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THE ROLE OF *KOMUNITAS GURU BELAJAR*
(*KGB*) IN CREATING INDEPENDENT
TEACHERS OF ISLAMIC EDUCATION

Syukron Ma'mun
SMA Hasyim Asy'ari Pekalongan, Central
Java, Indonesia
syukron_ma'mun@gmail.com

Abstract

The objectives of this study were to reveal 1) the efforts of the *Komunitas Guru Belajar (KGB)* in realizing Islamic religious education teachers who are self regulation learning; the role of the *Komunitas Guru Belajar (KGB)* in realizing Islamic religious education teachers who are self regulation learning; and the supporting factors and inhibiting factors from *Komunitas Guru Belajar (KGB)* in realizing Islamic religious education teachers who are self regulation learning. The approach used is a qualitative approach. This type of research used field research. The data sources used are primary and secondary data sources, Primary data sources are the founder of the KGB, the head of the KGB, Islamic religious education teachers, and guidebooks. Secondary data sources are books as references, magazines, internet, and articles related to this research. The data analysis technique uses the Milles and Huberman model, namely data analysis using data reduction techniques, data display and data conclusions in the field. The results showed that, the efforts of the *Komunitas Guru Belajar (KGB)* in realizing Islamic religious education teachers who are self regulation learning in Pekalongan namely through its activity programs, where KGB Pekalongan has several programs that are quite varied and flexible. The role of the *Komunitas Guru Belajar (KGB)* in realizing Islamic religious education teachers who are self regulation learning in Pekalongan is as a forum for teachers as well as supporting teachers to develop their teaching competences, Besides that, it also provides opportunities for Islamic religious education teachers to collaborate with fellow teachers and other communities to produce work or achieve common goals, have the opportunity to identify, choose, plan, and develop careers according to their potential aspirations. The supporting factors for the KGB in realizing Islamic religious education teachers who are self regulation learning in Pekalongan are: independent learning policy by the Indonesian minister of education and culture, support from local governments and official services, collaboration across communities and relevant organizations, and good human resources.

Keywords: *Komunitas Guru Belajar (KGB), independent teachers, Islamic education*

Introduction

The Learning Teacher Community (hereinafter abbreviated as KGB) is a community of educators to discuss and share smart practices regarding teaching and education.¹ KGB was established in November 2015 at the initiation of the Cikal Guru Campus, a teacher career development institution located in Jakarta. Then through Rizky Rahmat Hani who is one of the members of the Cikal Teacher Campus, he founded the KGB in Pekalongan in the same year. KGB is an example of a professional learning community that has shown very rapid growth since its founding in 2015. This rapid expansion is inseparable from the role of the driving teacher who is responsible for organizing and mobilizing the KGB in each region, one of which is in Pekalongan which includes the city and district of Pekalongan, which is currently chaired by Dias Rahmasari.

The purpose of the KGB is as a forum for teachers to develop autonomy and encourage the progress of all and every teacher, increase competence, build collaboration, and develop various roles as teacher career paths to continue to contribute to the world of education. In addition, the real purpose of the KGB is to dismantle the misconceptions about education and teaching that occur especially in Pekalongan, such as the Subject Teacher Conference (MGMP), Teacher Working Group (KKG), and the like, which should be used as a place for learning but are more often used to discuss about making questions only, social gathering, and so on. Finally, KGB is here to invite teachers to continue learning to be independent, competent, able to collaborate so that they can achieve careers.

The KGB views education in Indonesia in a different perspective, namely about independence in learning. Therefore, the KGB has a mission to change the education system in Indonesia so that it can achieve independence in teaching and learning. Through these regions, the KGB already exists in several areas outside of Java, with thousands of members with the main mission being independent learning led by Najelaa Shihab and his community friends. As is the case in Ki Hadjar Dewantara's thoughts on education which emphasizes the importance of independence in an education which is also called Panca Dharma, which is a basis based on five principles (nature, independence, culture, nationality and humanity).

In Pekalongan itself, the majority of teachers in their teaching practice are still flat and monotonous, there are several problems in the teaching carried out by teachers, one of which is Islamic religious education teachers who still have the notion that PAI teachers are scary and boring teachers. KGB is here to provide solutions to misunderstandings that occur within the scope of education, especially teachers. The

¹ Najelaa Shihab dan Komunitas Guru Belajar, *Merdeka Belajar di Ruang Kelas*, Cetakan Pertama, (Tangerang Selatan: Literati, 2017), hlm. 231.

position of the teacher is very important in the success of education, therefore teachers are required to learn and continue to learn without stopping. Because humans are essentially learning creatures who don't know at first.

Minister of Education and Culture Nadiem Anwar Makarim during a speech at the 2019 National Teacher's Day (HGN) event sparked the concept of "Free Education for Learning". This concept is a response to the needs of the education system in the era of the industrial revolution 4.0. Nadiem Makarim said that freedom of learning is freedom of thought.² The main essence of freedom of thought, which is in the educator / teacher. Without it happening to educators, it is impossible to happen to students. So far, students study in class, in the coming years students can study outside class or outing class so that students can discuss with the teacher not only listening to lectures from the teacher, but encouraging students to be more daring to appear in public, clever in socializing, creative, and innovative. Merdeka learning focuses on the freedom to learn independently and creatively.³ If the independence of learning is fulfilled it will create "independent learning" and the school is called an independent school or a liberating school. This feeling of comfort must be created by all components involved in providing education, both at school, at home, and in the community⁴

So far, the teaching system still relies on teachers lecturing in front of the class, so it often causes boredom. In addition, the education system in Indonesia still relies on rankings, this will create a gap between smart students and ordinary students. It doesn't stop there, sometimes parents also feel burdened if their children don't get ranked. The existence of the concept of the independent learning movement will encourage the education system in Indonesia to be more enjoyable and students are not burdened with a value or ranking system. It is hoped that with the implementation of independent learning, students can form virtuous, competent, and ready to enter the community according to their fields.⁵

Freedom to learn and teachers of Islamic religious education are two very interesting things to be studied further in order to develop the potential of teachers in conducting independent learning, especially PAI learning in Pekalongan. Therefore, with the background described above, the researcher feels it is necessary to conduct further studies. Thus, the researchers raised the title "The Role of the Learning Teacher

² Muhammad Yamin dan Syahrir, "Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran)", *Jurnal Ilmiah Mandala Education*, (Vol. 6. No. 1. April 2020, p-ISSN: 2442-9511 e-ISSN: 2656-5862), hlm. 126-127.

³ Dela Khoirul Ainia, "Merdeka Belajar dalam Pandangan Ki Hadjar Dewantara dan Relevansinya bagi Pengembangan Pendidikan Karakter", *Jurnal Filsafat Indonesia*, (Vol 3 No 3 Tahun 2020 ISSN: E-ISSN 2620-7982, P-ISSN: 2620-7990), hlm. 96.

⁴ Najelaa Shihab dan Komunitas Guru Belajar, *Merdeka Belajar di...*, hlm. 325.

⁵ Yaya Suryana dan A. Rusdiana, *Pendidikan Multikultural Suatu Upaya Penguatan Jati Diri Bangsa Konsep-Prinsip-Implementasi*, Cet. I, (Bandung: CV Pustaka Setia, 2015), hlm. 78.

Community (KGB) in Realizing Free Islamic Religious Education Teachers to Learn in Pekalongan". It is hoped that this research can provide benefits and contributions to various parties, both the campus and the Learning Teacher Community (KGB) and all teachers involved in the world of education.

Research methods

Research Approach

This study uses a qualitative research approach. Qualitative approach is an investigative process, in which researchers gradually try to understand social phenomena by differentiating, comparing, imitating, cataloging, and grouping objects of study.⁶ Qualitative approach is also defined as a process of research and understanding based on a methodology that investigates a social phenomenon and human problem.⁷

Types of research

The type of research used is field research (field research). Field research is research carried out in the scene or the place where the phenomena being investigated occur.⁸

Data source

The source of data in the study is the subject from which the data is obtained⁹. Sources of data needed in this study consisted of primary data sources and secondary data sources.

Primary data sources The primary data sources in this study were community leaders and members, Islamic religious education teachers, and guide books. **Secondary data sources**

Secondary data sources are data sources in the form of archives related to research problems¹⁰ This data is obtained as a support or support for primary data sources. In this study, the secondary data sources are books as references, magazines, internet, and articles related to this research.

Data collection technique

⁶ Hamid Patilima, *Metode Penelitian Kualitatif*, Cetakan kedua, (Bandung: Alfabeta, 2007), hlm. 58.

⁷ Juliansyah, *Metodologi Penelitian: Skripsi, Tesis, Disertasi, dan Karya Ilmiah*, Cetakan keempat, (Jakarta: Kencana, 2014), hlm. 33-34

⁸ Saifudin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 1998), hlm. 5.

⁹ Sudarwan Danim, *Menjadi Peneliti Kualitatif*, (Bandung: CV Pustaka Setia, 2002), hlm. 35.

¹⁰ Beni Ahmad Saebani, *Metode Penelitian*, (Bandung: Pustaka Setia, 2008), hlm. 93

In this qualitative research, the research instrument is the researcher himself because the researcher is everything in the entire data collection process. In this study using data collection techniques as follows.

Interview Method

The interview method is an activity carried out to obtain information directly by expressing questions to the respondents orally¹¹. This method is used to complete the data that has been obtained from the observation method which still requires further information.

Observation Method

A scientific method that is carried out by observing the object, either directly or indirectly because by observing the research symptoms can be observed¹². This method is used to observe data related to programs run by the Learning Teacher Community (KGB). This observation is carried out with the intention that the data obtained are truly accurate and comprehensive.

Documentation Method

That is looking for data on matters relating to variables, either in the form of notes, transcripts, books, newspapers, magazines, achievements of minutes, meetings and so on¹³. This method is used as a complement to data or information from archives, letters, reports, and notes or other data in accordance with the needs and objectives of the research as well as a recording device.

Data analysis technique

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others¹⁴. The data analysis used in this study is the analysis of the Miles and Huberman model, which is where the data analysis according to this model includes reduction (data reduction), data display (data presentation) and verification (conclusions). Where in data reduction, namely summarizing, choosing the main things, focusing on things that are important in looking for themes and patterns. After the data is reduced, the next step is data display (data presentation), in qualitative research is to use narrative text to present the data, while verification or conclusions in qualitative data analysis the initial conclusions are still

¹¹ P. Joko Subagyo, *Metode Penelitian Dalam Penelitian Teori dan Praktek*, (Jakarta: PT. Rineka Cipta, 2004), hlm. 39.

¹² Mohammad Ali, *Strategi Penelitian Pendidikan*, (Bandung: PT. Angkasa, 1992), hlm. 72.

¹³ Suharsimi Arikunto, *Managemen Penelitian*, (Jakarta: Rineka Cipta, 1999), hlm. 188.

¹⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R dan D* (Jakarta: CV Alfabeta, 2008), hlm. 244.

temporary so that the problem and problem formulation in the study Qualitative research will develop after the research is in the field.¹⁵

Results and Discussion

Efforts of the Learning Teacher Community (KGB) in realizing Islamic religious education teachers who are free to study in Pekalongan

The efforts made by the Pekalongan KGB in realizing Islamic religious education teachers who are free to learn are through programmed activities, where the Pekalongan KGB has several varied programs, including:

Based on teacher development

Based on teacher development, the KGB has several classes, including:

- a. Independence class i.e. teachers share smart practices or research on teaching
- b. Competency classes, namely teachers as participants develop certain competencies, and as coaches develop careers
- c. Collaborative classes are individuals, communities, organizations, and corporations that invite teachers to be involved in education-related initiatives/projects, and
- d. Career classes where teachers introduce works and services that have a positive impact on teaching and educational practices

By channel

By channel, the KGB has several work programs, including:

- a. Weekly Educators Meeting, held every Friday night at 18.30-20.30 WIB on the telegram application (text discussion),
- b. School Educators Meeting, held at the school scope, time and location according to the agreement between the mover and the school
- c. Regional Educators Meeting, held in the scope of the city/regency where the time and location of the implementation is according to the agreement of the members of the Learning Teacher Community (KGB), and
- d. The Archipelago Educators Meeting, is held once a year in October-November.

This 4K program (independence, competence, collaboration, and career) became the main program of the KGB. Then from the 4K program, each has its own program. In addition, there are also programs that were deliberately brought up due to their conditions and needs, such as the Corona Virus School (SLC) program and Distance

¹⁵ Sugiyono, *Metode Penelitian Kuantitatif...*, hlm. 247.

Learning (PJJ) training during the COVID-19 pandemic. So there are programs that have been formulated from the beginning and there are also programs that are flexible in nature to follow the needs and developments of educational issues. Through this program of activities, the KGB seeks to create PAI teachers who are free to learn.

In the process of educating students, actually not only students learn but a teacher also learns, the learning process of a teacher can be described as in Figure 1.2 below.

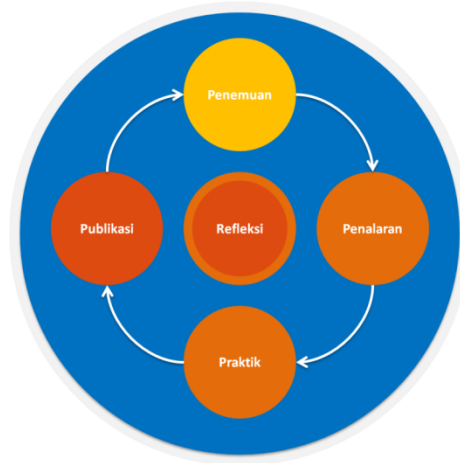


Figure 1. Teacher Learning Cycle

Changing the culture of a mediocre teaching style to an independent teaching style is not an easy thing to do, it takes a big movement and the same goal. The KGB tried to start driving change from the bottom, this was done by the KGB to drive educational change in Indonesia, changing from the bottom to the top through good teaching practices. Until finally it expanded to more than 200 regions and was heard all the way to the center. It is through these good practices that the KGB strives for the realization of teachers who are free to learn, one of which is an Islamic religious education teacher in Pekalongan, as shown in Figure 1.3 below.

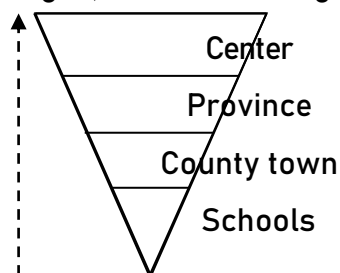


Figure 2. The process of driving educational change
by the Learning Teacher Community (KGB)

The role of the Learning Teacher Community (KGB) in realizing Islamic religious education teachers who are free to study in Pekalongan

The role of the KGB in realizing Islamic religious education teachers who are free to study in Pekalongan is as a forum for teachers as well as supporting teachers to develop their teaching competencies, to be more creative, innovative, inspiring, communicative, and flexible, and can add insight and teaching experience to become independent teacher in learning. In addition, the KGB also has a role so that teachers, especially Islamic religious education teachers, have the opportunity to develop their potential more deeply, have the opportunity to collaborate with teachers and other communities to produce works or achieve common goals, have the opportunity to identify, choose, plan, and develop a career according to his potential aspirations by continuing to teach in class, such as the opportunity to work, the opportunity to introduce his work through presentations, exhibitions or on the web/application and get feedback on his work.

In its implementation, the KGB carried out various good and interesting activities to help develop the potential of educators and received a positive response from the relevant agencies and government, but the support was not in the form of goods or in financial form, but in the form of program collaborations, where the government often involved the KGB in several activities. its activities. In addition to collaborating with relevant agencies and government, the KGB often invites or is invited to collaborate with several communities in Pekalongan, such as akber (sharing academy), embrace our families, there are drone communities, stand up communities, radio, tv, and so on. The KGB is not only an executor, but more for cooperation and collaboration.

As for the similarities and differences in the concept of independent learning, between the KGB and the concept of independent learning by the Minister of Education and Culture, the values can be said to be the same, but there are slight differences in which the KGB Community always adheres to 3 elements/dimensions, including commitment to goals, independence in methods, and always reflect. Basically, KGB always inspires the Minister of Education and Culture, which is likely to use what has been formulated by the Nusantara Learning Teacher Community (KGBN) in collaboration with the Cikal Teacher Campus (KGC). As in Figure 1.4 below.

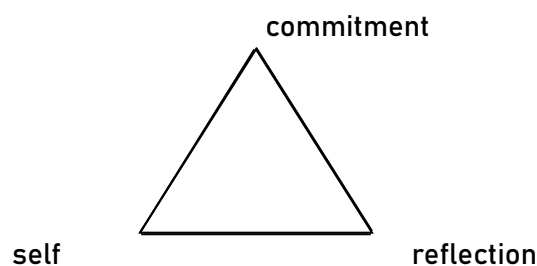
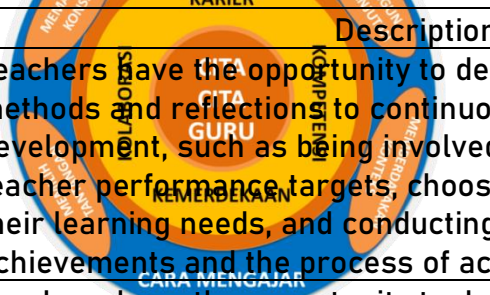


Figure 3. three dimensions/element of learning handle from

Learning Teacher Community (KGB)

There is no teacher who is not able to teach, all teachers must be able to teach, it's just that there are rarely teachers who want to learn to teach. KGB views that the achievement of teachers' ideals is carried out by themselves with the support of other stakeholders in the education ecosystem, this will only be achieved if teachers have four keys, namely: independence, competence, collaboration, and career. In addition, the ways/strategies in teaching a teacher must also be considered, there are 5 ways/strategies in teaching that are carried out by teachers, including: humanizing relationships, understanding concepts, building sustainability, choosing challenges, and empowering contexts. This is what the KGB did in order to create an independent teacher to study in Pekalongan, especially teachers of Islamic religious education. For more details, see Figure 1.5 which is described by going through table 1.2 and table 1.3 below.

Table 1. Teacher Development Guide



No	Key	Description
1	Independence	Teachers have the opportunity to determine learning goals, methods and reflections to continuously carry out self-development, such as being involved in setting school and teacher performance targets, choosing training according to their learning needs, and conducting periodic reflections on achievements and the process of achieving targets.
2	Competence	Teachers have the opportunity to develop their competencies so that they are ready to face the challenges of teaching according to the field of study. Students are taught and relevant to the context, such as the opportunity to attend training according to their learning needs, the opportunity to conduct a pilot project, the opportunity to get quality feedback, and the opportunity to assess their competence.
3	Collaboration	Teachers have the opportunity to collaborate with teachers and the community to produce work or achieve common goals, such as the opportunity to interact with other schools, the opportunity to be involved in the relevant community and the opportunity to do joint projects.
4	Careers	Teachers have the opportunity to identify, choose, plan, and develop careers according to their potential aspirations while still teaching in the classroom, such as the opportunity to work, the opportunity to introduce their work through presentations, exhibitions or on the web/application and get feedback on their work.

Table 2. ways/strategies in teaching

No	Teaching Method/Strategy	Description
1	Humanizing Relationships	A way of teaching that emphasizes understanding of students' learning dispositions and growing strength and identity as students to develop relationships between teachers, students and parents who trust each other, are close and based on mutual agreement.
2	Understanding Concepts	A teaching method that seeks and analyzes information (inquiry) from a systemic thinking perspective to (1) understand essential and relevant concepts, (2) see the interrelationships between concepts/disciplines and (3) attach concepts to a sustainability perspective.
3	Building Sustainability	A teaching method that designs learning stages and guides continuous learning through varied, periodic and student-involved reflection and assessment strategies while carefully analyzing data and sharing good practices within the community.
4	Choosing Challenges	A teaching method that guides students to choose challenging learning goals and achieve them through exposure to diverse sources of expertise and the development of differentiated learning structures.
5	Empowering Context	A way of teaching that guides students to understand, convince and engage the school's internal and external communities to engage in planning, teaching and assessment to produce actions that have an impact on changing the quality of life.

Supporting Factors and Inhibiting Factors for the Learning Teacher Community (KGB) in realizing Islamic religious education teachers who are free to study in Pekalongan

1. Supporting Factors for the Learning Teacher Community (KGB) in realizing Islamic Religious Education teachers who are free to study in Pekalongan

The factors that support the Learning Teacher Community (KGB) in realizing Islamic Religious Education teachers who are free to study in Pekalongan include the following:

- a. The policy of independent learning by the Indonesian Minister of Education and Culture
- b. Local government and official support
- c. Collaboration across relevant communities and organizations

d. Good Human Resources

Inhibiting Factors for the Learning Teacher Community (KGB) in realizing Islamic Religious Education teachers who are free to study in Pekalongan

The factors that hinder the Learning Teacher Community (KGB) in realizing Islamic Religious Education teachers who are free to study in Pekalongan include the following:

- a. The Learning Teacher Community (KGB) is still underestimated
- b. The level of teacher awareness is still low to change
- c. There are still a few who become driving teachers
- d. Source of funds is still independent

Apart from the KGB, there are several things that become supporters and obstacles in the view of Islamic religious education teachers in their participation in this community, including being in an environment that has the same vision in the community, so that moral support and enthusiasm emerges. In addition, good communication from fellow members and movers within the KGB is also one of its supporters, both direct and online communication. Then the obstacle is time constraints, because on the other hand, Islamic religious education teachers also have other activities that cannot be abandoned. As stated in the following interview.

“Personally, the obstacle is time, on the other hand, personally, there are other agendas, so we cannot fully follow what the community is doing. The supporters are that we are in an environment that has the same vision in that community, so that when we have an idea, other friends will support us. In addition, good communication from community friends is also one of the supporters, both direct and online communication. That is what supports the running of the community.”¹⁶

Meanwhile, in the view of the founders of the KGB, the things that became the supporters and obstacles were meeting with teachers who had the same thoughts and one frequency, while the obstacles were not finding the right person and method, and still using the old ways to create an activity. As in the following interview.

¹⁶ Ainun Najib, guru pendidikan agama Islam SMA Negeri 1 Pekalongan, *Wawancara*, (Pekalongan, 29 November 2020).

"The supporting factor is meeting teachers with the same frequency, while the inhibiting factor is not finding a person and not finding the right way, and still using old ways to make activities".¹⁷

Conclusion

Based on the analysis of the results of research on "The Role of the Learning Teacher Community (KGB) in realizing Islamic religious education teachers who are free to study in Pekalongan", the researchers conclude as follows:

1. The Efforts of the Learning Teacher Community (KGB) in Realizing Free Islamic Religious Education Teachers to Study in Pekalongan

The efforts made by the Pekalongan Learning Teacher Community (KGB) in realizing Islamic religious education teachers who are free to study in Pekalongan are through their activity programs, where the Pekalongan KGB has several quite varied and interesting programs, commonly referred to as 4K, namely: independence class, competency class, collaboration class, and career class. In addition, there are also Educator Gathering programs, including; 1) Weekly Educators Meetings, School Educators Meetings, Regional Educators Meetings, and Archipelago Educators Meetings, each of which has a different time level.

The 4K activity program (independence class, competency class, collaboration class, and career class) became the main program of the KGB, which then emerged from the 4K program several other programs that had been formulated together as needed. In addition, there are also several programs that are deliberately raised because of their conditions and needs. So there are programs that have been formulated from the beginning and there are also programs that are flexible in nature to follow the needs and developments of educational issues. Through these program activities, the KGB seeks to create free teachers to study in Pekalongan, one of which is a teacher of Islamic religious education.

2. The Role of the Learning Teacher Community (KGB) in Realizing Islamic Religious Education Teachers who are Free to Study in Pekalongan

The role of the Learning Teacher Community (KGB) in realizing Islamic religious education teachers who are free to study in Pekalongan is as a forum for teachers as well as teacher supporters to develop their teaching competencies, to be more creative,

¹⁷ Rizqy Rahmat Hani, pendiri Komunitas Guru Belajar (KGB) Pekalongan, *Wawancara*, (Pekalongan, 30 November 2020).

innovative, and inspiring. effective, communicative, and flexible, and can add insight and teaching experience in order to become an independent teacher in learning.

In addition, the KGB also has a role so that teachers, especially Islamic religious education teachers, have the opportunity to develop their potential more deeply, have the opportunity to collaborate with teachers and other communities to produce works or achieve common goals, have the opportunity to identify, choose, plan, and develop a career according to his potential aspirations by continuing to teach in class, such as the opportunity to work, the opportunity to introduce his work through presentations, exhibitions or on the web/application and get feedback on his work.

3. Supporting Factors and Inhibiting Factors for the Learning Teacher Community (KGB) in Realizing Free Islamic Religious Education Teachers in Pekalongan

Factors that support the Learning Teacher Community (KGB) in realizing Islamic religious education teachers who are free to study in Pekalongan include: the policy of independent learning by the Indonesian Minister of Education and Culture, support from local and official governments, collaboration across communities and relevant organizations, and human resources. the good one. Meanwhile, the inhibiting factors for the KGB in realizing independent Islamic religious education teachers studying in Pekalongan include: the KGB is still underestimated, the level of teacher awareness is still low to change, there are still few who become driving teachers, and the source of funds is still independent.

In addition, the supporting factors in the view of Islamic religious education teachers themselves are being in an environment that has the same vision and good communication from fellow members and movers within the KGB. Then the obstacle is time constraints, because they have other activities that cannot be abandoned as well.

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