

ACCELERATION PROGRAM and EXCELLENCE CLASS POLICY

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Abstract

The policy of acceleration programs and superior classes is a step taken by the government to support bright and talented children. A number of studies have been conducted to examine the implementation of this acceleration program. However, along with the emergence of new policies regarding gifted children, it is important to conduct more in-depth research on this subject. This study aims to describe the advantages, disadvantages, and ideal vision of excellent schools and acceleration programs. The method used in this research is descriptive qualitative with a literature study approach. The results of the social theory review will present various concepts and definitions related to excellent schools and acceleration programs.

Keywords: Acceleration Program, Excellence Class Policy

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INTRODUCTION

Education, as explained in the book "Dictionary of Education," has two main definitions. First, education is the process by which individuals develop abilities, attitudes and behaviors appropriate to the society in which they live. Secondly, education is also understood as a social process in which individuals are exposed to selected and controlled environmental influences, especially from schools. Through this process, individuals can acquire and experience the optimal development of social abilities and personal potential. Thus, the main goal of education is to shape human resources holistically, which has a future orientation (Khoirul Ahmadi, 2011: 3).

According to Law No. 20/2003 on the National Education System, education is understood as a conscious and planned effort. The purpose of this education is to create a learning atmosphere and learning process that allows students to actively develop their potential. Through education, students are expected to internalize religious spiritual values, have self-control, build a good personality, increase intelligence, and instill noble morals. In addition, education also aims to equip learners with the necessary skills, both for themselves and for the community, nation and state.

Education plays a crucial role in the development and realization of individuals, especially in the context of nation and state building. The progress of a culture is highly dependent on how it recognizes, values and utilizes its human resources, which of course is closely related to the quality of education provided to the community. The expected education is not only limited to the process of teaching or transferring knowledge from teachers to students, but must be able to lead students to become superior individuals who can face the challenges of life in the future intelligently, creatively, and independently. To achieve this goal, it is very important to provide quality education.

According to the Big Indonesian Dictionary (KBBI), acceleration has several meanings, namely: 1. the process of accelerating, 2. an increase in speed or acceleration, and 3. the rate of change in speed. Therefore, the essence of acceleration is to speed up with the aim of shortening time. An acceleration program, then, is an initiative specifically designed to accelerate the learning process of students who have above-average intelligence or talent. With this program, they are expected to complete the regular curriculum in a shorter time.

Acceleration programs allow schools to more easily recognize students who have potential, abilities, and skills that can be further developed. However, indirectly, this program has the potential to cause discrimination, where only students who excel or have above-average IQs can join the program. As a result, school attention tends to be more focused on the development of these students, who are faster in absorbing information. While accelerated programs have good intentions and offer many benefits, they can also cause negative psychological impacts on students, such as the tendency to become individualistic and selfish due to the narrow focus on cognitive aspects. This situation arises due to dense learning activities, which are forced to catch up with the curriculum with the same material, so students spend more time studying than socializing with peers.

The flagship class program is an educational initiative specifically designed to meet the challenges in education, especially in providing optimal services for children who have above-average abilities and talents. Students who have such potential show higher achievement compared to their peers, thus requiring a different and more specific educational approach. Unlike the regular class program, the superior class has its own curriculum tailored to the chosen major, as well as the addition of certain subjects. In the teaching and learning process, students in superior classes are targeted to achieve a better level of learning completeness compared to students in regular classes. This is in line with the mandate of the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System, especially in Chapter IV Article 5 Paragraph 4 which affirms the right of citizens who have the potential for intelligence and special talents to receive special education, as well as Chapter V Article 12 Paragraph 1 Point b which states that every learner has the right to receive educational services in accordance with their talents, interests and abilities. In his research entitled "Policy Analysis of the Abolition of the Acceleration Program to the Semester Credit System (SKS) for Children with Special Intelligent Potential and/or Special Talent (CI-BI)," Ervan Jaya (2020) revealed various obstacles faced in the implementation of the acceleration program. These obstacles include the lack of facilities and infrastructure, short learning time, limited funds, and students' boredom and difficulty in concentrating.

RESEARCH METHODS

A. Meaning of Acceleration Program Policy

According to Muhaimin and his colleagues, a program is a statement that brings together a number of interdependent and related expectations or objectives, with the aim of achieving the same goal. Generally, a program includes all activities under the same administrative unit, or relates to complementary goals. All elements of the program must be implemented simultaneously and sequentially (Muhaimin, dkk, 2010: 349).

A program can generally be understood as a plan to carry out an activity. In this context, a program refers to a unit or unity of various activities. Thus, it can be said that a program is a system consisting of a series of activities that are carried out continuously, not just once and finished. Program implementation always takes place within an organization and involves a group of people. A program is not just a single activity that can be completed in a short time, but rather an ongoing activity that aims to carry out

certain policies. Therefore, programs can last for a relatively long period of time (Arikunto, Abdul Jabar, 2010: 17).

M. Echols, Shadily (2005: 5) Acceleration is taken from the English word "Accelerated" when translated into Indonesian means accelerated". Meanwhile, in the large Indonesian dictionary, acceleration is defined as "the process of accelerating".

In his book, *The Accelerated Learning Handbook* (2004: 49), Dave Meier explains that Accelerated Learning (A.L.) is a natural learning method that has been around since ancient times. As a modern movement, A. L. changes the learning paradigm in education and training structured in Western culture. In addition, A. L. is also a comprehensive system that includes a variety of smart strategies, tactics, and techniques to accelerate the natural learning process, based on the ways in which humans learn naturally.

Depdiknas (2004: 87) provides a definition that acceleration programs are educational services aimed at students who are identified as having intellectual talent. The program is specifically designed to enable them to complete the learning process faster than the predetermined time. According to Mulyasa (2005: 161) "Accelerated learning is possible to implement so that students who have above-average abilities can complete learning materials faster than the specified learning period".

Mimin Haryati (2011: 2) explained that acceleration means acceleration in the learning process, which is an implication of the master learning system. Acceleration refers to students with exceptional intelligence who can achieve predetermined competencies much faster and achieve excellent grades (above 95). These exceptionally intelligent students have a special characteristic in that they do not require much time and assistance to complete the targeted competency acceleration. Therefore, remedial and enrichment programs can actually interfere with optimizing their learning process.

Accelerated learning is an educational service program aimed at students with above-average abilities and intelligence, enabling them to complete the learning period according to their potential. The concept of acceleration can be understood in two main senses:

- a. Acceleration as a learning service model. In this context, it refers to the placement of students in classes, where gifted children are given the opportunity to follow lessons at a higher grade level.
- b. Curriculum acceleration or program acceleration. This definition includes the simplification of programs that allow for implementation in a shorter period of time using a discriminating curriculum.

In QS. alSajdah [32]: 5 explains how to supervise program policies including the following acceleration:

يُدَبِّرُ الْأَمْرَ مِنَ السَّمَاءِ إِلَى الْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِّمَّا تَعُدُّونَ

Meaning: *"He orders the affairs from the heavens to the earth, then they ascend to Him in one day, the length of which is a thousand years according to your reckoning."*

The content of the verse above explains that Allah SWT is the regulator of nature. The regularity of this universe is proof of the greatness of Allah SWT in managing this nature. However, because humans created by Allah SWT have been made as caliphs on earth,

then he must organize and manage the earth as well as possible as Allah regulates this universe (Quraish shihab, 2002: 120).

B. Acceleration Program Objectives

The Ministry of National Education (2009: 10) has set five main objectives that form the basis for the implementation of acceleration programs for high potential and exceptionally gifted students. This is stated in the guidebook for the implementation of acceleration, as follows:

- a. To provide opportunities for students who have special intelligence to follow educational programs that are in accordance with their potential.
- b. Fulfilling the human rights of learners with special intelligence, so that they get education that suits their personal needs.
- c. Improving the efficiency and effectiveness of the learning process for learners with special intelligence.
- d. Building quality individuals equipped with spiritual, emotional, social and intellectual intelligence, as well as physical endurance and fitness.
- e. Creating individuals who are competent in the fields of knowledge and arts, have expertise and skills, and become responsible members of society. The program also aims to prepare students to continue their education to a higher level, in line with the objectives of national education.

In addition to the above objectives Dave Meier as quoted by Busro, explains the learning objectives of the accelerated program are “To fully arouse the learning abilities of students, to make learning fun and satisfying for them, and to contribute fully to their happiness, intelligence, and success as human beings”.

إِنَّ اللَّهَ كَتَبَ الْإِحْسَانَ عَلَى كُلِّ شَيْءٍ

Meaning: “*Verily, Allah has enjoined upon us to be good in all things.*” (HR. Bukhari)”

Based on the hadith, it can be understood that the program in Islam has the aim of straightening the wrong, correcting the wrong, and enforcing the right. Supervision in Islam is divided into at least two aspects. First, supervision that arises from within, which comes from tawhid and faith in Allah SWT. A person who believes that Allah is always watching over His servants will act carefully. When alone, he believes that Allah is always with him; likewise, when with others, this belief does not change.

The Ministry of National Education has set five main objectives underlying the implementation of acceleration programs for students with high potential and special talent. These objectives are listed in the guidebook for the implementation of acceleration, namely:

- a. To provide opportunities for students with special intelligence to follow educational programs that are in accordance with their intelligence potential.
- b. Fulfilling the human rights of special intelligent learners by providing education that suits their needs.
- c. Improving the efficiency and effectiveness of the learning process for special intelligent learners.

- d. Forming quality individuals who have spiritual, emotional, social and intellectual intelligence, as well as physical endurance and fitness.
- e. Producing quality individuals who are competent in knowledge and arts, have skills and expertise, become responsible members of society, and prepare learners to continue their education to achieve national education goals.

Based on the characteristics of super normal children, the main goal of their education is to develop all their potential so that they can achieve the maximum possible achievement, in accordance with the expectations of educators and learners, and provide benefits to society and the state. Without structured and directed special education, it is impossible for a child to independently develop their intellectual talents well and achieve extraordinary achievements. If they do not get the appropriate educational services, it is not impossible that their superior talents will remain hidden and cannot be channeled properly, which in turn can be detrimental to the development of the child.

C. Featured Class Program

Definition of Flagship Program

The flagship class program is a special initiative to group students based on high academic achievement. In this program, students are expected to achieve better performance than students in regular classes. In contrast to accelerated classes which focus on acceleration methods for students with above-average academic abilities, superior classes are more oriented towards grouping high-achieving students by providing a richer curriculum and equipped with supporting facilities and infrastructure for teaching and learning activities (Ahmadi, 2011: 68).

A flagship class is a program designed to achieve excellence in educational outcomes. To achieve this goal, all aspects such as input, educational processes, the role of teachers and education personnel, management, educational services, and supporting facilities must be directed to support each other. School development with superior classes means grouping high-achieving students into certain classes. The purpose of this grouping is to facilitate students in developing their intelligence, abilities, skills, and potential optimally, so that they can have the best knowledge, skills, and attitudes. Students who are in superior classes tend to have a high interest in learning and show good achievement because they receive special attention from the school. Conceptually, superior classes have the potential to produce quality graduates. However, both from a technical and psychological point of view, the development of this superior class needs to get more in-depth attention so as not to cause counter-productive effects (Maimun, Zaenul Fikri, 2007: 37-39).

D. Basics of Implementing the Leading Program

Organizing special education for students who have the potential for intelligence and special talents in Indonesia is based on a number of legal bases. Some of them are as follows: 1. Law Number 20 of 2003 concerning the National Education System:

- a. Article 3 states, "National education aims to develop the ability and shape the character and civilization of the nation that produces, in order to educate the life of the nation. This goal is directed so that students can develop into human beings who believe, are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."
- b. Article 5 paragraph 4 states, "Citizens who have the potential for intelligence and special talents have the right to receive special education."
- c. Article 32 paragraph 1 explains, "Special learning is intended for students who have difficulty in following the learning process due to physical, mental, social disorders, and who have the potential for intelligence and

special talents." 2. Law No. 23 of 2002 concerning Child Protection: Article 52 stipulates, "Children who have advantages are given the opportunity and accessibility to obtain special education." 3. Government Regulation No. 72 of 1991 concerning Special Education. With the existence of various legal bases, the superior program in special education in Indonesia is expected to run effectively, providing proper and optimal access for all talented children.

RESULT AND DISCUSSION

Result

The curriculum in special education remains integrated with the basic curriculum intended for ordinary children. The difference lies in the emphasis and addition of certain aspects that are tailored to the needs of children with extraordinary abilities. The content and implementation of the curriculum must support the special education system that aims to accelerate, enrich, and group (segregation). Therefore, the curriculum needs to be innovatively oriented and directed to achieve useful results. In addition, the curriculum must also include the development of creativity that instills an attitude of devotion, social spirit, and responsibility for the progress of society, nation, and state.

Students with below average abilities learn at a slower pace than students in general. Conversely, students with above average abilities learn at a higher pace. Students with average abilities and intelligence have so far received educational services that refer to the national curriculum, which is indeed designed for them. For students who are below average, the education provided includes remedial learning, so they need more time to complete the curriculum material compared to their classmates. Meanwhile, students who have above average abilities and intelligence, although learning faster, have not received educational services that suit their needs. Unfortunately, many schools apply a standard, classical, and mass approach, without considering the differences in needs between below average and above average.

Implementation of acceleration program as an effort to improve the quality of education. Various factors influence and as a sub-system in education. There are eight factors that need to be considered in supporting the achievement of acceleration program goals, namely:

- a. Input
- b. Curriculum,
- c. Educators,
- d. Facilities and Infrastructure,
- e. Funds (costs),
- f. Management,
- g. Environment
- h. Teaching and learning process.

First of all, the student admission process is carried out through a strict selection stage, by prioritizing certain criteria and accountable procedures, namely:

- a. Learning achievement measured through indicators such as report card numbers, Pure Ebtanas Score (NEM), and/or academic achievement test results that are two standard deviations (SD) above the average of the student population.
- b. Psychological test scores, which include: intelligence (IQ) of at least 125, creativity, responsibility for tasks (task commitment), and emotional intelligence (EQ) are also two SD above the average of the student population.
- c. Physical health, if necessary.

The acceleration model is basically individual learning, so that the acceleration that is realized is the result of the development of each student. Schools set policies to regulate the fields of study that can be accelerated, usually only covering subjects that are tested nationally, such as Science, Mathematics, English, and Indonesian. In this context, each student undergoes an acceleration program individually, creating variations in learning speed in the inclusion class. If during the implementation of this individual acceleration there is acceleration, teachers need to carry out two important activities: enrichment of material and providing special treatment. These two steps are taken to ensure that individual acceleration through this model is more beneficial for students.

Educational services for students with special needs should shift towards a paradigm that focuses more on the needs and characteristics of each student. This means that the level of difficulty of the curriculum and the weight of learning must be adjusted to the needs and advantages of the students. The law emphasizes that accelerated class services are motivated by three main aspects: specific educational needs, social justice, and socio-economic needs. For those who have an educational perspective, providing educational services is considered the most effective way to meet the needs and uniqueness of each student.

From the perspective of Islamic education, acceleration programs were not yet known at the time the Prophet Muhammad SAW delivered his message. However, there are indications that confirm this, including when he received a verse of the Qur'an from Surah Al-Baqarah verse 148 which reads: "And for every nation is its own Qibla which it faces. So compete (in doing) good. Wherever you are, Allah will gather you all (on the Day of Resurrection). Indeed, Allah is Powerful over all things. "

This verse is reinforced by Surah Al-Fathir verse 32 which states: "Then We gave the Book as an inheritance to those whom We chose from among Our servants, then some of them were wronging themselves, some were moderate, and some were ahead of doing good by Allah's permission. That is a great bounty. "

In this verse, Allah explains that humans are created with various differences, including in intelligence. Some people are given advantages in this regard, including those who have special intelligence or talents. To develop their potential, quality education is needed so that it is beneficial to themselves and society. According to Quraish Shihab, this verse explains that Allah has divided the sources of life in this world among humans, because they cannot do it themselves. Allah has also raised some of them in terms of wealth, knowledge, strength, and other aspects, so that there are differences in status between them. This aims to enable them to help each other in meeting the needs of life. This is because each individual needs each other in their efforts to find and organize their lives (Quraish Shihab, 2002: 561).

The government's efforts to provide educational services for students who have the potential for intelligence and special talents have been carried out since 1989 in the form of policies or programs. Historically, the government's policies can be seen in the following description: In Law No. 2 of 1989 concerning the National Education System Law, article 8 paragraph 2 states that citizens who have extraordinary abilities and intelligence are entitled to special attention. If we look at the Islamic perspective, this is concluded from the word of Allah SWT in (Q.S Al-Baqarah [2]: 286)

اِيُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ

Meaning: *Allah does not burden a person beyond his capacity.*

In the verse it is explained that Allah SWT will not burden His servants beyond their capabilities. Based on this principle, acceleration can be a solution for students to develop the potential that exists in each individual.

Discussion

Teaching can be interpreted as an effort to create an environmental system that supports the learning process. This environmental system consists of various interacting components, namely the instructional objectives to be achieved, the material taught, and the roles of teachers and students who are in certain social relationships. In addition, the form of activities carried out and the available facilities and infrastructure are also important parts of this system. The following is an explanation of these components:

- a. Students: Students are individuals who strive to develop their potential through the learning process, both in formal and non-formal education, according to the level and type of education.
- b. Teachers: Teachers are professional educators whose main task is to educate, teach, guide, direct, train, assess, and evaluate students, especially in early childhood, elementary, and secondary education.
- c. Facilities and Infrastructure: Educational facilities and infrastructure are facilities that support the educational process. Educational facilities include all devices, materials, and furniture used directly in teaching and learning activities.
- d. Management and Financing: In organizing education, the management and financing aspects greatly determine success, as well as being an inseparable part of the world of education.

Learning in Superior Classes

The curriculum in superior classes needs to be designed by considering various curriculum principles. According to Nasution, there are four principles that serve as guidelines in its preparation, namely:

- a. philosophical principles,
- b. psychological principles,
- c. sociological principles, and
- d. organizational principles.

Of the four principles, the psychological principle plays a dominant role in the preparation of the superior class curriculum. In this context, the two main aspects that need to be considered are the psychological aspects of students and the psychological aspects of learning. The curriculum that is prepared must be adjusted to the needs of students, in order to create a learning atmosphere that supports the development of their talents. In addition, the curriculum must also consider that student behavior in learning can be influenced by various factors.

In conclusion, the statement above shows that the superior class curriculum is different from the regular (non-superior) class curriculum. This difference lies in the development of teaching materials, teaching methods, learning resources, learning indicators, learning competencies, and evaluation. The curriculum of the superior class is designed based on the development of student talents, consisting of exceptionally talented students—students who have physical, spiritual, intelligence, creativity, innovation, and noble personality abilities. Therefore, students who will take part in the superior class program must go through a strict selection process, with a maximum of 30 people in one class.

In terms of curriculum, the superior class program applies an enriched national curriculum. An enriched curriculum is a curriculum that is supplemented with learning materials, improvisation, variations in presentation, and increased targets for achieving the process and evaluation results. The duration of study in the superior class program is also longer than in regular classes, with additional time taken to achieve more varied and challenging learning.-spasi-

CONCLUSION

The conclusion is the conclusion of the research results that have been carried out and is the answer to the problem formulation. Conclusions are aligned with the problem formulation and research objectives. If there is more than one conclusion, it is written using numbering numbers and not using bullets. In this concluding section, prospects for development of research results and further applications can also be added which are prospects for subsequent studies.

Accelerated learning is an educational service program intended for students with above average abilities and intelligence, designed so that they can complete their study period according to their potential. The concept of acceleration can be explained in two aspects:

1. Acceleration as a learning service model: This aspect refers to the class arrangement, where students with superior abilities are given the opportunity to take lessons at a higher class level.
2. Curriculum or program acceleration: In this sense, acceleration is interpreted as a shortening of the program, which can be implemented in a shorter time by using a differentiated curriculum. Excellent classes are classes designed to achieve excellence in educational outcomes. To achieve this goal, all elements, from input, education process, teachers and education personnel, management, education services, to supporting facilities, must be directed to support the achievement of the desired results.

The development of excellent classes is carried out by grouping a number of outstanding students into certain classes. This grouping aims to foster students in developing their intelligence, abilities, skills, and potential optimally, so that they have the best knowledge, skills, and attitudes. Students in the superior class are expected to have a high interest in learning and achieve, thanks to the special attention given by the school. Conceptually, the superior class provides a good opportunity to produce superior graduates. However, from a technical and psychological perspective, the development of this superior class needs to be considered further so that there are no counterproductive consequences.

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