

Development of Transdisciplinary-Based Educational Administration Teaching Materials

Muhammad Rifai¹⁾, Rusydi Ananda²⁾, Muhammad Riski Syahputra³⁾

¹⁾ Universitas Islam Negeri Sumatera Utara, Medan

²⁾ Universitas Islam Negeri Sumatera Utara, Medan

³⁾ Universitas Islam Negeri Sumatera Utara, Medan

e-mail Correspondent: muhammadrifai@uinsu.ac.id

Received: 11-09-2023

Revised: 30-11-2023

Accepted: 13-01-2024

Info Artikel

Abstract

Keywords:

Teaching Materials,
Transdisciplinary,
Educational
administration.

The purpose of the study is to determine the viability, practicality, effectiveness, and production of visually appealing transdisciplinary-based educational administration learning material designs of educational administration teaching material development products. The development research technique is the approach used. The study program in Islamic Religious Education at North Sumatra State Islamic University, Medan's Faculty of Tarbiyah and Teacher Training, was the site of the research. Validation sheets and learning outcomes tests were utilized as collecting tools, while expert evaluation and statistical testing of the T-test and N-gain were used as data analysis approaches. The study's conclusions demonstrate that the created teaching resources, which received a score of 3.45 in the relevant category and a score of 3.40 for practicality, are acceptable for use in instructing courses on educational administration. Students' learning activities, which have progressed from the first observation to the second observation with the characteristics seen, provide evidence of the applicability of educational administration teaching materials based on transdisciplinary research. This category is practical and effective for boosting student learning outcomes, with an N-Gain coefficient of 0.55 in the medium category. Lecturers may adapt the study results to other courses by concentrating on the aspects and characteristics of the teaching materials that need to be produced. They can also construct the essential learning tools themselves by focusing on the elements of the teaching materials.

Kata kunci:

Bahan Ajar,
Transdisipliner,
Administrasi Pendidikan.

Abstrak.

Tujuan penelitian adalah untuk mengetahui kelayakan, kepraktisan, efektivitas, dan produksi desain materi pembelajaran administrasi pendidikan berbasis transdisipliner yang menarik secara visual produk tersebut. Metodologi yang digunakan adalah metode penelitian pengembangan. Penelitian dilakukan sebagai bagian dari program studi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan. Instrumen pengumpulan data yang digunakan adalah tes hasil belajar dan lembar validasi, sedangkan penilaian ahli dan uji statistik, uji t dan N-gain merupakan teknik yang digunakan untuk mengevaluasi data. Berdasarkan derajat kepraktisan sebesar 3,40 dan skor bidang relevan sebesar 3,45, temuan penelitian menunjukkan bahwa bahan ajar yang dikembangkan layak digunakan dalam pembelajaran mata kuliah administrasi pendidikan. Ketika siswa melakukan kegiatan pembelajaran mulai dari observasi pertama hingga observasi kedua dengan kualitas yang telah dijelaskan, penerapan bahan ajar administrasi pendidikan berbasis transdisipliner terlihat jelas. Koefisien N-Gain kategori sedang sebesar 0,55 menempatkannya pada kategori praktis dan membantu meningkatkan hasil belajar siswa. Dengan mengkaji secara cermat komponen-komponen materi yang sudah tersedia dan yang belum dibuat, guru kini dapat mengembangkan perangkat pembelajaran yang diperlukan dan menggunakan materi pembelajaran berbasis transdisipliner di ruang kelas tambahan sesuai dengan hasil penelitian.

INTRODUCTION

Universities play a crucial role in generating devoted students, under Article 3 of the National Education System Law Number 20 of 2003, which stipulates that national education serves to develop talents and build the character and culture of a respectable country (UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). Efforts are being made by the faculty of North Sumatra State Islamic University to improve the quality of teaching to meet the This justification rests on (1) the changing conditions of North Sumatra society, where the lecture mechanism is different from previous times; (2) organizational reasons that the UIN North Sumatra academic community considers learning patterns so far to be something that has been established. This kind of mindset makes the academic community less likely to carry out innovations in learning; (3) changing the learning approach paradigm from teacher center to student center learning approach; and (4) the latest developments in scientific knowledge.

Creating transdisciplinary-based learning is one of the tasks that has to be done to achieve the aforementioned. In this instance, transdisciplinarity is the process of combining and redefining several connected domains of knowledge to comprehend, identify, and resolve complicated issues (Syahrin, 2019). Using the following reasoning, the Educational Administration course materials of UIN North Sumatra Medan are developed with a transdisciplinary focus: (1) these teaching materials can be used as a learning resource to help students achieve their study goals more easily. (2) these materials are important for students' ease of learning and to increase their learning outcomes. They are developed to meet the needs of students at Islamic universities. (3) from the perspective of those teaching the Educational Administration course, these materials are important because there are no transdisciplinary-based materials for this course. (4) from the perspective of those developing these materials, these materials are important because they help students succeed in their studies.

Overall, the FITK UIN SU Medan students' rating of the Educational Administration course yielded subpar results. This is proven by the average grades A (10%), B (30%), C (55%), and D (5%) in the 2020/2021 academic year. The trend in grades described was also reflected in the previous academic year, namely in the 2021/2022 academic year with average grades A (8%), B (32%), C (50%), and D (10%) (Source: Academic and Institutional Section of FITK UIN SU Medan). According to Reigeluth, there are three main components to learning: method, conditions, and results. Based on the data above, it can be concluded that there are still some weaknesses in learning, particularly in achieving student learning outcomes. As such, educators must carry out engineering to produce learning by paying attention to various aspects that influence learning. (Akmalia et al., 2023).

Learning methods are related to various ways to achieve various results in various conditions. These various methods are related to strategies for delivering learning material to students including learning models, strategies, methods, or procedures whether carried out face-to-face, online, or blended learning. (Astutik & Hariyati, 2021). Determining the approach is crucial since learning circumstances affect how well the strategy is used. Student traits, the qualities of the learning materials, and the learning setting all influence the learning circumstances. (Akmalia, 2019). Regarding the characteristics of students, in this case students like individual learning, then group learning, project assignments and tutorial learning. Learning outcomes are different results that may be used to gauge how effective different approaches are under different circumstances after they have been utilized. (Yusnitha, 2020).

In the field, one thing that comes up with the Educational Administration course at FITK UIN North Sumatra Medan is that the lecture activities, which include the course syllabus, materials, and learning resources, are not consistently designed. When explored further, this happened because the teachers of the Educational Administration course did not coordinate with each other in designing lecture activities. Then there were no learning tools designed by course instructors such as learning materials, lecturer guidelines and student guidelines. Aside from that, some or all of the instructional materials, approaches, techniques, and media created by course instructors have not been developed in the sense that the scientific methodology of learning design has not been used to their creation. As a result, work must be done to create learning material models for educational administration that can address problems with learning requirements by taking into account participant characteristics, needs analysis, and learning environment. It doesn't end there; research using a transdisciplinary approach hasn't produced the best possible use of the learning resources used in Educational Administration lecture activities. The academic community at UIN North Sumatra has to take the existing state of education seriously in order to consider and take action to raise the standard of instruction and learning.

Previous researchers have studied several research results related to the development of teaching materials, but few have studied the development of transdisciplinary-based teaching materials. Research conducted (Faizah et al., 2023) Learning acceptance is influenced by the use of quality infrastructure. Several studies reveal that textbooks are suitable for use as guidelines for students in teaching material development subjects (Ratih, 2022). The development of teaching materials or modules has been proven to be valid, practical and effective for learning outcomes (Triayomi, 2021), and towards improving student learning (Nuryasana & Desiningrum, 2020). The effectiveness of lessons and classroom instruction might suffer when necessary resources are unavailable. (Asfuri & Ambarsari, 2021). In addition, research results (Perdana & Ramadhona, 2021) shows that inquiry-based textbooks are valid in terms of didactics, content, language and readability, but in terms of practicality, textbooks are also practical in terms of attitudes, knowledge and independence. As well as (Purwanto, 2019) which develops teaching materials based on the PjBL learning model in PAI and learning media courses (Ana, 2018) developing teaching materials for the Learning Planning course using the Four D (4D) model. Different from Purwanto and Ana, the research results (Usman et al., 2019) shows that the development of teaching materials for Story-based Islamic Religious Education Books at State General Universities has the validity criteria of "very valid". Based on phenomena that occur in the field and findings from previous relevant research above, this research seeks to design transdisciplinary-based educational administration teaching materials in accordance with the vision of UIN North Sumatra Medan as a center of excellence for the study, development and application of Islamic sciences. on a global scale to ensure everyone's well-being and harmony.

RESEARCH METHODS

Research and development (R&D) or the model development approach is the research methodology used. This research is centered on the Islamic Religious Education curriculum at North Sumatra State Islamic University, Meda, Indonesia, specifically the Faculty of Tarbiyah and Teacher Training during the odd semester of the 2023–2024 academic year. Although the Islamic Religious Education Study Program's third semester included four courses, this study focused on PAI III-1. The purpose of this research is to inform the development of curricula for educational administration that is based on transdisciplinary principles.

Two key tools were used in this study: (1) learning outcome assessments to gauge the efficacy of textbooks; and (2) validation sheets from practitioners and educational experts assessing the suitability and usefulness of teaching materials. Experts in learning materials must determine if it is feasible to produce transdisciplinary-based instructional resources for educational administration if the computed average score in the relevant category is > 3.00 . A feasible instructional material design for transdisciplinary-based Educational Administration is one with a calculated average score below 3.00. The findings of $t \text{ count} \geq t \text{ table}$ at $\alpha = 0.05$ are the acceptance requirements for evaluating the efficacy of transdisciplinary-based Educational Administration instructional material design.

The development research model referred to in this research is depicted as follows (Sugiyono, 2017):

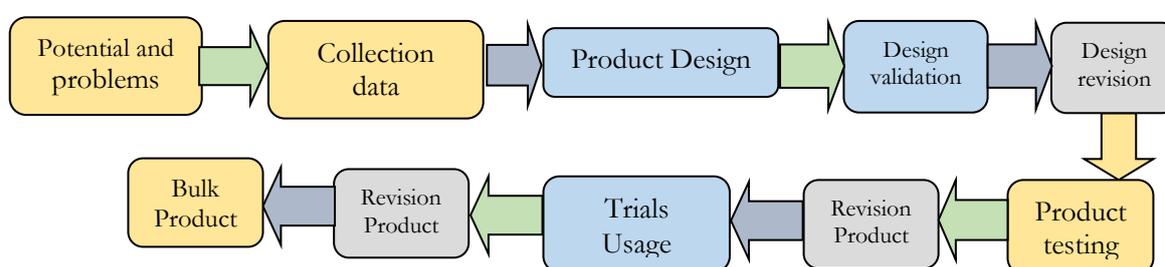


Figure 1 Sugiyono's RnD Research Model

RESULTS AND DISCUSSION

Results

The results of the learning design expert's validation of transdisciplinary-based Educational Administration teaching materials are:

Table 1. Design Expert Assessment Scores on Teaching Materials

| No | Assessment Aspects | Score |
|--------------|---|-------------|
| 1 | Display of Teaching Materials | 3,30 |
| 2 | Completeness of Teaching Materials | 3,50 |
| 3 | Description of Material in Teaching Materials | 3,30 |
| Means | | 3,37 |

It is evident from Table 1 above that there are several areas in the learning design expert's evaluation that want improvement. According to the expert in learning design, this instructional content is suitable and complies with learning design criteria in general. To attain the highest possible standard of educational quality, this input may be used to modify and enhance the design of instructional materials, particularly in the areas of content presentation and explanation. In the relevant category, transdisciplinary-based educational administration had an average score of 3.37.

The validation results of transdisciplinary-based educational administration teaching materials are:

Table 2. Material Expert Assessment Scores on Teaching Materials

| No | Assessment Aspects | Score |
|--------------|---|-------------|
| 1 | Display of Teaching Materials | 3,50 |
| 2 | Completeness of Teaching Materials | 3,60 |
| 3 | Description of Material in Teaching Materials | 3,40 |
| Means | | 3,50 |

With reference to Table 2 above, it is evident that the transdisciplinary-based Educational Administration instructional material goods evaluated by the material expert had an average score of 3.50, placing them in the highly feasible category.

The following are the outcomes of the validation of transdisciplinary-based educational administration teaching materials by educational practitioners:

Table 3 Education Practitioners' Assessment Scores on Teaching Materials

| No | Assesment Aspect | Score |
|--------------|---|-------------|
| 1 | Display of Teaching Materials | 3,50 |
| 2 | Completeness of Teaching Materials | 3,50 |
| 3 | Description of Material in Teaching Materials | 3,60 |
| Means | | 3,53 |

Analyzing the results Table 3 shows that the teaching materials' completeness and presentation both get a score of 3.50. This shows that there is consistency in the assessment of these aspects by educational practitioners. This uniformity may be seen as the construction of instructional materials giving equal weight to look and thoroughness. With a score of 3.60, the material description component of the instructional materials performed somewhat better, indicating excellence or depth in the substance of the resources offered. This enhancement may be a crucial component for future growth. Products for teaching educational administration that are transdisciplinary fall under the category of very viable.

Figure 1 below displays the findings from the evaluation of the viability of using transdisciplinary-based instructional administration materials:

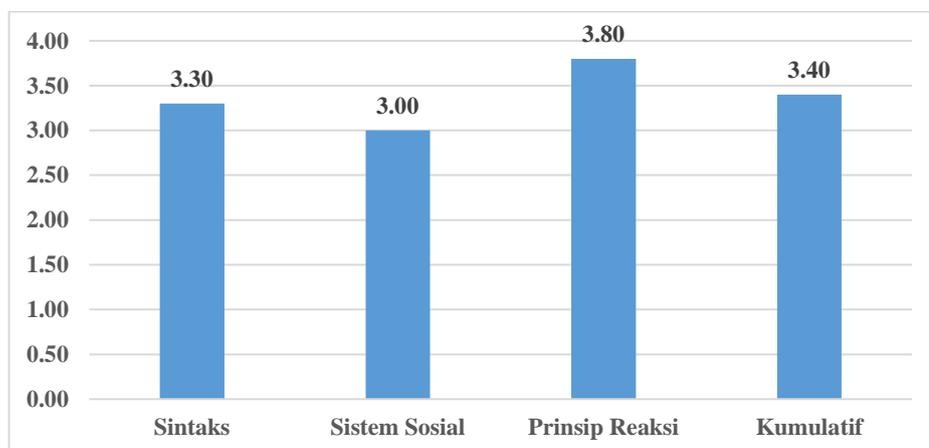


Figure 1 Practicality of Implementing Teaching Materials

The aforementioned image illustrates that the transdisciplinary-based educational administration teaching materials have an overall practicality score of 3.40 in the practical area. Additionally, for every observational factor, specifically: a practicality of syntax score of 3.30, for the practical category in this instance. In the practical area, social systems' practicality received a score of 3.00. A score of 3.80 was given to the highly practical category for the notions of management's responses that are considered to be very practical.

The findings demonstrated a t -count value of 23.65 and a t -table price with $N - 1 = 32 - 1 = 31$ at $\alpha = 0.05$, or 1.69, when the effectiveness of educational administration teaching materials based on transdisciplinary principles was examined. The null hypothesis (H_0) is rejected when the t -count is more than the t -table price, suggesting that educational administration teaching materials based on transdisciplinary principles significantly affect students' learning results. Additionally, the results of the test for normalized gain (N-Gain) indicate that the N-Gain value is 0.55. Consequently, it is evident that the N-Gain category, with a coefficient of 0.55, is the middle category.

Overall, transdisciplinary-based Educational Administration teaching materials are efficient and successful in raising student knowledge and learning accomplishment, according to the combined findings of hypothesis testing and N-Gain. It follows that using this instructional material to help the learning process of Educational Administration may be deemed effective.

DISCUSSION

The results of the validation of educational administration teaching materials based on transdisciplinary principles, carried out by experts in general learning design, showed an average score of 3.37 in the relevant category. The educational administration instructional resources that draw from several disciplines were deemed very appropriate by the material expert, who gave them an average score of 3.50. Education practitioners rated the educational administration teaching resources, which are founded on transdisciplinary principles, as exceptionally appropriate, with an average score of 3.53. In light of the data shown above, it is clear that the instructional resources for Educational Administration that draw from many disciplines have achieved an overall expert assessment score of 3.46. This indicates that the degree of acceptability for usage is reflected in the transdisciplinary-based educational administration instructional materials created. Lecturers may implement educational administration learning using the transdisciplinary-based teaching resources that have been produced. Textbooks provide thorough explanations that instructors may use to help students apply what they have learned in the classroom (Hambali, 2021). According to Majid's explanation which states that all materials are meant to help lecturers and instructors carry out learning activities the need for this teaching material as a guide for lecturers is urgent (Majid, 2005). Written or unwritten content may be included in the discussion (Bawamenewi, 2019).

The first step in implementing efficient, effective, and engaging learning is a methodical, systemic learning design approach. Because of this, it's necessary to have a high-quality learning development plan that both students and lecturers may use to direct learning activities (Ramansyah, 2013). In the meanwhile, the caliber of the learning design itself ultimately determines the effectiveness and caliber of learning (Bararah, 2017). As a result, it is very foolish or even highly hilarious to conduct learning without any kind of plan and just let things happen naturally. The professor is a crucial component in the design of learning in this sense. To help students learn, lecturers need to have a clear vision and a keen analysis of their learning design. To put it another

way, learning design's primary objective is to increase learning's effectiveness and efficiency while preventing learning challenges for students (Ananda, 2019). Put another way, the caliber of the lecturer's prepared learning design ultimately determines the effectiveness and quality of the learning process. Lecturers are anticipated to be able to shift the learning process toward greater quality in an attempt to increase learning success and quality (Siahaan et al., 2022). In this situation, authentic learning must allow students to create or expand their own knowledge rather than just absorb it from the instructor. In order to do this, the learning that takes place in class is an activity that the lecturer has purposefully created for the students to accomplish certain objectives in the form of competences anticipated after engaging in learning (Nurhayati, 2017).

The practicality of syntax, or more specifically, the practical category, yielded a value of 3.30. These are the findings of examining the practicality of transdisciplinary-based Educational Administration instructional materials in the observed characteristics. In the practical category, social systems received a score of 3.00 for their practicality. In the extremely practical category, the rating for the practicality of management response principles is 3.80. This is dependent on lecturers' capacity to execute in-class learning in a consistent manner using transdisciplinary-based Educational Administration teaching resources. Learning outcomes will be able to increase if the level of lecturer consistency keeps rising because it will have an effect on the transdisciplinary-based Educational Administration teaching materials' practicality, which will also rise (Ashari et al., 2023; Erwandi et al., 2023). This will support the goals and tenets of Educational Administration learning through the use of transdisciplinary-based Educational Administration teaching materials. In comparison to the transdisciplinary-based Educational Administration teaching materials in the second trial, which received a score of 3.40, the level of practicality of those materials in the first trial, 2,84, was still low (Atstsaury et al., 2024; Indayanti et al., 2022). This makes sense since lecturers are still developing their ability to incorporate learning in a consistent manner. The low implementation of this syntax is a result of lecturers' poor management of student learning, which includes not only allowing students to ask questions of the lecturer during class, but also allowing them to actively participate in group discussions and respond to the work of the presenting group during presentations (Arifin et al., 2022; Pratiwi & Warlizasusi, 2023).

The syntactic observation component of learning implementation, in contrast, shows a high score (on average of 3.50), particularly when students analyze the discourse given in relation to the instructional material. The average score for students in summarizing course material is 3.50, which is also seen in the area of detecting the application of syntax. Students' active involvement in the learning process, whether individually, in pairs, or groups, obtained an average score of 3.50 for the usage of social system learning aspects (Bakar et al., 2023). When students reach an average score of 3.00, they are also free to write on the aspect based on what they've experienced. The aspects of the idea of reaction and management of lecturers, the dominant role of the lecturer as facilitator, and the lecturer as motivator, with an average score of 3.50, are included in the use of transdisciplinary-based educational administration teaching materials. The average score for using the response principle and managing lecturers as facilitators, motivators, and moderators was 4.00 as well. The availability of pre-prepared teaching materials, along with the lecturer's expertise in implementing transdisciplinary-based Educational Administration lessons in the classroom, can actually lead to an increase in learning implementation between the first and second trials (Aliani et al., 2023).

The efficiency of educational administration teaching material products based on transdisciplinary research was evaluated by comparing pre- and post-test scores, which yielded a computed t-value of 23.65, with a corresponding α -value of 1.69 in the t-table. The results show that the transdisciplinary-based educational administration teaching materials do impact student learning since the $t_{count} > t_{table}$ price, H_0 is rejected. Results from the N-Gain test indicate a normalized gain value of 0.55, placing it in the medium group; hence, future efforts to enhance learning outcomes should focus on giving students more opportunities to build their knowledge via contextual learning activities and exercises. more rigorous instruction. Having access to instructional resources for educational administration that draw from other disciplines makes it easier for professors to incorporate contextual learning into their lessons. The following is in accordance with the claim made by AECT in 1986: "planned learning resources (by design)" refer to any and all learning resources that are intentionally created to serve as parts of a learning system and provide structured, guided learning opportunities. Siregar and Nara's explanation bolsters the aforementioned AECT claim by showing how the developed learning materials may provide a more tangible and immediate learning experience and correct information for addressing educational issues. Research by Eveline and Nara (2010) highlights this.

The application of transdisciplinary-based educational administration teaching materials has an impact on student activities during the learning process, in this case there is an increase in student activity in all aspects observed. This increase in student learning activities includes the activity of paying attention to lecturer explanations, namely student learning activities that are dominant compared to other activities. This can be explained because at the beginning of the lesson the lecturer provides an explanation through lectures (Karlina & Rasam, 2020). Furthermore, the activity of asking questions was only carried out by a few students. Another activity that seems more prominent is the activity of doing assignments/tests independently (Fadla et al., 2022).

CONCLUSION

Experts in learning design, content expertise, and educational practice have validated transdisciplinary-based educational administration teaching materials. With a score of 3.45 in the relevant category, the materials are suitable for use in teaching Educational Administration courses, according to the validation findings. Both trials found that the instructional resources for transdisciplinary-based educational administration were extremely practical, with scores of 2.84 and 3.40, respectively. A growth in the usefulness of educational administration curricula based on transdisciplinary principles is shown by the fact that lecturers' learning abilities have improved. As evidence, consider the fact that the average excellent score in the first experiment was 3.00 and rose to 3.31 in the second trial. Students' learning activities, which have progressed from the first observation to the second observation with the characteristics seen, provide evidence of the applicability of educational administration teaching materials based on transdisciplinary research. The instructional resources for educational administration based on transdisciplinary principles have shown their efficacy in raising student learning outcomes, with an N-Gain coefficient falling into the medium range at 0.55.

It is suggested that lecturers who create transdisciplinary-based teaching materials for other courses design/develop the necessary learning tools themselves, taking into consideration the elements and qualities of the teaching materials that need to be created. Future scholars may utilize this instructional material's creation as a model for developing materials on other topics.

REFERENCES

- Akmalia, R. (2019). Pengaruh Perilaku Individu, Kelompok Dan Tim Kerja Terhadap Kinerja Guru Di Sekolah Menengah Atas Negeri 3 Medan. Universitas Islam Negeri Sumatera Utara.
- Akmalia, R., Nst, W. N., & Siahaan, A. (2023). Pengaruh Self-Efficacy, Budaya Organisasi, dan Kepuasan Kerja Terhadap Kinerja Guru Madrasah Aliyah. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(3), 437–453. <https://doi.org/10.31538/ndh.v8i3.4091>
- Aliani, S. O., Alam, M. S., Rofiq, A., & Srinio, F. (2023). The Role of Islamic Religious Counselors in Providing Religious Understanding of Ta'lim Councils in Minority Areas. *Dirasah International Journal of Islamic Studies*, 1(2), Article 2. <https://doi.org/10.59373/drs.v1i2.19>
- Ana, R. F. R. (2018). Penggunaan Model Four D dalam Pengembangan Bahan Ajar Mata Kuliah Perencanaan Pembelajaran pada Mahasiswa STKIP PGRI Tulungagung. *Pedagogy: Jurnal Ilmiah Ilmu Pendidikan*, 5(2), 64–74.
- Ananda, R. (2019). Perencanaan pembelajaran. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Arifin, M., Rofiq, A., & Aliani, S. O. (2022). Pengaruh Kecerdasan Intelektual (Intellectual Quotient) Dan Kecerdasan Emosional (Emotional Quotient) Terhadap Pembentukan Karakter Religius. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 1(1), Article 1. <https://doi.org/10.59373/kharisma.v1i1.3>
- Asfuri, N. B., & Ambarsari, R. Y. (2021). Pengembangan Bahan Ajar Mata Kuliah Belajar Dan Pembelajaran Berbasis Tri Ciri Tentara Pelajar (Patriotisme, Kepeloporan Dan Kemandirian) Pada Mahasiswa UTP Surakarta. *Jurnal Pendidikan Dasar Nusantara*, 7(1), 202–215. <https://doi.org/10.29407/jpdn.v7i1.16101>
- Ashari, M. K., Faizin, M., Yudi, U., Aziz, Y., Irhamni, H., & Athoillah, S. (2023). Considering Local Government Policies Related to Madrasah Diniyah Takmiliyah in Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(3), Article 3. <https://doi.org/10.31538/tijie.v4i3.411>
- Astutik, P., & Hariyati, N. (2021). Peran Guru Dan Strategi Pembelajaran Dalam Penerapan Keterampilan Abad 21 Pada Pendidikan Dasar Dan Menengah. *Inspirasi Manajemen Pendidikan*, 9(3).
- Atstsaury, S., Hadiyanto, H., & Supian, S. (2024). Principal's Strategy to Improve Teachers Professional Competence. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(1), Article 1. <https://doi.org/10.31538/munaddhomah.v5i1.775>
- Bakar, M. A., Umroh, K. A., & Hameed, F. (2023). Improving Quality Islamic Education for Today's Generation. *At-Tadzkir: Islamic Education Journal*, 2(2), Article 2. <https://doi.org/10.59373/attadzkir.v2i2.42>
- Bararah, I. (2017). Efektifitas perencanaan pembelajaran dalam pembelajaran pendidikan agama islam di sekolah. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 7(1), 131–147. <http://dx.doi.org/10.22373/jm.v7i1.1913>
- Bawamenewi, A. (2019). Pengembangan Bahan Ajar Memprafrasekan Puisi â€œAkuâ€ Berdasarkan Model Pembelajaran Problem Based Learning (PBL). *Jurnal Review Pendidikan Dan Pengajaran (JRPP)*, 2(2), 310–323. <https://doi.org/10.31004/jrpp.v2i2.631>

- Erwandi, R., Pranansa, A. G., Putra, M. R. E., Yuneti, A., & Pestalozzi, D. (2023). Salafi-Based Integrated Islamic Elementary School Management. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(3), Article 3. <https://doi.org/10.31538/tijie.v4i3.598>
- Fadla, S. L., Akmalia, R., Hasri, R. K., Putri, E., & Situmorang, H. S. B. (2022). Pola Manajemen Kepala Sekolah dalam Meningkatkan Kompetensi Kepribadian Guru. *Jurnal Informasi Keagamaan, Manajemen Dan Strategi: Jurnal Manajemen Pendidikan Islam (IKaMaS)*, 2(1), 27–36.
- Faizah, S. N., Dina, L. N. A. B., Kartiko, A., Ma'arif, M. A., & Hasan, M. S. roni. (2023). Student Acceptance Study of Phet Simulation With an Expanded Technology Acceptance Model Approach. *Journal of Applied Engineering and Technological Science*, 5(1), 279–290. <https://doi.org/10.37385/jaets.v5i1.3041>
- Hambali, D. (2021). Pengembangan Bahan Ajar Mata Kuliah Bahasa Indonesia S 2 Semester Satu Pendidikan Dasar Fkip Univ ersitas Bengkulu TA 2020/2021. *Jurnal Pembelajaran Dan Pengajaran Pendidikan Dasar*, 4(1), 145–149. <https://doi.org/10.33369/dikdas.v4i1.14100>
- Indayanti, A. N., Atqiya, A. B., & Badrudin, B. (2022). Education Human Resource Management in the Recruitment of Extraordinary Lecturers. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(2), Article 2. <https://doi.org/10.31538/munaddhomah.v3i2.262>
- UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2 UU No. 20 Tahun 2003 39 (2003). <https://doi.org/10.24967/ekombis.v2i1.48>
- Karlina, E., & Rasam, F. (2020). Penerapan metode pembelajaran team teaching dalam upaya meningkatkan hasil belajar mata kuliah matematika ekonomi di Unindra. *Research and Development Journal of Education*, 6(2), 65–73. <http://dx.doi.org/10.30998/rdje.v6i2.6258>
- Majid, A. (2005). *Perencanaan Pembelajaran*. Remaja Rosdakarya.
- Nurhayati, N. (2017). Pengembangan perangkat bahan ajar pada pembelajaran matematika realistik indonesia untuk meningkatkan kemampuan komunikasi matematis mahasiswa. *Fibonacci: Jurnal Pendidikan Matematika Dan Matematika*, 3(2), 121–136. <https://doi.org/10.24853/fbc.3.2.121-136>
- Nuryasana, E., & Desiningrum, N. (2020). Pengembangan bahan ajar strategi belajar mengajar untuk meningkatkan motivasi belajar mahasiswa. *Jurnal Inovasi Penelitian*, 1(5), 967–974. <https://doi.org/10.47492/jip.v1i5.177>
- Perdana, S. A., & Ramadhona, R. (2021). Pengembangan buku ajar berbasis inkuiri untuk mata kuliah statistika pendidikan di masa new normal. *Jurnal Gantang*, 6(2), 185–193. <https://doi.org/10.31629/jg.v6i2.4114>
- Pratiwi, D. P., & Warlizasusi, J. (2023). The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(1), Article 1. <https://doi.org/10.59373/kharisma.v2i1.16>
- Purwanto, E. (2019). Pengembangan Bahan Ajar Berbasis Project Based Learning Mata Kuliah Media Pembelajaran Pai Stai Al-Hikmah Tanjung Balai. *EDU-RILIGIA: Jurnal Ilmu Pendidikan Islam Dan Keagamaan*, 3(3).
- Ramansyah, W. (2013). Pengembangan bahan ajar mata kuliah strategi pembelajaran untuk mahasiswa pendidikan guru sekolah dasar. *Widyagogik: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 1(1), 17–27. <https://doi.org/10.21107/widyagogik.v1i1.2>

- Ratih, A. (2022). Pengembangan Buku Ajar untuk Mata Kuliah Pengembangan Bahan Ajar. *BIOEDUSAINS: Jurnal Pendidikan Biologi Dan Sains*, 5(1), 17–23. <https://doi.org/10.31539/bioedusains.v5i1.3383>
- Siahaan, A., Akmalia, R., Syafriani, Y., Ramadhani, S., Ahmad, A. K., & Sihombing, H. R. S. (2022). Manajemen Mutu Pendidikan dalam Meningkatkan Proses Belajar Mengajar di SMP Negeri 2 Binjai. *ANWARUL*, 2(6), 436–446. <https://doi.org/10.58578/anwarul.v2i6.696>
- Sugiyono. (2017). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan RnD*. Alfabet.
- Syahrin, D. (2019). *Wahdatul ‘Ulum Paradigma Pengembangan Keilmuan dan Karakter Lulusan UIN Sumatera Utara*. Perdana Publishing.
- Triayomi, R. (2021). Pengembangan Bahan Ajar Untuk Mata Kuliah Perkembangan Belajar Peserta Didik. *Jurnal PGSD Musi*, 4(2), 93–107.
- Usman, U., Garancang, S., & Bahraeni, B. (2019). Pengembangan Bahan Ajar Mata Kuliah Pendidikan Agama Islam Berbasis Kisah. *Inspiratif Pendidikan*, 8(2), 301–315.
- Yusnitha, Y. (2020). Perbandingan Hasil Belajar Siswa Dengan Menggunakan Metode Pembelajaran 3r (Read, Recite, Review) Pada Materi Ekosistem Di Kelas Vii Smp Al-Washliyah 2 Serbalawan. *Jurnal Metabio*, 2(2). <https://doi.org/10.36985/jpbm.v8i2.388>