

THE STUDENTS' DISCIPLINE AND SOCIAL BEHAVIOR OF MA MIFTAHUL ULUM CERMENAN NGORO JOMBANG CORRELATION

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Abstract:

In the process of teaching and learning, disciplinary habits can foster students' social behavior. For students who have high discipline will behave well socially wherever they are. Researchers are interested in examining the relationship of students' discipline with social behavior of MA MiftahulUlumCermenan Ngoro Jombang. This research method is quantitative research. The results of the product moment analysis found that there was a very significant positive correlation between discipline and students' social behavior. It is known that the results of the discipline of students belonging to the low category which are 4 respondents or 7.27%, middle category there are 19 respondents or 34.55%, and classified as high category there are 32 respondents or 58.18%. While the results of the social behavior of MA students. Miftahul 'UlumCermenan Ngoro Jombang which is in the low category there is one respondent or 1.81%, which is classified as middle category there are 21 respondents or 38.19%, and classified as high category there are 33 respondents or 60.00%. The conclusion of this study shows that there is a significant and strong relationship between discipline and social behavior of MA MiftahulUlumCermenan Ngoro Jombang students, because the hypothesis test results show that the r count of 0.841 is greater than the r table of 0.2656, and the significance value is $0.000 < 0.05$.

Keywords: *Discipline, Social Behavior, Students*

A. Background of Study

Discipline is very important to be applied wherever someone is, because with the application of discipline, humans can carry out their activities without obstacles. Some of the obstacles that occur are due to the lack of human discipline in terms of time, energy, and economics, social as well as morals. As Hurlock explains, discipline is very important in moral development¹. Through child

¹ Hurlock, E. B. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*, (Jakarta: Erlangga, 2006), 163.

discipline and students learn to behave in accordance with their social group, children and students learn to behave that are acceptable and unacceptable.

According to Thomas Gordon (1996: 3), Discipline is behavior and order in accordance with the rules and regulations, or behavior obtained from training that is carried out continuously². Every human being is required to have discipline in any circumstances in everyday life, since it cannot be separated from life activities. Improving the quality of human resources is one of the stresses of educational goals³. As stated in Law no. 20 of 2003 about objectives of National Education Chapter II Article 3 such as:

"National Education aims to develop capabilities and shape the character and civilization of a nation with dignity in order to educate the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens"⁴

Those activities will cause a habit. The habit of carrying out activities regularly and on time is what is usually called discipline in everyday life. Discipline is needed anywhere, because with discipline an orderly and orderly life will be created.

According to Abdullah Nashih Ulwan, the discipline problem is an important factor in determining the good and bad behavior of students, so that discipline needs to be cultivated in the school environment and in everyday life. If the students have discipline, then good behavior will grow in these students, for example: being honest, trustworthy, and also having a noble character⁵. In practicing however, it is very difficult; as information has been heard either in newspaper or many other information sources shows that implementation of discipline is hard word to be done. On the other hand some schools have good students social behavior.

Good social behavior of students can be realized because of the support from various parties, both family environment, school environment, and community environment. In addition to developing good social behavior from an

² Gordon, B. Davis, *Kerangka Dasar Sistem Informasi Manajemen*, PPM, Jakarta, 2002.

³ Hasbullah. *Dasar dasar ilmu Pendidikan*. (Jakarta: PT Raja Grafindo Persada, 2006), 307.

⁴ Undang-Undang No. 20 Tahun 2003 tentang tujuan Pendidikan Nasional

⁵ Abdullah Nashih Ulwan, *Pendidikan Anak dalam Islam*, Pustaka Amani, Jakarta, 2002.

early age, good social behavior also needs to be trained because good social behavior does not appear by itself. Good social behavior needs to be trained and accustomed to, attitude behavior and life patterns and discipline are not formed in a short time, but through a process that takes a long time.

According to HadariNawawi, discipline is an effort to continuously build awareness in working or studying properly in the sense that everyone is actively carrying out their functions or a situation where people who are members of an organization are subject to existing regulations with a sense of happy⁶.

Classroom discipline is defined as an orderly condition in which teachers and students obey class rules, so that they can carry out their respective duties and functions effectively in implementing the learning process in the classroom. Thus discipline includes aspects of an orderly, obedient, diligent, and tenacious atmosphere. Learning discipline is very necessary, therefore, for it gives birth to the spirit of appreciating time, not wasting time passing in a vacuum. For people who are successful in learning and working because of their capability to place discipline above for all their life activities. Based on the above statement, it can be concluded that discipline is something that affects the success of students by obeying the rules of law, or obedience in the use of time to learn effectively and efficiently.

Sudrajat explained that school discipline is a school effort to maintain student behavior so as not to deviate and can encourage students to behave in accordance with the norms, rules and regulations that apply at school⁷. Furthermore, Arikunto explained that discipline refers to one's obedience in following the rules and regulations because it is driven by something from outside, for example because they want to get praise from their superiors. Furthermore, the definition of discipline or strategy refers to one's obedience in following the rules because it is driven by the awareness that is in the conscience⁸.

⁶Nawawi, *Manajemen Sumber Daya Manusia: Untuk Bisnis Yang Kompetitif*, Gajah mada University Press, Yogyakarta, 2011.

⁷Akhmad Sudrajat, *Pengertian Pendekatan, Strategi, Metode, Teknik dan Model Pembelajaran*. Bandung :Sinar Baru Algensindo, 2008.

⁸SuharsimiArikunto.*Manajemen Pengajaran Secara Manusiawi* (Jakarta: PT. RinekaCipta, 1990), 22.

Exemplary is a personal image that is well displayed by someone to be imitated or idolized, while the authority of the impression of physical and non-physical appearance that causes students to respect, respect teachers and parents as educators touches the personal lives of students. Thus it can be understood that student discipline can be pursued by providing examples of teacher exemplary and authority, so that students feel ashamed if they behave undisciplined.

Discipline can not only be formed in school, discipline is also formed through a process of a series of behaviors that show the values of obedience to God, order, and order in gaining knowledge⁹. According to Arikunto, learning discipline is a person's obedience in following the rules or regulations driven by the awareness of his conscience¹⁰. This attitude will grow through training, education, coaching, and modeling so that it becomes a habit. Cultivating an attitude of discipline must start from childhood until the development of the individual concerned, both in the family, school and community environment. Cultivating it from early will result strong discipline.

Such activities will influence the discipline, as self-awareness, practice, habits, and also punishment. For students, learning discipline will also not be created if students do not have self-awareness. Students will be disciplined in learning if students are aware of the importance of learning in life. Discipline cultivation needs to be started as early as possible from within the family environment. Starting from the habit of getting up in the morning, eating, sleeping, and bathing must be done in a timely manner so that the child will get used to doing these activities continuously.

The following are discipline function which students need to know that by having higher discipline they can achieve optimal learning outcomes. They are: Arranging life together. Humans are social creatures. Humans will not be able to live without other people's rocks. In social life, there are often conflicts between people because of a conflict of interest, because humans are not only social beings but also as individual beings who cannot be separated from their ego, so that sometimes in society there are conflicts between personal interests and common interests. This is where the importance of discipline to integrate the order of

⁹ Abdul Rochim, *Sosiologi Pendidikan*, (Surakarta: UNS Press, 2009), 48.

¹⁰ Ibid, 114.

human life in certain groups or in society. So that social life will be peaceful and orderly.

The second is Build personality. Personality is a whole trait, typical behavior possessed by a person. Between one person and another person has a different personality. A well-disciplined environment is very influential on one's personality. Moreover, a student who is growing in personality, of course, an orderly school environment that calm, and serene plays a very important role in building a good personality. The third is training a good personality. Apart from being built from an early age, a good personality needs to be trained because it does not appear itself. A good personality needs to be trained and accustomed to, behavior attitudes and patterns of life and discipline are not formed in a short time, but through a process that takes a long time.

The next is Coercion. Discipline will be created with one's awareness to comply with all applicable rules, regulations and numbers in carrying out duties and responsibilities. Discipline with self-awareness motives is better and stronger. Doing obedience and obedience to self-awareness is beneficial for one's own goodness and progress. Conversely, discipline can also occur because of coercion and pressure from outside. For example, when a student who is less disciplined enters a well-disciplined school, he is forced to obey and obey the rules of the school.

Punishment of school is rules or regulations. This code of conduct contains positive things and must be done by students. The other side contains sanctions or penalties for those who violate these rules. Punishment plays a very important role because it can provide motivation and strength for students to comply with the existing rules and regulations, because without punishment it is very doubtful that students will obey the predetermined rules. Educational sanctions are sanctions that consciously set the goal of changing a person's behavior and actions with processes and forms that contain educational value.

The last is creating conducive environment. School discipline functions to support the implementation of educational activity process running smoothly. This is achieved by designing school regulations, namely regulations for teachers and for students, as well as other regulations deemed necessary. Then implemented

consistently and consequently, it is hoped that the school will become an educational environment that is safe, calm, serene, and orderly.

According to Arikunto in his research on discipline, he divided three kinds of disciplinary indicators, namely: 1) disciplinary behavior in the classroom, 2) disciplinary behavior outside the classroom in the school environment, and 3) disciplinary behavior at home¹¹.

In line with Arikunto, Syafrudin dividing learning discipline indicators into four types, namely: 1) obedience to study time, lesson assignments, use of learning facilities, and obedience to maintaining time to come and go¹². Therefore, the researcher in this study dividing the learning discipline indicators into four types, namely: Adherence to school rules, obedience to learning activities at school, in doing lesson assignments and obedience to learning activities at home. Discipline has correlation with social behavior.

Social behavior is a person's ability to become a social person shown by individuals in social life as a response to what is accepted or vice versa by the community group¹³. Those behavior shown by their feelings, actions, attitudes, beliefs, or respect for others. Behavior is often said as moral or action appropriate or expected by others that come from their own heart without any force.

Behavior can be divided into natural behavior (Innate Behavior) and operant behavior. Natural behavior is behavior that is brought from birth, in the form of reflex and instincts, while operant behavior is behavior that is formed through the learning process. Operant behavior is a behavior that is formed, learned and can be controlled, bybecause it can change through the learning process¹⁴. Therefore, every individual has a behavior that we can observe regularly sense of sight or not, and behavior can change through processes learn during the individual interacts with others in his life.

¹¹Ibid, 137.

¹²Ibid, 80.

¹³ Hurlock, Elizabeth B. (2003). *Psikologi Perkembangan : Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta : Erlangga, 261

¹⁴ Anggraini, Fr. Reni Retno, 2006, "Pengungkapan Informasi Sosial dan Faktor Faktor yang Mempengaruhi Pengungkapan Informasi Sosial Dalam Laporan Keuangan Tahunan (Studi Empiris pada Perusahaan-perusahaan yang Terdaftar di Bursa Efek Jakarta)", Simposium Nasional Akuntansi.

Behavior is an individual's response or reaction to support the environment¹⁵. It is an activity of the organism in question, seen from biological perspective. However, behavior is an act, behavior, habit and behavior based on Poerwodarminto over view¹⁶. Social behavior is an attitude, action or behavior in which there is mutual interaction with fellow humans who need and support one another. In this study, it is limited to the readiness and willingness of children or students in social relations which is characterized by following teaching and learning activities until completion, being helpful in terms of kindness, mutual respect, and a life of tolerance. Thus, what is meant by social behavior is a condition that exists within a person (student) that encourages him to behave in relation to the rules, regulations or norms that exist in school.

The structure of behavior can be divided into 4 (four) types, including: 1) Hierarchical behavior, constitute as behavior that shows that it is wrong one behavior can only be done if the other behavior can control it. 2) Procedural behavior is behavior that shows the position of one series of behavior performance sequences, but none of which is a prerequisite behavior for the other. 3) Grouping behavior can be said as a special behavior that is independent of one another, even though everything is related in such a situation, a connecting line between one particular behavior and another is not needed. 4) Combined behavior, it is general behavior which, when broken down into specific behaviors, the bulk of the structure is a combination of hierarchical, procedural and grouping structures¹⁷.

He then explained that the social interactions are caused some factors as imitation, suggestion, identification and sympathy factors. And social interaction is the relationship between one individual and another. One individual can influence another individual or vice versa. So there is a reciprocal relationship¹⁸.

Social attitudes can be formed from within as well as external influencing factors. This external influence can be done from the explanation of the subject in school and the attitude of the teacher when interacting with students. Likewise

¹⁵DepartemenPendidikandanKebudayaan, *KamusBesarBahasa Indonesia*, Jakarta: Balai Pustaka,1994), 25.

¹⁶Poerwadarminta, W.J.S. *KamusUmumBahasa Indonesia*. Jakarta: Balai Pustaka.1995

¹⁷BimoWalgito, *PsikologiSosiologi*, (Yogyakarta: Andi Offset, 1980), 106

¹⁸Ibid, 155.

what happened at MA MiftahulUlumCermenan Ngoro which is proved that most of teachers and students have a pretty good social attitude.

Discipline and social behavior have correlation, since discipline can shape the social behavior of students. Discipline is cultivated, developed, and applied as well as a result of interactions with the environment, especially the social environment. According to Arikunto, discipline is a person's obedience in following the rules or regulations because it is driven by the awareness that is in his conscience. Discipline is closely related to self-control of a person or students in taking action consciously through the formation of a person's self and character or social behavior¹⁹. The personality needs to be built from an early age, it also needs to be trained and they can grow through a disciplined process.

Based on the explanation above, the authors conclude that discipline is needed in an effort to improve an orderly life and improve the social behavior of students because of its regulatory and educational nature. Most successful people have high discipline that is embedded in their every activity.

B. Method

This research is ex-post facto, namely the type of research that is the independent variable is an event that has already occurred. According to Sugiyono, ex-post facto is a research conducted to research events that have occurred and then trace them to back to find out the factors that can cause the incident²⁰. This means that this study aims to determine the factors affect student discipline and social behavior. This research approach is a quantitative approach, namely research where the data obtained relates to the numbers led to the use of statistical analysis techniques. The research design used in is associative design. According to Sugiyono, associative design is useful for analyze the relationship between one variable and other variables or how one variable affects another variable²¹.

The sample was all students of MA MiftahulUlumCermenan Ngoro Jombang that was 55 students. The researcher used questionnaires as technique to collect data and, and then the data was analyzed using product moment as

¹⁹Ibid, 114.

²⁰Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta, 2010.

²¹Ibid, 14.

formula. Test the validity and reliability of the instrument was carried out by internal testing conducted by experts who mastery the field, in this case about discipline and social behavior. From 40 statements of discipline tested all is valid, and from 45 statements of social behavior tested to be 40 valid, and used as instrument of research.

C. Result

The research result is discussing about three concerning three things, namely discipline, social attitudes and the relationship both students' discipline and social behavior.

Based on the tabulation of scores about the relationship between students' discipline and social behavior of MAMiftahulUlumCermenan Ngoro Jombang, can be seen at the following tables:

Table 1
Data of students discipline of Miftahul
'UlumCermenan Ngoro Jombang

No	Subject	Total	No	Subject	Total
1.	1	151	31.	31	152
2.	2	151	32.	32	151
3.	3	151	33.	33	153
4.	4	148	34.	34	152
5.	5	150	35.	35	151
6.	6	152	36.	36	150
7.	7	150	37.	37	148
8.	8	151	38.	38	151
9.	9	152	39.	39	154
10.	10	152	40.	40	146
11.	11	150	41.	41	152
12.	12	152	42.	42	149
13.	13	153	43.	43	148
14.	14	152	44.	44	149
15.	15	151	45.	45	152
16.	16	150	46.	46	151
17.	17	148	47.	47	149
18.	18	146	48.	48	152
19.	19	150	49.	49	151
20.	20	151	50.	50	146

21.	21	152	51.	51	151
22.	22	150	52.	52	150
23.	23	151	53.	53	149
24.	24	149	54.	54	153
25.	25	152	55.	55	146
26.	26	152			
27.	27	148			
28.	28	152			
29.	29	148			
30.	30	151			

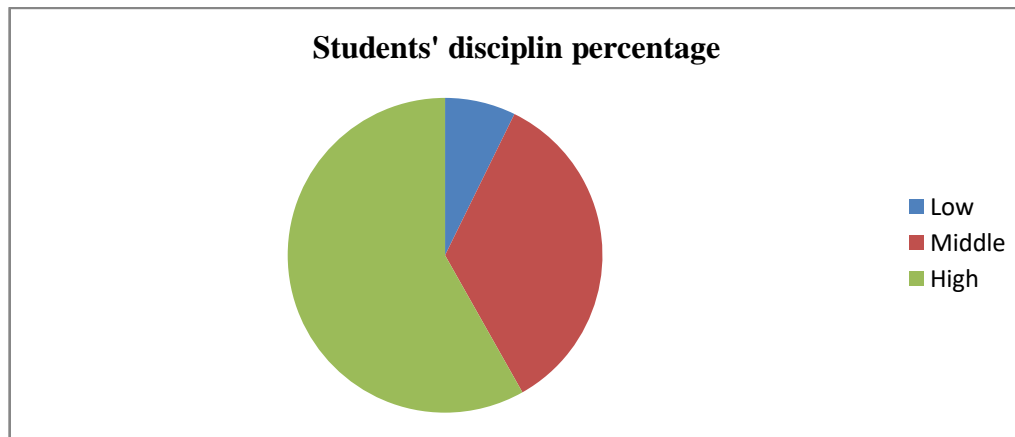
Based on the data presented in the above table, it can be seen that the frequency and percentage of the students discipline. The highest score achieved is 154 and the lowest is 146, then it is used to determine the classification of discipline frequency and percentage as the following table.

Table 2
Students' discipline percentage of MA Miftahul 'Ulum Cermenan Ngoro Jombang

No	Category	Interval	Frequency	Percentage
1	Low	145 – 147	4	7,27 %
2	Middle	148 – 150	19	34,55 %
3	High	151 – 153	32	58,18 %
Total			55	100 %

The data is also can be seen at the following chart pie:

Chat 1. Students discipline percentage of MA Miftahul 'Ulum Cermenan Ngoro Jombang



The data shows that from 55 students, there are 4 (7, 27 %) students get low category, 19 (34, 55%) have middle category, and 32 (58, 18%) students have high category of discipline. Based on the data found, it can be concluded that the students of MA Miftahul 'UlumCermenan Ngoro Jombangmostly have high discipline.

Table 3
Data of student'ssocial behaviorof
MAMiftahul 'UlumCermenan Ngoro Jombang

No	Subject	Total	No	Subject	Total
1.	1	147	31.	31	152
2.	2	151	32.	32	148
3.	3	148	33.	33	148
4.	4	149	34.	34	151
5.	5	151	35.	35	152
6.	6	152	36.	36	153
7.	7	152	37.	37	149
8.	8	147	38.	38	151
9.	9	143	39.	39	151
10.	10	148	40.	40	148
11.	11	149	41.	41	153
12.	12	151	42.	42	153
13.	13	151	43.	43	150
14.	14	151	44.	44	151
15.	15	151	45.	45	151
16.	16	151	46.	46	152
17.	17	151	47.	47	150
18.	18	147	48.	48	152
19.	19	151	49.	49	151

20.	20	152	50.	50	151
21.	21	151	51.	51	155
22.	22	148	52.	52	150
23.	23	148	53.	53	147
24.	24	149	54.	54	152
25.	25	151	55.	55	151
26.	26	148			
27.	27	148			
28.	28	149			
29.	29	153			
30.	30	152			

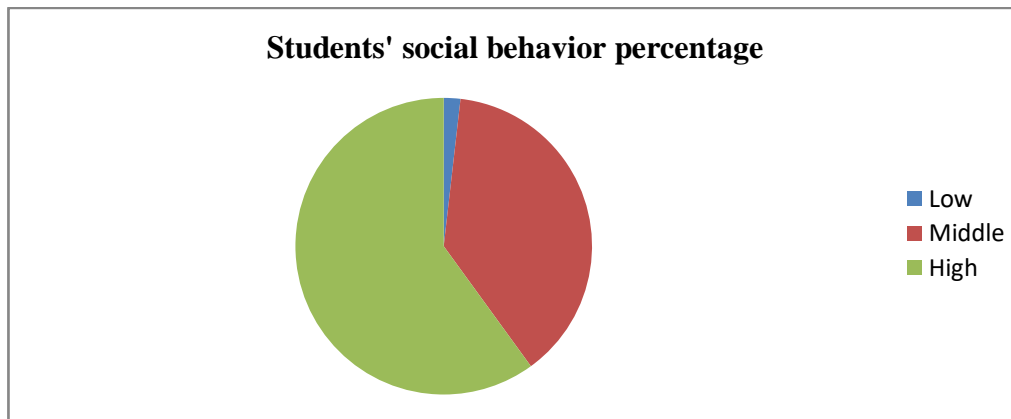
The above data shows that the frequency and percentage of the students' social behavior from 55 students, the highest score achieved is 155 and the lowest is 143, and then the classification of student's social behavior frequency and percentage as the following table.

Table 4
Students' social behavior percentage of MA Miftahul 'Ulum Cermenan Ngoro Jombang

No	Category	Interval	Frequency	Percentage
1	Low	141 – 145	1	1,81 %
2	Middle	146 – 150	21	38,19 %
3	High	151 – 155	33	60,00 %
Total			55	100 %

The chart pie about students' social behavior as follow:

Chat 2. Students' social behavior percentage of MA Miftahul 'Ulum Cermenan Ngoro Jombang



The data about students social behavior shows that from 55 students, there are 1 (1, 81 %) students get low category, 21 (38, 19 %) have middle category, and 33 (60%) students have high category. Based on the data above, it can be concluded that mostly the students of MA Miftahul 'UlumCermenan Ngoro Jombang have high social behavior.

To know whether or not the students' discipline and social behavior at MA Miftahul 'UlumCermenan Ngoro Jombang have correlation, hypothesis test is conducted. And to determine the correlation level is based on the following interpretation. From the both data, it can be seen that both of them have correlation.

Table 5. Correlation interpretation of the correlation

r value	Interpretation
0,800 – 1,000	Very strong
0,600 – 0,799	Strong
0,400 – 0,599	Middle
0,200 – 0,399	low
0,000 – 0,199	Very low (no correlation)

The result of hypothesis test is as follows:

Table 6. the result of hypothesis test

No	X	Y	X ²	Y ²	XY
1	151	147	22801	21609	22197

2	151	151	22801	22801	22801
3	151	148	22801	21904	22348
4	148	149	21904	22201	22052
5	150	151	22500	22801	22650
6	152	152	23104	23104	23104
7	150	152	22500	23104	22800
8	151	147	22801	21609	22197
9	152	143	23104	20449	21736
10	152	148	23104	21904	22496
11	150	149	22500	22201	22350
12	152	151	23104	22801	22952
13	153	151	23409	22801	23103
14	152	151	23104	22801	22952
15	151	151	22801	22801	22801
16	150	151	22500	22801	22650
17	148	151	21904	22801	22348
18	146	147	21316	21609	21462
19	150	151	22500	22801	22650
20	151	152	22801	23104	22952
21	152	151	23104	22801	22952
22	150	148	22500	21904	22200
23	151	148	22801	21904	22348
24	149	149	22201	22201	22201
25	152	151	23104	22801	22952
26	152	148	23104	21904	22496
27	148	148	21904	21904	21904
28	152	149	23104	22201	22648
29	148	153	21904	23409	22644
30	151	152	22801	23104	22952
31	152	152	23104	23104	23104
32	151	148	22801	21904	22348
33	153	148	23409	21904	22644
34	152	151	23104	22801	22952
35	151	152	22801	23104	22952
36	150	153	22500	23409	22950
37	148	149	21904	22201	22052
38	151	151	22801	22801	22801
39	154	151	23716	22801	23254
40	146	148	21316	21904	21608
41	152	153	23104	23409	23256
42	149	153	22201	23409	22797

43	148	150	21904	22500	22200
44	149	151	22201	22801	22499
45	152	151	23104	22801	22952
46	151	152	22801	23104	22952
47	149	150	22201	22500	22350
48	152	152	23104	23104	23104
49	151	151	22801	22801	22801
50	146	151	21316	22801	22046
51	151	155	22801	24025	23405
52	150	150	22500	22500	22500
53	149	147	22201	21609	21903
54	153	152	23409	23104	23256
55	146	151	21316	22801	22046
Total	$\sum X$ 8272	$\sum Y$ 8262	$\sum x^2$ 1244306	$\sum y^2$ 1241342	$\sum XY$ 1242630

Based on the result of correlation test using SPSS 17, 00 can be seen as follows:

Tabel 7
Result of correlation test between students' discipline and social behavior of MA
Miftahul 'UlumCermenan Ngoro Jombang

Correlations

		Discipline	Social behavior
Discipline	Pearson Correlation	1	.841**
	Sig. (2-tailed)		.000
	N	55	55
Social behavior	Pearson Correlation	.841**	1
	Sig. (2-tailed)	.000	
	N	55	55

**. Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis of the output results of SPSS version 17.0 shows the value of the correlation coefficient between students discipline and social behavior is 0.841. The value of r table with the degrees of freedom of $(55-2) = 53$ and a significant level of 5%, is 0.2656. This means that r count is higher than r

table. And based on the testing criteria, H_a accepted and H_o rejected if $r_{count} > r_{table}$. H_o is accepted and H_a is rejected if $r_{count} < r_{table}$. Related to the result of analysis $r_{count} > r_{table}$. It means that there is a relationship between students discipline and social behavior of MA Miftahul 'UlumCermenan Ngoro Jombang. Or the increasing student discipline will be accompanied by increased social behavior.

Meanwhile, to prove whether or not the correlation between students discipline and social behavior is significant, can be seen the p-value in the sig (2-tailed) column $0.000 < 0.05$ means that students discipline and the social behavior of MA Miftahul 'UlumCermenan Ngoro Jombang has a significant relationship.

Based on the asterisk (**) from the output above, it is known that the Pearson correlation value of each variable connected has a two-star sign. It means that there is a correlation between the variables being correlated that is students' discipline and students' social behavior.

D. Conclusion

The students' discipline of MA MiftahulUlumCermenan Ngoro Jombang can be said high, because from 55 students who researched there are 7, 27 % or 4 students have low category, 34, 55% or 19 have middle category, and 58, 18% or 32 students have high category of discipline. The students' social behavior of MA MiftahulUlumCermenan Ngoro Jombang can be said high, since from all respondents or 55 students mostly have high social behavior that is only one respondent (1.81%) has low social behavior, 21 respondents (38.19%) have middle category, and 33 (60%) students have high category of social behavior. There is a strong and significant relationship between students' discipline and social behavior of MA MiftahulUlumCermenan Ngoro Jombang. It is indicated by a significance value of $0.000 < 0.05$ and the counted r value with significant degree of 5% is greater than the r table or $(0.841 > 0.2656)$.

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