



The Role of Supervisors in Improving Teachers' Ability to Implement the Class VI Fiqh Learning Process at Madrasah Ibtidaiyah Negeri 7 Langkat

Irda Novianti¹, Fuji Rahmadi², Bachtiar Siregar³

^{1,2,3}Universitas Pembangunan Panca Budi, Medan, Indonesia

Email: irdanovianti1998@gmail.com

Abstract: *The role of supervisors increases the ability of teachers to carry out an integrated learning process in the implementation of the main tasks and functions of supervisors to provide guidance and guidance to teachers. The role of the supervisor is very much needed by the teacher in terms of assistance in preparing the administration of learning planning, the ability of the teacher in the process of implementing learning, the ability to assess learning outcomes, the ability to use media and learning resources, utilize the learning environment and resources, and use learning technology. The administration of fiqh learning planning consists of 10 points, namely annual programs, semester programs, syllabus, lesson plans, educational calendars, face-to-face schedules, daily agendas, list of grades, KKM and student attendance, and monitored through standard process supervision activities in madrasas once.*

Keywords: *supervisor; teacher; competence*

I. Introduction

One of the national education goals related to the strategic plan pillars of the Ministry of National Education or now called the Ministry of Education and Culture is to improve the quality of education. While the quality of education cannot be separated from the quality of learning itself. The problem related to improving the quality of learning is the implementation of education in schools which is more input-output oriented without looking at the process and other aspects. The next problem is the level of teacher empowerment which is considered low in terms of carrying out learning management functions. This condition occurred at least after the process of transitioning the implementation of national education from a centralized to a decentralized one, and the role of school supervisors or madrasah supervisors in teaching and learning activities was still relatively low. So far, teachers only do learning optimally and tend to give good grades to students regardless of their level of ability.

Even though the teacher should have the courage to give the lowest score to students who do not have good learning outcomes. In addition, sometimes teachers are also not able to manage the activities of the teaching and learning process optimally. Teachers are often unable to activate students in learning activities. According to Margaret (2015), the objective condition of the quality of teachers in Indonesia is still low, this can be seen in the low scores of the National Examination in some areas, many teachers who do not understand the substance of science and appropriate learning patterns are indicators of the low quality and professionalism of teachers. When compared to neighboring countries, the quality of education in Indonesia is relatively low, Margaret explained that the quality of education in Indonesia is lagging behind neighboring countries such as Malaysia, Singapore and the Philippines, this data is based on research by the Program For International Study Assessment (PISA) 2012 which puts Indonesia in the second lowest position of the 65 countries studied in terms of achieving the quality of education.

Therefore, improving the quality of teachers must continue to be carried out in a planned and measurable manner. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). According to Nurgiyantoro in Putriyanti (2019), religious education values are high spiritual values and absolutely come from human belief in God through the education supervisor because they are the technical officers who go to the field face to face with teachers in schools/madrasahs. There is the involvement of madrasa supervisors to improve it, provide guidance as well as supervision of subject teachers, not only on aspects of managerial activities but also on aspects of the teaching and learning process. The role of madrasa supervisors is very supportive, because without an expert supervisor (professional) it is also impossible for a madrasa to run well and have a quality learning process. Madrasah supervisors have a significant and strategic role in the learning process and improving quality education outcomes in schools. In this context, the role of madrasa supervisors includes monitoring, supervision, evaluation, reporting and follow-up of supervisors which must be carried out regularly and continuously.

The supervisor's role relates to the supervisor's main duties in conducting managerial and academic supervision as well as coaching, monitoring and assessing. The role of madrasa supervisors in coaching is at least as an example for schools and co-workers who are compatible with the school in advancing their target schools. The Ministry of National Education (2011:5) explains that the supervisory role is carried out with a "supervisory approach that is scientific, clinical, humane, collaborative, artistic, interpretative, and based on socio-cultural conditions. This approach aims to improve the quality of learning". Education supervisors act as stimulators, mentors and consultants for teachers in improving teaching and creating good teaching and learning situations. In addition, supervision is expected to have a good developmental impact on the progress of the learning process.

II. Review of Literature

The term madrasa supervisor can be understood based on the meaning of the words supervisor and madrasa. The word supervisor comes from the word watch out. In the Big Indonesian Dictionary (1996:7) the word alert has the first 4 meanings; "I can see very well. Second; sharp eyes can know (see) all the unseen (secret). Third; pay close attention. Fourth; careful; remember. While the supervisor means the person who supervises. While the word madrasa according to Qodri A. Azizy (2003:7) is derived from Arabic. "Madrasah in Arabic comes from the word "darasa" which means a place to learn or a place to give lessons". In the Minister of Religion Regulation Number 2 of 2012 concerning Madrasah Supervisors and Islamic Religious Education Supervisors in Schools (2012: 2) it is explained that what is meant by madrasahs are "formal education units under the guidance of the Minister of Religion which provide general education with the specificity of the Islamic religion which includes Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), and Vocational Madrasah Aliyah (MAK)".

If the two words supervisor and madrasa are connected, then it becomes a madrasa supervisor which in language can be interpreted as a person who oversees madrasa or school activities. In terms, according to Government Regulation Number 74 of 2008 concerning Teachers Article 54 paragraph (8) point d (2008:7) that madrasa supervisors are "Civil Servant

teachers who are appointed to functional positions as supervisors of educational units whose duties, responsibilities, and authorities are to supervise academic and managerial in schools”.

In addition to madrasa supervisors, there are also Islamic Religious Education supervisors, hereinafter referred to as PAI Supervisors in schools, as according to PMA Number 2 of 2012 concerning Madrasah Supervisors and Islamic Religious Education Supervisors (2012: 2) are "Civil Servant Teachers who are appointed to functional positions as supervisors of religious education. Islam whose duties, responsibilities, and authorities are to supervise the implementation of Islamic Religious Education in schools.

The term madrasa supervisor can also be found in the work guideline for primary and secondary education school supervisors (2017: 1)., carry out supervision programs, evaluate the results of program implementation, and carry out professional guidance and training of teachers". Thus, it can be concluded that madrasah supervisors are civil servants who are given the task of carrying out supervisory activities in madrasahs with the aim of improving the quality of learning and the quality of madrasahs. Then it can also be understood that madrasa supervisors must have a teacher background, state civil apparatus in the relevant government institution, namely ASN at the Ministry of Religion, and have the main duties and functions in terms of supervising schools or madrasahs. This means that someone who does not have a background as a teacher cannot become a supervisor. Likewise, a person who is not an ASN cannot also become a supervisor.

The verse above describes the angels Raqib and Atid who always supervise human actions as well as provide notes on the results of their supervision. In addition to the two verses above, if it is studied in more depth, it is very possible to find the basis of the Al-Quran related to supervisory activities. In Chapter II Article 2 PMA Number 2 of 2012 concerning Madrasah Supervisors and Islamic Religious Education Supervisors in Schools (2012:3) it is explained "Madrasah Supervisors include RA, MI, MTs, MA, and/or MAK Supervisors". Meanwhile in Article 3 it is stated that "Madrasah Supervisors as referred to in Article 2 paragraph (1) have the task of carrying out academic and managerial supervision at Madrasahs".

In Government Regulation No. 74 of 2008 concerning teachers (2008:5) in article 15 paragraph 4 it is stated that "school supervisors must carry out academic supervision activities and managerial supervision". School supervision is also an integral part of an overall educational process. Because school supervision essentially plays an active role in guarding the educational process, so that it is in accordance with the rules of education and planning in it. According to the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform number 21 of 2010 concerning the Functional Positions of School Supervisors and Credit Scores (2010:2), it is explained that the main task of School Supervisors is to carry out academic and managerial supervisory duties in educational units which includes the preparation of supervision programs, implementation coaching, monitoring the implementation of 8 (eight) National Education Standards, assessment, mentoring and professional training of teachers, evaluation of the results of the implementation of supervision programs, and implementation of supervisory duties in special areas.

The details of the main tasks above are in accordance with the position of the school supervisor. School supervisors have a significant and strategic role in the process and outcomes of quality education in schools, including the quality of classroom learning. In this context, the role of school supervisors or madrasah supervisors includes monitoring of learning activities, academic and managerial supervision, evaluation of learning and madrasa

activities, reporting of supervisory activities both monthly, semester and yearly, and follow-up supervisors that must be carried out regularly and continuously. This role is related to the main task of madrasah supervisors in conducting managerial and academic supervision as well as the supervisory role in terms of fostering teachers and Madrasah Heads, monitoring and evaluating national education standards.

The role of school supervisors or madrasah supervisors in coaching is at least as an example for the school and as a harmonious co-worker with the school in advancing the target school. The supervisory role is carried out with a scientific approach to supervision or using scientific methods of monitoring, clinical, humane, collaborative, artistic, interpretative, and based on socio-cultural conditions. This approach aims to improve the quality of learning and the quality of madrasahs.

III. Research Methods

This study took place at Madrasah Ibtidaiyah Negeri 7 Langkat, having the address at Jalan Ampera, Pekan Bahorok sub-district, Bahorok district, Langkat district. This madrasah is often also known as the State Islamic School of Pekan Bahorok, because it is located not far from the Bahorok town or tax office. This study used descriptive qualitative method. According to Suharsimi Arikunto (2010: 114), qualitative descriptive research is "research to investigate the circumstances, conditions, or other things that have been mentioned, the results of which are presented in the form of a research report". Sources of data came from the Head of Madrasah, fiqh subject teachers, students and madrasah supervisors at Madrasah Ibtidaiyah Negeri 7 Langkat.

While the instruments used in collecting data are through observation, interviews, and study of documents/archives contained in supervisors and those in madrasahs. The data analysis used in this research is descriptive analysis with a qualitative approach. In analyzing the data, the author follows the Miles and Huberman model.

IV. Discussion

4.1 Implementation of the main tasks and supervisory functions in providing guidance and coaching to Class VI fiqh teachers at Madrasah Ibtidaiyah Negeri 7 Langkat

- a. The implementation of the main tasks and supervisory functions in providing guidance and coaching to teachers, especially fiqh teachers in class VI of Madrasah Ibtidaiyah Negeri 7 Langkat refers to several things, including first; Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform number 21 of 2010 concerning Functional Positions of School Supervisors and Credit Scores. Second; PMA Number 2 of 2012 concerning Madrasah Supervisors and Islamic Education Supervisors, third; work guide for primary and secondary education school supervisors, fourth; Government Regulation Number 74 of 2008 concerning teachers.
- b. The implementation of the main tasks and supervisory functions in providing guidance and coaching to fiqh teachers in class VI Madrasah Ibtidaiyah Negeri 7 Langkat uses the sustainable principle, namely that mentoring and coaching activities are carried out not only once or twice, but are carried out continuously in accordance with the development of the world of education, such as curriculum development, development of evaluation techniques, planning and cutting-edge learning models.

- c. The implementation of the main tasks and supervisory functions in providing guidance and coaching to fiqh teachers in grade VI Madrasah Ibtidaiyah Negeri 7 Langkat aims to, among others:
 - Improving the understanding of teacher competence, especially in pedagogic competence and teacher professionalism.
 - Improving the ability of teachers in implementing standards of content, process, graduate competence, and assessment.
 - Improving the ability of teachers in implementing content standards, processes, graduate competencies, and assessments.
 - Improve the ability of teachers in compiling CAR.
- d. In carrying out the main tasks and supervisory functions in providing guidance and coaching to fiqh teachers in class VI Madrasah Ibtidaiyah Negeri 7 Langkat, there are several things that are done as follows:
 - Assisting fiqh teachers in improving the ability to arrange learning planning administration.
 - Assisting fiqh teachers in improving the ability of teachers in the process of implementing learning.
 - Assisting fiqh teachers in improving the ability to assess learning outcomes.
 - Assisting fiqh teachers in improving their ability to use media and learning resources.
 - Provide input to fiqh teachers in utilizing the environment and learning resources.
 - Provide guidance to fiqh teachers in using learning technology.
 - Provide guidance to fiqh teachers to reflect on learning outcomes so that there are improvements.

4.2 Teacher's Ability to Implement Fiqh Learning Planning Class VI at Madrasah Ibtidaiyah Negeri 7 Langkat:

- a. Madrasah supervisors annually assess the ability of teachers to carry out fiqh lesson plans for class VI at Madrasah Ibtidaiyah Negeri 7 Langkat.
- b. The administration of fiqh learning planning consists of 10 points, namely annual programs, semester programs, syllabus, lesson plans, educational calendars, face-to-face schedules, daily agendas, list of grades, KKM and student attendance.
- c. The ability of teachers to carry out fiqh lesson plans for class VI at Madrasah Ibtidaiyah Negeri 7 Langkat is monitored through standard process supervision activities at the Madrasah once.
- d. Teachers are still late in preparing learning planning tools, especially in terms of lesson plans (RPP). Every year in the implementation of standard process supervision there are still teachers who have not completed the RPP. In fact, there are still many RPPs that have not been signed by the Head of Madrasah, including at Madrasah Ibtidaiyah Negeri 7 Langkat.
- e. All lesson plans from odd semesters to complete even semesters are owned by fiqh teachers for class VI MIN 7 Langkat. The existence of a learning implementation plan is complemented by other planning administrations such as annual programs, semester programs and syllabus.
- f. Learning planning is archived in full in the teacher's workbook, namely workbook I (book I). The teacher's workbook has been signed by the Head of the Madrasah.
- g. The lesson plans made by the fiqh teacher were checked from the beginning of the lesson, namely the second week of July to the first week of August. All teachers, both classroom teachers and subject teachers, must have completed lesson planning.
- h. The lesson planning that has been implemented by the teacher shows that the teacher's ability to carry out the lesson plan for fiqh class VI at Madrasah Ibtidaiyah Negeri 7 Langkat is very good.

4.3 The ability of teachers to carry out fiqh lessons for class VI at Madrasah Ibtidaiyah Negeri 7 Langkat:

- a. The ability of teachers to carry out fiqh lessons for class VI at Madrasah Ibtidaiyah Negeri 7 Langkat was measured based on the instruments that had been prepared by the supervisor. Every madrasa teacher has the same measuring instrument to monitor the teacher's ability to carry out learning, including the sixth grade fiqh teacher at Madrasah Ibtidaiyah Negeri 7 Langkat. Meanwhile, there are 2 things that become a measure related to the ability of teachers to carry out learning activities, first about teacher readiness and second about the implementation of learning itself. In preparation, the teacher must bring prota, prose, syllabus, lesson plans, teaching materials and so on. As for the implementation, the things that are considered include the teacher's appearance, apperception or motivation, use of language, mastery of the material, presentation according to the order of the material, approach and use of methods and so on.
- b. The fiqh teacher begins learning by attending to students, which of the students is not present and why is not present. Next, the teacher encourages students to learn, the teacher asks students to open fiqh textbooks, and asks about the material that has been studied in the previous week. Fiqh teachers sometimes ask students about the material they have learned the previous week. Then the fiqh teacher divides the students into groups of 5 groups in the class.
- c. Learning activities use the lecture method combined with discussion and question and answer methods. The teacher explains more about the subject matter rather than exploring students' knowledge. Student activities in learning appear in terms of answering and asking questions, observing learning media, carrying out practical activities, reading guide books and doing learning assignments in class while waiting for the change of class hours. Learning activities are dominated by fiqh subject teachers.
- d. The teacher has used several learning media such as picture paper, flipchart paper displayed in front of the class, infocus media using audio visuals through picture and sound films. The fiqh teacher in class VI of Madrasah Ibtidaiyah Negeri 7 Langkat also in carrying out the fiqh learning activities the teacher uses picture films, student reading books as sources or learning materials. Picture films as learning resources are used.

4.4 The ability of teachers to carry out an evaluation of class VI fiqh learning at Madrasah Ibtidaiyah Negeri 7 Langkat:

- a. Every year the madrasa supervisor evaluates the implementation of learning carried out by fiqh teachers at Madrasah Ibtidaiyah Negeri 7 Langkat. The results of the assessment become a measure and evaluation of the workload given and teacher certification allowances.
- b. To improve the ability of teachers to carry out evaluations of class VI fiqh learning at Madrasah Ibtidaiyah Negeri 7 Langkat, the madrasa supervisory working group (Pokjawas) has carried out mentoring for madrasa teachers by conducting learning workshops with HOTS (High Order Thinking Skill) based assessments in January 2019.
- c. The HOTS-based assessment guidance technology was also carried out in madrasas in February 2019 in madrasas with madrasa supervisors and tutors. This is in accordance with the Decree of the Director General of Education Number 5164 regarding guidelines for preparing RPP which includes HOTS-based learning and assessment. The technical guidance activities are funded from BOS funds.
- d. Teachers are not used to applying HOTS-based assessments, considering that so far the questions given are only at the level of knowledge, understanding and application, so they have not been able to optimally create and compile questions at a high level.

V. Conclusion

The role of supervisors in improving the ability of teachers to carry out the fiqh learning process for class VI at Madrasah Ibtidaiyah Negeri 7 Langkat, among others, is as a supervisor, coach, informant, and motivator. The supervision carried out is not only managerial supervision, but also more academic supervision. Madrasah supervisors also act as coaches or mentors. The communication carried out by the madrasa supervisor with the principal and teachers was quite good, not ordering but inviting teachers to improve the quality of education and inviting teachers to improve the quality of learning. The language used uses friendly language, not in the form of superiors with subordinates.

References

- AlKadri, Pemberdayaa pengawas sekolah dalam upaya meningkatkan kinerja Kepala Sekolah Menengah Atas Negeri di Kota Singkawang, (Jurnal Manajemen Pendidikan. Volume X. No. 5. Juli 2018)
- Anonim, Peraturan Pemerintah RI Nomor 74 Tahun 2008 Tentang Guru (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 194, Tambahan Lembaran Negara Republik Indonesia Nomor 4949), (Jakarta: t.p., 2007)
- Anonim, Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, (Jakarta: tp., 2005)
- Azizy, Qodri A., et. al., Pedoman Penyelenggaraan dan Pembinaan Madrasah Diniyah, (Jakarta: Direktorat Pendidikan Keagamaan dan PondokPesantren, Dirjen Kelembagaan Agama Islam Departemen Agama RI, 2003)
- Bahri. Syaiful, Supervisi Akademik dalam Peningkatan Profesionalisme Guru. (Jurnal Visipena. Volume 5. Nomor 1. 2014)
- Budimansyah, Dasim, Pengembangan Model Pembelajaran, (Bandung: Genesindo 2003)
- Departemen Agama RI, Al-Quran dan Terjemahnya, (Semarang: Tohaputra, 2003)
- Departemen Pendidikan dan Kebudayaan RI, Kamus Besar Bahasa Indonesia, (Jakarta: Balai Pustaka, 1996)
- Echols, John, dan Hassan Shadily, Kamus Inggris Indonesia, (Jakarta: Gramdeia Pustaka Utama, 1997)
- Ginting, Abdurrahman, Esensi Praktis Belajar dan Pembelajaran, (Bandung: Humaniora, 2010)
- Gusmadi, Pelaksanaan Manajemen Pengawasan Pendidikan Agama Islam di SMA Negeri di Kabupaten Tanah Datar, (Jurnal Al-Fikrah. Volume II no. 2 Juli-Desember 2014)
- Hasan, Yusuf A., dkk., Pedoman Pengawasan Untuk Madrasah dan Sekolah Umum, (Jakarta: Mekar Jaya, 2002)
- Iskandar, Metodologi Penelitian Kualitatif, (Jakarta: CP. Perss, 2009)
- Iskandar, Dedi, dan Udik Budi Wibowo, Peran Pengawas Pendidikan dalam Peningkatan Mutu Pendidikan SMP di Kabupaten Bima Provinsi Nusa Tenggara Barat, (Jurnal Penelitian Ilmu Pendidikan. Volume 9 no. 1 Desember 2016)
- Kaswad, Peningkatan Mutu Pendidikan Pondok Pesantren Melalui Manajemen Strategik (Upaya Mencari Solusi Menghadapi Tantangan Global), (Jakarta: Rajawali Pers, 2011)
- Kementerian Agama RI, Peraturan Menteri Agama Nomor 2 Tahun 2012 tentang Pengawas Madrasah dan Pengawas Pendidikan Agama Islam pada Sekolah, (Jakarta: t.p., 2012)
- Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi RI, Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi RI Nomor 21 Tahun 2010 tentang Jabatan Fungsional Pengawas Sekolah dan Angka Kreditnya, (Jakarta: t.p., 2010)
- Kementerian Pendidikan Nasional Republik Indonesia, Buku Kerja Pengawas Sekolah, (Jakarta: Pusat Pengembangan Tenaga Kependidikan Badan PSDM Dan PMP, 2011)

- Kementrian Pendidikan dan Kebudayaan, Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 54 Tahun 2013 Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah, (Jakarta: Menteri P dan K, 2013)
- Kementrian Pendidikan dan Kebudayaan Republik Indonesia, Langkah Pembelajaran Scientific dalam Kurikulum 2013, (Jakarta: Badan Pengembangan SDM Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan, 2013)
- Masitoh dan Laksmi Dewi, Strategi Pembelajaran, (Jakarta: Dirjen Pendidikan Islam Depag RI, 2009)
- Muttaqin, Imron., Peningkatan Profesionalisme Guru Melalui Pengawas Madrasah (Studi Kasus Pada Kementerian Agama Kota Pontianak), Jurnal Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Pontianak, 2016)
- Piet. A. Sahertian, Konsep Dasar & Tehnik Supervisi Pendidikan dalam Rangka Pengembangan Sumberdaya Manusia, (PT. Rineka Cipta, Jakarta, 2000)
- Pohan, A.M., Asmin, and Menanti, A. (2020). The Effect of Problem Based Learning and Learning Motivation of Mathematical Problem Solving Skills of Class 5 Students at SDN 0407 Mondang. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (1): 531-539.
- Putriyanti, O.A., Winarni, R., and Rohmadi, M. (2019). Religious Education Values in Gita Savitri Devi's Rentang Kisah and Andori Andriani's Doriyaki Novels. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 2 (4): 560-565.
- Purwanto, Ngalm, Adminstrasi dan Supervisi Pendidikan, (Jakarta: Remaja Rosdakarya, 2000)
- Puspitarini, Margert, Kualitas Guru RI Nyaris Terbawah di Dunia. <http://news.okezone.com>. Diakses tanggal 9 Oktober 2018.
- Retoliah, Kinerja Pengawas dalam Meningkatkan Profesionalisme Guru PAI di Kota Palu, (Istiqra. Jurnal Penelitian Ilmiah, Vol.2, No.2. Desember.2014)
- Riyanto, Agus., Model Supervisi Klinis Berbasis Ojt Sebagai Layanan peningkatan kompetensi Guru Melaksanakan Evaluasipembelajaran Praktik Produktif, (Jurnal Jurnal Penelitian Tindakan Sekolah dan Kepengawasan Vol. 2, No. 1, Juni 2015)
- Saekan Muchit., M., Peran Pengawas Sekolah/Madrasah dalam Konteks Manajemen Pendidikan, (Jurnal Addin Vol.3. No. 1, 2011)
- Sagala, Syaiful, Konsep dan Makna Pembelajaran untuk Membantu Memecahkan Problematika Belajar dan Mengajar, (Bandung: Alfabeta, 2007)
- Saleh, Abdurrahman, Madrasah dan Pendidikan Anak Bangsa; Visi, Misi dan Aksi, (Jakarta: Rajagrafindo Persada, 2006)
- Siagian, Edi Sahputra, Pelaksanaan Supervisi Klinis dalam Meningkatkan Profesionalitas Guru PAI di SMP Negeri 2 Kisaran (Tesis), (Medan: Pasca Sarjana UIN-SU, 2014)
- Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2010)
- Tim Penulis, Implementasi Kurikulum 2013 Modul Pendidikan dan Pelatihan Guru, (Medan: LPTK FTIK, 2013)
- Waluyandi, F., Trihastuti, R., and Muchtarom, M. (2020). Implementation of Parental Involvement in Learning Civic Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (4): 1686-1695.
- Zayadi, Ahmad dan Abdul Majid, Tadzkirah Pembelajaran Pendidikan Agama Islam Berdasarkan Pendekatan Kontekstual, (Jakarta: RajaGrafindo Persada, 2005)