

IMPLEMENTATION OF TEACHING MATERIAL TRIALS ON COMPETENCIES

Tenny Sudjatnika, M.Ag

Jl. Nusa Indah V No. 10 Rancaekek Kencana Kabupaten Bandung Jawa Barat Indonesia

tennysudjatnika@uinsgd.ac.id

Abstract

The feasibility of teaching materials based on the competence of Islamic values according to some lecturers is very difficult to be internalized into the profile competency of study programe that is tailored to the needs and abilities of students. The purpose of the study is to find the contribution of teaching materials Introduction to Islamic Studies through internalizing Islamic values on learning performance in the lecture process based on students' thinking styles and information processing patterns. The study used a qualitative method of product analysis testing through observations based on Edward's connectionism theory in English Literature study program at UIN Sunan Gunung Djati Bandung. The results showed that students have concrete random patterns of thinking, abstract random patterns and abstract sequential patterns. They are able to process information by organizing, rapid exploration, division of tasks, self preparation, spontaneous or planned rotation presentations .. Internalization of their Islamic values is indicated in the code of politeness: tolerance, positive invitation, peace, respect for time and attitude of Islamic literature. Their Islamic literary attitude is manifested in the type of extraversion and open-mindedness. The feasibility of linear competency-based teaching materials with the learning outcomes of study programs and university vision can be tested through a learning strategy model that is innovated based on the topic of teaching materials that are connected with the characteristics of students' thinking styles and natural information processing patterns so that basic competencies can be found that can be developed as competencies profile of study programs and universities.

Keywords: draft teaching materials, learning model strategies, thinking characteristics.

Abstrak

Kelayakan bahan ajar berbasis kompetensi nilai-nilai keislaman menurut beberapa dosen sangat sulit untuk diinternalisasi ke dalam kompetensi profil keprofesian yang disesuaikan dengan kebutuhan dan kemampuan siswa. Tujuan dari penelitian ini adalah untuk menemukan kontribusi bahan ajar Pengantar Studi Islam melalui internalisasi nilai-nilai Islam pada kinerja pembelajaran dalam proses perkuliahan berdasarkan gaya berpikir dan pola pemrosesan informasi mahasiswa. Penelitian ini menggunakan metode kualitatif pengujian analisis produk melalui pengamatan berdasarkan teori koneksionisme Edward dalam program studi Sastra Inggris di UIN Sunan Gunung Djati Bandung. Hasil penelitian menunjukkan bahwa mahasiswa memiliki pola berpikir acak konkret, pola acak abstrak dan pola sekuensial abstrak. Mereka mampu memproses informasi dengan mengorganisir, eksplorasi cepat, pembagian tugas, persiapan diri, presentasi rotasi spontan atau terencana. Internalisasi nilai-nilai Islami mereka ditunjukkan dalam kode kesopanan: toleransi, ajakan positif, perdamaian, penghargaan terhadap waktu. Sikap berkarya sastra islami mereka diwujudkan pada jenis extraversion dan openness. Kelayakan bahan ajar berbasis kompetensi yang linier dengan capaian pembelajaran program studi dan visi universitas dapat diuji coba melalui strategi model pembelajaran yang diinovasi berdasarkan topik bahan ajar yang dikoneksikan dengan karakteristik gaya berpikir dan pola pemrosesan informasi alami mahasiswa sehingga dapat ditemukan kompetensi dasar yang dapat dikembangkan sebagai kompetensi profil program studi dan universitas dalam sebuah mata kuliah.

Kata kunci: konsep bahan ajar, strategi model pembelajaran, karakteristik berpikir

Introduction

Educational experts are of the opinion that teaching material is a form of material used to assist instructors in the learning process (Andi Hamsiah et al: 2019,12) which contains learning messages and requires certain expertise and management compared to conventional (Mulyasa: 2006, 46-47) .

According to Meilan, teaching materials currently do not meet the needs (Meilan Arsanti, 2018, 72). That is because in the current curriculum development process it must be progressive and require the existence of the different naming principles, value-oriented, learner-centered, constructivist, re-conceptualist, social-reconstruction, and humanist theories that emphasize interests, needs, and the background of students both individually and in groups (Solomon, 2020). Certainly demanding a lecturer to conduct an evaluation to be more effective in improving the competency of students and education in general (Siti Asiah Tjabolo and Lian Gafar Otaya, 2019).

Building competency-based education is currently built on the type of learning that is fundamental to lifelong learning patterns of knowing, learning to do, learning to live together, and learning to be someone (Delors, 1999). Learning to know is learning to master knowledge instruments, at least understanding about the environment in developing work skills, and communicating. Then it becomes important for students to gain knowledge about scientific methods, methods of learning how to learn, knowing how to find out. For Rifai, lifelong learning is a representation of life skills learning, a skill that combines elements of cognitive, technical, and attitude skills. Learning to live together as an anthesis of various forms of competition and rivalry from life such as competition, disputes, fighting, and warfare in various sectors of life, which will build a spirit of peace building, togetherness, harmony, and harmony of life through collaborative efforts or work to achieve common goals. The main capital in the success of students in order to have competence that is able to realize lifelong learning is the principle of synergy and collaboration. (Rifai, 2012).

Meanwhile, Mardia believes that Islamic education is considered less successful in creating attitudes, behaviors and morals of students. Religious education in higher education should be a companion for students in creating moral scholars in other words, spiritual professionals. But according to him, education in higher education is faced with various challenges both internally and externally (Mardia, 2014, 186). One problem is that the curriculum is not aligned with the paradigm of higher education itself.

The competency-based curriculum in Islamic universities should have a paradigm of Islamic values, of course it needs to use a social reconstruction approach that considers the characteristics of curriculum objectives and contents that can be seen from the learning design. It requires steps in the long term and is focused on knowledge and attitude. While behavior will manifest in psychomotor that has accumulated in science and attitudes. Nana Syaodih and Erliana said that the preparation of the curriculum with the approach of learning was formulated in the objectives of the education program, competencies, learning and teaching materials for the structure of courses and the distribution of subjects (Nana Syaodih Sukmadinata & Erliana Syaodih, 2012).

The direction of learning in Islamic-based tertiary institutions is usually directed at the knowledge and attitude elements. One of them is at UIN Sunan Gunung Djati Bandung. The attitude element is intended to be able to show religious attitudes as Muslims, believers and muhsin who are tolerant, moderate and uphold human values in carrying out duties based on Islamic morals and ethics. While the element of knowledge is intended to be able to formulate

procedural problem solving based on the approach of Islamic values, namely by mastering the philosophical and theological foundation of the nature of monotheism in students who have Muslim nubuwah and treatises in order to contribute to the benefit of the people in accordance with their expertise (UIN Curriculum Development Team SGD Bandung, 2016). UIN Sunan Gunung Djati Bandung uses a competency-based curriculum referring to KKNI at level 6 focusing on developing professional competencies both technically and conceptually. Whereas the formulation of competency work forms is in the subject competency units, subject areas and sub-subjects. The profile formulated in the English Literature study program is to be a Language analyst, Literature analyst and intermediate expert translation (Curriculum Structure of KKNI English Literature: 2017).

On the other hand, some lecturers said that Islamic lecture material was very difficult to be integrated into the vision and mission of the study program. The distribution of courses that are concentrated in Islamic-based university competencies is Islamic subjects, which are subjects that are concentrated in Islamic Studies that must be attended by all undergraduate students. One of the courses is Introduction to Islamic Studies, a Islamic study course that maps 7 other Islamic courses in the following semester that implicitly have aspects of the cognitive, affective and psychomotor domains that mutually determine. Introduction to Islamic Studies as one of the supporting competency courses in English Literature study programs at Islamic Universities must be able to shape study program and university learning outcomes that are formulated by making programmable teaching materials so that they can be linear and contribute to the formation of study profiles and institutions through optimization of learning on Islamic values based on the interests of production. So it is necessary to make a research-based teaching material that is tailored to the learning outcomes of study programs and Islamic-based institutions and adapted to the actualization of students who are packaged attractively to stimulate two competencies (Islamic competence and Productive competence) in one faculty profile.

Research-based teaching material is an important tool in improving the quality of learning. The first step that should be chosen to develop research-based teaching materials is to choose the right textbook and create access for students to the textbook. Iwan Yahya said that the main rules used in the selection of this textbook were the novelty and depth of his studies (Iwan Yahya, 3).

One of the efforts to make teaching materials feasible to use is the need to make learning designs through the RBL (Resource Based Learning) strategy model, which is a learning system based on learning resources used in teaching and learning activities in the classroom (Peter Westwood, *Teaching and Learning Difficulties*, 2016 ; Literacy and Learning Information, www.edu.pe.ca/bil/bil.asp?ch1.s2.gdtx, 2018), for example authentic learning, problem solving, cooperative learning, contextual approach, the principle is student-centered learning. Then the instructional material for Introduction to Islamic Studies as a Islamic subject for university content needs to be tested in order to improve the quality of learning integrated with the competency of study programs so that the characteristics of learning outcomes are measured and linear with the vision and mission of study programs and universities. And the direction of learning needs to be directed at the learning information age that emphasizes internet-based, person-based and resource-based. The assumption is that the learning strategy must consider the learning objectives, the essence of teaching materials, and the needs of students as subjects to be learned.

It is effective to connect the three bases that researchers use cooperative learning strategies with the aim of finding student performances in processing information on learning material, evaluating individual responsibilities, giving opportunities to exchange ideas between students, training students to actively participate and communicate through problem solving. identified learning outcomes based on students' logical reasoning ability in solving problems by identifying the character of thinking patterns and how to process information. Bancong in his article said that problem solving skills need to be developed in learning, the indicator is logical reasoning (Bancong, Subaer: 196). In this case, what is analyzed is the style of thinking and how to process student information based on topics of teaching material so that students are able to understand, apply and identify themselves as English Literature students who have Islamic competence can be realized in the study program profile as language analyst and English literature analyst.

The draft discussion of teaching material is packaged by chapters arranged on the basis of ontology, epistemology and axiology and is externalized with the distribution structure of universal courses in the following semester, including Introduction: background, concept maps, competency standards and introduction to subject dissemination; Islamic Studies as a subject discipline; History and development of Islamic studies; Religious Studies and Phenomenon of religious people; Islam as a religion; Substance of Islamic Teachings; The Urgency of Islam for Humans; Islamic concepts about humans, reason and revelation, Philosophy, Science, Culture, Language, Art and Literature; Development of Islamic Teaching Thoughts; Islamic Concepts about Philosophy, Science and Religion; Ijtihad as the Dynamics of Culture and Civilization; Islam and the Contemporary World; Islamic Study Area; Literary studies in Islam.

This study uses the theory of connectionism or also called association theory. This theory states that the association between sensory and implant impression with action as a bond or connection is called a connection, how ideas become interrelated, the emphasis is on the functional behavior. The most basic form of learning in this theory is trial and error learning or also called selecting and connecting. Learning is incremental, not direct to deep understanding (insightful) in other words learning is done through systematic small steps in the form of direct selection actions and linkages in learning not direct reasoning (Olson, 2008). The principle is that the law of readiness starts, law of exercise, then law of effect (Dina Amsari, Murjidan, 51). Therefore it is possible to learn to adjust or respond according to the situation (law of assimilation or law of analogy (Abuddin Nata, 2009).

This theory involves stimuli in influencing individuals to respond. The connection between stimulation and response is said to be strong when there is a probability. Stimulation is used for a change from the external environment to be a sign in activating an organism to act or act, while the response is arbitrary behavior arises because of a stimulant (Mohamad Ali Zahidin, Indrya Mulyaningsih, 2009). Then it is the duty of the lecturer to provide stimulation so that the learning process occurs and confirm the correct response, in this case self-esteem, expectations, praise and attention to maintain behavior, as well as teaching materials as side affirmations. (Langgulung, 2000).

Regarding the information processing response indicators, the theory of Bobi De Porter and Mike Hernacki suggests four types of thinking styles including concrete sequential thinking styles (SK), concrete random thinking styles (AK), abstract random thinking styles (AA), and abstract sequential thinking styles (AA SA) (Hernacki, 2015). Adding the opinion of Reigeluth and Stein (1983) about the theory of the process of processing information, he said that individuals can facilitate the process of information acquisition starting from encoding,

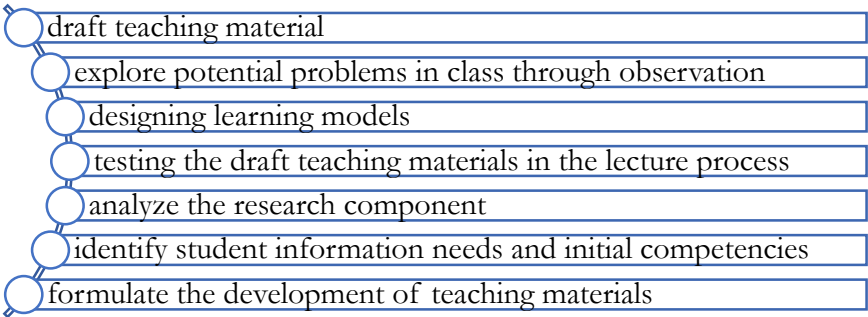
(presupposing information), storage (information storage), then retrieval (revealing information that has been stored) (Gagne , 2015).

In educational psychology the response and information processing process will be reflected in attitudes. There are 3 attitude theories that psychologists put forward, among others (1) learning theory and reinforcement (learning information through values and feelings based on facts), its form can be a process of imitation (imitating the attitudes of others), (2) incentive theory (responding by using some kinds of thoughts can be positive or negative by considering the value of the advantages or disadvantages, (3) the theory of cognitive consistency that is connecting meaning to an establishment (Bourdieu, t.thn.).

Research methods

This type of research is a qualitative study that uses the product analysis test action method. The aim is to find effective teaching material products in achieving the expected learning content goals (Creswell, 2015) that are tailored to the needs of students so that they are linear with the characteristics of the learning achievement of study. The steps of testing teaching materials are done first by making a draft teaching material systematically, exploring the potential and problems in class, designing learning models that are possible to build a learning environment on the constructs of student knowledge such as teaching information processing models, social teaching models personal teaching models and behavioral systems learning models (Bruce Joyce, 2009). Furthermore, applying the trial materials of teaching materials through the lecture process through observation on aspects of thinking style whose indicators are reality, remembering facts, building rules, experimenting through trial and error, looking for alternatives, absorbing ideas and organizing them in reflection or personifying, and making concepts . Then identifying the needs and abilities of students continued by making improvements to teaching material materials to suit these needs and abilities, revising drafts of book product materials, editing product drafts, correcting products, making product improvements, making mass products, making research reports. The data source is English Literature students of UIN Sunan Gunung Djati Bandung in the first semester of the 2019-2020 school year class A, B, C and F. The data type is student activity in exploring lecture material based on the draft teaching material. Data were analyzed based on categories of mindset, types of information processing techniques, literary models. Furthermore, teaching materials are improved to suit the information needs and potential competencies of students to become language analysts and literary analysts who have Islamic values. The steps to implement the feasibility of teaching materials on the characteristics of research-based student learning can be illustrated in the form of a hierarchical image as follows:

Table 1: Research-Based Teaching Materials



Furthermore, improving the teaching material, revising the draft book product material, editing book products, re-correcting the draft book products, making product improvements, making mass products and making research reports.

Discussion and analysis

From one semester's observations, several styles of thinking were found, the ability to solve problems in processing information and student attitudes in taking Islamic values from the implementation of teaching material trials in lectures on Introduction to Islamic Studies, among others:

Table 2: Student Activities

Class	Aspects of Thinking Style	Types of Thinking Techniques	Processing Information	Attitudes	Types of Literary Works
A, F	<ul style="list-style-type: none"> - Think regularly - Logical feedback - Reality - Organized 	Concrete Sequential	<ul style="list-style-type: none"> - Step by step - Based on a series of memory functions - Sorting topics - Connect topik in memory - Details 	<ul style="list-style-type: none"> - Tolerant - Remind - Objective - Opened 	Extraversion
B	<ul style="list-style-type: none"> - Experimental - Irregular (skipping) - Creative - Find your self - Random Concrete 	Random Concret	<ul style="list-style-type: none"> - Don't collapse (random) - Devirgen - Prepared - Focus on time - Requires direction 	<ul style="list-style-type: none"> - There is a change effort to respect each other - Mutually support 	Opened
C	<ul style="list-style-type: none"> - Emphasize feelings - loyal listener - calm / peaceful - The existence of reception 	Random Abstract	<ul style="list-style-type: none"> - Reflective - Listeners to the bitter end - Have your own way - Decide the conclusions that are initiated - Preparing myself - Make presentations in rotation based on spontaneous agreement - Focus on the core material 	<ul style="list-style-type: none"> - Appreciate time - There is a positive invitation 	Extraversion

Based on the above findings, it can be concluded that the implementation of the trial of teaching materials for Introductory Islamic Studies courses with several learning models can be found out some findings of the types of thinking styles, techniques for processing information and competent learning attitudes, that:

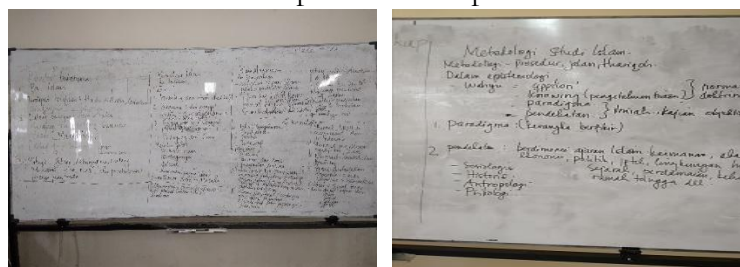
1. The average of the four semester classes of English Literature students in UIN Sunan Gunung Djati Bandung is patterned on three concrete thinking styles (SK), Concrete Abstract (AK) and Random abstract (AA) that give birth to types of information processing that influence attitudes extraversion and opened Islamic literature.

2. Viewed from the cognitive aspects individually, students of English Literature study program at UIN Sunan Gunung Djati Bandung semester one are able to think with inductive thinking, find concepts (concept attainment), learn scientific research (scientific inquiry) through information processing, mnemonics (assimilating information), creative thinking through collaboration (synthetic), understanding knowledge in a cognitive structured way from the results of collaboration and their presentation (advance organizer).
3. In terms of general skills (soft skills), through group learning able to give birth to social learning through learning in group and group investigation (group investigation) that appears from their ability to improve self-concept through achievement (enhancing self concept through achievement) based on observations learning behavior system to master the material and make a planned instruction, respect each other, complement each other, give each other opportunities.
4. The ability to process information and solve problems they do by:
 - Organizing learning through the division of topics there are some in detail, some in the form of slabs of material, there is also through reflective ideas.
 - Exploration of material is more dominated by exploration through the internet rather than books.
 - Managing the learning work environment there is a focus on the division of tasks of the discussion, there is a focus on the duration of the presentation time, there is also a focus on preparation for spontaneous turn, there is also a focus on preparation of getting a planned turn according to the topic.
5. The attitude of taking Islamic values from the lecture material Introduction to Islamic Studies in the learning process, students tend to refrain from mutual respect and reminded kindness of Islam, an atmosphere of peace, and respect for time.

Feature 1: Student Activities in the Lecture Process



Feature 2: One example of how to process information



Development

The draft learning material Introduction to Islamic Studies can be a map of the constructs of student knowledge. The motivation is that lecturers must be able to innovate in building important environments in the construct of knowledge by learning how to learn well. The building environment can be chosen as a form of teaching model that can construct their knowledge such as the teaching process of information processing (the information-processing), social teaching model (the social family), personal teaching model (the personal family), and behavior learning system learning model (the behavioral systems family), see (Bruce Joyce, 2009).

The draft teaching materials that are juxtaposed with the right learning model must be able to stimulate students' thinking so that they can be found competencies in how to process information either inductively (inductive thinking) with the competence of finding concepts (concept attainment), learning scientific research (scientific inquiry), mnemonic (assimilating information), creative thinking through collaborative (synthetic), cognitive structures in understanding lecture presentations (advance organizer), as well as social teaching models that shape the competencies of student learning partners with friends (pattern in learning) and students are able to conduct group investigations (group investigation).

Implementation of research-based teaching materials that are tailored to the needs and abilities of students personally proven to form reciprocal relationships between lecturers and students namely directing, helping and clarifying learning objectives to students while providing the assistance needed so that students are able to solve their own problems so that they are able to improve concepts self through achievement (enhancing self concept through achievement) such as the ability to argue, the ability to present, the ability to collaborate and the ability to internalize the material in the way of thinking and acting. While lecturers can identify student information needs to be poured into teaching materials to make them more comprehensive. Whereas behaviorally forms student's learning ability in mastering material and is able to make planned instructions so that students are able to learn based on the stimulation provided in the form of teaching material to be developed through training and self-training to develop material, and for lecturers to help improve pedagogical knowledge insights that have not been reached on the present of students.

The content of the material can be designed in the form of knowledge that can be connected between Islamic values and the competency of the faculty, in this case based on Islamic literature. The material given is more directed towards the material related to religious phenomena and Islamic rules which can shape the attitude of life which is dikonskikan with the profile of graduate graduates.

Table 3: Identification of Current Student Information Needs

No.	Information Needs	Action
1	Islamic Studies in Europe, America and Australia	Associate with history and present
2	Religious phenomena and developments on human life and life	Give an explanation of the nature (fitrah) of religious human impact on doctrine, social interaction, culture, anthropology
3	Islam as a religion in accordance with the nature (fitrah) of man	Add about Islam a religion that is fitrah, a religion that is the universality of Islam, a religion that teaches monotheism, a religion that is empirical, rational and science, methods and approaches to Islamic studies
4	The Urgency of Islam for Humans	Give an explanation of the Islamic concept of human events, about life, tasks, roles and positions of human life in the world. Also talk about reason and revelation
5	Plurality of Islamic Religion	Add an explanation of the development of Islamic study thinking about faith, Islam and ihsan, the source of teachings and ijtihad their implications for sects, schools, congregations and their development of science
6	English Literature and Literature in Islam	Add information about literature in the Islamic world and literary rules in Islam

The important thing to do in testing linear research-based teaching materials with profiles of graduates of study programs and universities is (1) lecturers must be sensitive to the development of current science needed by students, (2) lecturers must have knowledge of psychology and pedagogy in stimulating problem solving and student creativity so that the latent competence of students can be stimulated, (3) lecturers must connect between teaching materials, the learning process with the vision and mission of study programs and universities regarding expected profiles, (3) lecturers must be able to develop teaching material materials in support of students' initial competencies that allow can be developed through problem-based learning, (4) lecturers must be able to build student creativity through assessments tailored to study programs and universities, (4) and more importantly, lecturers are able to enjoy their profession as lecturers in advancing their students.

Conclusion

From the findings above, it can be concluded that in designing competency-based textbooks, it can be tested in advance by connecting the teaching materials with the expected learning outcomes through stimulating students' natural competencies with the principles of Student Centered Learning. Competency stimulus can be in the form of instructional material design and individual and social based learning models such as information processing (the information-processing family), social teaching model (the social family), personal teaching model (the personal family), and behavior system learning model (the behavioral systems family) collected by Bruce Joyce. Testing of teaching materials does require time and money but can be effected and effective through appropriate strategies based on up-to-date student needs and

student abilities that are connected with the student's initial competency response in the learning process in one semester. Teaching materials that are connected with thinking styles and ways of processing students' natural information will easily find updated information needs and competencies that can be directed towards achieving learning outcomes in a supportive and linear course with a university and university profile. Therefore, one thing that is important is the seriousness of the lecturer or instructor in helping students to obtain clear knowledge, attitudes and competencies through teaching materials, achieving the learning objectives of the course towards a professorial profile.

RECOGNITION

This research received funding from the DIPA-BOPTAN Ministry of Religion and UIN Sunan Gunung Djati Bandung through a research book grant based on national research and research in 2019 with registration number 194080000015636 cluster Book Publishing Text / Text Book / Daras / Reference Based Research (PT), SK Rector of UIN SGD Bandung Number: 193 /Un.05/V.2/Kp.02.3/04/2019 then the researcher should thank the Minister of Religion and Chancellor of UIN Sunan Gunung Djati Bandung for helping to fund the publication of this textbook / daras. Thank you also to LP2M and LPM UIN Sunan Gunung Djati Bandung for providing this smooth reporting and publication. Thank you also to the lecturers and first semester students of English Literature study program that cannot be mentioned one by one, for their participation in facilitating this writing.

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