interaction, [11]. The elements of the learning management concept are: a) the ability or skill to manage learning activities, learning objectives that are influenced by professional, personal aspects, b) technically within the individual in a balanced way, c) learning outcomes, d) educational interaction processes, e) individual learning, f) learning environment. According to Mappanganro, the elements involved in the learning process are simple, developing a learning implementation plan, the ability or skill to open and close learning, the ability to manage classes, the selection of learning methods and approaches, the selection of facilities and infrastructure (learning tools/media and learning resources), and planning an assessment or evaluation, [12]. Process standards in learning management include planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising learning for the implementation of an effective and efficient learning process. The Learning Implementation Plan is described from the syllabus to direct students' learning activities in an effort to achieve basic competencies. In its implementation by paying attention to the principles of its preparation, namely; pay

attention to individual differences of students, encourage active participation of students, develop a culture of reading and writing, provide feedback and follow-up, linkage and integration, apply technology and information. According to Hamalik (1995:159) in Hamid Darmadi suggests that evaluation is the overall measurement activity (data and information collection), processing, interpretation and consideration to make decisions about the level of learning outcomes achieved by students after carrying out learning activities in achieving learning objectives that are has been established, [13].

b. Learning Effectiveness

Effectiveness comes from the word effect which means the effect, influence, impression that arises on the minds of the audience, listeners, readers, and so on, [14]. Furthermore, the word effective means that there is an effect (effect, influence, impression) or can bring results or be effective, [15]. Effectiveness or effectiveness refers to the meaning of circumstances, namely circumstances, namely conditions of influence, things that are impressed in bringing results to something, as a result of treatment or effort. So effectiveness is usability, effectiveness and support goals. Learning is a process of interaction between students and educators, and learning resources. A person is changed and controlled with the intention of behaving or reacting to certain conditions. [16]. Meanwhile, external validation is a series of tests and assessments designed to determine with certainty whether the behavioral goals of an internal preparation are valid. Teacher is a noble profession. Teachers devote themselves and devote themselves to educating the nation's life and improving the quality of Indonesian people as a whole, namely those who believe, fear and have noble character, in creating a quality society. Success in learning requires the optimal role of the teacher placing learning strategies as a reference in implementing learning to achieve the goals outlined with full responsibility. The effectiveness of learning can be realized effectively and efficiently if the teacher positions himself as a teacher and educator, and students have the will, desire, and activeness, as well as seriousness in learning. Therefore a teacher needs to have the ability to design and implement various learning strategies that are considered suitable to the interests and talents and in accordance with the level of development of students including utilizing various sources and learning media to ensure the effectiveness of learning. Thus, a teacher needs to have special abilities, abilities that cannot be possessed by people who are not teachers. "A teacher is a person charged with the responsibility of helping others to learn and to behave in new different ways" [17]. That is why the teacher is a professional job, which requires special skills as a result of the educational process carried out by teacher education institutions. The end of all learning processes is learning outcomes or optimal learning achievement.

c. Learning achievement

Learning achievement means the results that have been achieved from what has been done, taught, [18]. The word

achievement comes from the Dutch *prestatie* or the result of effort. Achievement is widely used in various fields, given the understanding of a person's abilities, skills, attitudes in getting things done, [19]. A person's success in participating in a learning program can be seen from the learning outcomes. Learning is basically a process of a person's mental activity in interacting with their environment so as to produce positive behavioral changes, both changes in knowledge, attitudes, and psychomotor aspects are said to be positive, because the behavior change is an addition to previous behavior that tends to persist (resistance). long and not easily forgotten). According to Gagne, learning outcomes can be divided into three types of intellectual skills: a) learning to distinguish or discrimination, namely the ability to distinguish several objects based on certain characteristics, for example seen from shape, color, size, b) The ability to distinguish can be influenced by the level of maturity, growth and education, c) Learning concepts is the ability to place objects that have characteristics or attributes in a certain group (classification), while learning rules is learning through language symbols both spoken and written. Therefore, what the teacher can do in this case is only to take a snapshot of changes in behavior that are considered important and are expected to reflect the changes that occur as a result of student learning, both with the dimensions of creativity and taste as well as those with the dimension of initiative, [20]. The role of the teacher in the learning process in the classroom is very important. The most dominant roles are: the teacher as a demonstrator, the teacher as a class manager, the teacher as a facilitator, the teacher as a mediator, the teacher as an evaluator, the teacher must be able to assess the learning process and results that have been achieved, and provide feedback on the effectiveness of the learning that has been done .

II. RESEARCHMETHODS

This study uses a qualitative type, research that provides an overview of factual and systematic stimulation and events regarding factors, traits, [21]. As a qualitative method, it prioritizes observation, interviews, documentation, [22]. The approach that the author uses in this research is a pedagogical approach, a sociological approach, and a psychological approach. Sources of data in this study obtained informants and literature, [23], which includes primary data and secondary data. The instrument in this study is the researcher himself because the general characteristics of humans have sensitivity in data collection, [24]. The data analysis technique was carried out in a narrative manner regarding the phenomenon of the effectiveness of learning management carried out by teachers at the Madrasah Tsanawiyah Negeri Sinjai Utara, Sinjai Regency. The data analysis carried out aims to determine an effective learning management system. Qualitative data analysis is a process for compiling data either by classifying patterns or themes, categories so that researchers can interpret them, [25]. The next step is data analysis of the Miles and Huberman model, namely: data reduction, data presentation, conclusion drawing and verification, [26].

III. DISCUSSION

1. *Implementation of learning planning*

Learning is the actualization of the curriculum that demands the wisdom and activeness of teachers in creating and growing student activities in accordance with the plans that have been programmed. Thus, teaching preparation is an attempt to predict the actions to be taken in learning activities. Competency-based learning planning, namely: basic competencies, standard materials, learning outcomes indicators, and class-based assessments. Ownership of teacher competence is expected to be able to create good learning management. Madrasah Tsanawiyah Negeri Sinjai Utara in implementing the learning plan, the curriculum was prepared first. According to Rudianto, learning management begins with the preparation of the Pmadrasah curriculum by the formulation team for the North Sinjai State Madrasah Tsanawiyah in the MGMP forum. before the next school year period. The curriculum is the implementation of teaching preparation, which becomes the guideline in learning activities at the Madrasah. In carrying out educational process activities, learning management needs to be strengthened through curriculum preparation as a guide and mandate that the Education Unit Level Curriculum (KTSP) at the elementary and secondary education levels is prepared by the education unit with reference to Content Standards (SI) and Graduate Competency Standards (SKL). and guided by the guidelines prepared by the National Education Standards Agency (BSNP). The North Sinjai State MTs curriculum which has been formulated by the curriculum formulation team consists of two documents, which include; The introduction consists of rationale, basis, and purpose. Vision, mission, goals and understanding of curriculum, syllabus, and Learning Implementation Plan (RPP), profile of Madrasah, condition of students, condition of teachers and employees and condition of facilities and infrastructure. Curriculum structure and curriculum content (subjects, local content, self-development activities, other activities, setting the learning load, grade promotion, graduation, Graduate Competency Standards, complete learning by referring to Minimum Completeness Criteria (KKM). Education calendar. And closing, (Sinjai Utara State MTs Curriculum Data, 2012). Related to student learning completeness is determined by KKM (Minimum Completeness Criteria) which is made by subject teachers based on complexity (difficulty and complexity), carrying capacity and student intake. In the Subject Teacher Deliberation forum (MGMP), the teacher designs lesson plans, implements learning activities and evaluates learning. According to Berantas, that the designed learning tools contain annual programs, semester programs, identification of competency standards, competency standards, minimum completeness criteria, syllabus, learning evaluations and learning implementation plans are decided together with full responsibility to be implemented. Preparation of learning tools in Madrasah Tsanawiyah Negeri Sinjai Utara is an obligation for every teacher. By compiling and having learning tools, teachers can carry out learning as teacher projections regarding

all activities that will be carried out by both teachers and students, especially in the formation of competencies. The preparation of learning tools is also intended to streamline the learning process according to what is planned. Regarding learning planning according to Zahorik in E. Mulyasa, there are five elements that must be considered, namely; (1) learning must pay attention to the knowledge already possessed by students; (2) learning starts from the whole (global) to the parts in particular (from general to specific); (3) learning must be emphasized on understanding, by: drafting temporary concepts, sharing to get input and feedback from others; revise and develop concepts; (4) learning is emphasized on efforts to directly practice what is learned; (5) there is a reflection on the learning strategies and the development of the knowledge learned, [27]. The five elements above lead teachers at the Madrasah Tsanawiyah Negeri Sinjai Utara in preparing lesson plans that must pay attention to the basic competencies possessed by students, emphasizing on the cognitive, affective, and psychomotor as well as contextual shutters. Mastering the principles of learning, selection and use of learning media, selection and use of appropriate teaching methods, skills in assessing student learning outcomes

The implementation of the learning process carried out by the teacher is based on the schedule set by the curriculum developer. The program that has been prepared is a guide in carrying out learning, so that learning becomes directed and basic competencies can be achieved optimally. Learning programs that have been well formulated, but sometimes the implementation does not match the plans with the situations and conditions that occur in the field. Sometimes learning tools that are well structured cannot be fully implemented due to one reason or another, such as in Indonesian language lessons the listening indicator requires media (radio), but learning media is not available, so it is replaced by reading. In the implementation of learning, the teacher's activities that must be passed in its implementation are the skills of closing and opening lessons, explaining, asking and answering, managing classes, providing reinforcement, using facilities and infrastructure, using methods, and assessment. Therefore, educators use a variety of methods. Learning methods are ways or techniques of presenting material that are used by educators in presenting learning materials that are carried out both individually and in groups, [28]. The application of methods in the implementation of learning at MTs Negeri Sinjai Utara are lecture methods, question and answer, discussions, demonstrations, assignments, group work, experiments, role playing, problem solving, team teaching, and field trips. the learning methods and models used by the teacher, it turns out that the teacher uses lecture methods, discussions, giving assignments, demonstrations, question and answer and the selected learning model is adapted to teaching materials such as general lessons and religious lessons. using the model of spontaneity according to the learning method. participatory learning, thorough learning and contextual learning. Rudianto further explained that in the implementation of learning the teacher must have special intelligence in understanding the characteristics of students, and not rely on ego, because the situation or condition

of students in this madrasa requires extra patience in dealing with it, because they come from a family background that pays little attention education. In addition, for all personnel in this madrasa, the emphasis is on 4 pillars, namely: discipline, cleanliness, achievement and morality.

2. *Learning Evaluation*

Evaluation of learning is an activity to measure the success of students in mastering the competencies that have been planned at the end of the learning process. The implementation technique, namely the evaluation technique of learning knowledge, skills, and attitudes. According to Abu Saad, learning evaluation is carried out with written and oral exams and a list of questions, practice evaluation is carried out with practice analysis skills analysis and evaluation of the students themselves and most importantly is the evaluation of learning attitudes. Related to the implementation of the evaluation that the implementation of the evaluation can be analyzed and known the level of success of students in learning. can also determine the level of mastery of students in learning and mastery of the indicators they learn. For students who have not completed the remedial implementation, giving tutoring in the afternoon, while those who have completed the enrichment are carried out. Based on the description above, it can be stated that learning management at MTs has been carried out well, including: planning the learning process, implementing the learning process and evaluating learning and its follow-up through remedial and enrichment.

3. *The effectiveness of learning management in improving student achievement*

a. *Effectiveness related to learning planning in the classroom*

The effectiveness of learning planning in education has long stages and time, with indicators at each stage. These indicators are not only on inputs (teachers characteristics, equipment facilities, and educational materials and management capacity), process (administrative behavior, teacher and student time allocation), outputs (learning achievement, change in attitude, fairness, and equality), and outcomes. (higher pass rate), but what happens in the process. According to Rudianto, effective learning management is by looking at the teacher's ability to prepare learning tools and applied in the implementation of learning by utilizing the learning resources provided by the madrasa and ending with the provision of evaluation as a tool to measure student learning achievement. Through the provision of evaluation as a benchmark for him in the success of achieving competence, whether it is complete or not, if it has not been completed, remedial action will be carried out, if it is considered complete enrichment is carried out so that learning objectives can be achieved. Effective learning through structured learning tools can be realized if the conditions or learning situations support it, because not all the contents of the learning tools are realized in the field. Planning in learning is a reference for teachers to implement, but it is not a dead number to deal with at a certain time. For example, the implementation plan for semesters and exams has set a date for its implementation for some reason, its

implementation is moved forward or backward, as well as its realization in the learning process.

The ability of teachers to develop learning programs can be seen by the existence of learning tools that are owned by each teacher in carrying out learning. This is very important, and is an obligation for teachers to have learning tools. Because after all the skills and expertise of teachers in managing classroom management is very much needed. In implementing the curriculum, the lesson planning that is prepared always refers to the development of teaching preparation with three aspects of activities, namely identification of needs, formulation of basic competencies, and preparation of learning programs. These three aspects are carried out in accordance with the needs of students, with the hope that mastery of student competencies can improve learning achievement. To be more focused, the program preparation plan will be implemented in the effectiveness of the implementation of learning.

b. *The effectiveness of the implementation of learning.*

The effectiveness of the implementation of learning can be seen from the ability of the teacher to carry out learning. As a realization of the learning program that has been arranged previously, it can be applied in the learning process both in the classroom and outside the classroom. The teacher's ability to carry out learning with good coverage of material delivery, effective use of time allocation, application of creative learning methods and strategies, and provision of evaluation as the end of learning. Active communication is established with students and teachers, the delivery of material from the teacher is interspersed with humor or funny things to make students enthusiastically pay attention to the subject matter. Seriously without realizing the learning process has been completed. Therefore, in carrying out learning, teachers must have special abilities to carry out learning programs that are not owned by other professions. According to Rudianto, the teachers in the madrasa have the ability to carry out learning. Associated with the implementation of effective learning this can be applied in mastery of subject matter, teacher accuracy in using various methods and innovative learning strategies.

The effectiveness of the implementation of learning is the ability of teachers in carrying out their duties. Learners as individuals who are taught are a determining factor in the successful implementation of educational activities. The success of learning activities will be achieved if students are able to master the competencies taught and this can be seen from the achievement of learning evaluation results. The success or failure of students in mastering learning materials is strongly influenced by the ability of teachers in the learning process, the ability of teachers to manage learning is seen by the enthusiasm of students in participating in learning. Thus the effectiveness of the implementation of learning can be seen from the ability of teachers to apply learning both in the classroom and outside the classroom, this is evidenced by the active participation of students in learning. Through the teacher's ability to convey material well, use effective time allocation, apply creative learning methods and strategies and

carry out objective evaluations, it can lead students to improve their learning achievement.

c. *Learning evaluation effectiveness*

The effectiveness of learning evaluation is the teacher's ability to carry out learning evaluation activities or provide an assessment of the subject matter that students have studied, taking into account their cognitive, affective and psychomotor domains. In providing an assessment of students by collecting a number of daily test scores (daily assignments, practice, oral and written assignments), mid semester, final semester. Furthermore Evaluation is the end of the learning process to measure the achievement of student competencies. to determine the progress and success of students can be seen from a number of assessments carried out by the teacher through the implementation of evaluation after the learning process. The results of the evaluation are carried out with reference to the KKM for each subject, if complete, enrichment is carried out, if not complete, remedial is carried out. Therefore, management of good evaluation of the teacher in assessing student learning outcomes. By collecting a number of test and non-test values by paying attention to cognitive, affective, psychomotor aspects. From the acquisition of the evaluation of daily, mid-semester, and semester scores, they are collected into the final grades that are entered in the report book to measure the development and improvement of student learning achievement

IV. CONCLUSION

Management of learning at Madrasah Tsanawiyah Negeri Sinjai Utara, Sinjai Regency, has been going well. Reflected in three aspects as follows: a). Learning program planning; the learning program planning has been well organized, the learning program preparation is carried out once a year, before the next new school year. Includes annual program (Prota), semester program (Prosem), material mapping, syllabus, learning program plan (RPP) containing Competency Standards (SK), Basic Competence (KD), material plans to be taught, learning methods and models, as well as sources and learning media, evaluation implementation plan, and time allocation used, b). Implementation of learning programs; its implementation in the learning process is guided by the curriculum that has been compiled by the formulating team at the madrasa., c). Learning evaluation; Evaluation activities are carried out at the end or after student learning within the predetermined timeframe according to plan. With the provision that the value for students is the value above the KKM is declared complete, enrichment is carried out and the value below the KKM is declared incomplete, remedial is carried out. The effectiveness of learning management in improving student achievement at Madrasah Tsanawiyah Negeri Sinjai Utara Sinjai Regency, namely: It can be seen from the teacher's ability to manage learning activities well so that student achievement increases. The teacher's ability to plan learning programs carefully and carefully becomes a guide in carrying out learning. arranged learning devices contain the teacher's ability to convey subject matter, the teacher's ability

to use a variety of learning methods, the teacher's ability to create innovative learning strategies, the teacher's ability to empower existing learning resources according to the learning environment, the teacher's ability to use efficient time allocation, and the ability the teacher carries out the evaluation. In addition, ownership of teacher competence in the implementation of learning and providing motivation for students so as to generate high learning enthusiasm and can improve learning achievement.

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