

Critical Analysis of Islamic Education Textbooks and Morals for VII Grade Curriculum 2013

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ABSTRACT

Islamic Education is one of the fields of study that must be provided for elementary to tertiary education under the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia. The learning activities can not be separated from the source of learning, one of which is the textbook of Islamic Education and Morals. This study aims to conduct a critical analysis of the content of the book on Islamic Education and Morals for class VII, which is focused on analyzing the discussion material in the book and the suitability of the content with genuine arguments contained in the Qur'an and Hadith. This research belongs to qualitative research with a library approach in collecting data using documentation techniques and data analysis using content analysis techniques. The results obtained in this study are Islamic Education Textbooks and Morals Class VII Published by the Ministry of Education and Culture of the Republic of Indonesia. There are four types of discussions: Akidah Akhlak, Fiqh, History of Islamic Culture and Al-Qur'an Hadith, and the verses. The material is by the arguments contained in the Qur'an and Hadith so that it is appropriate to be used as a learning resource.

Keywords: *critical analysis, textbook, Islamic education, curriculum 2013*

ABSTRAK

Pendidikan Agama Islam merupakan salah satu bidang studi yang wajib diberikan untuk pendidikan tingkat dasar hingga perguruan tinggi di bawah naungan Kementerian Pendidikan dan Kebudayaan maupun Kementerian Agama Republik Indonesia. Di dalam kegiatan pembelajarannya tidak terlepas dari sumber belajar, salah satunya ialah buku teks pelajaran Pendidikan Agama Islam dan Budi Pekerti. Penelitian ini bertujuan untuk melakukan analisis kritis konten buku Pendidikan Agama Islam dan Budi Pekerti untuk kelas VII yang difokuskan pada analisis materi pembahasan yang ada di dalam buku serta kesesuaian konten dengan dalil-dalil otentik yang terdapat dalam Al-Qur'an dan Hadist. Penelitian ini termasuk jenis penelitian kualitatif dengan pendekatan kepustakaan, dalam pengumpulan datanya menggunakan teknik dokumentasi dan analisis data menggunakan teknik analisis isi. Hasil yang didapat dalam penelitian ini adalah Buku Pelajaran Pendidikan Agama Islam dan Budi Pekerti kelas VII Terbitan Kementerian Pendidikan dan Kebudayaan Republik Indonesia terdapat empat jenis pembahasan yaitu Akidah Akhlak, Fikih, Sejarah Kebudayaan Islam dan Al-Qur'an Hadist serta ayat-ayat yang ada dalam materi sudah sesuai dengan dalil-dalil yang terdapat dalam Al-Qur'an dan Hadist sehingga sudah layak digunakan sebagai sumber belajar.

Kata Kunci: *analisis kritis, buku teks, pendidikan Islam, kurikulum 2013*

A. INTRODUCTION

Islamic education is an integral part of national education. Islamic education has an essential role in achieving national education goals, namely creating people who fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Depdiknas 2003). Islamic Education plays a role in increasing the knowledge possessed by students and makes students able to believe, understand, and carry out Islamic teachings correctly by Islamic law principles. With the increase in knowledge and good character, education will get its mission, namely to give birth to the next generation with high intellectual quality and create a civilization with a strong character (Kinanti and Sudirman 2017). In addition, with Islamic education, a good personality will be formed and can make him have human nature (Rofiq and Fatimatuzhuro 2019).

There must be learning activities in the education system in which various kinds of support are needed, one of which is learning resources. Learning resources are all sources that students in learning activities can use to make students able to achieve the desired competencies (Susanti 2013). Another understanding of learning resources is anything that can give birth to a learning experience either intentionally or unintentionally (Manurung 2016). One of the learning resources that students can use is textbooks. Textbooks are tools that students can use to understand certain subjects (Nafiah and Sardiman 2016). In addition, textbooks are also used as the primary material in conveying the competencies to be achieved (Prihantoro, Warsono, and Sunarto 2017). Many parties publish this textbook. One of the parties that publish textbooks is the Ministry of Education and Culture of the Republic of Indonesia. Books as learning resources are also used in Islamic Education so that in making textbooks, it is not allowed to leave the sources of Islamic law, namely the Qur'an and the Hadith of the Prophet Muhammad. The concept of integrity of science will be achieved that is in line with the spirit of the Qur'an (Istikomah 2017). With a good learning resource, it is hoped that effective learning will emerge if it can achieve the desired learning objectives according to the achievement indicators (Fakhrurrazi 2018).

Islamic Religion textbooks that are made must be following the applicable curriculum development in Indonesia. Because in the curriculum, there are overall educational goals (Rojii et al. 2019). Curriculum development in Indonesia has undergone several phases of change until the last curriculum designated as the national curriculum is the Curriculum 2013, commonly referred to as K-13. Learning in the Curriculum 2013 is

based on competence and character reflected in a scientific and scientific approach. The Curriculum 2013 aims to prepare Indonesian people who are faithful, productive, creative, innovative, and effective who can contribute to the country and world civilization (Sulaiman, Al Hamdani, and Aziz 2018). Students will experience five stages in learning with a scientific approach, namely observing, asking, trying, associating, and communicating.

One of the learning resources used during Islamic Education learning activities is textbooks published by the Ministry of Education and Culture. A book that the Ministry of Education and Culture has published has undergone several revisions. Seeing the results of revisions that encourage the emergence of this research focuses on presenting the content and the material's suitability. And references used in books with the principles of Islamic law, namely the Qur'an and Hadith, as well as the advantages and disadvantages of Islamic Education Textbooks and Morals VII Grade Curriculum 2013 Revised Edition 2017 Published by the Ministry of Education and Culture. This research hoped that the percentage of discussion material and the book's contents' suitability and the advantages and disadvantages of the book could be made. So that improvements can be made in subsequent printings and make the book's quality better to serve as teaching materials for Islamic Religion and Morals.

B. LITERATURE REVIEW

a. Education Textbook

Textbooks are books used by students to support learning activities that contain descriptions of certain materials that are systematically arranged with specific objectives (Gustini Rahmawati 2015). Textbooks are also defined as textbooks in specific fields of study, standard books compiled by experts in particular fields with instructional objectives (Susanti 2013). Based on some of these understandings, textbooks can be used as guidelines during teaching and learning activities in a scientific discipline (Ridho Pradita and Lubis 2018). In the Minister of National Education Number 2 of 2008 explains that textbooks are mandatory reference books to be used in basic education units and secondary or tertiary education institutions that contain learning materials in the context of increasing faith, piety, noble character, and personality, mastery of science and technology, increasing sensitivity and aesthetic abilities, increasing kinesthetic abilities and health based on national education standards (Menteri Pendidikan 2008).

b. Islamic Education and Morals

Islamic education is a teaching and learning activity that is deliberately aimed at achieving a goal based on Islamic religious teachings (Hoerniasih 2017). At the same time, the notion of Islamic Religious Education and Morals is an education that provides knowledge and the formation of the character of students in accordance with the teachings of Islam. From this explanation, it can be illustrated that Islamic Education and Morality are taught based on Islamic teachings. There are character values that follow Islamic teachings and make humans able to gain the strength of faith, morals, and correct morals to worship God. God Almighty (Machsun, Istikomah, and Rojil 2020). So that the textbook for Islamic Education and Morals is a book used by students that contain a description of the material that can be used as a learning resource based on the teachings of the Islamic religion.

C. METHOD

This study uses a library research method because the data needed in compiling this work is obtained from a literature review. Data collection in this study uses the documentation method, namely the method of finding data in the form of variables or things in notes, transcripts, books, magazines, and other written objects (Arikunto 2006). The primary literature used in this study is Islamic Education Textbooks and Morals VII Grade Curriculum 2013 Revised Edition 2017 textbooks published by the Ministry of Education and Culture of the Republic of Indonesia. At the same time, the secondary sources come from various readings such as books, journals, articles, and other literature that can support this research in collecting data using documentation techniques, while for data analysis used in this study is content analysis.

D. RESULT AND DISCUSSION

a. Content Presentation

The Islamic Education and Moral Education textbook for VII Grade Curriculum 2013 Revised 2017 edition published by the Ministry of Education and Culture contains materials adapted to KI and KD. In the book, there are also other activities that students can do. Some learning activities can be done, such as reflect on. In this sub-chapter, participants are provided with a reading that is related to the material being discussed. In the reading, students can take lessons as material for reflection before entering the primary

material. In addition, there is a summary sub-chapter. This summary contains the essential things in the discussion material, which is presented more shortly. The next one is Let's Practice. Students are given several types of assignments in the Let's Practice subchapter that students can use as evaluation material on previously studied material. There are several sub-chapters in each of these chapters. Is also a glossary at the end of the book that contains some meanings of difficult words.

The discussion material in the Islamic Education and Morals Education textbook consists of 13 chapters divided into four types of discussion, including Akidah Akhlak, Fiqh, Al-Qur'an Hadith, and History of Islamic Culture (Ahsan, Sumiyati, and Mustahdi 2016). The discussion materials are described as follows:

a) Material of Akidah Akhlak

Akidah Akhlak contains aspects of faith, commendable morals, and characteristics of despicable morals (Menteri Agama Republik Indonesia 2008). This aspect of faith includes belief in Allah by understanding his names and attributes, belief in angels, spirits, demons, devils, and other supernatural beings, belief in prophets, holy books, and other things. Other eschatological events such as the Day of Resurrection or the Day of Judgment (Siradj 2010). Aspects of commendable morals include sincerity, obedience, *Kauf*, repentance, *tawakkal*, *ikhtiyar*, patience, gratitude, *qana'ah*, *tawaadu'*, *tasamuh*, *ta'aawun*, knowledgeable, creative, productive, and youth association. At the same time, the moral aspects of despicable include kufr, shirk, *riya'*, *nifaaq*, *anaaniah*, despair, *ghadlab*, greed, *takabbur*, *hasad*, revenge, *ghibah*, slander, and *namimah* (Menteri Agama Republik Indonesia 2008). first, second, seventh, and eighth. In the first chapter, it is explained about faith in Allah and the meaning of Asmaul Husna. This material is more directed to the aspect of Akidah because it explains monotheism. The second chapter discusses the behavior of living honestly, trustfully, and *istiqamah*. This discussion leads to the moral aspect. The seventh chapter discusses the angels of Allah and their duties and the behavior of faith in Allah's angels. This material is included in the aspect of Aqeedah. The eighth chapter discusses empathy and respect, and discussion leads to the moral aspect.

b) Material of Fiqh

Fiqh material in Islamic learning at the junior high school/MTs level includes provisions for regulating Islamic law and maintaining harmony, harmony, and balance between human relationships with Allah SWT and human relationships with fellow

humans (Menteri Agama Republik Indonesia 2008). In learning Fiqh at the SMP/MTs level, the discussion covers many aspects of worship, such as congregational prayers and Friday prayers (Ahmad, Mas'an, and Hidayat 2014). The material that discusses Fiqh is contained in the third, fourth, ninth, and tenth chapters. The third chapter discussed is the understanding, procedures, and wisdom of taharah. The fourth chapter discusses the meaning, practices, and habituation of prayer. The ninth chapter discusses the purpose, provisions, and procedures for Friday prayers. The tenth chapter explains the requirements and procedures for the congregational and qasr prayers. The four chapters that discuss the fiqh material are all included in the Fiqh of worship.

c) Material History of Islamic Culture

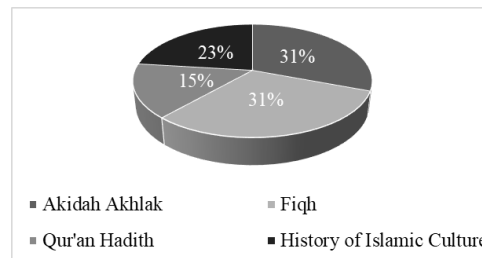
The History of Islamic Culture discusses the origin, development, role of Islamic culture or civilization and figures who have past Islamic history (Menteri Agama Republik Indonesia 2008). The material on the History of Islamic Culture is contained in the fifth, eleventh, and twelfth chapters. In the fifth chapter, the discussion covers the Prophet Muhammad's birth, the appointment of the Prophet Muhammad as an Apostle, and the preaching of the Prophet Muhammad in the city of Mecca. The eleventh chapter discusses the causes of the Prophet's migration, the Prophet's migration to the city of Yathrib, and the preaching of the Prophet Muhammad in the city of Medina. The twelfth chapter discusses the Khulafaur Ar-Rashidin, namely Abu Bakr as-Siddiq, Umar bin Khattab, Usman bin Affan, and Ali bin Abi Talib.

d) Material of Al-Qur'an Hadith

The discussion in the Al-Qur'an Hadith material includes reading and writing the Qur'an by the science of recitation, translating the meaning contained in the Qur'an and Hadith, as well as applying the contents of the verse or hadith in daily life (Menteri Agama Republik Indonesia 2008). The materials of the Qur'anic Hadith are found in the sixth and thirteenth chapters. The sixth chapter discusses reading and understanding the content of the Qur'an surah ar-Rahman/55:33, al-Mujdah/58:11, applying the science of recitation and the behavior of people who love science. The thirteenth chapter discusses reading and understanding the content of Surah an-Nisa/4:146, al-Baqarah/2:153, Ali-Imran/3:134, applying the reading of mim

breadfruit and the application of sincere, patient, and forgiving behavior. The material of the Qur'an, hadiths are always included in the discussion of the science of recitation (Ahsan, Sumiyati, and Mustahdi 2017).

The four types of discussion above have unequal portions. If they are presented, the results are as follows:



Picture 1: Diagram of the percentage of discussion types

Looking at the diagram above, it can be seen there is a difference in the percentage between each type of discussion category. The type of discussion that has a high percentage value is Akidah Akhlak and Fiqh, then followed by the History of Islamic Culture and finally Al-Qur'an Hadith. By looking at the data above, students will get a more significant portion of learning in the discussion of Akidah Akhlak and Fiqh. By getting the highest percentage, it can be interpreted that students will strengthen the values of monotheism, which is the basis of Islamic teachings. By contacting the strength of monotheism in the student, he will do commendable things in his life and leave despicable behaviors.

In addition to the discussion of Akidah Akhlak, Fiqh also gets a high portion. This can be interpreted that with a high percentage of Fiqh discussions, students will gain more knowledge about the laws and procedures for worship and relationships with fellow human beings under Islamic teachings. Because Fiqh outlines its argument of various rules of life for humans, both individually and in the form of a social community (Masykur 2019). In addition to the two types of the discussion above, there are also materials history of Islamic culture and Qur'anic hadith, with a percentage that is not as big as *aqidah*, morality, and Fiqh. Although the portions are not the same, the four types of the discussion above are essential for students in understanding Islam.

b. Content Compatibility With The Principles Of Islamic Law

The suitability of the material with the sources of Islamic law, namely the Qur'an and the Hadith of the Prophet Muhammad. is something that needs special attention because in learning Islamic Education it is not permissible to leave the source of Islamic

law, which is a guide in the life of a Muslim. With suitable suitability, it will make students gain knowledge that is inseparable from the teachings of Islam. In addition to gaining knowledge, students will gain character strengthening and a stronger understanding of the basics of Islam. There are 31 verses of the Qur'an and 11 hadiths that are used in the preparation of learning materials. The number of verses and hadiths is divided into 13 chapters of learning material.

The first chapter, which discusses faith in Allah, includes the verse of the Qur'an Surah An-Nisa verse 136. This verse explains the command to believe in Allah, and this is the material raised in the first chapter. In addition, this first chapter also explains Asmaul Husna, which is then included in the verse of the Qur'an Surah Al-A'raf verse 180, which can strengthen the existing material because the verse explains the names of Allah which are suitable or commonly used Asmaul Husna. In the explanation of Asmaul Husna, several names of Allah are also presented. Among them are Al-Alim, Al-Khabir, As-Sami', and Al-Basir. In this discussion about al-Alim, there is a verse of the Qur'an, namely the letter Al-An'am verse 59, which explains that no one is omniscient except Allah SWT. Al-Khabir's discussion includes the letter at-taubah verse 16, which explains that Allah is thorough. As-Sami's discussion is included in the letter al-Baqarah verse 256, which explains that Allah is All-Hearing and All-Knowing. The last Asmaul Husna discussed in this first chapter is al-Basir which includes Surah al-Hujurat verse 18, which explains that Allah knows best what is unseen in the heavens and on earth. In addition to the discussion about Asmaul Husna, is also a discussion about the wisdom of believing in Allah. In this discussion, al-Mu'min verse 51, ar-Ra'ad verse 28, and al-Asr verse 1-3 are listed.

The second chapter discusses behaving honestly, trustworthy, and istiqamah. In the discussion of honest behavior, a hadith of the Prophet narrated by Imam Bukhari reads, "From Abdullah ibn Mas'ud r.a., Rasulullah saw. said, *"Indeed, honesty leads to goodness and goodness leads to heaven..."* In addition, the 42nd verse of Surah al-Baqarah explains the prohibition of mixing truth with falsehood. In the discussion of trustworthy behavior, there is a hadith narrated by Imam Bukhari and Muslim, which contains accountability for his leadership while living in the world and also includes Surah al-Anfal verse 27 and an-Nisa verse 58. trust. The subsequent discussion is *istiqamah* behavior, in this discussion is included in the letter al-Ahqaf verse 13, which discusses istiqamah.

In the fourth chapter, we discuss congregational prayers in which two hadiths of the Messenger of Allah are listed, each narrated by Imam Bukhari and Ibn Majah. The two

hadiths discuss the superiority of praying in the congregation compared to praying alone. The reward for someone who prays in congregation in the mosque for forty nights and is never left behind, then Allah will free the fire of hell for him.

The fifth chapter discusses the appointment of the Prophet Muhammad as an Apostle, the discussion in this chapter is the preaching of the Prophet Muhammad in the city of Mecca (Thohari, Nadhroh, and Yunadi 2013). In this chapter, there are verses of the Qur'an, surah al-Alaq verses 1-5, which are the first revelations that came down to the Prophet Muhammad. In addition, Surah al-Muddasir verse 1-7 is also included, which is the second revelation that came down. The following discussion is the preaching of the Prophet Muhammad in the city of Mecca. In this discussion, there are letters al-Hijr verses 94-95 and ash-Syuara verses 214-215, explaining the command to preach openly after previously preaching in secret.

The sixth chapter, which discusses the importance of science. The verses of the Qur'an ar-Rahman verse 33 and al-Mujadilah verse 11. In verse 33 of the letter ar-Rahman, it is explained about God's challenge to humans and jinn to penetrate the corners of the heavens and the earth. In verse 11, al-Mujadilah, it is described the command to seek knowledge, the authority to believe in Allah, and the command to glorify those who believe and have wisdom. In addition, to strengthen the contents of the two verses mentioned above, there is a hadith of the Prophet Muhammad narrated by Ibn Majah, which states that seeking knowledge is an obligation for every Muslim.

In the seventh chapter, it is explained about the angels of Allah. In this chapter, one verse of the Qur'an is included, namely the letter al-Anbiya verse 19, which explains the angels of Allah who always worship Allah without feeling tired. With this verse, humans must believe in the existence of angels as a form of carrying out the pillars of faith. In addition, it also explains the names and duties of the Angels and examples of behaviors that show belief in God's angels (Fauzi 2020).

The eighth chapter discusses empathy and respect. This chapter includes a verse from the Qur'an Surah an-Nisa verse 8, which explains the command to give wealth to relatives and orphans and to say to them with kind words. This verse is corroborated by the hadith of the Prophet Muhammad narrated by Imam Bukhari, which explains that fellow believers are like buildings that strengthen each other. This chapter also discusses respecting parents in which Surah al-Baqarah verse 83 is included, which explains doing good to both parents. Make parents happy. The next discussion is to respect the teacher. In

this discussion, the letter al-Mujdalah verse 11 is included, which contains the meaning that Allah will exalt people who have faith and knowledge as a teacher who knows. Therefore, it is always commanded to respect the teacher.

In the ninth chapter discussing Friday prayers, this chapter includes one verse of the Qur'an, namely the letter al-Jumu'ah verse 9, which explains the obligation to perform Friday prayers and is expected to hurry when the call to prayer is heard and leave buying and selling. This chapter also explains the provisions for implementing the Friday prayer and the procedures for implementing the Friday prayer.

The tenth chapter explains the Jama and qasr prayers. This chapter includes a hadith narrated by Imam Muslims, which describes the congregational prayers performed by the Prophet while on his way. The explanation of the congregational prayer also discusses the types of congregational prayer and the conditions for achieving the congregational prayer. In addition to the congregational prayer, another discussion is the qasr prayer which includes the letter an-Nisa verse 101, which explains the law of the qasr prayer while traveling. In addition, it is also explained the conditions and procedures for carrying out the qasr prayer.

The thirteenth chapter discusses living in peace with sincerity, patience, and forgiveness. In this chapter, the verses of the Qur'an Surah an-Nisa verse 146 are included, which explain the commendable behavior of sincerity in doing religion only because of Allah. Also included are Surah al-Baqarah verse 153, which explains patience, and Surah Ali-Imran verse 134, which explains the command to spend money and restrain anger and forgive the mistakes of others. To further explain these verses, Surah al-Bayyinah verse 5 is included, which explains that humans are commanded to worship Allah and carry out Allah's commands. In addition, there is a hadith narrated by Imam Ahmad, which discusses the prohibition of envying sincerity in charity, giving advice to leaders, and perpetuating togetherness with the congregation. This chapter also describes the achievement of the degree of *mukhlisin*, which is described in Surah al-Mukmin verse 14. To explain Surah Ali-Imran verse 134. There is a hadith narrated by Baihaqi whose contents are orders to connect ties of friendship to people who have decided and forgive those who have done wrong.

Not all chapters include verses from the Qur'an or Hadith. Three chapters do not include fragments of verses or hadiths in them. The three chapters include the third, eleventh, and twelfth chapters. However, 31 verses of the Qur'an are the book all of them

are following the Qur'an writing and context discussion. Likewise, the 11 hadiths that exist are also entirely appropriate, and there are no errors in their writing. With the results of the analysis, the material in the Islamic Education and Morals Education textbook for Grade VII Curriculum 2013 Revised 2017 edition published by the Ministry of Education and Culture is under existing sources of Islamic law, namely the Qur'an and the Hadith of the Prophet Muhammad. Saw. The suitability between the material and the sources of Islamic law contained in the book is perfect. So that it can be used as a learning resource for students, and by optimizing these learning resources, it will enrich the learning treasures of students, which will achieve an increase in learning achievement in schools (Nurhadi and Azis 2020).

c. Strengths And Weaknesses Of Books

After an in-depth analysis of the Islamic Education and Morals Education textbook for Class VII Curriculum 2013 Revised Edition 2017, the Ministry of Education and Culture has several advantages and disadvantages. The advantage of this book is that it already contains four main topics of Islamic Education, namely Akidah Akhlak, Fiqh, Al-Qur'an Hadith, and History of Islamic Culture, according to the regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008. Inclusion of the verses Qur'an and the Hadith of Prophet Muhammad is appropriate. There are no errors both in writing and the context of a discussion, and the presence of pictures. Illustrations and examples that are relevant in everyday life can help students improve their understanding of the material. This book has advantages, but some disadvantages include the absence of an Arabic-Latin transliteration guide and instructions for using the book. Although its usefulness does not directly affect students' understanding, it will make it easier for students to use books if both are provided.

E. CONCLUSION

The conclusion obtained from this research is that the Islamic Education and Morals textbook for SMP/MTs Grade VII Curriculum 2013 Revised Edition 2017 Published by the Ministry of Education and Culture in presenting the content in it there have been four types of discussions that are in accordance with Islamic religious lessons, namely Akidah Akhlak, Fiqh, Al-Qur'an Hadith, and the History of Islamic Culture. If presented as a percentage, the four discussions become 31% Akhlak, 31% Fiqh, 15% Al-Qur'an Hadith,

and 23% History of Islamic culture. In addition, the verses and hadiths in the book are following the principles of Islamic law, namely the Qur'an and the Hadith of the Prophet Muhammad.

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