

Implementation of the Continuous Complete Class System (SKTB) in Islamic Religious Education Subjects at State Junior High School, Somba Opu District, Regency Gowa

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This type of research is a descriptive-qualitative field research and using qualitative research is research that intends to understand the phenomenon with the location of the State Junior High School in Somba Opu District. Gowa Regency and research sources used primary data and secondary data. The data collection techniques used are interviews, observations and documentation, using the data collection instruments, namely interview guidelines, observations and documentation formats. The research procedure is divided into three stages, namely the planning, implementation and data processing stages. The data analysis technique used in this study is interactive analysis. The results of the study show that; 1. The application of components of the Sustainable Complete Classroom System (SKTB) in PAI subjects in State Junior High Schools in Somba Opu District. Gowa Regency has been carried out well as the opinions that have been expressed by PAI educators and students in State Junior High Schools in Somba Opu District. Gowa Regency. This can be realized based on the equal understanding of SKTB, both PAI educators and students at State Junior High Schools in Somba Opu District. Gowa Regency so that all indicators of development and implementation of each SKTB component can run well such as: 1) the implementation of the curriculum; 2) early detection; 3) Assessment; 4) remedial and; 5) enrichment. 2. Factors that support SKTB are: 1) a conducive learning atmosphere without being haunted by the fear of failing or staying in class; 2) clearly directed learning objectives, namely completing the KD that has been determined; 3) the mindset of educators towards SKTB

policies that have good intentions and objectives that then understand all students. However, there are still a few things that hinder the implementation of SKTB so that it does not run perfectly, namely: 1) there is a wrong understanding of this system by students and taking advantage of it to be lazy and ignorant to follow learning because they feel that they are still moving up the class; 2) the understanding of SKTB is not evenly distributed to the entire community, especially the parents of students; 3) the number of students in one class is too large so that the learning process is usually ineffective.

Keywords: Rapid Completion Classroom System (SKTB), Output, Input and Results, Early Detection, Remedial, Enrichment.

1. Introduction

This means that all existing educational units must provide opportunities to become students to all citizens who meet certain requirements according to their specificity, regardless of social, economic, religious, ethnic status and so on. The goals of National Education are in line with the goals of Islamic Religious Education, where the curriculum center of the Ministry of National Education states that:

The purpose and purpose of Islamic Religious Education is to be able to grow and improve the faith of students, the giving and knowledge, appreciation, experience and experience of students about Islamic Religious Education so as to make Muslims who continue to develop and increase their faith, devotion to Allah swt. who have noble character in personal life, society, nation and state

The Word of Allah in QS Al-Mujadilah/ 58:11 Translated: O you who believe! If it is said to you, "Give space in the assemblies," then make it spacious, and Allah will give you space. And if it is said, "Stand up for you," then stand up, surely Allah will raise up those who believe among you and those who are given some degree of knowledge. And Allah is meticulous in what you do

Large space and regional autonomy policies are given to regions in developing innovations in their respective regions. The development policy of a region will be very influential in designing the development policy of a region, including the field of education for the development of human resources in the area. Gowa Regency is an autonomous region that carries out policy programs and new innovations in the field of education. Currently, Gowa Regency has policy and innovation programs in the field of education, Gowa Regent Ichsan Yasin Limpo during his term of office for two periods from 2005-2015 and continued with the current Regent of Gowa Adnan Purictha Icsan for the 2016-2021 period through the Education Office, in Gowa district implements a system called. with the Complete Classroom System (SKTB) which began in 2011 whose implementation began in 2012 which was applied to all levels of education in Gowa district except for the SM/SMK and MA levels which are under the control of the Sulawesi Provincial Education Office which is the first step, at the beginning of the SKTB was carried out by the Gowa Regency Education Office taking 20 elementary schools (SD) and 20 junior high schools (SMP) in the district Gowa

This policy is based on several considerations, for the advancement of quality and human resources, both students and teachers and educational devices that meet the community's desire to get quality results from the continuous complete classroom system which ultimately uses an automatic promotion system (System Outomatic Promotion) is a school system in Goa district, which does not know the term classroom stay, if there are students who have not succeeded in mastering one competency, then the student is given time to complete the competency which is known as remedial, meaning the teacher's participation provides additional understanding to students who have not completed the competency.

The additional or remedial learning provided is the subject matter on the competency that is repeated which is felt to have not been completed, this does not mean that all competencies must be repeated. This is intended to maintain a positive psychological condition that can increase confidence, honesty and develop students' creativity, because these results are to measure the National Exam, which is now known as the Computer-Based National Assessment (ANBK).

Thus, Islamic Religious Education is one of the basic sciences or sciences that have developed rapidly both in material and in its usefulness that must be mastered by students. However, in reality, the ability of Islamic Religious Education by students, especially junior high school students, is still low. This is reflected in the results of the International Educational Achievement (IEA) study which shows that the Islamic Religious Education ability of junior high school students in Indonesia is only in 34th and 39th place in the countries participating in the study (Ministry of Education, 200 1:1). momentary ability and every student is guaranteed to get the right to obtain 9 years of basic education.

2. Research Methodology

This research is a qualitative field research (phenomenology), which is a type of qualitative descriptive research methodology used to reveal the similarity of meaning which is the core of a concept or phenomenon that is consciously and individually experienced by a group of individuals in their lives. describes systematic, factual, and accurate research on a treatment in a certain area regarding understanding based on observation of an aspect, then describes rational reality as subjective reality through qualitative analysis techniques. This research was carried out in junior high schools in Somba Opu District, Gowa Regency, each of SMP Negeri 1 Sungguminasa with 3 PAI teachers, SMP Negeri 2 Sungguminasa with 5 PAI teachers, SMP Negeri 3 Sungguminasa with 4 PAI teachers, SMP Negeri 4 Sungguminasa with 3 PAI teachers.

The data that has been collected by quantitative descriptive data analysis techniques in the frequency distribution (percentage) in the category of the assessment scale that has been determined from the presentation of the data in the form of the next frequency and described and drawn conclusions about each indicator based on its criteria criteria.

The amount of the percentage shows the category that states the information intended to be disclosed. With the calculation of the percentage, it will be possible to know each aspect in the whole and part of the part being studied.

1. Learning program planning.

The data obtained will be processed and analyzed with descriptives. Descriptive analysis is an analysis used to analyze data collected as it exists without making generalized conclusions or generalizations.

2. Readiness of teacher administration

The results of the PAI Teacher Review Literature are analyzed by describing, if the completeness has met the SKTB standards and the data obtained will be processed and analyzed with a descriptive. Descriptive analysis is an analysis used to analyze data collected as it exists without making generalized conclusions or generalizations.

3. Out Put Process

3.1. Learning implementation

The number of items of the statement of learning implementation is 14. The data obtained will be processed and analyzed with descriptives. Descriptive analysis is an analysis used to analyze data collected as it exists without making generalized conclusions or generalizations.

3.2. Student activities in learning activities

Data on student activities during learning, observed, both student activities and teacher activities in the classroom. The data obtained will be processed and analyzed by descriptive analysis descriptive analysis is an analysis used to analyze the collected data as it exists without making conclusions that apply to the general public or generalizations

3.3. Learning Outcomes

To assess the impact of learning activities carried out by teachers, this assessment is based on the report card scores obtained by students after students participate in learning. The determination of student learning success criteria refers to the minimum learning completeness standard (SKBM).

3. Results and Discussion

Planning of the PAI SKTB Program at State Junior High School in Somba Opu District

The goal to be achieved with SKTB (Continuous Complete Classroom System) is to provide maximum educational services to students, so that they can learn optimally in completing all competency bills in all subjects in each educational unit and help facilitate the development of students' potential as a whole (spiritual intelligence, emotional intelligence, intellectual intelligence and kinesthetic intelligence) from the beginning so that a complete personality is formed.

The advantage of the SKTB system (Continuous Complete Classroom System) itself is that students learn always in a positive psychological condition, are confident, honest, and able to develop creativity because their fate is not determined by the National Exam and tests that measure momentary abilities and every student is guaranteed to get his right to obtain 9 years of basic education. SKTB (Continuous Complete Class System) uses the

Automatic Promotion (System Automatic Promotion) is a system that does not know how to stay in class for students who do not complete competencies according to the available time allocation. SKTB (Continuous Complete Classroom System) also has what is called remedial learning, remedial learning in question is that some competencies that have not been completed can be repeated without having to repeat all the competencies that have been completed.

The Impact of the Implementation of the Islamic Religious Education SKTB PAI Process at the State Junior High School, Somba Opu District

Application in cognitive learning achievement, namely analytical learning, includes applying and abstracting a new concept, idea, formula, law, and situation. With the SKTP, every student cannot continue as an educator to the next semester if all subject matter in PAI subjects has not been completed in the current semester

Cognitive learning achievement in the element of the application, some experts include it in psychomotor learning achievement, but for the author, if the intended application is a direct effect of memorization and understanding, then it is part of cognitive learning achievement.

4. Research Results

So, the Continuous Complete Class System (SKTB) is implemented based on the mandate of the 1945 law Article 31 paragraph 1 that every citizen has the right to education and paragraph 3 which mandates the government to seek services in the field of education for the realization of the ideal human being aspired to through national education, namely human beings who have faith, knowledge and morals. This education policy is expected to be able to realize what is mandated by the State Constitution. We have understood together that the continuous complete classroom system (SKTB) is a Gowa Regency government program in the field of education which aims to provide maximum educational services to students, so that they can learn optimally in completing all competency bills in all subjects in each educational unit and helping to facilitate the development of students' potential as a whole (spiritual intelligence, emotional intelligence, intellectual intelligence and kinesthetic intelligence) from the beginning in order to form a complete personality.

The basis of the above thought, the researcher conducted an interview with the Principal of SMP Negeri 3 Sungguminasa, Mr. Fajar Ma'ruf, regarding the Implementation of SKTB at SMP Negeri 3 Sungguminasa:

SKTB as the flagship program of the Gowa Regency government in the field of education must be welcomed by every school. Especially for SMP Negeri 3 Sungguminasa, we really appreciate and welcome this program well, and strive to optimize the implementation of the SKTB. The purpose of SKTB must be understood by all educators and students so that the good intentions of SKTB are not abused, the understanding that there is no more class is not a reason to be lazy, but what must be understood together is a must for students to master the KD that has been determined. That is the basis of our thinking, so we demand that all educators at SMP Negeri 3 Sungguminasa always learn to master this continuous complete class (SKTB) program, and continuously do not get tired of providing understanding to students about the purpose of the SKTB program.

In line with the results of the interview with the principal of SMP Negeri 2 Sungguminasa, Mr. Muhammad Irfan Mahmud, S.Pd, from the results of the interview:

"We should be proud because the idea of SKTB ideas and other educational innovations born in Gowa is now a national education pilot. This is a fact that is not made up. And in the near future, on behalf of the Gowa Regency Government, I was also invited by Barito, South Kalimantan, to talk about educational innovations in Gowa Regency

The same thing with the results of the interview of the principal of SMP Negeri 1 Sungguminasa, Mr. Basri, from the results of the interview:

The Continuous Complete Classroom System (SKTB) is an educational program policy implemented by the Gowa Regency Regional Government. The main goal is to provide optimal educational services to students through a strategy to complete all bills of competency standards and basic competencies in each subject on a sustainable basis. With SKTB, students learn always in a positive psychological condition, confident, and able to develop creativity because their fate is not determined by the National Exam and tests that measure momentary abilities

From the results of the interview with the principal of SMP Negeri 1, 2 and 3 Sungguminasa above, we can understand that the existence of SKTB as the flagship program of the Gowa Regency government in the field of education has been welcomed and implemented well at SMP Negeri 3 Sungguminasa, understanding the purpose and objectives of this program is the main capital in its implementation

Participants' responses to contextual aspects

Based on the results of interviews conducted by researchers with several educators in the field of Islamic Religious Education at SMP Negeri 3 Sungguminasa about the application of SKTB components and their application to the current curriculum as well as the characteristics of SKTB in the RPP at SMP Negeri Somba Opu District, the following data was obtained:

As said by Sakinah Kadir, S.Pd.I., M.Pd.I as a PAI educator in grade IX, the first component contained in SKTB is the curriculum:

"The current curriculum in schools is the Merdeka curriculum which previously used the 2013 curriculum (K13). The existence of SKTB does not interfere with the current curriculum because the curriculum that was previously implemented was considered in line with the SKTB learning program. The 2013 curriculum and the Independent curriculum are expected to improve the quality of educational processes and outcomes that lead to the formation of ethics and noble morals of students. Meanwhile, SKTB is expected to be able to develop the potential of students in a complete and balanced manner (spiritual intelligence, emotional intelligence, intellectual intelligence and kinesthetic intelligence)"

As the results of the researcher's interview with Mrs. Risdawati, a grade VIII teacher of SMP Negeri 2 Sungguminasa:

"In the 2023/2024 school year, precisely around the middle of 2023, the independent curriculum will be implemented in a limited way in pioneer schools, namely in grades I and IV for the elementary school (SD) level, grade VII for junior high school, and class X for the

Nanotechnology Perceptions Vol. 20 No.5 (2024)

high school/vocational level, while in 2014, the independent curriculum in 2024 has been implemented in Classes I, II, IV, and V while for Junior High Schools Grades VII and VIII and High Schools Classes X and XI. Along with the implementation or implementation of the Independent Curriculum (Kurmer) every year it has been revised in its materials. This revised edition is not only for student books but also for teachers' books. Of course, the revision is carried out to adjust the needs of school education which also affects the process standards in the Learning Implementation Plan (RPP), but the SKTB still runs as usual, starting from the preparation of the device and its evaluation".

The existence of the SKTB and the 2013 curriculum as well as the Merdeka curriculum that is currently in force and the SKTB has been in effect since 2012 while the independence was implemented in 2021. This SKTB does not interfere with the previously applicable curriculum, namely the 2013 Curriculum and this SKTB always prioritizes spiritual intelligence, emotional intelligence, intellectual intelligence and kinesthetic intelligence as contained in K13, namely cognitive, affective and psychomotor.

Teachers' Response to Early Detection Aspects

At the beginning of learning, an early detection strategy is carried out to know, understand and map the potential and competence of students. This strategy will certainly realize budget efficiency, because from the beginning complete information related to students can be known, so that early detection is then the responsibility of educators to identify the ability of students at the beginning of learning in each subject, with the aim that educators are able to provide learning services in accordance with the abilities of students in all classes without exception

As said by Mrs. Risdawati as an Islamic Religious Education (PAI) teacher at SMP Negeri 4 Sungguminasa grade VII that:

"Early detection is included in the assessment. Early detection belongs to all creative educators. If early detection evaluates how students are. Every educator has an RPP and in it there is an early detection record. So at the beginning of the learning the students were detected from the first meeting who were the students who were not present, what was the reason. Who does not bring the Quran, who does not recite, what is the follow-up! That's early detection".

Early detection is the initial step that educators must take before the implementation of the teaching and learning process in the classroom. This must be done to find out the advantages and disadvantages of students which then becomes data for educators to determine educational strategies that will be applied in the teaching and learning process in the classroom As said by the results of the interview with teacher Aulia Rahma, S.Pd teacher of SMP Negeri 1 Sungguminasa said that:

"Early detection is carried out from students in grades VII-VIII. This early detection serves to find out the advantages and disadvantages of students, especially those of us who teach PAI subjects because with early detection we can see who are the students who can read the Quran, who cannot read the Qur'an, who is not perfect, the reading and prayer movements and so on. So I, who teach in grade IX, already have the records of the students because in addition to taking notes from other educators, I have also changed classes or sometimes

when the new school year is new to teach".

Early detection before carrying out the teaching and learning process is also a collection of student development data for educators which then directs learning to be adjusted to the level of students' ability. As said by Sakinah Kadir, S.Pd.I, as a PAI educator in grades IX and VII of SMP Negeri 3 Sungguminasa that:

"Early detection is the first step taken to find out the shortcomings and advantages of students, which are then processed by educators in the teaching and learning process in the classroom. This early detection is very important for educators for the optimal teaching and learning process in the classroom, as well as directing learning according to the level of students' abilities so that students' goals and achievements are in accordance with the expected and comprehensive competency standards for all students. Especially for grade IX at SMP Negeri 4 Sungguminasa, early detection is carried out in order to equalize the ability of students to be in accordance with the predetermined competency standards"

Furthermore, from the results of an interview with Mrs. Miftahul Khaer, S.Pd, a teacher of SMP Negeri 2 Sungguminasa with the researcher said that:

"Early detection before carrying out the teaching and learning process is also a collection of student development data for educators which then directs learning adjusted to the level of students' ability. As said by Mr. Kamaruddin, as a PAI educator in grade IX".

Based on the explanation above, it shows the importance of early detection before the teaching and learning process in the classroom and educators at SMP Negeri in Somba Opu District have understood this so that the teaching and learning process can be carried out well in the classroom and with this, it can be concluded that the implementation of early detection as part of the SKTB component in SMP Negeri in Somba Opu District has been implemented well.

Participants' Response to the Remedial Aspect

According to Muhammad Shaleh, as a PAI educator in grade VIII, a teacher of SMP Negeri 2 Sungguminasa about the implementation of remedial:

"The substance of SKTB is remedial. Remedial is carried out with the provision that for example, there are students who have not completed KD 1, they do not understand, then remedial will be held, if they do not understand anymore, then remedial will be held again. So the substance of SKTB is remedial repair, repetition, repetition and repair. However, educators experience obstacles in terms of time, if there are students whose grades do not reach the KKM, then educators and students must complete their grades even though the students have moved up the grade. The time to complete the KKM after moving to another class, it is difficult for educators to repeat their lessons that are left behind in the lower grades, so educators have to do it outside of class hours".

Meanwhile, according to Mrs. Hj. Hasnah Saing. S.Pd.I as a PAI educator in grade IX of SMP Negeri 4 Sungguminasa about the implementation of remedial in SKTB

"The method that I often do during remedial is to use the demonstration method using audio visual media (LCD) so that students understand faster. That's if there are a lot of remedial, but if the number is small, I give special assignments and guidance. Likewise for mid-term

Nanotechnology Perceptions Vol. 20 No.5 (2024)

exams, mid-semester exams, in addition to that I use peer tutors, namely classmates who have a higher learning speed. I told them to give tutorials to their friends who had learning delays. With peers, it is hoped that students who have learning difficulties will be more open and familiar. If there are students whose PAI scores do not reach the KKM on the semester test, the educator is obliged to remedial the students until the grades are complete even though the students have moved on to the next class. Educators and students do remedial outside of subject hours or outside school hours"

Based on the perception of Islamic Religious Education educators at SMP Negeri 4 Sungguminasa, it shows the importance of remedial roles for the success of the sustainable classroom system (SKTB), from which every educator carries out remedial for every student who does not reach the KKM

Participants' responses to the Enrichment Aspect

Enrichment activities are carried out with the aim of providing opportunities for students to deepen their mastery of subject matter related to the learning tasks being carried out so that an optimal level of development is achieved. Enrichment programs are carried out when students are identified as having exceeded the learning completeness determined by the curriculum. Educators need to anticipate by preparing programs or activities that are in accordance with KD to facilitate students.

Based on the results of interviews conducted by researchers on PAI subject educators of SMP Negeri 1 Sungguminasa, regarding enrichment in SKTB, it can be concluded that teachers carry out enrichment in accordance with students who have completed their KKM compared to other students, this is considered important in order to deepen students' understanding of KD that has been determined. As said by Mrs. Aulia Rahma as a PAI educator in grade VII that:

"Enrichment is carried out at the end of every learning for students who have completed the MOH. This enrichment is carried out to sharpen learning materials for students who first complete KD than other students, enrichment is carried out by providing various learning resources both in libraries, magazines or newspapers, the internet, resource persons/experts and others"

Factors Supporting and Inhibiting SKTB in PAI Subjects of State Junior High School in Somba Opu District, Gowa Regency

a. Factors that support the implementation of the continuous complete class system

The factors that support SKTB implemented in State Junior High School in Somba Opu District are: 1) The learning objectives of students no longer lead to moving up and staying in class or passing and not passing, but to completing KD in PAI subjects that have been determined. 2) Each student gets the opportunity to complete the KD of PAI subjects that have been determined due to remedial learning. The remedial learning in question is that some competencies that have not been completed can be repeated without having to repeat all the competencies that have been completed. 3) the mindset of educators towards SKTB policies that have good intentions and objectives that then understand all students.

So the supporting factor of SKTB is a clearly directed learning goal, namely completing the

KD that has been determined, each student has the same opportunity to complete every learning even though they have inadequate academic ability by applying remedial learning for every student who is slow in completing the set KD

b. Factors that inhibit SKTB

The obstacles to the implementation of this system found by the researchers in interviews with educators are 1) the existence of students who have a wrong understanding of this system and use it to be lazy and ignorant to follow learning because they feel that they are still moving up the class; 2) the understanding of SKTB has not been evenly distributed to the entire community, especially the parents of students; 3) the number of students in one class is too large so that the learning process is usually ineffective

Frequent communication between educators and parents of students or students is no less important for improvement in the implementation of the SKTB program improvement. The standard of learning completeness is a common reference for educators, students, and parents of students. Therefore, parties interested in the assessment in schools have the right to know.

5. Conclusion

Based on the results of the research on this dissertation problem, the researcher can provide the following description:

1. The implementation of the components of the Continuous Complete Classroom System (SKTB) in Islamic Religious Education (PAI) subjects at State Junior High Schools in Somba Opu District has been carried out well as the opinions that have been expressed by PAI educators and students at State Junior High Schools in Somba Opu District. This can be realized based on an equal understanding of SKTB, both PAI educators and students in each school so that all indicators of development and implementation of each component of SKTB can run well such as: 1) curriculum implementation; 2) early detection; 3) Assessment; 4) remedial and; 5) enrichment

2. The implementation of the Islamic Religious Education SKTB is reviewed from the aspect of output and process at the State Junior High School, Somba Opu District, Gowa Regency. Implementation is the action or implementation of a plan that has been prepared carefully and in detail. Implementation can only be done if there is a plan. Implementation must follow the initial thinking for something to actually happen. Implementation is related to a plan, agreement, or implementation of obligations. Implementation is an administrative activity that arises and is carried out after the presence of a general policy. Implementation boils down to the SKTB system or mechanism (Continuous Complete Class System)

3. The Impact of the Implementation of the Islamic Religious Education SKTB with supporting facilities at the Junior High School of Somba Opu District, Gowa Regency, Automatic Promotion (System Outomatic Promotion) which is a system that does not know how to stay in class for students who do not succeed in completing competencies according to the available time allocation. SKTB (Continuous Complete Classroom System) also has what is called remedial learning, remedial learning in question is that some competencies that have not been completed can be repeated without having to repeat all the competencies

that have been completed.

4. The factors that support and inhibit SKTB are: 1) a conducive learning atmosphere without being haunted by the fear of failing or staying in class; 2) learning objectives that are clearly directed, namely completing the Basic Competencies (KD) that have been determined; 3) the mindset of educators towards SKTB policies that have good intentions and objectives that then understand all students. However, there are still a few shortcomings or obstacles so that the implementation of SKTB does not run perfectly, namely: 1) there is a wrong understanding of this system by students and taking advantage of being lazy and ignorant to participate in learning because they feel that they are still moving up the class; 2) the understanding of SKTB has not been evenly distributed to the entire community, especially the parents of students; 3) the number of students in one class is too large so that the learning process is usually ineffective.

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