

Content analysis of Islamic religious education student textbooks and morals for class VIII Islamic junior high school published by the ministry of education and culture revised edition 2017

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Abstract

In an educational process, the use of books is one of the most important elements. Without books, learning becomes unbalanced because there is no reliable reference source. This study focuses on finding out whether the textbook for Islamic Religious Education and Morals for Class VII SMP/MTs is appropriate in terms of content or material content. The type of approach used in this study is a library research approach through the documentation method with the analysis technique being content analysis. Data analysis was carried out systematically and logically starting from reading and analyzing all the data. The results of this study indicate that first, the contents of the textbook material for Islamic Religious Education and Morals for Class VIII SMP/MTs students in terms of the four sub-components of the content feasibility assessment are also suitable for use with details of the percentage of eligibility, namely 100% for the SK and KD conformity sub-components, the development and needs of students, 94.6% for scientific substance and life skills, 87.5% obtained by the insight sub-component to advance and develop and 82.1% for the diversity of social values. Second, the contents of the textbook material for students of Islamic Religious Education and Morals for Class VII SMP/MTs when viewed from the four dimensions, namely the spiritual, social, knowledge and skill dimensions are appropriate for use. The details of the percentage of eligibility obtained are 100% for the spiritual dimension, 100% for the social dimension, 92.90% for the knowledge dimension and 89.90% for the skills dimension. The results of this data analysis can be concluded that the two categories above, namely the four-dimensional elements and four sub-components of content feasibility, have been accurate to be used in assessing the feasibility of the content of textbooks.

Keywords: *Content Analysis, Student Textbooks, Islamic Religious Education, Budi Pekerti*

INTRODUCTION

Education is an effort to improve the quality of human beings for the better (Yuhasnil, 2020). And in a process, the use of books becomes one of the most important elements "(Zakiyah & Fitrawati, 2020). Without books, learning becomes unbalanced because there is no reliable reference source (Sacchi et al., 2020). According to Masnur, a good book should be written with the aim of increasing insight and developing a positive spirit. So, with the use of books, readers can increase their knowledge, and characteristics of thought patterns according to their developmental psychology (Brown, 2021).

The use of textbooks, both students and teachers, must really be considered. The reason is, the curriculum that is now being applied emphasizes more on character values, and morals, not least in the subject of Islamic Religious Education and Character Education (Frillman et al., 2007). So, you can imagine if the book that is used as a guide contains material that leads to the values of violence, intolerance, and other negative things, of course students can be affected and make the information in the book as a truth.

Another problem that is often experienced by students/teachers in the use of textbooks is the limited number of books available, different books used in each region, monotonous presentation, or errors in writing (Nanna & Pratiwi, 2020). This can make students less interested in studying the book. Especially for readings sourced from the Qur'an, hadith, or other Arabic texts, if there is a single letter error, it will have a major effect on the change in meaning in it (Mangelsdorf et al., 2019).

As with the initial findings from the author, in the textbook for students of Islamic Religious Education and Budi Pekerti Class VIII SMP/MTs Published by the Ministry of Education and Culture Revised 2017 Edition, there are several errors in writing. In chapter 4 (Closer to Allah by Practicing Sunnah Prayers), which should be special for the lunar eclipse, he wrote Kusuf. And vice versa, the solar eclipse tool is written specifically. Even though the difference is only one letter, but the error creates a meaning error that can make students get the wrong knowledge.

On another page, the reading of the intention of 'Eid al-Adha' is written the same as the intention of 'alat duh'. Whereas a textbook should avoid such mistakes so as not to create confusion for the reader. Therefore, it is absolutely legal for a textbook that is used as a guide for students/teachers to be protected from writing errors.

In addition, the age of SMP/MTs is the age at which children begin to develop standards and expectations for their own behaviour (Vega et al., 2015). As explained by Rumini and Sundari (2004), in the age range of 12-15 years, children begin to build real and ideal, true and false selves or the emergence of the ability of adolescents to construct their ideal self in addition to their real self (D., 2017). In the sense that at that age began to experience an increase in cognitive abilities. So, if children at that age get the wrong knowledge, it will greatly affect the knowledge gained afterwards (Monek et al., 2018). This is what makes the importance of the analysis that the author does.

In the process, a book that is widely circulated in the community means that the book has previously gone through stages such as acquisition, assessment, publication, and distribution ("Building an American Identity: Pattern Book Homes and Communities, 1870-1900," 1999). Similar to the above, textbooks or textbooks that are used as a guide for students and teachers, of course have their own assessment (Gibbs, 2011). The assessment of textbooks used as a guide in the learning process according to the National Education Standards Agency (BSNP) must meet several criteria, including the feasibility of content, presentation, language, and graphics (Herayanti et al., 2017).

Content feasibility is grouped into four sub-components, namely the suitability of SK and KD; scientific substance and life skills; insight to progress and develop; and diversity of social values. With these four criteria, it is hoped that students will more easily understand the content of the material presented (Kirigia et al., 2017).

Almost every handbook, both student and teacher books, of course undergoes changes (Showalter, 1995). This is because of editorial errors, renewal of KI-KD and addition of material, including the PAI book. In the 2013 curriculum, every edition that has been published always adheres to the Graduate Competency Standards (SKL). This is what encourages regular adjustments and updates to the material.

Therefore, this research focuses more on the assessment of textbooks based on four elements of the feasibility of the content of the material (suitability of SK and KD; scientific substance and life skills; insight to advance and develop; diversity of social values) and combined with four dimensions of competence (spiritual, social, knowledge, and skill).

From the above background, the authors are interested in conducting a research entitled "Analysis of the Contents of Textbooks for Students of Islamic Religious Education

and Morals for Class VIII SMP/MTs Published by the Ministry of Education and Culture, Revised Edition 2017”.

METHOD

This research approach uses a qualitative approach model with the type of approach used, namely the library research approach. This study uses literature and text as the main object of analysis by describing, explaining, and providing an understanding of the content of the material studied in writing. In collecting data, the author uses the method of documentation with data analysis techniques using the method of content analysis or content analysis. With the content analysis method, this study will analyze to draw conclusions by studying the text, namely the book of students of Islamic Religious Education and Budi Pekerti class VIII SMP/MTs published by the Ministry of Education and Culture, revised edition 2017.

RESULT AND DISCUSSION

Profile and Systematics of PAI and Budi Pekerti Student Textbooks for Class VIII Kemendikbud Revised Edition 2017

This book was compiled and reviewed by various parties under the coordination of the Ministry of Education and Culture in the context of implementing the 2013 curriculum. As a “Living Document”, this book is always improved and updated according to the times. Constructive input from various circles can improve the quality of the book. The purpose of preparing this Student Textbook Guide is to provide guidance for students in the learning process of Islamic Religious Education and Character Education. The material developed in this book includes several aspects, namely: Aqidah, Morals and Character, Fiqh, Al-Qur'an and Hadith and History of Islamic Civilization.

Description of Materials for Textbooks for PAI Students and Morals for SMP/MTs Class VIII Issued by the Ministry of Education and Culture Revised 2017 Edition

The book PAI and Budi Pekerti class VIII SMP/MTs contains 14 discussion chapters. The description of the material content in the textbook is as follows:

Table 3.1 Contents of PAI Student Textbook Discussion

PAI and Morals Book for class VIII SMP/MTs	
CHAPTER I	Believing in Allah's Books, Loving the Qur'an
CHAPTER II	Avoiding Liquor, Gambling, and Quarre
CHAPTER III	Prioritizing Honesty and Upholding Justice
CHAPTER IV	Get Closer to Allah by Practicing the "Sunnah Prayers"
CHAPTER V	The Soul is Calmer by Doing A Lot of Prostrations
CHAPTER VI	The Growth of Science in the Umayyad Period
CHAPTER VII	Humble, Thrifty, and Simple Makes Life More Noble
CHAPTER VIII	Imitation of the Noble Attributes of Allah's Apostle
CHAPTER IX	Save and Obey Parents and Teachers
CHAPTER X	Decorating Yourself with Good Thoughts and Good Deeds
CHAPTER XI	Fasting Worship Forms a God-fearing Person
CHAPTER XII	Consuming Halal Food and Drinks and Staying away from Haram
CHAPTER XIII	The Growth of Science in the Abbasid Period
CHAPTER XIV	Healthy Living with Halal and Nutritious Food and Drinks

Chapter 1 - Believing in Allah's books, loving the Qur'an: understanding faith in the books of Allah SWT, The names of Allah's books. and the recipient apostle (the Torah, the book of Zabur, Bible and book of the Qur'an), book of Allah swt. as a guide for humans, Qur'an as the holy book of muslims, differences between the book and the Suhuf, and the wisdom of faith in Allah's book.

Chapter 2 - Avoiding liquor, gambling, and quarrel: contains verses of the Qur'an and Hadith relating to the legal provisions of liquor, gambling, and quarrels. Chapter 3 - Prioritizing honesty and upholding justice: honest, fair, understanding the naqli argument about honest and fair behavior, understand how to apply honest and fair behavior (implement honest behavior and implement fair behavior).

Chapter 4 - Closer to Allah by practicing the sunnah prayers: congregational sunnah prayers: (Eid al-Fitr prayer, Eid al-Adha prayer, kusūf prayer (solar eclipse), kusūf prayer (moon eclipse) and istisqo prayer), sunnah munfarid prayer (rawatib prayer, tahiyyatul masjid prayer, and istikhārah prayer), prayers sunnah in congregation or munfarīd (tarwih prayer, witr prayer, duha prayer, tahajjud prayer and tasbih prayer), and wisdom sunnah prayer.

Chapter 5 - The Soul is calmer by many prostrations: Prostration of gratitude (definition of prostrate of gratitude, legal basis of prostration of gratitude, the reasons for doing prostration of gratitude, procedures for prostrating thanksgiving and the wisdom of prostration of gratitude), Prostration of sahwī (definition of sujud sahwī, legal basis of prostration sahwī, reasons for prostrating sahwī, procedure for prostration of sahwī, and the wisdom of prostration of sahwī), prostration of recitation (definition of prostration of recitations, legal basis for prostration of recitations, the reasons for performing prostration of recitations, procedure for prostration of recitations, and the wisdom of prostration of recitations).

Chapter 6 - The Growth of science in the Umayyad period: contains an explanation of the Umayyad state in Damascus (661-750), Umayyad state in andalusia (756-1031), scientific development of the Umayyad state in Damascus and the Umayyad state in Andalusia, and cultural growth of both. Chapter 7 - humble, thrifty, and simplicity makes life noble: Contains Quranic verses about humble, thrifty, and simple (Q.S. Al-Furqon; 63 and Q.S. Al-Isra; 27), understanding the knowledge of tajweed on mad reading law (mad thabi'i, mad wajib muttasil, mad jaiz munfasil, mad 'aridl, and mad 'iwadl), learning to Interpret the verses of the Qur'an in Q.S. Al-Furqān verse 63 and Q.S. Al-Isra' verse 27 Understanding the noble messages in Q.S. Al-Furqān verse 63 and Q.S. Al-Isra' verse 27.

Chapter 8 - imitating the noble qualities of Allah's apostle: Definition of faith in the apostles, apostle's duty, prophet's attributes, and the story of the da'wah of 25 apostles, apostle ulul azmi, the wisdom of faith in allah's apostle. Chapter 9 - Thrifty and obedient to parents and teachers: Contains an explanation of respect and obedience to parents and respect and obedience to master. Chapter 10 - Decorating yourself with good thoughts and charity: contains about understanding charity, benefits of charity, good thought and good thinking benefits.

Chapter 11 - Fasting worship forms a god-fearing person: mandatory fasting (fasting ramadan, fasting nazar, fasting qada, fasting kifarat), sunnah fasting (fasting shawwal, fasting arafah, and fasting monday and thursday), the times that are forbidden to fast and the wisdom of fasting. Chapter 12 - Consuming halal food and drink and avoiding haram: contains an explanation of halal food, haram food, halal drinks, haram drinks, benefits of consuming halal food and drinks, and bad consequences of haram food and drink.

Chapter 13 - The growth of knowledge in the Abbasid period: contains an explanation of the abbasid state government, the development of science in the Abbasid period, and cultural developments in the Abbasid period. Chapter 14 - Healthy living with halal and nutritious food and drinks: Contains an explanation of the verse of Q.S. An-Nahl verse 114, Understanding tajweed on tafkhim and tarqiq, Interpret and understand the noble messages of the Q.S. An-Nahl verse 114, and Understanding the noble messages in Q.S. An-Nahl verse 114.

One of the eligibility criteria for the contents of the PAI and Budi Pekerti student textbooks is to include all the material in KI and KD. Therefore, the author needs to display the KI and KD as contained in the Book of Islamic Education Teachers and Morals for Class VIII SMP/MTs Revised Edition 2017. Here are the KI and KD PAI and Morals for Class VIII:

Table 3.2 Core Competencies and Basic Competencies of PAI Class VIII

CORE COMPETENCIES	BASIC COMPETENCIES
1. Appreciate and live the teachings of the religion he adheres to	1.1 Get used to reading the Qur'an by understanding that humility, frugality and a simple life are religious commands. 1.2 Get used to reading the Qur'an by believing that Allah commands to consume halal and nutritious food and drink. 1.3 Believe in the holy books revealed by Allah SWT. 1.4 Believe in Allah's Apostles. 1.5 Believing that liquor, gambling, and fighting are forbidden by Allah swt. 1.6 Believing that honest and fair behavior is the main teaching of religion. 1.7 Living the teachings of doing good, respecting, and being obedient to parents and teachers is a religious commandment. 1.8 Believing that doing good deeds and being kind are the main teachings of religion. 1.9 Carry out the sunnah tools in congregation and munfarīd as a religious command.

	<p>1.10 Performing prostration of gratitude, prostration of recitation, and prostration of sahwī as religious orders.</p> <p>1.11 Observance of obligatory fasting and sunnah as a religious command.</p> <p>1.12 Believing in the provisions of halal and haram food and drink based on the Qur'an and Hadith.</p> <p>1.13 Believing that the growth of science during the Umayyad period was a clear proof that Islam was implemented correctly.</p> <p>1.14 Convinced that the growth of science during the Abbasid period was a clear proof that Islam was implemented correctly.</p>
<p>2. Appreciate and live honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.</p>	<p>1.1 Live a humble, frugal, and simple life as an implementation of the understanding of Q.S. Al-Furqān: 63, Q.S. Al-Isr': 26-27 and related Hadith.</p> <p>1.2 Get used to consuming halal and nutritious food and drinks in daily life as an implementation of the understanding of Q.S. An-Nahl:114 and related Hadith.</p> <p>1.3 Living tolerant behavior as the implementation of faith in Allah's Books.</p> <p>1.4 Living the behavior of trust as the implementation of faith in Allah's Apostle.</p> <p>1.5 Appreciate the behavior of avoiding alcohol, gambling, and fighting in daily life.</p> <p>1.6 Appreciate honest and fair behavior in daily life.</p> <p>1.7 Appreciate the behavior of doing good, respecting, and being obedient to parents and teachers in everyday life.</p> <p>1.8 Have an attitude of liking to do good deeds and be kind to others.</p> <p>1.9 Appreciate caring behavior and mutual cooperation as the implementation of understanding the 'sunnah tools in congregation and munfard.</p> <p>1.10 Appreciate polite behavior as the implementation of prostration of gratitude, prostration of sahwī, and prostration of recitation.</p> <p>1.11 Appreciate the behavior of empathy as the implementation of obligatory fasting and sunnah.</p> <p>1.12 Live a healthy lifestyle by consuming halal food and drinks.</p> <p>1.13 Appreciating diligent behavior as an implementation of imitating scientists during the Umayyad period.</p> <p>1.14 Appreciating the habit of reading as an implementation of imitating scientists during the Abbasid period.</p>
<p>3. Understand and apply knowledge (factual, conceptual, and procedural) based on their</p>	<p>a. Understanding the meaning of Q.S. Al-Furqān: 63 and Q.S. Al-Isra: 27 and related Hadith.</p> <p>b. Understanding Q.S. An-Nahl: 114 and related Hadith about consuming halal and nutritious food and drinks in daily life.</p>

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| curiosity about science, technology, art, culture related to visible phenomena and events. | c. Understanding the meaning of believing in Allah's Books.
d. Understanding the meaning of believing in Allah's Apostle.
e. Understand the dangers of drinking, gambling and fighting.
f. Understand how to apply honest and fair behavior.
g. Understand how to do good, respect, and obey parents and teachers.
h. Understanding the meaning of behavior like doing good deeds and being kind to others.
i. Understand the procedures for the sunnah tools in congregation and munfard.
j. Understand the procedures for prostration of gratitude, prostration of sahwī, and prostration of recitations.
k. Understand the obligatory and sunnah fasting procedures.
l. Understand the provisions of halal and haram food and drink based on the Qur'an and Hadith.
m. Understanding the history of the growth of science during the Umayyad period.
n. Understanding the history of the growth of science during the Abbasid period |
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- a) 4. Processing, presenting, and reasoning in the concrete realm (using, parsing, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources from the same point of view. /theory
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| | a) Read Q.S. Al-Furqan: 63, Q.S. Al-Isra': 26-27 with tartils.
b) Shows memorization of Q.S. Al-Furqan: 63, Q.S. Al-Isra': 26-27 as well as the related Hadith smoothly.
c) Presenting the relationship of humility, frugality, and simple living with the message of Q.S. al-Furqan: 63, Q.S. Al-Isr': 26-27.
d) Reading Q.S. An-Nahl:114 related to tartils.
e) Demonstrate memorization of Q.S. An-Nahl:114 as well as the related Hadith smoothly.
f) Presenting the relationship between consuming halal and nutritious food and drinks in daily life with the message of Q.S. An-Nahl: 114.
g) Presenting naqli arguments about believing in Allah's Books.
h) Presenting naqli arguments about faith in Allah's Apostle.
i) Presents the harmful effects of drinking, gambling and fighting.
j) Presenting how to apply honestly and fairly.
k) Presents how to do good, respect and obey parents and teachers.
l) Presenting examples of behavior like doing good deeds and being kind to others.
m) Practicing the sunnah tools in congregation and munfard. |
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- n) Practicing prostration of gratitude, prostration of sahwī, and prostration of recitation.
- o) Presenting the wisdom of obligatory fasting and sunnah fasting.
- p) The wisdom of consuming halal and nutritious food in accordance with the provisions of the Qur'an and Hadith.
- q) Presents a series of historical growth of science during the Umayyad period.
- r) Presents a series of historical growth of science during the Abbasid period.

Table 3.3 Mapping of Basic Competencies

CHAPTER	CORE COMPETENCIES (KI)	BASIC COMPETENCY (KD)
1	KI-1, KI-2, KI-3, KI-4	1.3, 2.3, 3.3, 4.3
2	KI-1, KI-2, KI-3, KI-4	1.5, 2.5, 3.5, 4.5
3	KI-1, KI-2, KI-3, KI-4	1.6, 2.6, 3.6, 4.6
4	KI-1, KI-2, KI-3, KI-4	1.9, 2.9, 3.9, 4.9
5	KI-1, KI-2, KI-3, KI-4	1.10, 2.10, 3.10, 4.10
6	KI-1, KI-2, KI-3, KI-4	1.13, 2.13, 3.13, 4.13
7	KI-1, KI-2, KI-3, KI-4	1.1, 2.1, 3.1, 4.1.1, 4.1.2, 4.1.3
8	KI-1, KI-2, KI-3, KI-4	1.4, 2.4, 3.4, 4.4
9	KI-1, KI-2, KI-3, KI-4	1.7, 2.7, 3.7, 4.7
10	KI-1, KI-2, KI-3, KI-4	1.8, 2.8, 3.8, 4.8
11	KI-1, KI-2, KI-3, KI-4	1.11, 2.11, 3.11, 4.11
12	KI-1, KI-2, KI-3, KI-4	1.12, 2.12, 3.12, 4.12
13	KI-1, KI-2, KI-3, KI-4	1.14, 2.14, 4.14, 4.14
14	KI-1, KI-2, KI-3, KI-4	1.2, 2.2, 3.2, 4.2.1, 4.2.2, 4.2.3

CONCLUSION

Textbooks for Islamic Religious Education Students and Good Character for SMP/MTs Class VIII Published by the Ministry of Education and Culture Revised 2017 Edition based on the results of an analysis of the four sub-components of the feasibility of the contents of the textbook being suitable for use. The sub-components which include the suitability of SK and KD, the development and needs of students have been presented with complete, broad and clear material, so that the percentage of eligibility is 100% or in the very good category. Scientific substance and life skills obtained a percentage of 94.6% eligibility or in the very good category with material presentation that is able to encourage students to be able to think critically and grow a social spirit. Insights to advance and develop obtained a feasibility percentage of 87.5% or in the very good category with some of the material already in accordance with currently developing science and technology and in accordance with the

current situation, although there are not many material reviews that support this . The diversity of social values obtained by the percentage of eligibility 82.1% or in the good category by presenting examples and activities that already contain existing social values.

Textbooks for Islamic Religious Education Students and Morals for SMP/Mts Class VIII Published by the Ministry of Education and Culture Revised 2017 Edition based on the results of an analysis of the four dimensions in the 2013 curriculum, namely the spiritual dimension, social dimension, knowledge dimension and skill dimension, are appropriate to be used in the process. learning. The spiritual dimension includes material that contains an invitation to live and practice the teachings of Islam with an eligibility percentage of 100% or in the very good category. The social dimension includes materials or activities that can improve communication skills and interact with each other by growing positive characters as self-reflection. This dimension obtains a feasibility percentage of 100% or in the very good category. The knowledge dimension includes a clear, detailed and solid presentation of material. In addition, for the presentation of facts, concepts/definitions, procedures, features and questions are accurate, although there are still some errors in the presentation of the material and the lack of varied examples. So that the percentage of eligibility is 92.9% or in the very good category. In the skill dimension, the presentation of the material, whether in the form of descriptions, examples or exercises/activities, is appropriate, because the material can be applied in everyday life. In addition, the language used is quite communicative, so they feel closer to students. The selection of features, such as illustrations and images is interesting, however, the material does not provide exercises to solve existing problems and explore information through other sources. In this dimension, the percentage of eligibility is 89.9% or in the very good category. Based on the description above, it can be concluded that the two versions of the components of the feasibility assessment of the content of the textbooks are assessments that are viewed from the four dimensions of the feasibility of the contents that are adjusted to the competencies applied in the 2013 curriculum and in terms of the four sub-components of the feasibility of the contents of the textbooks launched by the BSNP, has been accurate for use in the assessment of textbooks. This is because the eligibility categories contained in the two components have included the categories for assessing the feasibility of the content of the textbooks set by BSNP even though in different versions.

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