



Indonesian Language Learning Class VIII MTs During the Pandemic and Post-Pandemic Period

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Abstract

The purpose of this study is to describe class VIII MTs Indonesian language learning activities during the covid-19 pandemic and post-covid-19 pandemic. This research uses qualitative descriptive methods. The results of the study were (1) interviews, (2) questionnaire distribution, and (3) results of learning activities during the COVID-19 pandemic and post-COVID-19 pandemic. Data sources in field trials were carried out in ten schools, namely MTs Mathlaul Anwar Sidomulyo, MTs Al-Khairiyah Natar, MTs El Nur El Kasysyaf Sukatani Kalianda, MTs Ma'arif Bumirestu Palas, MTs Kusuma Sragi, MTs As Salam Tanjungsari, MTs Wathoniyah Islamiyah Candipuro, MTs Darul Kamal Ruguk Ketapang, MTs Negeri Way Panji, and MTs Negeri 2 Palas. Data analysis techniques are carried out by quantitative and quantitative methods to qualitative data to obtain data descriptions and conclusions. The results of research and discussion can be concluded that "the implementation of Indonesian language learning kelas VII MTs in South Lampung Regency during the Covid-19 pandemic obtained a percentage of 73% (good), while in post-pandemic covid-19 it was 81% (very good).

Keywords: *Pandemic; Post-Pandemic; Covid-19*

Introduction

One of the problems that is quite important for humans is the problem of education. Education that is happening today, especially in Indonesia, is being disrupted by the Covid-19 Pandemic. This has caused the education system in Indonesia to have little change.

The Covid-19 pandemic that broke out in Indonesia in March 2020 had a broad impact on all sectors of human life, including the education sector. The emergence of the corona virus has resulted in changes in the mode of learning in Indonesia. The policy on learning mode was originally regulated and determined by the central government, but due to uncontrolled outbreak transmission, the face-to-face or online learning policy was returned to the regions, in this case districts / cities with the control of the Regent / Mayor as the person in charge of the task force to accelerate the handling of COVID-19 in the regions.

Since the issuance of the Circular Letter of the Director General of Islamic Education of the Ministry of Religious Affairs of the Republic of Indonesia Number 285.1 of 2020 which contains Efforts

to Prevent the Covid-19 Virus and followed up with a circular letter from the Head of the Office of the Ministry of Religious Affairs of South Lampung Regency Number: B-174/KK.08.01./PP/ 00.4/03/2020 contains the Prevention of *Corona Virus Disease* (Covid-19) in madrassas and Islamic boarding schools which regulate Teaching and Learning Activities (KBM) at the RA level education units, MI, MTs, and MA, since March 16, 2020, the learning system in South Lampung has been carried out in online Learning From Home (BDR) mode by utilizing Madrasah Elearning, *Dragonlearn.org*, Madrasah digital books (<http://madrasah2.kemenag.go.id/buku/>); TVRI's home learning program, *Whatshap* Group and other online applications.

On November 2, 2021 the Ministry of Religious Affairs of South Lampung Regency issued a Circular Number: B-1699/KK.08.01.4/PP.00.4/11/20 21 concerning Teaching and Learning Activities (KBM) in RA, MI, MTs, MA carried out with limited Face-to-Face Learning (PTM) with a maximum student capacity of 50%. Furthermore, since May 4, 2022 with the issuance of the Circular Letter of the Head of the Office of the Ministry of Religious Affairs of South Lampung Regency Number: B-540/KK.08.01.4/PP.00.4/05/2022 Face-to-face Learning (PTM) in RA, MI, MTs, and MA in South Lampung can be carried out with 100% (one hundred percent) of the classroom capacity while still observing social distancing and strict health protocols.

Based on the results of interviews with teachers in MTs South Lampung Regency, researchers hereby found that the potential and enthusiasm can be said to be high because they are enthusiastic in teaching activities and guiding students actively and sustainably. Thus, what needs attention is about learning in Madrasah After the Covid-19 Pandemic. Changes in the learning system from normal learning to abnormal / online. Furthermore, it has returned to normal during the pandemic. This, of course, brings changes in learning, including in Indonesian learning for grade VIII MTs students in South Lampung. Learning can occur not only in space, but also in libraries with components related to learning (Hamalik, 2009:57). Learning here is a learning process built by teachers to develop creative thinking that can improve students' thinking skills, and can increase good mastery of the subject matter (Sagala, 2005:2). For this reason, Indonesian learning is very important to form the next generation of a united and sovereign nation. This, Indonesian is the identity of the nation, holding an important role in maintaining the integrity and sense of unity of Indonesian citizens.

Thus, researchers feel it is important to conduct comprehensive research on Indonesian learning. This can be used as a consideration to determine policies and corrective steps, especially learning Indonesian class VIII MTs in South Lampung Regency.

Research Methods

This study used qualitative descriptive research method. This method is used with the aim of providing a realistic picture or description of the object under study. Best in Sukardi (2012:157) explained that descriptive research is a research method that seeks to describe and interpret objects as they are. Qualitative research is carried out by not prioritizing numbers, but prioritizing the appreciation of the interconcepts that are being studied empirically (Semi, 1990:23).

The research used in presenting this data only provides a complete and natural picture related to learning that took place during the Covid-19 pandemic and post-covid-19 pandemic. This research involved class VIII MTs teachers in South Lampung Regency who carried out online (during the covid-19 pandemic) and face-to-face (post-covid-19 pandemic) learning activities in 2022/2023. Some MTs that are used as data sources are MTs Mathlaul Anwar Sidomulyo, MTs Al-Khairiyah Natar, MTs El Nur El Kasysyaf Sukatani Kalianda, MTs Ma'arif Bumirestu Palas, MTs Kusuma Sragi, MTs As Salam Tanjungsari, MTs Wathoniyah Islamiyah Candipuro, MTs Darul Kamal Ruguk Ketapang, MTs Negeri Way Panji, and MTs Negeri 2 Palas.

Data collection techniques or methods are carried out by observation, interviews, and questionnaires. This observation is carried out in collaboration with supervisors, principals, and teachers through observation sheets. The observation sheet in question is in the form of a *google form* for online learning (*zoom* or *google meet*) during the covid-19 pandemic, and direct observation is carried out in the learning process after the covid-19 pandemic.

Interviews were conducted with teachers, students, and parents, both during the learning process during and after the COVID-19 pandemic. Interview topics are designed and focused in accordance with design guidelines and implementation at the beginning, core, end, and learning evaluation activities. After that, questionnaires are used to capture data about learning planning and implementation. The planning and implementation in question is by Indonesian Language Class VII MTs teachers in South Lampung Regency, both during and after the COVID-19 pandemic.

Data analysis techniques are carried out by quantitative and quantitative methods to qualitative data to obtain data descriptions and conclusions. The following are guidelines for obtaining information about learning during and after the COVID-19 pandemic as follows.

Table 1 .KBM Assessment Guidelines Indonesian Class VIII MTs Period and Post Covid-19 Pandemic in South Lampung Regency Learning Year 2022/2023

No.	Component	Activity	Value Average	Criterion
	Learning Preparation Stage	Prepare learning tools which include annual programs (<i>prota</i>) and semester programs (<i>prosem</i>); Syllabus; lesson plan (RPP); teacher books and student books in learning; learning resources; teaching materials; structured assignment sheets and unstructured self-contained activities for students; study sheets (<i>handouts</i>); and evaluation tools; gradebook		
		Preparing <i>online</i> or <i>offline</i> learning media which includes mobile devices, a set of computers, a set of laptops, active internet access, active <i>wifi</i> access, electricity access as needed, Student readiness during learning includes activeness; discipline; can follow the learning to the end; and always facilitate health.		

	Learning Implementation	The preliminary stages of learning include; greetings and prayers; absenteeism, perception by asking questions: motivating active learners on learning; information on learning objectives, subject matter, and information on minimum completeness criteria (KKM) that have been set.		
		The core activity stage of learning in the classroom includes informing, explaining, practicing, practicing, discussing those related to the day's subject matter.		
		The core activity stage includes question and answer forums, opinions, observations, assignments, analyzing, conceptualizing related to the subject matter		
	Learning Closure	Learning closure includes feedback, reflection, summarizing, and summarizing the learning material that has been given		
	Learning Assessment Outcomes	The assessment stage of learning outcomes in <i>online</i> learning includes: daily learning outcomes, assignment results; assessment of student attitudes, knowledge, and skills.		

Judging Criteria:

- 81 – 100 : Excellent
- 61 – 80 : Good
- 41 – 60 : Enough
- 21 – 40 : Less
- 0 – 20 : Very Less

Result and Discussion

This chapter contains a discussion of data related to research. Discussing data is a series of actions in discussing data. The discussion regarding this data contains an explanation of the results of research that has been carried out regarding the findings obtained about learning Indonesian for class VIII MTs in South Lampung Regency during the pandemic and post-covid-19 pandemic. The focus of analysis and discussion in this section consists of four components, namely (1) Learning Preparation Stage, (2)

Learning Implementation, (3) Learning Closing, and (4) Learning Outcomes Assessment. The four components are still divided into several activities. Here's the explanation for each component.

Based on the results of observations made in class VIII MTs in South Lampung Regency about the learning process during the pandemic and post-pandemic include:

1. Learning Preparation Stage

- (1) Prepare learning tools which include annual programs (prota) and semester programs (prosem); Syllabus; lesson plan (RPP); teacher books and student books in learning; learning resources; teaching materials; structured assignment sheets and unstructured self-contained activities for students; study sheets (handouts); and evaluation tools; Value book.

a) Covid-19 Pandemic Period

All MTs teachers in the class have made learning tools which include annual programs (prota) and semester programs (prosem); syllabus; lesson implementation plan (RPP); in accordance with the applicable curriculum (K-13), but the presentation is still incomplete, especially in the RPP mapping element.

b) Post-Covid-19 pandemic

Based on the data surveyed, each teacher has prepared learning tools which include annual programs (prota) and semester programs (prosem); syllabus; lesson plan (RPP); teacher books and student books in learning; learning resources; teaching materials; structured assignment sheets and unstructured self-contained activities for students; study sheets (*handouts*); and evaluation tools; Value book. Furthermore, the results of data from 14 teachers presenting mapping elements are in accordance with the applicable curriculum (K-13).

- (2) Prepare *online* and/or *offline* learning media which include mobile devices, a set of computers, a set of laptops, active internet access, active *wifi* access, electricity access as needed.

a) Covid-19 Pandemic Period

All teachers in class VIII MTs in South Lampung Regency utilize several technology media, namely *Whats Aap* Group which is a social media in the form of a class group as a forum for teachers and students to interact in carrying out learning according to the learning tools that have been prepared. Through this WAG (Whatsaap Group) teachers carry out attendance, teachers provide lesson materials until students submit assignments or send test assignments. Furthermore, *Zoom meeting* technology media which is generally used in high class homeroom teachers, namely grades 4-6. After the opening of the *zoom meeting*, the core and closing lectures were carried out using WAG. Furthermore, as an electronic medium in the evaluation of learning carried out at the end of the subtheme is *google forms*. The teacher will compile evaluation materials/questions using *google forms*, then the *google form* link will be sent to students.

b) Post-Covid-19 pandemic

Based on observations, post-pandemic learning preparation still uses WAG (Whatsaap Group) to control student assignments. In addition, teachers also prepare several supports in learning, namely teacher books and student books in learning; learning resources; teaching materials; structured assignment sheets and unstructured self-contained activities for students; study sheets (*handouts*).

- (3) Student readiness during learning includes activeness; Discipline; be able to follow the learning to completion; and always facilitate health.

a) Covid-19 Pandemic Period

The learning process that takes place online is quite good and structurally arranged. However, student readiness in the learning process is still not optimal because there are some students who are still constrained by the facilities they must equip for the learning process. This can be seen from the activeness, student discipline when carrying out online is still lacking. One of the obstacles, namely not having cellphones and the difficulty of networks (signals) in some areas they occupy.

b) Post-Covid-19 pandemic

Based on the results of observations, readiness for the learning process goes well. Students who are engaged in learning can receive learning with enthusiasm, are active in class, and are very disciplined. It can be seen that students receive learning and create a pleasant atmosphere during the learning process.

2. Learning Implementation

- (1) The preliminary stages of learning include; greetings and prayers; absenteeism, perception by asking questions: motivating active learners on learning; information on learning objectives, subject matter, and information on minimum completeness criteria (KKM) that have been set.

a) Covid-19 Pandemic Period

Online learning connects students with their learning resources (*databases*, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact or collaborate with each other (directly/ *synchronously* and indirectly/ *asynchronously*) (Sadikin, 2020:214). All MTs teachers, the implementation of learning during the pandemic (online) is going well. This can be seen from the learning tools that have been prepared before, most teachers use WAG media which begins with the teacher sending voice messages (*voice notes*) to open learning and motivate students.

Then students will carry out attendance by writing their full names. After the attendance process, the teacher will send the lesson material file. Next, the teacher asks students to ask questions that are not understood from the material presented on the WAG or the student's book that has been read. Students will give responses, so from this activeness the teacher will assess skills and attitudes. Furthermore, the teacher will inform the minimum completeness criteria (KKM) that have been set. Thus, teacher and student interaction at the WAG is carried out until the teacher closes the learning carried out.

Furthermore, the learning process uses *zoom meeting* media, starting with the teacher greeting students, checking attendance and motivating students. Some teachers carry out *zoom meetings* in providing lesson materials to the end of learning. However, the process of subject matter interaction continues at WAG. This is done in understanding the situation and conditions in using student internet data packages. In the learning process carried out, teachers use YouTube media as a source of student teaching on the subject matter carried out by the teacher providing a link to the WAG for students to visit.

b) Post-Covid-19 pandemic

Based on observations, the learning process that takes place in the classroom is very effective. This can be seen from doing the opening which includes; greetings and praying; absenteeism, perception by asking questions: motivating active learners in learning. After that the teacher informs the purpose of learning. Furthermore, teachers provide material in creative, innovative, and fun ways. After that, the teacher also informs the minimum completeness criteria (KKM) that have been set.

3. Closing Learning

Learning closure includes feedback, reflection, summarizing, and summarizing the learning material that has been given.

a) Covid-19 Pandemic Period

All MTs teachers close the lesson. It can be seen that teachers provide feedback to students and provide material summaries through WAG.

b) Post-Covid-19 pandemic

Based on observations, MTs teachers in the classroom carried out the closing of learning very well. Teachers provide feedback, reflect, summarize, and summarize the learning material that has been given.

4. Learning Outcomes Assessment

The assessment stage of learning outcomes in *online* learning includes: daily learning outcomes, assignment results; assessment of student attitudes, knowledge, and skills.

a) Covid-19 Pandemic Period

All MTs teachers conduct an assessment process by testing student success. This can be seen, in teacher learning utilizing google forms and quizziz. Students will do the questions and the teacher will see the results easily. The implementation of the repetition was carried out as such. Although in this activity there are still weaknesses, namely students are not all able to use the application properly. Therefore, the need for the role of parents to guide students in the learning process takes place.

b) Post-Covid-19 pandemic

Based on the observations, all MTs teachers assess optimal, effective, and efficient learning outcomes. This can be seen, in learning teachers give assignments both individually and in groups and give tests to measure the extent to which students master their competence.

Based on observations, all teachers Indonesian class VIII MTs in South Lampung Regency that this study shows that learning that takes place in post-pandemic runs effectively. This can be seen in the proportion of student attendance which shows the level of student enthusiasm in participating in face-to-face learning (PTM) after the pandemic is quite high with a proportion value of 80% to 100%. In addition, student learning outcomes have also increased from before the implementation of PTM (Courageous Learning) and after the implementation of post-pandemic PTM, namely from an average score of 73.25 increased to 80.75 after the implementation of PTM. In addition, the proportion of students who obtained scores above the KKM score (75) also increased from 73.25% to 85.25%.

Interview Results Process and Learning Outcomes of Class VIII MTs Indonesian During the Covid-19 Pandemic in South Lampung Regency T.P. 2022/2023

Based on the results of interviews that have been conducted directly with students, parents, teachers, waka, and MTs principals in South Lampung Regency, it shows that Indonesian learning during and after the COVID-19 pandemic experienced various difficulties and obstacles.

Analysis of Interview Results of Indonesian Learning Process and Outcomes by Class VIII MTs Students During the Covid-19 Pandemic

No.	Component	Student Response	Value Average	Criterion
1.	At the time of opening learning.	Students are easy to understand	75	Good
2.	The stage of core learning activities in the classroom, which includes question and answer forums, opinions, observations, assignments, analyzes, conceptualizes related to the subject matter.	Students can understand the material and do assignments well despite experiencing some obstacles.	66	Good
3.	Closing learning, which includes feedback, reflecting, summarizing, and summarizing the learning material that has been given.	Students easily summarize the material given by the teacher.	73	Good
4.	Assessment of learning outcomes in <i>online</i> learning includes: daily learning outcomes, assignment results; assessment of student attitudes, knowledge, and skills.	Learning outcomes are well received.	73	Good

From the results of direct interviews with grade VIII MTs students in South Lampung Regency, it shows that the learning process carried out online has several difficulties or obstacles. Some of these difficulties can be seen from the very low student response. In addition, students often do not follow lessons that have been scheduled by teachers or schools due to signals or do not have quotas. Thus, students have difficulty in receiving learning properly and as it should.

Table 4.5. Analysis of Interview Results Indonesian Learning Process and Outcomes by Class VIII MTs Students After the Covid-19 pandemic

No.	Component	Student Response	Value Average	Criterion
1.	At the time of opening learning.	Students are enthusiastic in responding to learning in the classroom	81	Excellent
2.	The stage of core learning activities in the classroom, which includes question and answer forums, opinions, observations, assignments, analyzes, conceptualizes related to the subject matter.	Students are very active, creative, and innovative in carrying out learning with their friends who are accompanied directly by the teacher. This, describes a pleasant learning atmosphere so that learning is more effective and efficient.	93	Excellent

3.	Closing learning, which includes feedback, reflecting, summarizing, and summarizing the learning material that has been given.	Students actively respond to the teacher in reflecting on the learning that has been delivered in class.	77	Good
4.	Assessment of learning outcomes in <i>online</i> learning includes: daily learning outcomes, assignment results; assessment of student attitudes, knowledge, and skills.	Student learning outcomes are well received.	76	Good

From the results of direct interviews with grade VIII MTs students in South Lampung Regency, it shows that the learning process that takes place face-to-face in class gets a good response. This can be seen from the students are very enthusiastic in the learning process. The students can interact directly with the teacher and his friends.

In addition, it can eliminate boredom and boredom of students' routines when studying online. The learning process during this post-pandemic may be eagerly awaited, both from students, teachers, and parents. Students are also very active and creative in developing ideas during learning, thus creating an effective, optimal, and fun learning atmosphere.

Analysis of Interview Results Indonesian Learning Process and Outcomes by Class VIII MTs Parents During the Covid-19 Pandemic

No.	Question	Parents' Response
1.	What do you do when your son or daughter learns from home online?	Most parents try to accompany their children during learning so that when there are difficulties they can help.
2.	What difficulties do you feel when your son or daughter studies from home online?	In the learning activities, there are several difficulties or obstacles for parents. One of the obstacles is that not all parents are able to use the application properly so they cannot guide and accompany students in the learning process. In addition, weak signals are found in certain areas.
3.	What steps were taken and how to overcome these difficulties?	Some parents usually ask for help from neighbors whose homes have wifi access. In addition, there are obstacles for parents and students who have difficulty in operating the application. They usually ask for help from their closest friends to teach them or directly by going to school hoping that the teacher can help.

The results of direct interviews with class VIII MTs parents in South Lampung Regency showed that the learning process carried out online did not experience a few difficulties or obstacles. Obstacles that are usually experienced by parents, namely limitations in mastering technology, especially operating applications that become learning media, so that parents cannot accompany these students during the learning process. In addition, other obstacles such as weak signals in certain areas, there are even parents who cannot facilitate *mobile phones* for the learning process, thus making these students unable to follow learning as they should. Thus, students cannot follow learning effectively and optimally so that students cannot understand the material provided by the teacher.

Analysis of Interview Results Indonesian Learning Process and Outcomes by Class VIII MTs Student Guardians After the Covid-19 pandemic

No.	Question	Parents' Response
1.	What do you do when your son or daughter is studying at school?	Most parents are happy that their children are studying normally.
2.	What difficulties do you feel when your son or daughter studies at school?	There are no difficulties regarding learning activities. Thus, the parents feel a little relieved because there are no problems regarding the weak signal in certain areas.
3.	What steps were taken and how to overcome these difficulties?	There are no difficulties faced, because parents are very supportive in learning activities at school.

From the results of direct interviews with parents of class VIII MTs students in South Lampung Regency, it shows that the learning process that takes place face-to-face in class gets a very good response. Most parents feel very relieved with learning activities taking place in class normally. Thus, parents do not feel worried about the decline in learning outcomes experienced by students during the pandemic.

Analysis of Interview Results Indonesian Learning Process and Outcomes by Class VIII MTs Teachers During and After the Covid-19 Pandemic

No.	Component	Response of 14 Teachers		Criterion	
		Pandemic Period	Post-pandemic	Pandemic Period	Post-pandemic
1.	Learning Preparation Stage	All teachers make learning tools according to the emergency curriculum.	All teachers make learning tools in accordance with the applicable curriculum (K-13).	Good	Good
2.	Learning Implementation	All teachers started learning when the	All teachers start learning with joy so that students	Good	Excellent

		pandemic (online) went well. Most teachers use WAG media. However, there are also those who carry out <i>zoom meetings</i> in providing lesson materials to the end of learning.	are very enthusiastic in responding to the learning given by the teacher. This, can be seen from the teacher who deliver material in creative, innovative, and fun ways.		
3.	Learning Closure	The teacher closes the learning by providing feedback to students and providing material summaries through WAG.	The teacher closes the learning by providing feedback, reflecting, and summarizing the learning material that has been given.	Good	Excellent
4.	Learning Outcomes Assessment	Teachers use Google Forms and Quizzi to measure students' abilities. Although in this activity there are still weaknesses, namely both students and parents are not all able to use the application properly.	Teachers give assignments both individually and in groups and give tests to measure the extent to which students master their competence. Learning process get optimal and efficient results (assessment).	Good	Excellent
Percentage		73%	81%	Good	Excellent

Based on the results of direct observations and interviews, both with teachers, waka, or principals of MTs class VIII schools in South Lampung Regency showed that learning during and after the COVID-19 pandemic experienced a decrease in interest in learning. Furthermore, the level of competence mastered by students decreased compared to when carrying out face-to-face learning in class. Learning during a pandemic is not a few students experience difficulties in accepting learning. Lack of knowledge about technology and how to operate applications that become learning tools is an obstacle in supporting

the learning process. This is an obstacle for students to carry out learning effectively and efficiently. In addition, teachers are certainly also difficult to monitor students during the learning process and also difficult to assess the character of their students.

Thus, learning during the post-pandemic covid-19 has increased compared to during the covid-19 pandemic. Especially in the learning process, students are very enthusiastic in receiving the learning provided by the teacher in class. Students are easier to absorb the knowledge conveyed by the teacher so as to create a creative, innovative, and fun learning atmosphere. The learning outcomes achieved by students during face-to-face learning increased by 86% from the previous results (when online). It can be concluded, the direct learning process is better and very important to achieve optimal learning outcomes.

Conclusion

The results of KBM Indonesian by teachers and students of grade VIII MTs in South Lampung Regency that this study shows that learning that takes place in the post-pandemic is effective. This is seen in the proportion of student attendance which shows the level of student enthusiasm in participating in face-to-face learning (PTM) after the pandemic is quite high with a proportion value of 80% to 100%. In addition, student learning outcomes have also increased from before the implementation of PTM (Courageous Learning) and after the implementation of post-pandemic PTM, namely from an average score of 73.25 increased to 80.75 after the implementation of PTM. In addition, the proportion of students who obtained scores above the KKM score (75) also increased from 73.25% to 85.25%.

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