

Implementation of Student Facilitator and Explaining (SFE) Strategies in Islamic Education Learning

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Abstract: *The research context discusses how to plan, implement, and evaluate the Student Facilitator and Explaining in learning Islamic Religious Education at Mahfilud Duror II Vocational School. Strategy planning Student Facilitator and Explaining in Islamic education learning: syllabus, lesson plans, and worksheets. (2) Implementation of the Student Facilitator and Explaining in Islamic education learning, which is related to the steps for implementing the Student Facilitator and Explaining in education Islamic learning following the preparation of lesson plans, namely preliminary activities, core activities, and closing activities. Related the obstacles in implementing the Student Facilitator and Explaining in Islamic education learning are the need for more learning resources, time allocation, and student learning motivation. (3) Evaluation of the Student Facilitator and Explaining in education Islamic learning, namely attitude evaluation, namely self-assessment, peer-to-peer, and observation techniques; evaluation of knowledge using written tests, namely multiple choice and descriptions, and evaluation of skills in the form of projects*

Abstrak: Adapun konteks penelitian yang akan dibahas adalah bagaimana perencanaan, pelaksanaan, dan evaluasi strategi Student Facilitator and Explaining dalam pembelajaran Pendidikan Agama Islam di SMK Mahfilud Duror II. Hasil penelitian ini menunjukkan (1) Perencanaan strategi Student Facilitator and Explaining dalam pembelajaran Pendidikan Agama Islam yakni silabus, RPP, dan LKPD. (2) Pelaksanaan strategi Student Facilitator and Explaining dalam pembelajaran PAI yakni terkait langkah-langkah pelaksanaan strategi Student Facilitator and Explaining dalam pembelajaran Pendidikan Agama Islam sesuai dengan penyusunan RPP yaitu kegiatan pendahuluan, kegiatan Inti, dan kegiatan penutup. Terkait hambatan dalam pelaksanaan strategi Student Facilitator and Explaining dalam pembelajaran PAI yaitu kurangnya sumber belajar, alokasi waktu, dan kurangnya motivasi belajar siswa. (3) Evaluasi strategi Student Facilitator and Explaining dalam pembelajaran PAI yakni evaluasi sikap yaitu teknik penilaian diri, antar teman, dan observasi, evaluasi pengetahuan menggunakan tes tertulis yaitu pilihan ganda dan uraian, dan evaluasi keterampilan berupa proyek.

INTRODUCTION

Pendidikan Agama Islam (PAI), or Islamic Education, is essential, especially for Muslims pursuing Islamic education and society. It is reasonable enough because it contains various vital teachings that become a way of life and foundation in various areas, both living in this mortal world and the eternal and everlasting hereafter.¹ Islamic education also trains students' sensibility, so that deep feelings of Islamic ethical and spiritual values dominate attitudes and behavior.²

In learning Islamic Education, one strategy is the Student Facilitator and Explaining (SFE) strategy. The Student Facilitator and Explaining Strategy are one of the learning strategies. The teacher can present or demonstrate the material in front of students and then allow them to explain it to their friends.³

The advantages of the SFE Strategy are that the material delivered is more explicit and concrete. It can increase students' absorption because learning is done by demonstration, it trains students to improve their ability to exchange opinions objectively and rationally in order to find truth in the cooperation of group members, train students to become teachers because students are allowed to repeat the teacher's explanations that they have heard and train student leadership, broaden students' horizons through exchanging information, opinions, and

experiences between them, spurring student motivation to be the best in explaining teaching material and knowing the ability of students in conveying ideas or ideas.⁴

Mahfilud Duror II Vocational School is a school under the auspices of Islamic boarding schools and opens three departments, namely Clothing Design, TKR (Small Vehicle Engineering), and TKJ (Computer Network Engineering). PAI teachers use the Student Facilitator and Explaining strategy in the Islamic Education subject. The purpose of implementing this strategy is so that students think more actively in learning and train students in public speaking.

Based on the background above, the researcher is interested in conducting research with the title "Implementation of Student Facilitator and Explaining Strategies in Learning Islamic Religious Education at Mahfilud Duror II Vocational High School" with the hope of adding information and also being used as a reference for other researchers.

Several researchers raised SFE strategies in Islamic Education learning themes. One of which was carried out by Farid Rusyda Aardiansyah in 2013, who conducted research entitled "Implementation of Student Facilitator and Explaining Strategies in Enhancing Student Learning Activeness in Islamic Cultural History Subjects at MA NU Nurussalam Besito Gebog Kudus Academic Year 2012/2013". With the following research results, learning planning, learning implementation, and learning assessment carried out by the teacher can be carried out as expected. Implementing this strategy in SKI

¹ Deni S. Hanbali, Abas Asyafah, "Implementasi Pembelajaran Pendidikan Agama Islam di Pendidikan Tinggi Vokasi", *Jurnal Kajian Pendidikan Umum*, (Vol. 18 No. 2 2020), 10

² Elihami, "Penerapan Pembelajaran Pendidikan Agama Islam Dalam Membentuk Karakter Pribadi Yang Islami", *Jurnal Pendidikan*, (Vol 2 No. 1 Februari 2018), 79

³ Miftahul Huda, *Model-model Pengajaran dan Pembelajaran: Isu-isu Metodis dan Paradigmatis*, (Yogyakarta, Pustaka Belajar, 2013), 228

⁴ Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 13*, (Yogyakarta: Ar-Ruzz, 2014), 14-15.

learning is to increase student activity when learning activities have also been achieved. The learning activity of class XI MA NU Nurussalam students with applying the Student Facilitator and Explaining strategy in SKI learning has increased. This strategy can be seen from the increased participation of students during the learning process, both in terms of delivering material or presentations in front of the class, discussing, asking, and answering questions during question-and-answer activities between groups.⁵

Shofa Atin Ulul Azmi also carried out similar research in 2017. conducting research with the title "The Influence of Implementation of Student Facilitator and Explaining Learning Strategies on Increasing Learning Achievement in Islamic Religious Education and Characteristics at SMPN 1 Sukodadi Lamongan" with the following research results: Student Facilitator and Explaining learning on achievement improvement can be said to be good. This improvement is proven by accepting the Working Hypothesis (H_a) and rejection (H_o) with a r_{xy} value of 0.83. As for the level of influence of implementation on learning achievement, it can be said to have a solid or high correlation because the r_{xy} value is between 0.70-0.90.⁶

⁵ Farid Rusyda Ardiansyah, "Penerapan Strategi Student Facilitator and Explaining Dalam Meningkatkan Keaktifan Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam di MA NU Nurussalam Besito Gebog Kudus Tahun Pelajaran 2012/2013", Program S1 Jurusan Ilmu Tarbiyah Prodi Pendidikan Agama Islam STAIN Kudus, 2013.

⁶ Shofa Atin Ulul Azmi, "Pengaruh Implementasi Strategi Pembelajaran Student Facilitator and Explaining Terhadap Peningkatan Prestasi Belajar Pendidikan Agama Islam dan Budi Pekerti di SMPN 1 Sukodadi Lamongan", Program S.1 Jurusan Tarbiyah Pendidikan Agama Islam UIN Sunan Ampel Surabaya, 2017

Fauziah Lukman also carried out similar research in 2019. With the title "The Effect of Applying the Student Facilitator and Explaining Learning Model on PAI Learning Outcomes at SMA Negeri 10 Gowa". The following research results show the effect of applying the student facilitator and explaining the learning model on student learning outcomes in PAI with the Asymp value hypothesis test results. Sig (2. tailed) of $0.000 < 0.05$. So it can be concluded that the hypothesis is accepted; thus, it can be said that there are differences in learning outcomes of Islamic education between class X MIA 4 and class X MIA5.⁷

METHOD

To identify these problems, the approach in this thesis research is qualitative; the type of research is a case study. This research conducted at Mahfilud Duror II Vocational School Jelbuk, Jember. The address is Jl. Bondowoso No.17 Suger Kidul, Jelbuk, Jember. The reason for choosing this location is that at Mahfilud Duror Vocational School, the application of the Student Facilitator strategy in its implementation occurs the most activities, which are rare in other schools which only ask and answer questions.

The primary informants in this study were the Principal, namely Mohamad Samsuri S.Pd, Deputy Student Affairs, and Islamic Education Teacher Rohmatullah S.Pd, and Class XI Students of Mahfilud Duror II Vocational School.

⁷ Fauziah Lukman, "Pengaruh Penerapan Model Pembelajaran Student Facilitator And Explaining Terhadap Hasil Belajar PAI SMA Negri 10 Gowa", Program S1 Jurusan Tarbiyah Pendidikan Agama Islam dan Keguruan, 2019

Information collection methods are steps or methods that researchers must try to find valid and accountable information. In this research, the methods used include:

1. Interview. The interview method used by researchers is an in-depth interview. This method is used to obtain valid information regarding implementing the Student Facilitator and Explaining Strategy in Islamic Religious Education Learning at Mahfilud Duror II Vocational School, Jelbuk, Jember.
2. Observation. The observation method is a technique or method to obtain information with techniques structured on research objects either directly or indirectly⁸.
3. Documentation. The documentation method is the procedure for gathering information by recording existing data. This documentation information collection method is carried out by taking data obtained through documents.

Data analysis techniques used include:

1. Data Condensation. Data condensation is sorting, selecting, focusing, condensing, and replacing information contained in field notes, documents or interviews. Based on the information the researcher has obtained, the researcher wants to find which data, themes, and patterns are essential.⁹
2. Data Presentation. After the data collection process, the next stage presents the data by grouping the

results from observations, interviews, and documentation to be described and discussed in more detail.

3. Drawing Conclusion. Drawing conclusions in qualitative research is a new finding that has never existed before. This discovery can be in the form of an interpretation or description of an object that was previously abstract or dark so that after research, it becomes clear; it can take the form of a causal or interactive relationship, a hypothesis, or a theory.¹⁰

To demonstrate the validity of the data, researchers used source triangulation techniques and technical triangulation. Source triangulation is one of them by double-checking the data obtained from several sources. In comparison, technical triangulation is triangulation that is carried out by collecting data using other methods or methods. Furthermore, Time Triangulation is a way of checking with interview observations in certain times or situations.¹¹

FINDING AND DISCUSSION

A. SFE Strategy Planning in Islamic Education Learning

1. Syllabus

Planning is compiling subject matter, using instructional media, using a teaching method and design, and assessing at a specific time, which will be carried out at a particular time to get a planned direction. Learning itself is a sub-system of education besides the curriculum. So learning planning is a process of planning material, media, and

⁸ Hardani, et.al. *Metode Penelitian Kualitatif dan Kuantitatif*. Yogyakarta: Pustaka Ilmu, 2020: 125

⁹ Matthew B. Miles. A Michael Huberman & Johnny Saidafia. *Qualitative Data Analysis A Methods Sourchebook*. United Kingsom: SAGE Publication inc.: 2014, 32

¹⁰ Miles, 32.

¹¹ Sugiyono. *Metode Penelitan Kualitatif*. Bandung: Alfabeta: 2018, 369

methods to be used in an education sub-system¹²

The syllabus is used as a teacher's guide for preparing a Learning Implementation Plan and carrying out a lesson program for one semester but not accompanied by learning steps. So the purpose of the syllabus is to simplify and improve the results of the teaching and learning process and develop lesson plans.

Based on interviews with teachers of Islamic Religious Education, the syllabus includes competency standards, basic competencies, learning materials, indicators of learning activities, assessments, time allocation, and learning resources. The syllabus is made in one semester. The findings follow Zulhanif's theory. The syllabus is part of the learning sub-systems, which consist of each other to achieve goals.¹³

Based on the explanation above, the syllabus is made in one semester, which includes indicators, assessments, time allocation, and learning resources. To facilitate and improve the results of the teaching and learning process and preparing lesson plans.

2. Lesson Planning

Lesson planning, also known as Rencana Pelaksanaan Pembelajaran (RPP), is a guide for a teacher in teaching in class. The teacher makes RPP to help himself in teaching so that it follows the learning objectives.

Based on the results of interviews with Islamic Education teachers, the Learning Implementation Plan first selects material, methods, media, and learning evaluation. The teacher must carry out learning through the lesson plans.

The findings above follow the theory presented in the RPP, which includes data from schools, subjects, and classes each semester. Besides the subject matter, time allocation, learning objectives, basic competency, and competency achievement indicators, learning materials, learning methods, media, learning tools and resources, the steps of learning activities, and assessment.¹⁴

Based on the explanation above, the RPP preparation process makes the RPP first select learning materials, learning methods, learning media, and learning evaluation plans. The RPP in learning activities can facilitate the delivery of material and improve the results of the teaching and learning process. In the learning process, lesson plans are essential for teachers to carry out learning in class. This learning can take place interactively, with creativity and fun.

3. Student worksheets

Student worksheets, also known as LKPD facilitate teaching and learning activities so that interactions between teachers and students are formed. This LKPD sheet contains guidelines for students to carry out learning activities.

Based on the results of interviews with Islamic Education teachers, the LKPD used was the lembar kerja siswa,

¹² Annisa Eka Fitri, et.al. "Perencanaan Pembelajaran Kurikulum 2013 Pendidikan Anak Usia Dini (penelitian Deskriptif Kuantitatif di Paud Auladana Kota Bengkulu", *Jurnal Potensia: PG PAUD FKIB Unib*, (Vol. 2 No.1), 3

¹³ Zulhanif, "Penyusunan Silabus dan Rencana Pelaksanaan Pembelajaran (RPP) Untuk Meningkatkan Kompetensi Guru Melalui Supervisi Akademik di SDN Pekanbaru", *Jurnal Pigur* (Vol 01 No. 02 2018), 44.

¹⁴ Zulhanif, "Penyusunan Silabus dan Rencana Pelaksanaan Pembelajaran (RPP) Untuk Meningkatkan Kompetensi Guru Melalui Supervisi Akademik di SDN Pekanbaru", *Jurnal Pigur* (Vol 01, No. 02 2018), 43.

or LKS. LKS is usually in the form of instructions and steps to complete a task. This worksheet aims to activate and assist students in the learning process.

B. Implementation of the SFE Strategy in Islamic Education Learning

The implementation of the SFE strategy is the activity of the teacher and students in carrying out learning using the discussion method in which the teacher first explains the material. Then students are allowed to present it in front of their friends. With the aim that students are more active in learning and train students self-confidence.

In this case, the theory of Majid, the implementation of learning is an activity of the teaching and learning process as the core of the learning activity whose implementation is adjusted to the method or guidelines prepared when planning.¹⁵

1. The steps of the SFE Strategy in Learning Islamic Education

At the implementation stage, there are steps of the SFE strategy in learning Islamic Education at Mahfilud Duror II Vocational School conducted by PAI teachers. Based on the interviews that the researchers conducted with the Islamic Education teacher for the opening activity, which first said greetings, the teacher checked attendance, tidiness, and correct seating position.

In the core activity, the teacher divides students into groups, explains the material, and listens; after that, students are given time to discuss. After finishing the discussion, a

representative from one of the groups presents again, and the other group gives questions and responses.

This strategy follows Ni Nyoman Milati's theory that the steps of the SFE strategy are the teachers conveying the competencies to be achieved. Teacher demonstrating/presenting material and Giving students/participants opportunities to explain to other participants through charts/concept maps or others. The teacher concludes ideas/opinions from students and explains all the material presented at that time.¹⁶

For the closing part of the activity, the teacher provides reinforcement and conclusions during the learning process, reads a prayer, and ends with greetings.

This way is under Taufiqul Hakim's theory; namely, the closing activity ends with the ustadz or ustadzah conveying conclusions related to the material that has been explained, then closing by ending the learning process with prayer readings and greetings.¹⁷

2. SFE Strategy in Learning Islamic Education Obstacles

Obstacles in the SFE strategy are something that hinders or hinders the learning process carried out by teachers and students. This strategy results when learning activities fail to run optimally.

Based on interviews conducted with Islamic Education teachers, he

¹⁵ Abdul Majid. *Strategi Pembelajaran*. Bandung: PT Remaja Rosdakarya, 2014, 129

¹⁶ Ni Nyoman Milati, "Optimalisasi Pembelajaran Student Facilitator and Explaining (SFE) Dalam Meningkatkan Hasil Belajar Bahasa Indonesia Kelas XII IPS2 SMA NEGERI 1 Nusa Penida", *Jurnal Santiaji Pendidikan* (Vol. 11 No.1 2021), 31.

¹⁷ Roviatul Adawiyah, et.al., *Metode Amtsilati Untuk Meningkatkan Kemampuan Baca Kitab Kuning*, 44

stated that the first obstacle was a lack of learning resources. Regarding the lack of learning resources, the teacher gives the freedom to find learning resource materials in the library. The second is the allocation of time, related to the lack of time that could be more optimal in carrying out learning, so teachers here find it difficult to manage time. Furthermore, third, students are less active when discussions only rely on their friends. Related to this, students need the motivation to learn.

C. Evaluation of SFE Strategies in Learning Islamic Education

Evaluation of the SFE strategy in PAI learning is a teacher learning activity by students using the SFE strategy to review how well students' ability to understand Islamic Education material has been achieved. As in M. Chabib Thoha's theory, *evaluation* is defined as a planned activity whose purpose is to determine the object's state using instruments. The evaluation results will be compared with benchmarks to conclude.¹⁸

1. Attitude Evaluation

Evaluation of attitudes in learning Islamic Religious Education uses self-assessment, peer-to-peer, and observation techniques. Self-assessment is where students assess themselves, while the technique between friends by way of students expressing the strengths and weaknesses of their friends honestly. Furthermore, for the observation technique that assesses Islamic Religious Education teachers.

Based on interviews with teachers of Islamic Religious Education, attitude evaluation is carried out directly in class or by observation techniques. Not only using observation techniques, self-assessment techniques, where students assess themselves, and peer-to-peer techniques.

This technique follows Umi Salamah's theory that attitude assessment is carried out through observation, self-assessment, assessment between friends, and journals.¹⁹ With the evaluation of attitudes as learning reflection and progress of student behavior.

Based on some of the explanations above, it was found that the teacher assessed attitude evaluation here as learning took place for assessments outside the classroom obtained by the homeroom teacher and BK teacher. Regarding the assessment technique, self-assessment, peer-to-peer assessment, and observation assessment were carried out by the teacher.

2. Knowledge Evaluation

Evaluation of knowledge in learning Islamic Education was conducted using a written test. For the written test by providing multiple choice questions and essay questions.

Based on the results of the interview with the Islamic Education teacher, the evaluation of knowledge here, the teacher gives a written test in the form of multiple choice questions and description questions, which are worked on at the end of the lesson and must be completed. Students are given a repeating task at the end of learning by the Islamic Education teacher.

¹⁸ Ina Magdalena, et.al. "Pentingnya Evaluasi Dalam Pembelajaran dan Akibat Memanipulasinya". *Jurnal Pendidikan dan Sains*. (Vol. 2 No. 2 2020), 24

¹⁹ Umi Salamah, "Penjamin Mutu Penilaian Pendidikan", *Jurnal Evaluasi*, (Vol 2 No.1. 2018), 286-287.

This evaluation relates to Umi Salamah's theory that the teacher assesses evaluation through a written test; the written test is a test in which the questions and answers are written in the form of multiple choices, fillings, true-false, and descriptions.²⁰

Based on the explanation above, it was found that the evaluation of knowledge was in the form of a written test by giving multiple choice questions and descriptions. Used as a form of measuring student abilities to determine whether students already understand the lessons that have been taught.

3. Skill Evaluation

Evaluation of skills in learning Islamic Education was conducted using project assessment. The aspects and rubrics assessed include clarity, depth of information, liveliness in the discussion, and clarity and neatness of presentation/resume.

Based on interviews with Islamic Religious Education teachers, skills evaluation is carried out when students are active in debriefing during discussions and presentations. It aims to determine what students think about solving a problem and assess their mastery of the subject matter.

This evaluation is related to Umi Salamah's theory which states that there are five levels of thinking processes in the realm of skills: imitation, manipulation, precision, articulation, and naturalization. Teachers assess competency skills through assessments in the form of performance, projects, and portfolios.²¹

Depending on the explanation above, skills evaluation uses project

assessment. With the evaluation of skills to find out whether students can solve a problem and assess student mastery of the subject matter.

CONCLUSION

The results obtained from this study. 1) Planning the Student Facilitator and Explaining strategy in learning Islamic Religious Education consists of a syllabus, lesson plan, and LKPD. 2) Implementation of the Student Facilitator and Explaining strategy in learning Islamic Religious Education, namely the steps of the Student Facilitator and Explaining strategy consisting of 3 steps, namely preliminary activities, core activities, and closing activities. 3) Evaluating the Student Facilitator and Explaining strategy consists of evaluating attitudes, knowledge, and skills.

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²⁰ Salamah, 285.

²¹ Salamah, 289.

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