



Research Article

Development of an E-Booklet with Emotional Spiritual Quotient (ESQ) Nuances on Virus Material for Class X SMA/MA

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ABSTRACT

The Merdeka curriculum prioritizes the development of the character profile of Pancasila students through content on learning such as having noble character, piety, critical thinking, working together, and being creative. Based on the observation results, information was obtained that the students' spiritual and emotional abilities needed to be supported through learning biology on viruses. The learning media used before had never contained ESQ nuances in learning media to improve students' spiritual and emotional abilities in the learning process. Students revealed that the existing learning media were less attractive and less motivating to learn and learning media such as printed books, LKPD, and LKS were difficult to carry anywhere, expensive, and easily damaged. So based on these problems, an ESQ nuanced e-booklet was developed on virus material for class X SMA/MA to optimize students' spiritual and emotional abilities. This research uses the 4-D (Four-D) development model consisting of four stages, namely the definition, design, development, and deployment stages, but in the implementation of this research using the Four-D stage only up to the development stage and does not reach the deployment stage because of time constraints and lack of cost in deploying the product commercially. The data in this study were obtained quantitatively descriptive and qualitative. Validation of the e-booklet product was carried out by three validators and practicality tests were carried out on one biology teacher and 35 students of class X MIPA at SMA Pertiwi 1 Padang. The average value obtained from the validity of the e-booklet is 87.22% with very valid criteria. The average value of the e-booklet practicality test is 94.62% with very practical criteria. So, it can be concluded that the e-booklet with ESQ nuances on virus material for class X SMA/MA is very valid and very practical to use as additional biology teaching material in schools.

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INTRODUCTION

The rapid development of Information and Communication Technology (ICT) has affected the education sector in Indonesia (Ismayani, 2018). Education is a process of maturing students through conscious and planned learning that actively optimizes the potential that exists in students, character, and personality as whole human beings (Setiawan et al., 2021). Teachers are an element of education in schools, namely the determining factors for the success of education and learning missions in schools.

Learning media in education should be made based on student's needs so that the subject matter delivered with these teaching materials becomes more meaningful, acceptable, learned, and understood by students, one of which is by developing teaching materials in the form of booklets (Suardi, 2016). This interaction is expected to be able to achieve the learning objectives that have been formulated (Lufri, 2007). Booklets are learning media in the form of small books that contain interesting writing and pictures (Rehusisma et al., 2017). The use of online learning media as a new learning system encourages the implementation of learning to be more effective. The digital revolution is automatically changing all aspects of education. This is related to what was conveyed by Dash et al. (2018) regarding the criteria for selecting learning facilities in terms of goal suitability, material suitability, student characteristics suitability, theory suitability, learning style suitability and suitability with the existing facilities school environment. The learning process is different when the teacher explains or provides material which is very different compared to offline learning, for example, the teacher can provide material via videos or creative applications on smartphones that allow students to better understand the material (Muthy & Pujiastuti, 2020).

One of the learning tools that can be developed and used by teachers is printed media in the form of written teaching materials. Nasution (2011) stated that learning with written teaching materials is understood more quickly than learning through oral. Written teaching materials also vary including books, Student Worksheets (LKPD), handouts, charts, modules, and booklets. The use of media in learning gives importance as an intermediary in helping to explain difficult material or concepts so that they become clearer and more easily understood by students (Daryanto, 2016).

E-Booklet is a medium for conveying material in summary form as well as providing attractive images packaged in electronic form. The e-booklet media is designed using a special application to produce a learning media that can attract students to use it (Hendrianti et al., 2021). Booklets are learning media in the form of small books that contain interesting writing and pictures (Rehusisma et al., 2017). The physical form of the booklet contains concise material making it easy to carry (Satmoko & Astuti, 2006). Booklets are learning media in the form of small books containing writing, pictures, or both (Puspita et al., 2017; Rehusisma et al., 2017). As a good learning resource, e-booklets need to pay attention to consistency, format, fonts, colors, and illustrations. In addition, the e-booklet that is created also pays attention to aspects of material content, presentation aspects, language, readability aspects, and graphic aspects (Amalia et al., 2020).

ESQ (Emotional Spiritual Quotient) is intelligence that does not only focus on human qualities (cognitive, affective, and psychomotor) but also prioritizes divine values

that improve moral quality (Sulaiman et al., 2018). This is in accordance with (Pambudi, 2006) opinion with this ESQ each individual will carry out his activities by using his intellectual strength. One way to increase intelligence is through literacy (Fauziyati, 2019). Through direct practical experience at Pertiwi 1 High School I directly saw the phenomenon of cases of bullying, many students said dirty words and spirituality at school needs to be supported again so this proves that students need ESQ (Emotional Spiritual Quotient) in the learning process. The Merdeka Curriculum prioritizes the development of the character profile of Pancasila students through content on learning such as having noble character, piety, thinking, critical, working together, and being creative (Solehudin et al., 2022). This ESQ nuanced learning tool can meet competency requirements 1 and 2 so that it helps overcome the fading of spiritual and affective values in students (Elfina, 2015).

Based on the description of the problem in the background presented, the researcher will conduct research to develop an e-booklet with ESQ nuances on viruses as a complement to biology teaching materials for class X SMA/MA. This product aims to help students in the learning process and develop their potential to build a good, wise, and noble personality.

METHOD

This research is quantitative and descriptive. The subjects of this study were two biology lecturers at FMIPA UNP, one biology teacher at Pertiwi 1 Padang High School, and class X students at Pertiwi 1 Padang High School. This research was carried out by looking at the current situation and conditions. This research focused on problem analysis, needs analysis, and planning the implementation of biology learning, especially for Virus material. This analysis leads to the research stage at the 4-D development stage but is carried out only up to the 3-D stage due to the time and cost limitations of the dissemination stage.

At the define stage, data collection was carried out through interviews with biology teachers to find problems in the implementation of biology learning. In addition, after the interviews, questionnaires were distributed to class XI MIPA students at SMA Pertiwi 1 Padang to see and find out learning difficulties when studying biology and students' needs for learning media that can increase students' interest and understanding in learning. The design stage is to produce an e-booklet on viral material that is adjusted to the previous analysis according to the material and student characteristics. The development stage was carried out by the validation stage by two Biology lecturers from FMIPA UNP and one Biology teacher at SMA Pertiwi 1 Padang. The data collection method uses a questionnaire filled in by the validator. For the validation test by the validator, the number of experts to become validators is relative, namely according to needs (Lufri & Ardi, 2017). The validator fills out a questionnaire containing an assessment in terms of the feasibility of the content, language, presentation, and graphics. The validity value of the assessment is in accordance with the modified criteria from Suharsimi & Jabar (2008) as follows. 1) 81%-100%=very valid, 2) 61%-80%=valid, 3) 41%-60%=invalid, 4) 21%-40%=very invalid.

RESULTS AND DISCUSSION

Analysis of the needs of this product development, namely the activities carried out to determine which products are developed according to the needs of the user. Information was obtained from interviews with biology subject teachers at SMA Pertiwi 1 Padang and from distributing questionnaires to students.

Problem analysis

The data were obtained from the results of interviews and distributing questionnaires by students. Based on the results of an interview with Mrs. Rahmani, S.Pd., Gr. as a Biology teacher, information was obtained from an e-booklet with ESQ nuances on virus material that had never been used at Pertiwi 1 Padang High School.

The curriculum used at Pertiwi 1 Padang High School is the Merdeka Mandiri Learning Curriculum, where the independent curriculum is at level 1, namely schools that still use the 2013 Curriculum structure (K13), but can apply the principles of the Independent Curriculum. Schools like this are called schools that apply the Level 1 Independent Curriculum (IKM) or are in the independent learning stage. The Merdeka Curriculum prioritizes the development of the character profile of Pancasila students through content on learning such as having noble character, piety, thinking, critical, working together, and being creative (Solehudin et al., 2022). Learning activities are carried out with a scientific approach using the Discovery Learning learning model. Learning activities with this model maximize the ability of all students to research and study systematically, critically, and logically so that they can find their knowledge, attitudes, and skills as a form of behavior change.

Based on a questionnaire analysis with one of the biology teachers at SMA Pertiwi 1 Padang it was revealed that so far the biology learning process in instilling ESQ values in students was not ideal, this is because the learning process supports students' academic/intellectual values during the learning process. In the learning process, the teacher should relate the material to religion/spirituality and emotions to balance the intelligence possessed by students in addition to building intellectual intelligence.

Viral material has a lot to do with spiritual values to increase gratitude to God Almighty and students' emotions if studied properly will be very useful for everyday life. Therefore, it is hoped that the e-booklet with ESQ nuances on this viral material can help students increase their reading interest supported by an attractive e-booklet display, understand the material independently because it can be accessed by the internet, and increase students' ESQ intelligence so that it can be a useful and positive impact in everyday life.

The biology material for class X at Pertiwi 1 Padang High School that is difficult for students to understand is viruses. This is because the objects in this material cannot be seen directly, learning media in the form of printed books and worksheets used in the learning process have images that are less attractive because there are no colors, besides that viral material also uses a lot of Latin terms which are difficult for students to understand. This was found on the student observation sheet on virus material as the most difficult material for class X to understand.

It is also supported by the data on the results of the Daily Test that students achieve, the average value of the Daily Test on viral material is 76. This is a sign that the

value of the Daily Test for the virus is not sufficient for the Minimum Completeness Criterion Limit / KKM score of 80. For more details, see Table 1.

Table 1. The average value of class X for the 2022 academic year at SMA Pertiwi 1 Padang

Basic competencies	Material	Class			Average
		X MIPA 1	X MIPA 2	X MIPA 3	
3.1	Scope of Biology	85	85	80	83
3.2	Biodiversity	82	84	83	83
3.3	Classification of Living Things	85	86	82	84
3.4	Virus	75	78	75	76
3.5	Bacteria	79	80	82	80
3.6	Protist	82	83	82	82
3.7	Fungi	87	82	84	83
3.8	Plantae	85	82	80	82
3.9	Animalia	88	84	82	85
3.10	Ecosystem	83	85	83	84
3.11	Environmental Change	75	82	78	78

Source: Biology teacher at SMA Pertiwi 1 Padang

Based on Table 1, it can be concluded that the virus material in daily tests in the 2021/2022 academic year did not reach the KKM. Students consider virus material difficult because it is difficult to distinguish between diseases caused by viruses and bacteria. Furthermore, the difficulty with this material is that the virus has an abstract form so it is difficult to imagine because it cannot be directly observed by the eye, and virus material uses a lot of scientific language.

Needs Analysis

In distributing questionnaires to students, researchers also explored the need for learning media to be used as supporting media for learning biology. From the results of distributing questionnaires to students, it was found that students were more interested in learning if the learning media were colorful and attractive, and students preferred learning media that had pictures and were complemented by complete illustrations as shown in Table 2 below.

Table 2. Results of Observation Questionnaire Analysis of the Needs of Learning Media by Students

No.	Statements	Percentage (%)
1.	Students are interested in learning Biology	83
2.	Students have difficulty understanding the material if there are confusing terms	58
3.	Students consider the learning media used in biology learning to be less attractive	55
4.	It is easier for students to understand the material if the teaching materials are interesting and equipped with relevant illustrations	100
5.	Students like teaching materials that are easy to understand	100
6.	Students like teaching materials that are equipped with pictures	70

7.	Students like teaching materials that contain explanations related to difficult information	100
8.	Students like the delivery of material with teaching materials that are short, concise, and clear	97
9.	Students like teaching materials that color every page	90
10.	Students like teaching materials that contain external information related to the material	83

The e-booklet with ESQ nuances on viral material will be validated by three validators by filling out a validity questionnaire accompanied by suggestions from the validator. The aspects seen and rated by the validator are seen in terms of content feasibility, language, presentation, and graphics. The average value of the validity test based on the assessment of three validators about e-booklets with ESQ nuances on virus material for class X SMA/MA can be seen in Table 3 as follows.

Table 3. Average Validator Value Based on Assessment Aspects by the Validator

No.	Assessment Aspects	Validity Value (%)	Criteria
1.	Content Eligibility	87,50	Very Valid
2.	language	87,50	Very Valid
3.	Presentation	88,88	Very Valid
4.	graphics	85,00	Very Valid
Average		87,22	Very Valid

Source: Validator Questionnaire Results for validity testing.

Based on the results of the analysis in Table 3, shows that the e-booklet with ESQ nuances on class X SMA/MA virus material that has been developed has an average validity test value by three validators, namely with very valid criteria. This proves that the e-booklet can be used and proceeds to the practicalization test stage to see the response of teachers and students to the products that have been produced.

In the process of validating this ESQ nuanced e-booklet, the validator provides comments or suggestions that could be considered for making several corrections to improve the teaching media being developed.

The suggestions from the three validators can be seen in Table 4 as follows.

Table 4. Suggestions from three validators for improving the E-booklet

No.	Validators	Expert	Suggestions/Comments	Follow-up
1.	Dr. Fitri Arsih, S.Si., M.Pd.	Material	1. Improve learning objectives because they do not yet lead to ESQ.	It's been repaired
			2. Review virus material, especially virus replication.	
			3. Fix images that are dubious concepts.	
			4. Revisit some misconceptions.	
2.	Yosi Laila Rahmi, M.Pd.	Media	1. Fix the image on the cover of the e-booklet.	It's been repaired
			2. Create Learning Outcomes in tabular form.	

3.	Rahmani, S.Pd., Gr.	Media and Material	3. Improve the appearance of the concept map on the e-booklet.
			4. Move the application watermark so it doesn't interfere.
			5. Be consistent with the ESQ titles contained in the e-booklet.
			1. Fix the e-booklet background color.
			2. Improve the writing on It's been repaired the e-booklet so that it can be read clearly.

Suggestions and comments from the validator are a reference for revisions in the initial design of the e-booklet. This ESQ nuanced e-booklet was revised according to suggestions from three validators so that the initial prototype of the e-booklet was refined and a product in the form of an ESQ nuanced e-booklet was produced which was valid and could be continued to the practicality test stage for teachers and students at SMA Pertiwi 1 Padang.

The e-booklet with ESQ nuances after being tested for validity by the validator obtained very valid criteria and continued to the practicality test stage for the biology teacher at Pertiwi 1 Padang High School, namely Mrs. Rahmani, S.Pd., Gr., and 35 students of class X MIPA 2 at SMA Pertiwi 1 Padang for the 2022/2023 academic year. The practicality test was in the form of a response to the teacher's and students' practicality test questionnaire about the product being developed. The evaluation aspect of the practicality test questionnaire is seen in terms of ease of use, efficiency of learning time, and the attractiveness and benefits of the e-booklet that has been developed. Systematic learning resources can make it easier for students to enjoy participating in the learning process (Novita et al., 2018).

The average value of the practicality test questionnaire by teachers and students can be seen in Table 5 and Table 6 as follows.

Table 5. Average Practicality Test Value Based on Aspects of Assessment by the Teacher

No.	Assessment Aspects	Practicality Value (%)	Criteria
1.	Ease of Use	92,85	Very practical
2.	Learning Time Efficiency	91,66	Very practical
3.	Attractiveness	93,33	Very practical
4.	Benefit	97,72	Very practical
Average		93,89	Very practical

Table 6. Average Practicality Test Value Based on Aspects of Assessment by Students

No.	Assessment Aspects	Practicality Value (%)	Criteria
1.	Ease of Use	95,20	Very practical
2.	Learning Time Efficiency	95,53	Very practical
3.	Attractiveness	96,96	Very practical

4.	Benefit	93,78	Very practical
Average		95,36	Very practical

The average of the overall results of the teacher practicality test questionnaire and the results of the student practicality test questionnaire based on aspects can be seen in Table 7 as follows.

Table 7. Average Practicality Test Scores by Teachers and Students

No.	Assessment Aspects	Practicality Value (%)	Criteria
1.	Ease of Use	94,02	Very practical
2.	Learning Time Efficiency	93,59	Very practical
3.	Attractiveness	95,14	Very practical
4.	Benefit	95,75	Very practical
Average		94,62	Very practical

From the table above it can be seen that the average value of the results from the teacher and student practicality test questionnaire for e-booklets with ESQ nuances on virus material from the biology teacher and 35 class X MIPA students for the 2022/2023 academic year is 94.62%. Learning media can increase the effectiveness of the teacher's time because it can make the learning process more effective and efficient, and repetition of learning by the teacher is only as necessary as needed by students (Satrianawati, 2017). Based on these average values, it can be concluded that the e-booklet with ESQ nuances that has been developed is included in the very practical criteria and can be used as a supporting medium for learning biology on viruses for class X SMA/MA.

From the total average validation of e-booklets with ESQ nuances on viral material for class X SMA/MA, this has a percentage of 87.22% which is included in the very valid criteria. So, it can be concluded that the e-booklet with ESQ nuances on virus material for class X SMA/MA has fulfilled all four aspects in the validity test assessment so that the e-booklet can be used as a support for biology learning media on virus material for class X SMA/MA. In addition, e-booklets with ESQ nuances besides supporting students' intellectual values are also equipped with ESQ scores contained in the e-booklets.

Viewed from the aspect of benefits, e-booklets with ESQ nuances get a total average score of 96.21% with very practical criteria obtained from a practicality test questionnaire for students. From the results of the practicality test questionnaire for students, it shows that e-booklets with ESQ nuances on viral material can help students understand the material in the learning.

The e-booklet is presented attractively with the aim of increasing students' motivation to read and increasing students' knowledge. The e-booklet on virus material was developed aiming to increase students' intellectual intelligence and become additional teaching material for students. In addition, the nuances of ESQ contained in the e-booklet can instill positive character values in students. The total average score for the practicality test for teachers and students, namely 94.62%, is very practical, so the e-booklet with ESQ nuances on viruses for class X SMA/MA is very practical to use as additional biology teaching materials in high school.

CONCLUSION

Based on the development research carried out, it can be concluded that the e-booklet has ESQ nuances on virus material for class X SMA/MA which went through three stages using the Four-D Model development model by obtaining an average value from the validity questionnaire by the validator 87.22% which is included in the very valid criteria and obtained an average score of 94.62% from the practicality test questionnaire conducted by 35 class X MIPA 1 students and biology teachers at SMA Pertiwi 1 Padang who were included in the very practical criteria. From the results of the questionnaire testing the validity and practicality of the e-booklet with ESQ nuances on class X SMA/MA virus material that has been developed, the criteria are very valid and very practical, so the ESQ nuanced e-booklet on class X SMA/MA virus material is feasible to use. as an additional biology teaching material in class X SMA/MA.

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