

Stakeholder Perceptions of the Implementation of the Independent Campus Independent Learning Policy

Mohammad Jaenuddin ¹⁾, Nanat Fatah Natsir ²⁾

¹⁾²⁾UIN Sunan Gunung Djati Bandung

Soekarno-Hatta Street, Cimencrang, Kec. Gedebage, Kota Bandung, Indonesia, 40614

¹⁾Email: mohamad.jaenuddin@uinsgd.ac.id

²⁾Email: nanatfatahnatsir@uinsgd.ac.id

Abstract: This study aims to determine the response of Stakeholders to the Implementation of MBKM at UIN Sunan Gunung Djati Bandung (Research on Community Users of Graduates in Garut Regency, Bogor Regency and Cianjur Regency). This research uses a qualitative approach, the method used in this research is descriptive analytic research method Data collection techniques to be carried out in this study are observation, interviews, and documentary studies. The results of his research show that the purpose of implementing the values of the four pillars of nationality is very important in building student character so that there are no deviations in understanding about nationality and statehood, and are not easily influenced by bad things. The implementation of the four pillars of nationality in shaping the character of UIN Sunan students Gunung Djati Bandung cannot be separated from its supporting and inhibiting factors. Among the supporting factors in the implementation of the four pillars of nationality include lecturers being given 'freedom' in creativity, including in carrying out learning designs and in developing material for the four pillars of nationality.

Keywords:

Independent Campus Independent Learning Policy; Perception; Stakeholder

Abstrak: Penelitian ini bertujuan untuk mengetahui respon Stakeholder terhadap Implementasi MBKM di UIN Sunan Gunung Djati Bandung (Penelitian pada Masyarakat Pengguna Lulusan di Kabupaten Garut, Kabupaten Bogor dan Kabupaten Cianjur). Penelitian ini menggunakan pendekatan kualitatif, Metode yang digunakan dalam penelitian ini adalah metode penelitian deskriptif analitik Teknik pengumpulan data yang akan dilakukan dalam penelitian ini adalah observasi, wawancara, dan studi dokumentatif. Hasil penelitiannya menunjukkan bahwa tujuan implementasi nilai-nilai empat pilar kebangsaan merupakan hal yang sangat penting dalam membangun karakter mahasiswa agar tidak terjadi penyimpangan pemahaman tentang kebangsaan dan kenegaraan, serta tidak mudah terpengaruh oleh hal-hal buruk Pelaksanaan empat pilar kebangsaan dalam membentuk karakter mahasiswa UIN Sunan Gunung Djati Bandung tidak terlepas dari faktor-faktor pendukung dan penghambatnya. Di antara faktor pendukung dalam pelaksanaan empat pilar kebangsaan di antaranya Dosen diberi 'kebebasan' dalam kreativitas, termasuk dalam melakukan desain pembelajaran dan dalam mengembangkan materi empat Pilar kebangsaan.

Kata Kunci:

Persepsi, MBKM, Stakeholder

DOI: <https://doi.org/10.15575/ath.v8i1.24731>

Received: 08, 2022. Accepted: 04, 2023. Published: 04, 2023.

INTRODUCTION

The era of technology 4.0 has brought about a necessity that universities must create human resources who have superior and competitive competencies, not only able to be competitive, but also must be able to compete. Superior student competencies must be prepared along with the needs and developments of an increasingly advanced era. Higher education does not only seek to achieve learning outcomes (CPL) that have been determined in writing, but higher education must prepare human resources (read students) who are able to think critically, supported by life values and choose the opportunities they need to succeed in the path they choose.

Link and match not only with the world of work, but also with the rapidly changing future. Tertiary institutions --- including Islamic religious colleges (PTKI) --- are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitude, knowledge, and skills optimally and are always relevant to needs. To answer this need, the Minister of Education and Culture through the Minister of Education and Culture Number 3 of 2020 concerning National Higher Education Standards established a Free Learning-Independent Campus (MBKM) policy.

The presence of this Permendikbud gives rights to students for 3 semesters to be able to study outside their study program, both within the university and outside the university. MBKM is

activities in the context of preparing students for social, cultural, world of work changes and rapid technological advances. The MBKM policy is expected to be the answer to these demands. MBKM is an autonomous and flexible form of learning in tertiary institutions so as to create a learning culture that is innovative, not restrictive, and in accordance with student needs. Through this program, wide opportunities are opened for students to enrich and improve their insights and competencies in the real world in accordance with their passions and aspirations.

UIN Sunan Gunung Djati Bandung as one of the universities under the Ministry of Religion of the Republic of Indonesia, feels the need to transform learning so that it can equip and prepare human resources / graduates to become a superior and competitive generation according to what is stated in its vision. A superior and competitive generation that is capable and responsive and ready to face the challenges of its time, without abandoning the local wisdom of its people. Therefore, the implementation of the MBKM program at UIN Sunan Gunung Djati Bandung can be a constructive effort to provide opportunities for students to develop their potential to become a generation that is ready to face present and future challenges.

In order to provide direction for the implementation of MBKM at UIN Sunan Gunung Djati Bandung, UIN Sunan Gunung Djati Bandung has made guidelines for the implementation of MBKM which since 2021 will begin to be implemented for new students. The guidelines were approved by the University Senate and signed by the Chancellor of UIN Sunan Gunung Djati Bandung. Guidelines have been issued, namely the Rector Regulation of UIN Sunan

Gunung Djati Bandung Number 45 of 2021 concerning Independent Learning Campus Merdeka (MBKM), which contains guidelines for the implementation of MBKM within UIN Sunan Gunung Djati Bandung.

How is MBKM implemented at UIN Sunan Gunung Djati Bandung? and how is the response of stakeholders to the implementation of MBKM in UIN Sunan Gunung Djati Bandung? These questions are interesting for further study, in order to provide a positive response to the implementation of the MKBM implemented at UIN Sunan Gunung Djati Bandung.

This research also has relevance to previous studies including, an article written by Endrawan, I Bagus et al., (2021) entitled Development of an Independent Campus Learning Free Curriculum (MBKM) Undergraduate Sports Education Study Program (S1) Faculty of Education Sciences Teacher Training and Language at Bina Darma University, in the journal JPKMBD (Journal of Community Service in Bina Darma) Vol. 1, No.2, October 2021, Pg. 180-186 e-ISSN: 2797-7323 p-ISSN: 2807-1417, in this article the author explains about the implementation of MBKM at Bina Darma University. Based on the results of the study, MBKM provides direct learning experiences and direct learning outcomes in the form of achievement scores that describe the integration of attitudes, knowledge and skills competencies that have been mastered. The impact of learning, namely learning outcomes that reflect a combination of technical and non-technical abilities. These two abilities are consistently and consequently actualized in thinking and acting when facing tasks and solving problems faced daily (contextual).

Second, the writings of Abdul Kholik, et al., (2022) with the title "Implementation of the Independent Campus Learning Curriculum (MBKM) based on the perceptions of Lecturers and Students." In Basicedu Journal Vol 6. No. 1 of 2022 p-ISSN 2580-3735 e-ISSN 2580-1147. Based on the results of research conducted by the authors, it is known that the implementation of the MBKM curriculum shows that the perceptions of lecturers and students have been carried out as well as possible. Several aspects show that the lecturers in the MBKM curriculum development activities have contributed and are interested in the MBKM program. There is an increase in the capacity of lecturers, an improvement in the learning process with students, and an increase in hard skills and soft skills by 33% of students in the very good category. However, it needs to be improved in terms of the quantity and quality of lecturers in implementing the MBKM Curriculum in the MPI FKIP UNIDA Bogor study program. Furthermore, in the aspect of students there was high enthusiasm in the preparation aspect of 61.6% having prepared themselves to take part in the MBKM programs offered by study programs and the Ministry of Education and Culture and students stated that there was an increase in hard skills and soft skills through the MBKM program.

Based on the results of tracing the results of previous research, no research results have been found regarding stakeholder perceptions in the implementation of the MBKM curriculum in tertiary institutions, especially in the implementation of the MBKM curriculum at State Islamic Religious

Universities which is more focused on UIN Sunan Gunung Djati Bandung. Therefore, the researcher believes that there is no research that is similar to this research.

Based on the results of a preliminary study that the researchers conducted on stakeholder representatives of UIN Sunan Gunung Djati Bandung, both lecturer representatives, student representatives, alumni representatives and also graduates of UIN Sunan Gunung Djati Bandung, the researchers explained that in general they gave a good response to the implementation of MBKM which implemented by UIN Sunan Gunung Djati Bandung, however this needs to be studied and further researched. This is what prompted the author to conduct research with the title "Stakeholder Responses to the Implementation of MBKM at UIN Sunan Gunung Djati Bandung (Research on Graduate User Communities in Garut Regency, Bogor Regency and Cianjur Regency).

RESEARCH METHODS

This study uses a qualitative approach. A qualitative approach is an approach in research that intends to understand the phenomenon of what is experienced by the research subject. The data obtained in this study were described and then interpreted and analyzed on the description of the research data to obtain an in-depth description. The method used in this research is descriptive analytic research method, which is a method intended to collect information in a study. The data collected in this method are in the form of words, pictures, and not numbers. In writing the research, the researcher analyzes the data. the very rich as far as possible in its original form. The data collection techniques that will be used in this study are observation, interviews, and documentary studies and data analysis in this study means analyzing all data.

RESEARCH RESULTS AND DISCUSSION

The history of the founding of the State Islamic University (UIN) Sunan Gunung Djati Bandung cannot be separated from IAIN Sunan Gunung Djati Bandung because UIN is a continuation and development of IAIN SGD Bandung. IAIN SGD Bandung was established on April 8, 1968 AD to coincide with 10 Muharram 1388 H based on the Decree of the Minister of Religion of the Republic of Indonesia Number 56 of 1968. The presence of IAIN Sunan Gunung Djati Bandung is the result of the struggle of West Java Muslim leaders. Starting in 1967, a number of community leaders, religious scholars, and West Java Muslim scholars initiated by K. H. Anwar Musaddad, K.H. A. Muiz, K.H. R. Sudja'i, and Arthata with the approval of the West Java KDH, they formed the Licensing Committee for the Establishment of IAIN in West Java. The committee was then approved by the Minister of Religion of the Republic of Indonesia with SK-MA No. 128 of 1967.

Furthermore, based on the Decree of the Minister of Religion of the Republic of Indonesia Number 56 of 1968, IAIN Sunan Gunung Djati Bandung was officially established for the first time. Based on the Decree of the Minister of Religion, the committee opened 4 Faculties: (1) Syari'ah, (2) Tarbiyah, (3)

Ushuluddin in Bandung, and (4) Tarbiyah in Garut. IAIN Sunan Gunung Djati Bandung consists of the Ushuluddin Faculty, the Syari'ah Faculty, the Tarbiyah Faculty in Bandung. The Syari'ah Faculty and other faculties in Bandung are located on Jl. Little Lengkong No. 5.

In 1973, IAIN SDG Bandung moved to Jalan Tangkuban Perahu No. 14 In 1974 IAIN SGD moved again to Jalan Cipadung (now Jl. A.H. Nasution No. 105). In 1970, in the context of regionalization, the Faculty of Tarbiyah in Bogor and the Faculty of Syari'ah in Sukabumi which were originally under the IAIN Syarif Hidayatullah Jakarta were merged into the Main Faculty in Bandung. As for the Tarbiyah Faculty of Cirebon, which was originally affiliated with IAIN Syarif Hidayatullah, on March 5 1976 it was based on IAIN Sunan Gunung Djati Bandung.

In the next development, in 1993, two new faculties were established, namely the Da'wah Faculty and the Adab Faculty. In 1997, development was directed in the form of organizing the Postgraduate Program, which began with the opening of the Postgraduate Masters Program. In 1997, there was a change in the regionalization system arrangement policy for IAIN. Based on Presidential Decree No. 11 of 1997 dated March 21, 1997 the Tarbiyah Faculty of Cirebon, which was originally a branch of the Tarbiyah Faculty of IAIN Sunan Gunung Djati Bandung, increased its status to the Cirebon Islamic College (STAIN); Likewise, the Syari'ah Faculty of Serang, which was originally a branch of the Syari'ah Faculty of IAIN Sunan Gunung Djati Bandung, changed its status to STAIN Serang. Based on RI Presidential Regulation No. 57 of 2005, October 10, 2005, coinciding with the 6th of Ramadan 1426 H, IAIN changed its status to UIN Sunan Gunung Djati Bandung.

The vision of UIN Sunan Gunung Djati Bandung is "To become a superior and competitive State Islamic University based on revelation guiding knowledge within the framework of good morals in ASEAN in 2025". The keywords for the vision above are superior, competitive, and revelation-based to guide knowledge within the frame of good morals.

This vision shows that UIN Sunan Gunung Djati Bandung has advantages with quality teaching and educational staff, quality students, quality research results and community service, both in quality and quantity, quality infrastructure, and strong cooperation. With these advantages, UIN Sunan Gunung Djati Bandung has become a university that is competitive, innovative and competitive, and has received national and regional recognition at the Southeast Asian level.

The distinction of UIN Sunan Gunung Djati Bandung has the basis of the WMI paradigm in every aspect of its academic activities, having good morals in manners and the behavior of all its academic community. This distinction is also an advantage of UIN Sunan Gunung Djati Bandung.

The missions of UIN Sunan Gunung Djati Bandung in 2015-2019 are: (1) Organizing and managing professional, accountable and competitive higher education at the national and ASEAN levels in order to strengthen national development; (2) Organizing lectures, research and scientific studies within the

framework of revelation-based morals guiding science to develop knowledge and technology; (3) Organizing services to develop and empower the community towards a democratic and just civil society; (4) Organizing tridarma of higher education which is oriented towards forming an entrepreneurial spirit among academicians.

The goals of UIN Sunan Gunung Djati Bandung in 2015-2019 are: (1) The realization of a professional, accountable and competitive higher education at the national and ASEAN levels in order to strengthen national development; (2) The realization of the results of the process of lectures, research, and scientific studies based on revelation guides science to develop knowledge and technology; (3) Realization of dedication to developing and empowering society towards a democratic and just civil society order; (4) The establishment of an entrepreneurial attitude among the academic community of UIN Sunan Gunung Djati Bandung.

Supporting and Inhibiting Factors for MBKM Implementation at UIN Sunan Gunung Djati Bandung

The implementation of the four pillars of nationality in shaping the character of UIN Sunan Gunung Djati Bandung students cannot be separated from the supporting and inhibiting factors. Among the supporting factors in the implementation of the four pillars of nationality, among them --- as stated by Mr. Aep Saepullah, Lecturer of Pancasila, Faculty of Science and Technology, is that lecturers are given 'freedom' in creativity, including in carrying out learning designs and in developing material for the four pillars of nationality. Another factor is the existence of a leadership policy that provides space for studies related to the development of the four pillars material as long as it is in a scientific (academic) corridor.

Meanwhile, according to Ms. Heny Mulyani, a Pancasila Lecturer at the Tarbiyah and Teacher Training Faculty, among the factors supporting the implementation of the four pillars of nationality in shaping the character of UIN Sunan Gunung Djati Bandung students are the Pancasila and Citizenship courses themselves which are given to students, the introduction of academic culture by the academic community, and organization or student activity unit.

Mr. Ikhwan Lecturer of Pancasila and Citizenship of the Faculty of Sharia and Law said that among the supporting factors for the implementation of the four pillars of nationality in shaping student character, they include conducive environmental factors, both the social environment and the academic environment (climate). The provision of courses related to character strengthening and socialization is also carried out by the academic community including students by providing student activity units (UKM) as well as student associations majors, all/dema faculties to all/dema universities.

As for the inhibiting factor according to Mr. Aep Saepullah, there is no standardization of the material delivered by the lecturers, so that the lecturers deliver the material according to their respective abilities. In addition, there is a shortage of teaching aids and specific references (although currently online

references can help), a lack of funds to develop activities outside the classroom in the context of the learning process, especially those carried out by student organizations.

According to Ms. Heny Mulyani, one of the inhibiting factors in the implementation of the four pillars of nationality among students today is uncontrolled social media. Because it is not uncommon for social media to become a means for irresponsible people to spread hoaxes or information that can divide national unity and undermine the understanding of love for the Unitary State of the Republic of Indonesia.

Furthermore, according to Mr. Asep Sulaeman, among the inhibiting factors for the implementation of the four pillars of nationality in the formation of student character, firstly, from the perspective of students, is the decline in enthusiasm for reading among students. Students lack concern in terms of reading reference sources related to adequate references for conducting lectures, including in Pancasila and Citizenship courses. Second, many students don't care about implementing the four pillars of nationality in their lives. This makes them not have enthusiasm in attending lectures. Third, the strengthening of individualism among students as a result of the swift influence of globalization.

Furthermore, according to Mr. Bukhori Muslim (Lecturer of Pancasila FTK UIN Bandung) among the factors supporting the implementation of the four pillars of nationality are (1) the presence and role of the state/order as well as state instruments (political parties, state institutions, and political elite groups) in carrying out transformation and internalization 4 pillars of national values. (2) intelligence and awareness as well as the responsibility of society, the nation to participate in guarding and play an active role/participate in creating, actualizing and implementing the values of the four pillars of nationality. Because in presenting the values of the four pillars of nationality, it is necessary to have the support, role and participation of society and the nation as a whole, in order to avoid a single interpretation from the political elite, because these values are dynamic and open; (3) the role of universities. Because it is an educational institution that represents transforming, transmitting and internalizing religious, societal, national and state values, morals or ethics that are uniquely Indonesian. This includes political, social, economic ethics and others.

While the inhibiting factors include (1) a single interpretation of the values of the four pillars of nationality from the political elite which is forced to always be the same as the general public, even though its truth value has not been tested; (2) clashes between ideologies other than Pancasila, both internal and external; (3) extremist and radical groups that conflict with national values and conflict with the values of the four pillars of the Nationality.

Efforts to Overcome Barriers to MBKM Implementation at UIN Sunan Gunung Djati Bandung

The implementation of the four pillars of nationality in shaping the character of UIN Sunan Gunung Djati Bandung students is indeed inseparable

from various obstacles and obstacles, and this naturally happens. However, each of these obstacles can be overcome and a way out can be found, as stated by Mr. Aep Saepullah, Pancasila Lecturer at the Faculty of Science and Technology, that the efforts that have been made to overcome these obstacles are to increase efficiency and increase creativity so that even though funds and time are limited, still deliverable. For example, inviting speakers from outside the campus with a cooperative system so that each does not spend a lot of money. According to Heny Mulyani, the effort to overcome obstacles to the implementation of the four pillars of nationality is to socialize the four pillars of nationality itself to students in a structured and continuous manner. This socialization can be carried out regularly and continuously by inviting experts. The campus can work with members of the DPR or MPR to organize socialization of the four pillars of nationality. With this socialization, it is hoped that students will increase their knowledge and understanding, as well as be able to implement the values of the four pillars of nationality in their daily lives.

As for ways to overcome obstacles from the implementation of the four pillars are (1) there must be a non-unique interpretation of the values of the four pillars of nationality and not being forced to always be the same as the general public; (2) there is no need to clash with various ideologies other than Pancasila, both internally and externally; (3) awaken extremist and radical groups with a moderate attitude so that they do not conflict with national values and the values of the four pillars of nationality; (4) awaken the public's awareness so that they are not priori towards the four pillars of nationality; (5) is not pragmatic in nature and gives freedom of thought to academic groups; (6) there is awareness and guidance to student groups so that they stay away from behavior that is more hedonic, pragmatic and instantaneous, forms a progressive student attitude that is not rigid to develop intellectual strength, and sensitivity to the environment, society, nation and country; (7) creating community welfare in a just manner so that inequality does not occur and stabilize social-politics-culture and religion; (8) filtering the negative impacts of globalization, modernization and westernization which are contrary to the values and morals of the four pillars of nationality.

CONCLUSION

Based on the results of the research above, it can be concluded that the purpose of implementing the values of the four pillars of nationality is very important in building student character so that there are no deviations in understanding of nationality and statehood, and are not easily influenced by bad things such as terrorism and radicalism also to instill the values of Pancasila, the 1945 Constitution, Unity in Diversity and the Republic of Indonesia. The process of implementing the four pillars of nationality at UIN Sunan Gunung Djati Bandung is carried out through a learning process contained in the Pancasila and Citizenship courses. In addition, the process of implementing the four pillars of nationality can be carried out through the example shown by the entire academic

community of UIN Sunan Gunung Djati Bandung, which in their daily life always reflects the values of the four pillars of nationality. The steps of this implementation process begin with planning, implementing, and evaluating lectures. Learning can be done both in class and outside the classroom. Classroom learning is carried out through Citizenship Education (PPKn) and Basic Social and Cultural Sciences (ISBD) lecturers. Learning outside the classroom through student organizations such as seminars, training, workshops, community service, and others.

The implementation of the four pillars of nationality in shaping the character of UIN Sunan Gunung Djati Bandung students cannot be separated from the supporting and inhibiting factors. Among the supporting factors in the implementation of the four pillars of nationality include lecturers being given 'freedom' in creativity, including in carrying out learning designs and in developing material for the four pillars of nationality. As well as the leadership policy that provides space for studies related to the development of the four pillars material as long as it is in a scientific (academic) corridor. Conducive environmental factors, both social environment and academic environment (climate). As for the inhibiting factor according to Mr. Aep Saepullah, there is no standardization of the material delivered by the lecturers, so that the lecturers deliver the material according to their respective abilities. However, from each of these obstacles can be overcome and find a way out.

REFERENCE

- Anonimous, *Mahasiswa dan Karakter Empat Pilar Kebangsaan*, tersedia pada laman <https://www.unila.ac.id/mahasiswa-dan-karakter-empat-pilar-kebangsaan/>, update 05 November 2020.
- Bogdan, C.R. & Biklen, S.K., (1990). *Quantitative Research for Education: An Introduction to Theory and Methods*, terj. Munandir, Jakarta: Direktorat
- Bogdan, C.R. & Taylor, S.J. (1993). *Introduction In Qualitative Researsh Methods*, New York, John Wiley & Son Inc.
- Gunawan, Heri, (2014), *Pendidikan Karakter Konsep dan Implementasi*, Bandung, Alfabeta.
- Hardianto, Deni (2011) "Membangun Karakter Berwawasan Kebangsaan Melalui Pendidikan Terpadu". Diunduh tanggal 03/06/ 2011
- Hasanah, Aan, (2012), *Pendidikan Karakter Berperspektif Islam*, Bandung, Insan Komunika.
- Hasanah, Aan, dkk., (2018), *Penguatan Karakter Kebangsaan di Pesantren*, Bandung, Mimbar Pustaka.
- Hastangka, Dkk., (2019), *Dampak Sosialisasi Empat Pilar MPR RI terhadap Pendidikan Pancasila di Perguruan Tinggi*, Jurnal Civics, Media Kajian Kewarganegaraan, Volume 16 Nomor 2 Tahun 2019, hal. 98
- Kemendiknas 2011. *Buku Panduan Pendidikan Karakter*. Kementerian Pendidikan Nasional. Jakarta

- Kemendiknas, (2010) *Buku Pedoman Pendidikan Karakter di Sekolah Menengah Pertama*, Jakarta, Direktorat Mandikdasmen, Direktorat Pembinaan Sekolah Menengah Pertama.
- Kemendiknas, (2010) *Desain Induk Pendidikan Karakter Kementerian Pendidikan Nasional*, Jakarta, Direktorat Mandikdasmen, Direktorat Pembinaan Sekolah Menengah Pertama.
- Kemendiknas, (2010) *Kerangka Acuan Pendidikan Karakter Kementerian Pendidikan Nasional*, Jakarta, Direktorat Jenderal Pendidikan Tinggi, Direktorat Ketenagaan.
- Kemenkokesra, (2010) *Desain Induk Pembangunan Karakter Bangsa*, Jakarta.
- Kementerian Pendidikan Nasional RI. 2010. *Grand Desain Pendidikan Karakter*. Jakarta.
- Kesuma, Doni. 2009. *Pendidikan Karakter*. Jakarta: Kompas Cyber Media
- Lickona, Thomas (1991). *Educating For Character: How Our Schools Can Teach Respect And Responsibility*. New York: Bantam
- Moleong, Lexi J., (2002), *Metode Penelitian Kualitatif*, Bandung: Remaja Rosada Karya.
- Sandhi, Frentylia, dkk, (2013), *Hubungan Pemahaman Empat Pilar Kebangsaan dengan Sikap Siswa Menghadapi Arus Globalisasi*, Makalah, Bandar Lampung.
- Sari, Apri Atika, (2020), *Implementasi Empat Pilar Kebangsaan dalam Pembentukan Karakter Santri di Pondok Pesantren Darul Ulum Kecamatan Sekampung Kabupaten Lampung Timur*, Pascasarjana IAIN Metro Lampung.
- Shihab, M. Quraish (1996) *Wawasan Al-Quran: Tafsir Maudhu'i Atas Pelbagai Persoalan Umat*. Bandung: Mizan
- Shihab, M. Quraish, (2010), *Membangun Karakter berwawasan kebangsaan*, <http://kesehatan.myhendra.web.id/> diunduh tanggal 4 Agustus 2010
- Sudjana, Nana, (1982), *Penelitian dan Penilaian Pendidikan*, Bandung, Sinarbaru.
- Syafruddin, (2020), *Karakter Kebangsaan Untuk Peradaban Unggul*, Bandung, Sentra Publikasi Indonesia.
- Tim Penyusun, (2006) *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, Bandung, Fokus Media, 2006.
- Tim Penyusun, (2008) *Kamus Besar Bahasa Indonesia*, Edisi Keempat, Jakarta, Departemen Pendidikan Nasional kerjasama dengan Gramedia Pustaka Utama, 2008.
- Tim Penyusun, (2019), *Rencana Induk Pengembangan UIN Sunan Gunung Djati Bandung 2019-2024*, UIN Sunan Gunung Djati Bandung.
- Tim Penyusun, (2020), *Profile Senat Universitas UIN Sunan Gunung Djati Bandung*, Bandung, Senat Univeritas, 2020.