

The Program Evaluation of Ma’had Aly on LPI Ma’hadal Ulum Diniyah Islamiyah (MUDI) Mesjid Raya Samalanga

Muhammad Nur, Awaluddin Tjalla and M.Si Rahayu Wardani

Department of Educational Research and Evaluation, Tarbiyah Faculty of IAIN Langsa, Jakarta State University, Jakarta Timur, Indonesia

Key words: Ma’had Aly Program, LPI MUDI Mesjid Raya Samalanga, EPIC Model, quadrant Glickman Model

Abstract: This study aimed to describe the effectiveness of Ma’had Aly program implementation at LPI MUDI Mesjid Raya Samalanga using four components of CIPP Model. The evaluative research referred to the procedures and processes of program implementation using a model of merging three models into one that has a linkage and support each other in evaluating the program. These three models were; CIPP, EPIC L. Hammond and Stake responsive model. The respondents of the research consists of 57 Mahasantri, 6 lecturers and 8 educational staffs. Data was collected using in-dept interview, observation, questionnaires and documents analysis. The data analysis used in the evaluative research are qualititative analysis and quadrants Glickman Model. The results of the research showed that. The implementation of Ma’had Aly MUDI program was very good (100%) observed from context component. The implementation of Ma’had Aly MUDI program was enough category (66.32%) observed from input component. The implementation of Ma’had Aly MUDI program seen from the instructional and institutional dimension were in the less good category. The implementation of Ma’had Aly MUDI program was good category seen from component of product. From the overall analysis showed that the implementation of Ma’had Aly program on LPI MUDI Mesjid Raya Samalanga was still less effective in its implementation.

Corresponding Author:

Muhammad Nur

*Department of Educational Research and Evaluation,
Tarbiyah Faculty of IAIN Langsa, Jakarta State
University, Jakarta Timur, Indonesia*

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INTRODUCTION

Dayah (Pesantren) is one of traditional Islamic education that has a long historical roots and can be regarded as the embryo of the educational types that develops in Indonesia today. The history of pesantren development shows that this institution still exists and

consistently fulfills its function as a center of Islamic religious sciences (Taffaql Fiddin), so that, pesantren is born from Ulama cadres, religious teachers, preachers who are needed by society. The role of pesantren is also directly related to the development of the people’s resources as a true Muslim. Any program implemented by pesantren should be able to offer a religious development,

scientific and technological programs in an integrated manner in carrying out its Khalifah function. These programs need to be oriented to the consolidation of religious development process in an integrated manner with the demands of its strategic role in the world with the mastery of science and technology. One of the programs offered by the boarding school is a high Diniyah education (Ma'had Aly) which has similarities with public and religious colleges.

Ma'had Aly is a high institution of Islamic religious education which has the purpose to prepare learners in order to run a role that demands mastery of knowledge about Islamic teachings and become experts of Islamic religion and practice it. The idea of Ma'had Aly program comes from the emergence of phenomena and conditions that indicate the beginning of the "shift" role and function of boarding school as a gathering place of Rasikh Fi Al-Din, especially, related to the understanding of Fiqh fade. In the pesantren view as a non-formal educational institution, Ma'had Aly is a religious higher education which is a post-pesantren of education diniyah 'Ulya'. The Ma'had Aly program basically examines and discusses Arabic classics books, either in batsul masail or in the form of a discussion or halaqah on the content of books from various perspectives related to the dynamics of the development of contemporary situations. This is reinforced by the issuance of Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 71 of 2015 which states that Ma'had Aly is an Islamic college that holds academic education in the field of mastery of Islamic religious science (Tafaqqul Fiddin) based on yellow book organized by traditional pesantren.

As a complex system which has input-process-product system, Ma'had Aly also has accountability to the educational context. Thus, Stufflebeam developed the CIPP model (Context-input-process-product) and the management-oriented model is a suitable model used as a framework for evaluating Ma'had Aly program in Dayah MUDI Mesjid Raya Samalanga. The CIPP Model is a program evaluation model introduced to view the program thoroughly and gradually including aspects of contexts, inputs, processes and products. In this study, the CIPP model was developed by combining several other appropriate evaluation models to obtain a comprehensive evaluation result in detail. The incorporation of this evaluation model is an attempt to develop the program evaluation model. Stufflebeam, as quoted by Lee^[1] responds to the need for more informative evaluation for stakeholders (decision makers) to develop CIPP Model. The implementation of the combination evaluation models is illustrated in Fig. 1.

Based on Fig. 1, it shows that the evaluation study also incorporates an evaluation of EPIC Model (Evaluation Program for Innovation Curriculum)

developed by L. Hammond. This model used to describe the aspects evaluated in three dimensions, namely: instructional dimension, institutional and behavioral objectives in the form of learning outcomes. In the instructional dimension, the evaluation stage focuses on the accuracy of the instructional dimension in the discussion of all materials taught by the lecturers containing some aspects such as organization, contents, methods and facilities. Meanwhile, The institutional dimension focused on the accuracy of the utilization of instructional dimension in the whole process of learning consisting several aspects such as Mahasantri, teachers, education personnel, time allocation and environment. While in behavioral objectives dimension, evaluation focused on the student's achievements in three domain, cognitives, affective and psychomotoric. On the responsive evaluation model initiated by Robert Stake, the evaluation just focussed on the involvement of stakeholders and program managers to jointly engage in the whole of evaluation process, especially, in exploring and obtaining information and issues based on stakeholder discrepancies regarding the implementation of Ma'Had Aly being carried out.

This study aimed to the effectiveness of Ma'had Aly program implementation at LPI MUDI Mesjid Raya Samalanga using four components of CIPP Model. The evaluative research will assess several aspects, namely: Urgency of Ma'had Aly program as context aspect, Program resources as input aspect, program implementation as an aspects of the process and the students achievement in three domain, cognitive, affective and psychomotoric.

Literature review

Program evaluation: Evaluation program is a systematic application of the method to ask questions about the implementation of the program and the results either ongoing programs or the impact of the program. The approach used is based on social science research methodologies and standards professionally. Every implementation of the education program is always followed by evaluation activities, both evaluations concerning the results and processes of educational programs undertaken. One form of evaluation used in evaluating educational activities is program evaluation. Evaluation activities aimed at the implementation of a program because in a program requires an evaluation activity to see whether or not a successful program^[2]. Ralph Tyler, Scriven, Lee Cronbach, Daniel Stufflebeam and Malcolm Provus are evaluation experts who has written and introduced various models of program evaluation.

The studies of program evaluation are vary considerably which also influenced by the type of

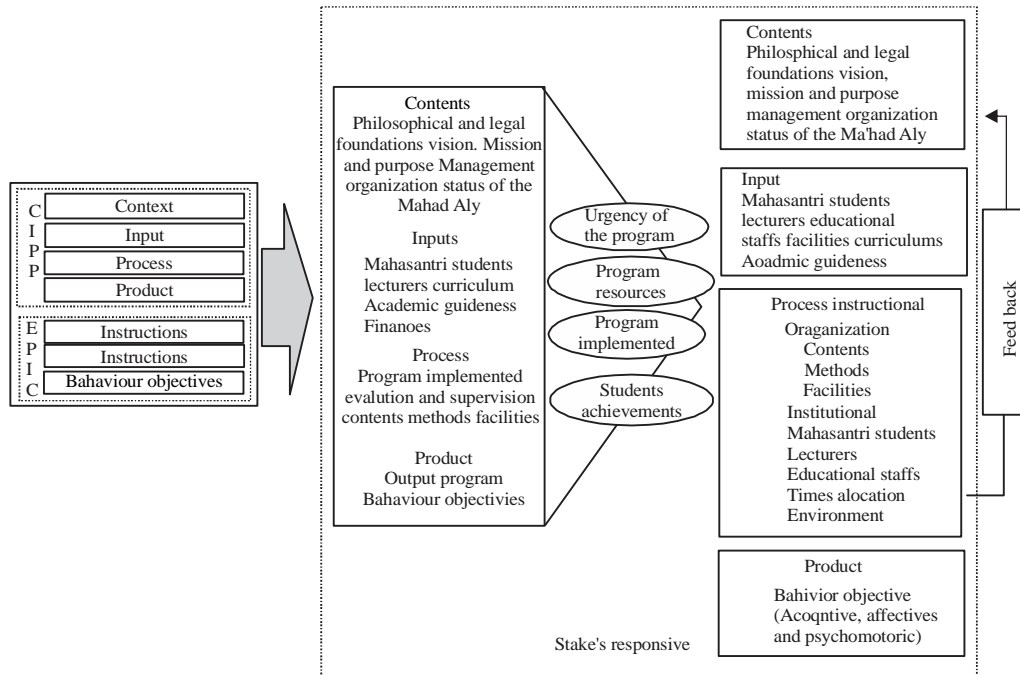


Fig. 1: The model combination model of CIPP, EPIC L. Hammond and responsive model

evaluation model. All types, technics, models used in conducting program evaluations aim to provide information for stakeholder in taking a decision making on the program^[3-5]. This means that every result of an evaluation conducted on a program produces useful information for stakeholders in providing judgments on a program implemented. Judgment (decision) is a true claim if there is no definite evidence (decisive evidence). According to Stephen and Michael^[6], The decisions taken serve as an indicator of performance assessment at each stage of evaluation in three categories namely low, moderate and high level. The accuracy of a decision is also determined by the adequacy of the foundation for the decision. Such decisions include termination of the program, revision, continuation and dissemination of the program. This decision is obtained from the recommendation given by the evaluator.

Dayah or Pesantren in Aceh: Etymologically the word “dayah” is taken from the Arabic element of the word “Zawiyah” meaning angle or corner. The intended angle or zawiyah here is the corner of the Mosque. At the time of Rasulullah SAW, teachings and informations about the religious sciences to his friends and Muslims were often in the corner of the house or in the corner of his mosque. From the root of the word “Zawwiyah” then changed following Acehness’ dialect to be “Dayah” word which means a place to teach the religious sciences. In contrast to pesantren and surau, the term Zawiyah, literally

meaning angle/corner is believed by the acehness that the corner of Madinah mosque was the place where the Prophet Muhammad SAW preached in the early days since Islam. The existence of the dayah itself is believed to have existed, since, the entry of Islam in Aceh, namely in 800 AD brought by the traders who came from the Arabian Peninsula when anchored in the coast of Sumatra.

According to Tafsir, there was an Islamic educational institution within the Islamic Empire Peureulak. It was attended especially by the students who were pious and deep understanding of religion. The institution was called “Zawiyah Cot Kala” and the first Islamic religious education institute in Indonesia have founded by Sultan Mahmuddin Alaudin Muhammad Amin, the sixth Sultan of the Peureulak Islamic Kingdom who ruled in 1243-1267 AD. He was also a great scholar who holds as Teungku chiek Zawiyah Cot Kala.

Ma’had Aly program: Ma’had Aly is an Islamic educational institution that focuses on the study of formal shariah legal issues, either through the approach of fiqh or any approach of ushul fiqh^[7]. Although, pressure remains on the teaching of the religious sciences, the Ma’had Aly curriculum includes general sciences such as sociology, anthropology and philosophy. In terms of teaching religious sciences, the curriculum used is based on disciplinary approaches such as fiqh, Ushul Fiqh, Tafseer, commentary, Hadith, Tasawwuf, etc., combined with the use of high-level books in the tradition of

pesantren education. The references and readings in the religious sciences are also extended with the books written by modern scholars. Meanwhile, the content of the general sciences is given as a basis and an introduction to enrich insight and sharpen analysis and comparison. Further deepening and further development in the general sciences is left to self-study.

The learning process at Ma'had Aly uses a teaching methodology that gives the Mahasantri a chance to express themselves. Among the frequently used methods are discussion, seminar and literary report writing. Teachers at Ma'had Aly play a role as mentors, directors and facilitators while Mahasantri are required to be active and take initiative in developing religious understanding. For this purpose Ma'had Aly is generally equipped with libraries that provide varied religious literatures.

MATERIALS AND METHODS

The evaluative research conducted on LPI MUDI Mesjid Raya and used a descriptive approach. It conducted by describing the condition or phenomenon that emerged without any treatment. The sampling technique using a purposive sampling method. The respondents of the research considered 20 Mahasantri, 6 lecturers and 8 educational staffs. Data was collected using in-dept interview, observation, questionnaires and documents analysis. The data analysis used in they evaluative research are qualitatative analysis and quadrants Gickman model. In quadrant analysis, the result of the z -score is then converted into T-score. The result of data obtained from T-score with assisted computer analysis of excel program, then analyzed through quadrant of Glickman Model to determine the effectiveness of a program being studied^[8,9]. The quality score on each component are positive and negative symbol if $T \geq 50$ is positive or high (+) and if $T < 50$ is negative or low (-). To find out the results of each component, calculated by summing the F+(positive) and F-(negative) scores. If the F+(positive) score is more or equal to the F-(negative) score means the score is positive (+).

RESULTS AND DISCUSSION

The program urgency component (contexts): The evaluation results for program urgency are in very good category. This highest figure shows that it is very reasonable for the importance of Ma'had Aly program to be conducted at LPI MUDI Mesjid Raya Samalanga. All aspects are evaluated: the logical and academic aspects of the ground, the legal basis of organization, the management organization, the vision, the mission, the

Table 1: Recapitulation of the analysis results on the role of the instructional dimension in the Ma'had Aly LPI MUDI Mesjid Raya program

Aspect	T-score category		Results	Information
	F+	F-		
Organisation	62	82	-	Negative
Ccontents	79	65	+	Positive
Method	59	75	-	Negative
Facilities	71	73	-	Negative

goals and objectives of the program and the statutes of Ma'had Aly and the organizational structure of Ma'had Aly have values of 100 with good category. So, that the average score for each aspect is 100% with good category.

The program resources components (inputs): In the input aspect, evaluation focused on the design or planning of the Ma'had Aly program resources in LPI MUDI Mesjid Raya. Based on the aspect of mahasantri, lecturers, educational staffs, facilities and infrastructure, curriculum, financing and academic guidance evaluated, it can be seen that the highest achievement of mahasantri aspect with value of 100 is in very good category. While the financing aspect is at the lowest value which is 40. The figure is also in the range of the score 41-55, categorized less. After the calculation of the seven aspects of the program's resources obtained an average of 66.32% with sufficient category. These means that the input components of Ma'had Aly MUDI Mesjid Raya program is in enough category.

The program implementation (process): In the component process with the accuracy of the instructional dimension in the process of presenting the whole learning material in the Ma'had Aly program. Several questionnaires distributed to mahasantri, lecturers and education personnel. And then the raw result score transformed into Z score and then T-score. The results obtained by T-score can be seen in Table 1 as follows:

Based on Table 1, it showed that the result of the instructional dimension aspects if formulated to quadrant model Glickaman = (- + - -). The formula is in quadrant III with the less good / less appropriate category. This means that the accuracy of the instructional dimension in the implementation program of Ma'had Aly on LPI MUDI Mesjid Raya is less good or less appropriate category.

In method aspect, shows that T-score analysis with frequency T-score (+) is 59 < t positive score (-) is 75. means that the percentage of F+ and F- indicates negative (-) result. In the method selection aspect, shows that the percentage of F+ = 40.97% and F- = 52.08%. This is in negative or less result. So, it can concluded that The selection of teaching methods by lecturers in the learning process on Ma'had Aly program is not good. The poor

Table 2: Recapitulation of the analysis results on the role of the institutional dimension in The Ma'had Aly LPI MUDI Mesjid Raya program

Aspects	T-score category		Results	Information
	F+	F-		
Mahasantri/students	10	14	-	Negative
Lectures	77	61	+	Positive
Educational staffs	71	73	-	Negative
Times allocation	70	74	+	Positive
Environment	72	72	+	Positive

result of the method aspects are due to several factors such as: the lecturer in choosing the teaching method has not been correct in the determination of the method in presenting the lecture material has not been exact and the inappropriateness of the method match with Mahasantri's characteristics.

Method is a strategy undertaken by a teacher/ lecturer in delivering learning materials to their students, so that, the goal of the desired learning transformation will be achieved as expected^[10,11]. It means that a lecturer should look for the best and most effective methods in the process of presenting the learning materials, especially on Ma'had Aly MUDI Mesjid Raya Samalanga to achieve the intended program objectives. The effectiveness of a learning process depends on the selection and utilization of methods used by a teacher or lecturer in present his materials. According to Darmadi^[12] in the implementation of the learning process should begin with the planning process, so that, the learning will be more focused. Lecturers should always look for new ways to adjust their teaching to the situation at hand. The methods used should vary to avoid saturation in the learner.

In the learning process, facilities and media are the most important component and must be absolute. A lecturer, in the learning process especially in Ma'had Aly, should choose and use the media as a way to achieve a successful learning. The main reason for the selection of the media in learning is based on the concept of learning as a mutual system. There is a totality consisting of a number of interrelated components to achieve the goal^[13]. As a component in learning, media cannot be separated from the discussion of a comprehensive learning system. In the process of education, the utilization of media should be the main priority of lecturers in every learning process activity. Each activity developed by lecturers needs a media which is in accordance with the desired learning objectives and in accordance with the taught material. The use of media by lecturers is an effective way in assisting lecturers in presenting material or information to their students. By using the media, it is hoped that interaction between lecturer and Mahasantri will be optimally so that it will be able to achieve the expected learning result. Therefore, a lecturer who should be a lecturer at Ma'had Aly MUDI LPI Mesjid Raya is an individual who has the ability to operationalize

media/facility and able to select and use the right media. So, the message to be conveyed in the learning will be easy to understand and interesting and fun. Meanwhile, to see the accuracy of the utilization of institutional dimension in the process of learning teaching material on the program can be seen in quadrant analysis in Table 2.

Based on Table 2, it appears that only the aspects of lecturers and educational staff which have the positive results while others are negative. The results also show that the implementation of Ma'had Aly program on LPI MUDI Mesjid Raya Samalanga viewed from the accuracy of the institutional dimension obtained negative, positive, negative, negative and positive result, quadrant formula = (- + - - +). If this criterion is incorporated into the quadrant of the Glickman Model, then the implementation of the Ma'had Aly program on LPI MUDI Mesjid Raya Samalanga is seen from the accuracy of the institutional dimension in the presentation of all subjects in the quadrant III with the less good or less appropriate category.

In Mahasantri aspect shows that t-score analysis with frequency T-score (+) = 10 < T positive score (-) = 14. It means that the percentage of F+ and F- indicates towards a negative result (-). On Mahasantri aspect percentage of F+ = 41,67% and F- = 58,33%. So, it can be stated that the mahasantri aspect in the presentation of all lecture material is not good. The poor result of analysis on the aspect is caused by several factors such as the lack of Mahasantri understanding of the lecture material discussed, the lack of Mahasantri ability in responding to the questions of friends and lecturers and not yet optimal Mahasantri in doing the tasks and training given by the lecturer.

The educational staff on the program Ma'had Aly LPI MUDI Mesjid Raya, looks less good. It means that the role of educational staff is not good and could not support the implementation of Ma'had Aly program at LPI MUDI Mesjid Raya. In the aspect shows that T-score analysis with frequency T-score (+) = 71 < t positive score (-) are 73. It means that the percentages of F+ and F- indicate towards negative results (-). The percentage of aspects are F+ is 49,30% and F- is 50,70%. The poor result of analysis on Mahasantri aspect caused by several factors such as less optimal administrative services, procurement of lecture rooms that have not been optimal and maintenance of security and comfort are still lacking. The administration services in supporting of Ma'had Aly program are the major task of education personnel. The failure and success of the program can not be separated from the services provided by the educational staff optimally. According to Maskur^[14], education personnel or administrative staff is an internal public in charge of management and administration of education. Its existence can be a reflection of public services in an

educational institution based on the services of its administrative staff. In administrative service at Ma'had Aly LPI MUDI Mesjid Raya Samalanga, In addition, to providing administrative services optimally an educational staff also provide a representative lecture room for the learning process. They expected to keep the program conditions to be comfortable and safe, so that, the program runs well.

The time allocation of Ma'had Aly Program is in the less good category. It indicates that the time allocation especially in presenting materials, discussion, practice and rest period are not appropriate and support the implementation of Ma'had Aly LPI MUDI program. In the aspect shows that T-score analysis with frequency T-score (+) = 70 < T-positive score (-) are 74. It means that the percentage of F+ and F- indicates towards a negative result (-). The percentage of time allocation are F+ = 48.61% and F- = 51.39%. The lack of analysis results in the time allocation aspect is due to several factors that are still lacking or not fulfilled, among others: the lack of time allocation for each discussion of the lecture as a whole the allocation of time for mastery to present less learning materials and the lack of time allocated to practice and the lack of time allocated for tasks.

Delivery of teaching materials thoroughly needs to be reviewed to see if the material taught in detail and adjusted to the available time allocation. In the learning process, the utilization of the available time should be taken into account by the lecturers. The selection of appropriate methods should also consider the available time available in the presentation of a teaching material. A good study plan is the use of time allocations that are calculated in detail, so that, the learning runs dynamically and no time is wasted meaningless.

The behavioral objective component (product): In the product component, the evaluation focused on the cognitive domain consisting of acquisition of the Mahasantri scores in five subjects: Tasssawuf I, Fiqh Munakahat, Hadits Ahkam, Ilmu Bayan, Ulumul Qur'an, dan Qawaidul Fiqhiyah. The result of the analysis showed that almost all Mahasantri's score in Ma'had Aly program at LPI MUDI Mesjid Raya is very good, these scores are on level scale above 71-85 upwards (68.4%) with a very good category. But in the Fiqh Munakahat, the acquisition of the Mahasantri scores are still low, 41.6%. So, it is concluded that from the five scores of subjects taught in Ma'had Aly MUDI Mesjid Raya program are very good. Meanwhile. In the affective domain, student learning outcomes are seen by measuring some aspects such as self-awareness, persistence in principle, ability to speak and write, ability to work in groups, critical thinking skills, empathy for others, adaptability to change and

Table 3: Recapitulation of analysis results in the affective domain

Aspect	T-score category		Results	Information
	F+	F-		
Self awareness	28	29	-	Negative
persistence in principle	29	28	+	Positive
Ability to speak and write	32	25	+	Positive
Ability to work in groups	33	24	+	Positive
Critical thinking skills	33	24	+	Positive
Empathy for others	34	23	+	Positive
Adaptability to change	39	18	+	Positive
Self-awareness to always learn	35	22	+	Positive

self-awareness to always learn. The results of the analysis of the questionnaire distribution given to 57 Mahasantri can be shown in the recapitulation (Table 3):

Based on Table 3 above, it appears that only one aspect of the eight aspects assessed for achieving student learning outcomes in the affective domain is in a negative outcome. While others are on positive results. In generally, the Mahasantri's self-awareness is not good. Refers to the results of the analysis by using a quadrant of the Glickman model shows that the frequency of F+ is 28 < from F- is 29. It means that the percentage of F+ and F- indicate towards the negative (-). In the self-awareness of Mahasantri aspect, the percentage of F+ is 49.12% and F- is 50.88%. The differences between F+ and F- equal to 1.76%. So, it can be concluded that in the aspect of student's self-awareness in the affective domain is in low and negative results. The poor aspects of student's self-awareness caused by several factors such: the Mahasantri does not develops his potential yet, acts without considering the consequences that will occur and the Mahasantri are not ready to complete yet every task given by lecturers.

Meanwhile, the psychomotor domain obtained from the examination of a document containing the acquisition of Mahasantri scores. Based on the document, it appears that 36 students (75%) on average have received A and B scores in the practice of teaching at the nearest boarding school and pesantren for 6 months. Meanwhile, 12 other Mahasantri (25%) obtained C and D scores with less category. This teaching practice is a compulsory lecture that students must do before they graduate from Ma'had Aly. Besides teaching practice in various nearby pesantren for 6 months, they are also required to teach students in TPQ/TPA. Here, They must teach the children in reciting the holy Qur'an for 1 year. So, it can be concluded that the results of Mahasantri achievement on psychomoric domain is good and appropriate.

CONCLUSION

The implementation of Ma'had Aly MUDI Mesjid Raya program is already good. Although there are some shortcomings and weaknesses but everything can be attempted to be repaired again to be better and better. In the context component is very good, the input component

is quite enough, the component of the implementation of the program (process) in instructional and institutional dimension pertained less good and components of learning outcomes are good.

RECOMMENDATIONS

Based on analysis of the Ma'had Aly MUDI program, it can be mentioned some suggestions that the Ministry of Religion should pay attention to the program and immediately issued a policy to establish clear standards in Ma'had Aly program management in Indonesia, Allocates funds for program financing, builds facilities and infrastructure that will be able to support the running of the program.

Second, the leader of pesantren. Program managers to be more active in improving aspects of the less and not meet as expected. Community support is more needed in program management and there should be a breakthrough to solve the problem of lack of financing in the implementation of the program. In the acceptance of lecturers and educational personnel should be made reference to the standard requirements that can be used as guidance in the addition of human resources. It is necessary to improve the competence of education personnel in providing maximum services in the implementation of Ma'had Aly program in terms of administrative services. Third, the Aceh Government and the district of Aceh Jeumpa, immediately issued a regulation of Qanun to assist and foster the implementation of Ma'had Aly program on LPI MUDI Mesjid Raya Samalanga.

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