



Implanting Nation's Character Value in History Learning at Sma Muhammadiyah 1 and Ma Muhammadiyah Pekanbaru

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Abstract. This article centers to analyze background Implanting nation's character value in history learning at SMA dan MA Muhammadiyah Pekanbaru. Selain itu, bertujuan untuk dapat mendeskripsikan informasi mengenai pelaksanaan investasi nilai karakter dan mengancam berbagai hambatan dan pengaturan guru dalam pelaksanaan implaman karakter bangsa di SMA dan MA Muhammadiyah Pekanbaru. This Research used the method of qualitative descriptive. In addition, the study obtained more data on the interview process and was helped with related documents. The information examination comprises of three ways, specifically information lessening, information introduction and conclusion drawing. Inquire about appear that the Embedding nation's character. Value in history learning at SMA dan MA Muhammadiyah Pekanbaru was in the background by the rules Government in statue number 20 of 2003, clause 3, the desire to fulfill the fulfillment of the school's vision and mission and reinforced by legislation Kementag number 183 and 184 of 2020, with process of investment of value comprised of planning, implementation and evaluation. There are several obstacles encountered by teacher in the practice of Implanting nation's character value in history learning at SMA dan MA Muhammadiyah Pekanbaru with the covid-19 in this period Like a give for the material presented on a network, collect student at one discussion forum. In addition, the lack of awareness learners in the rules and lack of motivation for students to carry out learning. The efforts made by the teacher in overcoming all obstacles in learning are by selecting and compacting the material as much as possible, observing the attendance of students and always paying attention to giving reminders to students about all the duties and responsibilities of students, giving examples to students and providing opportunities for students to improve and repent.

Keywords: the value of a nation's character · learning the history · the planting of character values

1 Introduction

Education in Indonesia is currently in a very worrying situation, where the moral crisis, identity crisis or character crisis that is currently happening among young people,

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especially teenagers is an important concern for the government. Hence, in Law No. 20 of 2003 on the National education system (sisdiknas) article 3 it is concluded that "national instruction serves to create the capacity and shape the character and civilization of a honorable country in arrange to teach the life of the country, pointing to create the potential of learners to gotten to be human creatures who accept and believe in God All-powerful, respectable character, solid, learned, able, imaginative, autonomous and gotten to be a demokartised and dependable citizen" Therefore, national education carries out a mission to build a whole human being who has character values and also has faith and laughter. Education is a thing that can be an agent of change that must afford to improve the character of the nation. (Dyah Kumalasari, M.Nur Rohman &Zulkarnain, 2013:1-2).

Character is a character, trait, morality or personality that can distinguish an individual from another. Character is a behavior that a person has and can help determine how the individual solves problems or in dealing with a problem. Having good character is indispensable in many aspects of life. But each individual does not always have a good character but also some have a bad character, this is due to the imperfections of each individual in behaving and also understand how to behave well and correctly.

The importance of character education in schools is done intensively with conscientiousness, wisdom and togetherness either in classroom learning programs or outside the classroom. Character building is largely forgotten by the school. This is because the school's focus on national exam targets or academic competence, the glorification of intellectual intelligence makes emotional and spiritual intelligence ruled out. Sukarno asserted that the Indonesian nation must take precedence in terms of building character, because of the character building that will make the Indonesian nation become large, advanced and rich and dignified. In the midst of the rapid and increasingly sophisticated development of the world, education principles should stick to building ethics, values and character for learners.

Character education created to form a human of good character. In realizing these goals, it is necessary to do some planning in the program and character planting activities by the school and character values to the plan makers themselves. One of the strategic elements that cannot be ignored is the role of a teacher in a character education. The high quality of future generations is determined by the role and competence of teachers as educators. Teachers as professionals have the task of planning programs, implementing learning programs in accordance with their field skills. Teachers in charge of making quality learning programs and able to realize them in teaching and learning activities consistently and with an active learning system and centered on students.

Teachers who in addition to having competence in the mastery of science must also be someone who has noble character, affection and responsibility to his children and must be fair, wise, democratic, open, respect the opinions of his students, protect and nurture his students and be pleasant so that the learners can feel comfort in learning. The teacher is not only a person who prepares his students for good value but also prepares his students to have and master the knowledge of skills and maturity needed in achieving salvation and happiness in the future.

Teachers or instructors have an extraordinary obligation in creating an era of character, culture and ethical. Teachers are also role models for learners and have a vital part

within the arrangement of the character of learners. It has been identified that there are 18 character values that need to be instilled in participants. Students that need to be applied by the Indonesian nation derived from religion, Pancasila, culture, and national educational goals containing: 1) religion, 2) genuine, 3) tolerance, 4) teach, 5) difficult work, 6) imaginative, 7) autonomous, 8) equitable, 9) interest, 10) soul of nationality, 11) cherish of the country, 12) regard accomplishment, 13) neighborly/communicative, 14) peace adore, 15) affectionate of perusing, 16) caring for the environment, 17) social care, and 18) duty (Rohmat, 2015: 31–32).

2 Research Result

2.1 Muhammadiyah Education

Muhammadiyah is an Islamic Movement, *Dawah Amar Makruf Nahi Munkar*, Islamic spirit and sourced in the Qur'an and Sunnah, Muhammadiyah was founded by K.H Ahmad Dahlan on 18 Dzulhijjah 1330 H, or coincided with November 12, 1912 AD in Yogyakarta (Toto Suharto, 2014: 244). The thought of K.H. Ahmad Dahlan in establishing Muhammadiyah almost entirely departs from his concern for the situation and conditions of Muslims who at that time were immersed in shock (stagnation), ignorance, and backwardness (Ramayulis, 2005: 205). In general, the ideas of K.H. Ahmad Dahlan's renewal can be classified into two dimensions, namely; To begin with, within the frame of filtering (filtration) Islamic lessons from khufarat, superstition, and blasphemy that have been blended within the ideology and reverence of Muslims. Moment, welcome Muslims to break out of the conventional arrange of thought through reinterpretation of Islamic dokrin in details and clarifications that are satisfactory to the proportion (Ramayulis, 2005: 206).

Muhammadiyah Education founded by K.H. Ahmad Dahlan and the founding fathers of Muhammadiyah Education. The advancement of Muhammadiyah instruction is able to execute the concept of this proficient charity. The foundation of Muhammadiyah Instruction is based on religious inspiration that people will be able to realize a idealize degree of confidence and devotion in case they have the inward science. The Qur'an clarifies the contrast between those who are insensible and those who are uninformed, who get direction and the misplaced. People will have their respect is tall when they have the inward confidence and breadth of information (Q.S. Al-Mujadalah: 11). Genuine devotion will as it were be achieved by those who know information (Q.S. Fathir: 28; Q.S. Az-Zumar: 9). It is this philosophical inspiration that drives K.H. Ahmad Dahlan to organize instruction at his domestic emperan and give extra-curricular devout lessons at OSVIA and Kweekschool. (Rusydi, Tarbawi Diary, Vol 1 No 2, ISSN 2527–4082:142).

Fundamentally Muhammadiyah is done exclusively to realize the standards of Islamic lessons. Everything that Muhammadiyah does, both within the field of religion, instruction and educating, community, domestic issues, economy and so forward cannot be isolated from endeavors to realize and execute the lessons of Islam. The strictness of education contained in it is a form of effort to display the face of Islam in its real form, can be lived, felt, and enjoyed by the ummah as *Rahmatan Lil' alamin*.

So that is to make it happen to the wishes of kh. Ahmad Dahlan, Muhammadiyah High School 1 and MA Muhammadiyah Pekanbaru began to implement a cultural culture

in school. Before the outbreak of the Covid-19 Pandemic, Muhammadiyah High School 1 and MA Muhammadiyah Pekanbaru have a very good cultural culture carried out that includes activities carried out from the beginning of school entrance/school gates including:

- a. Entrance to the student school gate is greeted by teachers assigned by the school to picket welcome students to shake hands in front of the school gate.
- b. Activities after entering the classroom then doing prayers before studying, doing scheduled Quranic tadarus, after completion of tadarus then singing the national anthem.
- c. Duha prayer accompanied by a scheduled picket teacher, if the scheduled class performs Duha prayer is observed not to carry out it will be followed up by the picket teacher who is tasked to monitor it.
- d. Dzuhur prayer performed in congregation accompanied by religious teachers
- e. Muhadarah activities on every Friday filled by class representatives.
- f. Friday prayers are mandatory by school residents. For the class to always accompany their students. If it does not carry out then there will be sanctions from the class guardian for those who do not perform Friday prayers.
- g. Implementation of extracurricular activities at Muhammadiyah High School 1 Pekanbaru and MA Muhammadiyah Pekanbaru.

But at this time the implementation of the school's cultural activities in this pandemic era did not run optimally. Currently, schools can only carry out distance learning or the excitement of collecting assignments to schools that are still running with some adjusting in their implementation that is adjusted to the new normal era where they still pay attention and comply with health protocols.

2.2 Background of Character Value Planting

Character is very essential in nationhood and statehood, therefore loss of character can causing the loss of the next generation of nations. Character Building Is Never Ending is a statement that states that character formation is a relentless process. Character has a very main role in determining attitudes and behaviors, character formation is not something easy this is because character formation needs to foster and develop it gradually and sustainably. (M.Miswanto, 2012:1).

Martin luther king said that cleverness plus character is the objective of genuine education (Muslich, 2011:75). Character education is an effort to involve all parties both the, the school and educational institutions. Education generally aims to establish a personal power, characterless distinctive and many other good. Educational institutions involved in driving the students should be in line and consistent with the formulation national education targets. The national education targets, build quality of people who fear the one god always improve culture dengan-nya as citizens soul unto a pancasila, the high awareness, the manners of a lofty, strong jesting, intelligent skillful, and can develop and create democracy. In addition, also maintain a proper relationship between people and its environment physical health, capable of developing resources estetik, as much as to build and (suryosubroto , 2010:12).

In line with what the Indonesian state in law no. 20 of 2003 article 3 on the national education system that is sought by the national serves the development and certainty of the form and civilization that is dignified of life in order, aims at the development of prospective students into people of faith, devotion to one ruler, noble character, healthy, knowledgeable, say, imaginative, autonomous and to be a citizen who values differences and is responsible. As explained in the educational action, it is expected not only to emphasize intellectual intelligence but also pay attention to the instillation of character values in students and development as an aspect of cultural schools developing cultural character. So far develop the character of expected in national education still cannot realized optimally.

That lack of education, character development the ministry of national education has also declared a national movement of character education in the 2010–2025 time level setting through president No. 87 of 2017. There is involvement and cooperation between, educational units, family communities and as part of the revolution of the mental national movement (GNRM).

Besides the government regulations from various parties, SMA Muhammadiyah 1 and MA Muhammadiyah while such with the vision of the school in regulating education in participants, develop the character of students in MA Muhammadiyah himself has regulation KEMENAG number 184 year 2019 curriculum for the implementation in madrasah published to encourage and give the implementation as innovate madrasah curriculum and provide a legal framework in the development madrasah features strengthening anti-corruption character development education and development religious madrasah in moderation.

2.3 Planting the Value of the Nation's Character

1. Planning

In planning the cultivation of the values of the nation's character on learning history in SMA Muhammadiyah 1 and MA Muhammadiyah Pekanbaru conducted directly by guru subjects history. In addition to learning the history of the school is also implementing the investment value of the character of the nation in each of the subjects. This is done to strengthen the value of the nation's character on each students. Each planning the planting of character education at school, the principal gives authority and responsibility to teachers in their implementation in the classroom.

The investment value of the character of the nation in the teaching of history starts from the planning listed in the RPP (*rencana pelaksanaan Pembelajaran*). In the RPP can be seen the planting of character values of the nation through the core competencies and basic competencies that are loaded in it. Some of the character value that is applied, one of that is the value of nationality, in the classroom teachers as much as possible to instill the character of the nation by way of the delivery of learning objectives to be achieved or do something that can cause the value of the character of the nation itself.

on any given material history teacher expects students to be responsible in all tasks and can also be disciplined in following the study conducted. Teachers provide a reminder to students as a motivation and driving force learners to continue to be active in the task and in following the study conducted.

The division of tasks in a structured teacher of historical subjects hope to be able to bring up the value of the character of the nation in self-learners with a better and true. In addition, teachers also have variety of ways of reserves in the planting of character values, though not incorporated into the LESSON plans that have been made. With the aim to be able to help teachers in guiding learners as well as give a boost motivation and bring out the attitude and the spirit of love for the homeland in self-learners.

2. Implementantation

In times of Covid-19 at this time, early learning activity history in SMA muhammadiyah 1 and MA Muhammadiyah've done well by the teacher, because the implementation in accordance with the LESSON plans that have been made. Activities that start or open lessons carried out by the teacher with greetings, thank God Almighty through the WhatsApp group. Next, the teacher asks to fill out the attendance list in the WhatsApp group. Then the teacher provides the subject matter to be discussed and the learning objectives are carried out through the WhatsApp group then the teacher explains the mechanism for implementing the learning experience in accordance with step-by-step learning through the WhatsApp group.

The core activities of learning history in SMA Muhammadiyah 1 And MA Muhammadiyah as follows:

a) Method or strategy learning

In the implementation of distance learning due to covid-19 at this time, the implementation of learning history in the classroom teacher is to giving the task to the learners. However, before giving the task to the learners the teacher gives the material the beginning of such a giving page on the book the package or summary of the material that has been created by the master of historical subjects. On any given task, the teacher tried to continue to hone the minds of learners in building character values in self-learners. On each learning learners are required to be disciplined and responsible for all the tasks given by the teacher, so students are also expected always to concentrate in learning history. In addition, teachers also expect students to better understand a variety of things listed in each of the stories of history and appreciate the values of the struggle of the hero with being appreciative of all the relics that exist.

In a description that is obtained, a lot of learning strategies to be performed by the master of historical subjects. But it is hard to do at the time of distance learning, a result of the outbreak of covid-19 at this time. Therefore, to carry out the planting of character values of the nation to the learners is very difficult. Kochar (2008) explains a lot of things related to the method of learning history, but it must be admitted there is not one method in the teaching of history that can be recommended for the all topics and situation. Only with a creative approach in teaching the new results obtained studying the best. A creative approach can be achieved by the teacher such as by bringing learners into a world of their own, in this case teaches the history of that is actual according to the conditions of the environment of learners.

In the core activities that have been planned, explained that the students are given a stimulus in the form of a summary provided through google classroom or

also give the worksheet to the students, to focus the attention of the learners on the learning provided by the teacher. Instead of just giving the task in the form of matter but also give some responsibility to the learners collect class assignments given by the teachers against one of the students. This is done for the sake of waging a soul togetherness build the value of the character itself than in self-learners.

See the current conditions which hindered by the outbreak of covid-19, the teacher can only provide some of the materials or the summary and worksheet to students through google classroom or platform that has been provided of the school. The implementation aims to launch the activities of the teaching of history in the time of pandemic. In addition, the teacher also gives the opportunity to the learners to ask if the learners still lack an understanding of the learning that has been given by the teacher.

A variety of explanations and information provided by the teacher, it can be said that the teachers are quite experienced various difficulties in carrying out the investment value of the character of the nation to the learners of today. It looks at which time the normal condition of the teacher's easier to give a direct rebuke or a role model to learners to build the value of the character. But this time, the teacher can only give some encouragement or a reminder to students to be more disciplined against the tasks that have been given and give it inserts the value of the character without knowing the learners can understand it or not, learning and values contained in the learning that has been done.

b) Tools and Learning Media

The process of learning the history of this time using a lot of tools and media in the form of curriculum 2013 along with the device, books package history, books worksheet learners, internet video and images, gadget, and also the Whatsapp group. The tools and learning media in the implementation of the investment value of the character of the nation on learning history plays an critical part within the conveyance of learning.

The use of learning tools and media is expected to help students and teachers in raising a conducive learning atmosphere and can also help teachers in the value of investing in the nation's character to students in every learning carried out.

Closing activity on the teaching of history, the teacher checks the work or duties of students Through the application Google classroom or the page has been provided. Then, learners who completed the task then the task will be examined and assessed as well as given comment. Next the teacher will deliver the assignment and information for the next material. Different with the normal in which each end of the lesson there is always a reflection of learning materials to the learners to know the students' understanding in every lesson. Currently learning, which is used by high SCHOOL History teacher Muhammadiyah and MA Muhammadiyah Pekanbaru many have limitations this is because of the impact of distance learning. This is also caused many difficulties in the investment value of the character of the nation to the learners of today.

c) Evaluation

Evaluation of the use of teachers in the investment value of the character of the nation on the condition of the pandemic covid-19, is contained in every draft of the implementation plan of learning, where the value of the knowledge, skills and

attitude assessments. The value of knowledge includes a written test that shaped quiz multiple choice questions that have been given through the Links, or the page that has been provided in the form of Google classroom and Google form or via the link <http://mamuhammadiyah.sch.id/>.

No different with the assessment of knowledge, skills assessments are also taken through a written test given by the teacher to the learners. While in the assessment of the attitude of judging from how students discipline in the collection of the tasks given and how the learners in the learning of history. In the implementation of the planting value of the character in high SCHOOL of Muhammadiyah in the time of covid-19, is considered difficult by a history teacher, this time a teacher can only evaluate everything only through the task, the responses of the learners, and also how their punctuality in the tasks given by the teacher.

The value of the nation's character in history learning in SMA and MA Muhammadiyah is actually still not good, because of the limitations of distance learning when this is done. At the stage of assessment of this teacher are not able to fully observe the students during the learning takes place, the assessment assisted with checking the presence and tasks as well as how they discipline students and how students can be responsible for their duties and also how their response to the teacher when in Whatsapp.

2.4 The Constraints in the Investment Value of the Character of the Nation on Learning History

The obstacle faced by teachers in planning the cultivation of national character values in History learning during the current Covid-19 period is the provision of material that is lacking due to the difficulty of networking and also how to gather students in one forum to start a discussion. In addition, there are other difficulties such as how to provide gaps during learning to provide character values in learning and also other obstacles faced by teachers other than in the implementation of planning for the cultivation of national character values which are seen from the time of implementation of learning occurs where the attitudes of students in learning are:

1. Lack of awareness of the students in the rules of money applies
2. Motivation in the learning

The covid-19 pandemic outbreak has not only had an impact on health but also on politics, economy and also in the world of education. Changes and learning that was originally carried out face-to-face are now carried out remotely. Where distance learning is carried out at the home of each student or also called distance learning (Distance Learning). The implementation of this system is considered capable of preventing the spread of the Covid-19 outbreak. However, as a result of this outbreak, distance learning has become an obstacle for schools and also especially for subject teachers in the implementation of the cultivation of national character in learning and in the implementation of distance learning itself.

2.5 The Efforts of Teachers in the in the Investment Value of the Character of the Nation on Learning History

A lot of the efforts made by the master of historical subjects in the investment value of the character of the nation one of them is how to apply the material and the task of the right as well as how to reveal to students the importance of all the things that are in the subject matter of science, and also life at this time. It is expected that for the students in understanding the material and the values that exist in such material. At the time of this pandemic, SMA Muhammadiyah start planning the planting of character values adjusted with the material and assignments that will be given. This is done in order to facilitate the learners understand the learning as well as understand the meaning implied in every study that has been done.

The provision of material and the corresponding task is expected to help the teachers in giving the character value to students. MA Muhammadiyah also make an effort planting character value by adjusting the material to what can be given to learners in educating the character of learners. Did not specify the material but MA Muhammadiyah also strives so that each material can provide character values to students.

With the right choice of material in the arrangement to instill the values of the character of the nation, the teacher accepts that the choice of material to be instructed is right on target and makes it less demanding for the teacher to condense the material, as well as make it easier for the teacher to instill character values in students. In addition, with a wide selection of the right material can reduce the burden on teachers and also learners due to the compaction of the material occurs and also due to lack of time in every lesson. As well as the abundance of historical material that will be given and received learners. In addition to the selection of the material, the teacher also began to carry out suppression of the students to adhere to the rules in the collection of the assigned tasks. This implementation is done by the teacher with the aim that learners have a responsible character as well as applying life discipline in everyday life learners.

On the implementation of the effort in growing the value of the character of the nation in the teaching of history teachers start to do some of the countermeasures that like:

1. Pay attention to the presence of learners
2. Remind learners of duties and responsibility of students
3. Granting a role model to students
4. Giving an opportunity to the learners in a changing yourself

Various kinds of efforts have been made by teachers in the cultivation of the value of the nation's character. The teacher evaluates to see the various attitudes, knowledge and skills that have been carried out by the learners. See how the learners do their work and also their responsibilities well this is where the teacher begins to evaluate the implementation of learning and also the cultivation of character values that have been carried out. If in the time of the evaluation there are students who commit violations, such as not doing the task or do not follow the learning, then students will be given sanctions at the time of the end of the lesson or at the time of receipt of report.

Evaluation of teachers at the moment is to give the sanction of reprimand against any violations committed by the learners. Granting this sanction is done by teachers aim to discipline students, and responsible and can remind students to their duties. With the sanctions, the learners are expected to have a good habit to form their character and help them in the future. In addition to giving a reprimand to the learners, teachers also enforces call and notice the development of the learners to the teacher.

This call is made at the time of acceptance of the report by mid-semester and also the end of the semester. Because it is expected that the teacher can facilitate the work of teachers who can't continue to monitor the learners at home. Reminding the guardian of the student's shortcomings and also informing each implementation of the learning carried out during the learning. This implementation is done by the teacher also to evaluate the honesty of learners from a variety of reason when the implementing learning.

3 Conclusion

Instilling the value of the nation's character in historical learning at SMA Muhammadiyah 1 and MA Muhammadiyah consisting planning, implementation and evaluation. Planning of planting the value of the nation's character in historical learning is carried out the preparation of existing RPP and changed in accordance with the circumstances in the classroom. While in the implementation of teachers do what is contained in the learning implementation plan (RPP), but teachers have difficulty planting character values as a result of distance learning during the pandemic. Furthermore, the teacher conducts a character assessment of the nation through assessment of the attitudes and skills of learners by looking at the attendance list and the collection of student assignments.

In the process of planting the value of the character of the nation there are several obstacles and efforts made by teachers. There are several obstacles teachers face on planning, implementation, and evaluation. Such constraints such as lack of time in the provision of materials that cause difficulty to cultivate character values, lack of awareness of learners obeying the rules, motivation of learners in carrying out learning and lack of awareness of learners to tasks and responsibilities are still lacking, time constraints, and distance learning. While there are several efforts made by teachers on planning, implementation, and evaluation. Efforts made by teachers such as loading character values in the material as best as possible, always checking the presence of learners, giving equal attention to all students and also their duties, giving students opportunities in improving tasks and sanctioning students.

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