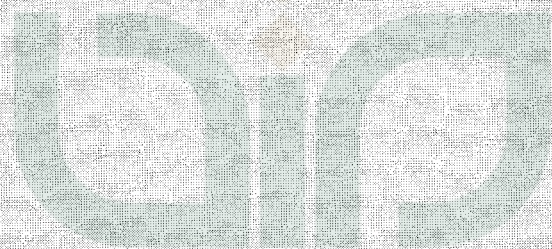# INTERNATIONAL PROCEEDING

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

# PROCEEDING
# INTERNATIONAL SEMINAR

# "OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER"

**Editors:**

**Saedah Siraj**

**W. Allan Bush**

**Jainatul Halida Jaidin**

**Fitri Yuliawati**

**Teacher Education "Madrasah Ibtidaiyah"**
**Faculty Islamic Education and Teacher Training**
**Islamic State University Sunan Kalijaga**
**Yogyakarta**
**December, 19th 2013**

# PROCEEDING INTERNATIONAL SEMINAR

ON THE 1st SUMMIT MEETING ON EDUCATION, THE END OF THE YEAR 2013

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# DAFTAR ISI

# KATA PENGANTAR

*Bismillahirrohmanirrohiim, Assalamu'alaikum warahmatullaahi wabara-kaatuh. Alhamdulillahirabbil'alamin. Wabihi nasta'in 'ala umuridunnya waddin. Wash-sholawatu wassalamu'ala asrofil anbiya'I walmursalin. Wa'ala alihi wa ashabihi ajmain. Amma ba'du. Robbisrohli shodri wayassirli amri, wahlul 'uqdatan millisani, yafqohu qauli.* Segala puji bagi Allah SWT, shalawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad SAW, beserta para sahabat dan umatnya yang senantiasa mengikuti sunahnya.

Kegiatan ini terselenggara atas dasar perlunya perubahan demi perubahan, inovasi-inovasi pembelajaran senantiasa menjadi perhatian kalian akademik dan praktisi pendidikan.

Dalam hal ini prodi PGMI akan berusaha semaksimal mungkin untuk senantiasa mengembangkan kegiatan yang mendukung peningkatan mutu tersebut, baik untuk dosen, mahasiswa, bahkan bagi alumni dari PGMI itu sendiri, serta masyarakat luas pada umumnya sebagai pengguna dari alumni PGMI Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. Peningkatan mutu tersebut di antaranya dilakukan dalam bentuk pelaksanaan 'seminar internasional'. Seminar internasional akan menetapkan tema *"Summit Meeting on Education The End of The Year 2013"* dan Penandatanganan MOU dengan University Kebangsaan Malaysia (UKM).

Adapun kegiatan yang diselenggarakan meliputi kegiatan Seminar Internasional dengan tema Optimalisasi kecerdasan majemuk untuk melejitkan potensi menuju manusia berbudi pekerti. Dilanjutkan Fashion show Tarbiyah *Fashion Week* 2015 yang bertajuk "Islami, Trendy and Syar'i". Kegiatan berikutnya adalah Seminar Nasional dengan tema Kurikulum 2013 "Realisasi dan Refleksi Kurikulum 2013". Berikutnya Seminar Peringatan hari Ibu dengan "Peran keluarga dalam pendidikan anak (Kolaborasi catur pusat pendidikan)". Dilanjutkan dengan acara Bedah buku yang bertema "Merajut pendidikan di kota Yogyakarta" karya: Bp. Zainal Abidin, M.Pd. Selanjutnya Seminar Edupreneurship dengan tema "Membangun kreatifitas melalui edupreneurship"

Adapun narasumber dari kegiatan ini dari berbagai negara, yaitu: dari negara Malaysia, Australia, Brunei Darussalam, dan Indonesia. Adapun nama-nama narasumber sebagai berikut: Prof. Dr. Lilia Halim (University Kebangsaan Malaysia), Bapak Setiyo Iswoyo, Drs. HD. Iriyanto, M.M., Dr. Slamet Suyanto (Dosen Pendidikan Biologi, UNY), Hj. Dyah Suminar (SE istri mantan walikota Yogyakarta), Prof. Dr. Taufik Ahmad Dardiri, SU (Dosen Fakultas Adab dan Ilmu Budaya, UIN Sunan kalijaga)., M Arief Budiman, S.Sn., Managing Director PT. Petakumpet Yogyakarta. Adapun peserta dari kegiatan ini dari berbagai negara yaitu Turki, Rusia, Thailand, Malaysia.

Dalam hal ini dosen atau pendidik pada umumnya adalah perintis pembangunan di segala bidang kehidupan dalam masyarakat. Seorang dosen atau pendidik yang benar-benar sadar akan tugas dan tanggung jawabnya, tentulah akan selalu mawas diri, mengadakan introspeksi, berusaha selalu ingin berkembang maju, agar bisa menunaikan tugasnya lebih baik, dengan selalu menambah pengetahuan, memperkaya pengalaman, menambah kualitas dirinya melalui membaca buku-buku perpustakaan, mengikuti seminar loka-karya, kursus-kursus penataran, dan sebagainya agar selalu bisa mengikuti gejolak perubahan sosiokultural dalam masyarakat serta kemajuan ilmu dan teknologi modern dewasa ini. Melaui kegiatan *international Summi Meetng* ini diharapkan dosen, guru, dan mahasiswa menjadi lebih profesional, khususnya terkait dengan kompetensi profesional.

Pekerjaan mengajar memang tidak selalu harus diartikan sebagai kegiatan menyajikan materi pelajaran. Meskipun penyajian materi pelajaran memang merupakan bagian dari kegiatan pembelajaran, tetapi bukanlah satu-satunya. Masih banyak cara lain yang dapat dilakukan guru untuk membuat siswa belajar. Peran yang seharusnya dilakukan guru adalah mengusahakan agar setiap siswa dapat berinteraksi secara aktif dengan berbagai sumber balajar yang ada. Guru pun sangat erat kaitannya dengan pendidikan karakter.

Pendidikan karakter yang semakin hangat sering menimbulkan kekhawatiran para guru. Namun sebenarnya hal itu tidak perlu khawatir, masih banyak tugas guru yang lain seperti: memberikan perhatian dan bimbingan secara individual kepada siswa yang selama ini kurang mendapat perhatian. Kondisi ini akan terus terjadi selama guru menganggap dirinya merupakan sumber belajar satu-satunya bagi siswa. Jika guru memanfaatkan berbagai setrategi pembelajaran secara baik, guru dapat berbagi peran dengan setrategi. Peran guru akan lebih mengarah sebagai manajer pembelajaran dan bertanggung jawab menciptakan kondisi sedemikian rupa agar siswa dapat belajar. Untuk itu guru lebih berfungsi sebagai penasehat, pembimbing, motivator dan fasilitator dalam Kegiatan Belajar Mengajar.

Upaya Pemerintah terhadap tenaga guru sebenarnya telah dilakukan oleh Pemerintah Republik Indonesia, melalui berbagai bentuk kebijakan. Ditetapkannya Undang Undang nomor 14 tahun 2005 tentang guru dan dosen merupakan dasar kebijakan untuk memperkuat eksistensi tenaga kependidikan sebagai tenaga profesional, seperti profesi-profesi yang lainnya. Kualitas profesi tenaga guru selalu diupayakan, baik melalui ketentuan kualifikasi pendidikannya maupun kegiatan in-service training, dengan berbagai bentuknya, seperti: pendidikan dan latihan (diklat), penataran dan pelibatan dalam berbagai seminar untuk memperbarui wawasannya dalam kompetensi pedagogi dan akademik.

Pemerintah mulai menyadari betapa strategisnya peran tenaga guru dalam mengantarkan generasi muda untuk menjadi sumber daya manusia (SDM) yang berkualitas dan kompetitif sehingga mampu mewujudkan suatu kesejahteraan bersama. Sejarah peradaban dan kemajuan bangsa-bangsa di dunia membelajarkan pada kita bahwa bukan sumber daya alam (SDA) melimpah yang dominan mengantarkan bangsa tersebut menuju pada kemakmuran, tetapi ketangguhan daya saing dan keunggulan ilmu pengetahuan dan penguasaan teknologi (ipteks) bangsa tersebutlah yang berperanan untuk meraup kesejahteraan. Bahkan SDM yang menguasai ipteks cenderung memanfaatkan teknologinya untuk menguasai SDA bangsa lain. Dalam hal ini pemerintah ingin mengejar ketertinggalan dengan menyempurnakan kurikulum KTSP menjadi Kurikulum 2013.

Kurikulum 2013 yang telah diimplementasikan pada tahun ajaran 2013/2014 menimbulkan pro dan kontra atas kurikulum tersebut masih terus terdengar. Banyak pihak yang mempertanyakan kesiapan implementasinya, pengembangan bahan ajarnya, evaluasinya, dan proses pembelajarannya di kelas. Perwakilan guru di Kota Kupang menilai implementasi kurikulum pendidikan 2013 akan menjadikan guru-guru seperti robot. Alasannya, semua Rencana Pelaksanaan Pembelajaran (RPP) dan Silabus disusun oleh pemerintah pusat. Sedangkan guru hanya siap untuk mengajar dengan RPP yang ada. Pada tahun ajaran 2013/2014, kurikulum baru akan diberlakukan untuk siswa kelas 1 dan 4, sedang siswa kelas 2,3,5, dan 6 masih menggunakan kurikulum lama. Beberapa pendapat pro dan kontra masih terus berlanjut, tapi mau tak mau kurikulum baru akan segera diimplementasikan secara bertahap. Seminar ini memperbincangkan masalah tersebut dari sisi pembuat kebijakan, ahli kurikulum, dan praktisi pendidikan/pengajaran.

Demikian yang dapat kami sampaikan terkait dengan esensi dari penyelenggaraan kegiatan *"Summit Meeting on Education The End of The Year 2013"*. Kami mengucapkan terima kasih banyak atas partisipasi dan dukungan dari berbagai pihak yang tidak dapat kami sebutkan satu per satu. Tanpa bantuan dan partisipasi rekan-rekan semua kegiatan ini tidak dapat terlaksana dengan baik. Semoga kegiatan ini dapat menambah kontribusi pada khasanah keilmuan khususnya pada Pendidikan Dasar dan memberi manfaat kepada para peserta dan pembaca. Amiin

Yogyakarta, 19 Desember 2013
Ketua Panitia

**Dr. Aninditya Sri Nugraheni, M.Pd.**

# THE BASIC MOTIVATION IN FORMING BEHAVIOR

**Written by:**
**Moch. Fatkhuronji**

====================================================================

## ABSTRACT

*Speaking of motivation will not be separated from the activities of human life, because the motivation is an integral part of organisms that drive to do something. Man is not the inanimate objects that move only when there is power from the outside who pushed him, but being that has power-power in itself to move (Djaali, 2008: 101). The learning motivation is meant as the special conditions that may affect the individual to learn. Motivation is an important variable, especially during the learning process that can help encourage students learning volition (Winataputra, 2008: 15). Motivation can be sourced from within yourself based on needs, encouragement and awareness on the learning objectives. Motivation can also grow thanks to stimulus and pressure or pressure from outside, e.g. with gifts, rewards, punishment and granting other expectations, (Hamalik, 2009: 36)*

## A. INTRODUCTION

Motivation is a concept that describes the forces that exist within the employee starting and driving behavior. (Gibson) Is the desire to seek or strive mightily to achieve the objectives of the Organization are conditioned or determined by the ability of business/an attempt to satisfy individual needs something. (Stephen p. Robinson, 2001). Muhibbin Shah (2002) defines motivation is the internal state of an organism (either human or animal that pushed him to do something in the next).

From these two limitations or definition is essentially have in common the sense though there is a difference of redaksional. Motivation is generally related to the effort to fulfill all the objectives so that the focus of the discussion on the purpose of organizational narrowed down so that it can reflect our attention on work related behavior. Within the boundaries of such gained three definitions/key elements, namely: business goals, organization, and needs. In the management of the Organization a manager should consider a different motivation for a group of people, who in many ways is not predictable in advance. This diversity leads to differences in behavior, in this case a few things related to the individual needs of the starting point and the destination.

Necessity: lack is felt somebody is at any given time. Goal is an outcome you're looking for employees who are seen as the force that draws people to behave in the achievement of the desired objectives so as to reduce the need for which has not been fulfilled. On the process of motivation, people will try to meet a variety of needs, unmet needs lead people will find a way to reduce tension caused by its shortcomings. Therefore people and then selecting an action, then there was the behavior that lead to the achievement of the objectives. After some time, the managers assess the behavior. Research results may set the granting of rewards or punishment, those results are assessed by the individual concerned and needs have not been met reviewed so that will in turn drive the process and pattern of rotation.

Robinson (2001) divide theory motivation can were brought in two categories:

1. theory of Satisfaction (Content Theory), and the theory of process (Process Theory).

2. decision theory focus on factors within the individual moves, directing, supporting, and stop the behavior. They are trying to determine the specific needs that motivate people.

The theory of the process of elaborating and analyze how that behavior is driven, directed, supported and stopped

**THE PROCESS OF EARLY PATTERNS OF MOTIVATION**
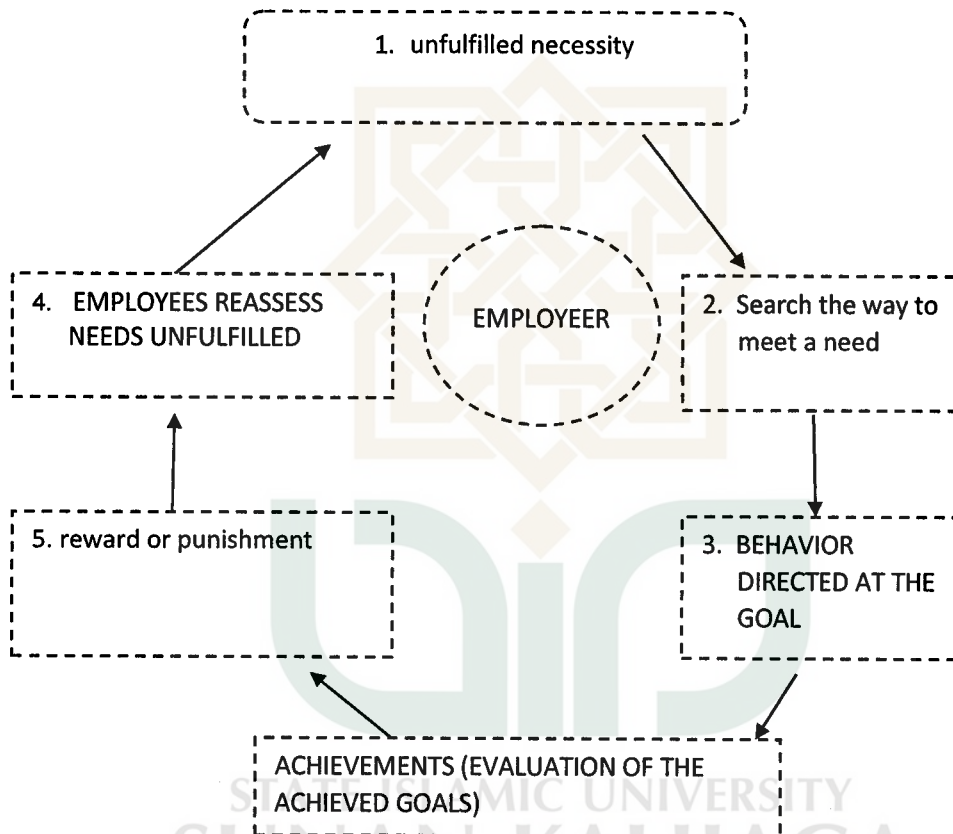


The second of those categories had relevance for managers who make their deals with the work process of motivating his employees.

## B. CONTENT THEORY

### 1. Theory Maslow Hierarchy Of Needs

Maslow's motivation theory, stating that human needs are clustered in a hierarchy. The lowest level is the need of the most physiological and high level is the embodiment of needs/ self-actualization. In the Hipotesisnya States that every human being there is that hierarchy of five needs are:

a. Physiological Needs, to be able to survive: the need for food, drink, air, shelter, and the needs of the breed; to meet these basic needs do not require exercise.

b. The needs of life assurance: the needs of get the food, clothing and housing that fulfill the needs

c. Social needs, the need for which has friends, good relationship, and the need for social contact

d. Need for self-esteem: the need for a good self image; need to get respect, and appreciation of

others. All of which came in a deficit arises because of the needs-a deficiency in myself and need fulfillment

e. Need for self-actualization or needs satisfaction in being able to develop its potential to achieve something. Fulfillment of needs self-actualization is driving the efforts of self development, through innovation, doing new things, or are looking for new challenges (Haris Mujiman, 2011: 161-162)

Maslow's theory assumes that:

1. that the person will satisfy the needs of the more trees before driving
2. behavior to meet the needs of higher.
3. that the person has a desire to evolve to advance

Theory of Needs Maslow described as follows:

**HIERARCHY OF NEEDS MASLOW**

```
                    /\
                   /  \
                  /    \
                 /      \
                / self-  \
               / actualization \
              /----------\
             / PRIDE AWARDS \
            /----------------\
           /     SOCIAL       \
          /--------------------\
         /       SAFETY         \
        /------------------------\
       /   PHYSIOLOGIC (FAALI)    \
      /----------------------------\
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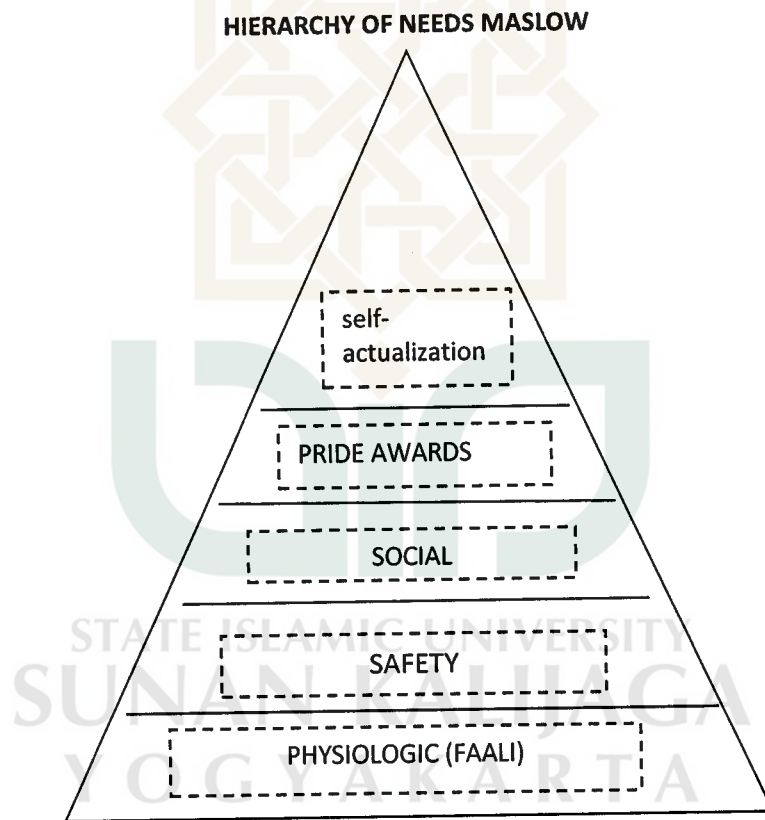
Maslow separate fifth human need it as: needs high order was a necessity: full internally namely covering, needs social, needs awards, and needs of actual self. Needs order low: is stands filed externally namely covering the need for safety, and needs of physical/faali.

Theory X and Theory Y: presented by Douglas Mc Gregor, where theory X assumes that the employee did not like the work, lazy, don't like responsibility, and should be forced to be overachievers. While Theory Y assumes that employees like the work, creative, trying to be responsible, and able to run self briefing.

The theory of two factors: advanced by Frederick Herzberg, where there are intrinsic factors related to job satisfaction (achievement, recognition, responsibility, advancement, growth) and extrinsic factors related to job dissatisfaction (policies and direction of the company, interpersonal

relations, penyeliaan, and working conditions). It is said that there are factors such as hygiene policies and corporate administration, salary and penyeliaan, if sufficient in work, caress the workers. If not adequate, then the people will be unfulfilled

2. **Erg Theory**: by Clayton Alderfer from Yale University that Maslow's theory of needs reworking. He argues that there are three groups:
   a. Existence: includes details of which by Maslow is considered our physiological and security needs.
   b. Connectedness, is the passion we have for keeping important interpersonal relationships. Include here the desire and social status.
   c. Growth, namely an intrinsic desire for personal development, including intrinsic components of self-actualization on the theory of Maslow's needs

In addition to replacing the five needs with three, it also exposes the ERG theory that (1) more than one need can operate continuously, and (2) if the satisfaction of a need-more-high level is stuck, then the desire to meet the needs of the present lower increases. Here the third category can operate simultaneously with different levels. This theory is consistent with individual differences among people. Variables such as education, family background, and cultural environment can change the importance of the need for each individual user

3. **Mcclelland's Theory Of Needs**: advanced by david McClelland and his friends, this theory focuses on the three demands, namely:
   a. Need for achievement: encouragement for superior, high achieving, and strive for success. Nobel high achievement has the desire to accomplish things better. They don't like the victory by coincidence, but rather a challenge to solve a problem and accept personal responsibility for success or failure
   b. Necessity of power: the need to make others to behave in a way which is not going to do if it is not forced to. Individuals with nPow (need for power) enjoys to burdened, grappling to be able to influence others, like placed in competitive situations, status-oriented, and tend to be more attentive to the prestige and influence of others rather than an effective performance
   c. A need for affiliation: craving for interpersonal relations are friendly and familiar, for the preferred and accepted by others. Individuals with high affiliation motives fought hard for friendship, loved the situation of the cooperative, and highly wanted a relationship that involves a degree of understanding that turning high timbale

To know which one is dominant on the individual, some methods such as proyektif, a test questionnaire with pictures can be effective. It should be noted that the need for high achievers did not necessarily mean it can be a good manager, especially in large organizations. While the need for affiliation is closely associated with managerial success. The best Manager in the power needs of high and low in the needs of affiliates

4. **Cognitive Evaluation Theory**

This theory suggests that the introduction of extrinsic rewards, such as wages, to the efforts of previous work are intrinsically has given the reward because of the pleasure associated with the content of the work itself, it will tend to reduce the overall level of motivation. In other words, if extrinsic reward is given to a person to perform a task, the intrinsic interest it caused pengganjaran of the task itself plummets. However, this theory has been called into question among the compensation specialist over the years that if wages or other extrinsic ganjatan must

be an effective motivator, the rewards that it should be made dependent on the performance of an individual. In addition, this theory is also under attack in terms of the methodology used therein and in the interpretation of the findings. This theory may be relevant to the work of the organization that is among them, that the work is not tremendous.

## 5. The Theory of Determination

Specific objectives will be difficult to deliver higher performance. This is proven true, the existence of a specific hard goals will yield higher performance when it is well received. Goal specificity in itself will act as the internal ransangan. But also, it is logical to assume that the purpose of easy will be greater chances for acceptance. But once an employee receive a hard task, he will produce a high level of effort until the task was accomplished, lowered, or abandoned. There are several factors that influence the relationship goal-performance, feedback, goal commitment, self sufficient, kefektifan and national culture

## 6. The Theory Of Strengthening

That is the opposite of the goal-setting theory, which States that behavior is a function of its consequences. This theory ignores the internal state of an individual and focus solely on what happens to a person when he took an action. Because this theory ignore what the preceding behavior, this theory is not a theory of motivation. But he gave a powerful analysis of what that control behavior. We cannot ignore the fact that reinforcement has extensive followers as a motivational tool. However, in a pure form, this theory ignores the feelings, attitudes, expectations, and other cognitive variables known to affect behavior. There is no doubt that the strengthening influence on behavior

## 7. The Theory Of Justice

That the individual input and output compare their work with other people's input/output and then responding to eliminate any inequities. Role played justice in motivation will trigger the individual to correct the spelling. To that end, there are four benchmarking reference that can be used for employee/individual:

a. In the self: experience of an employee in a different position within the organization today.
b. Outside of the self: the experience of an employee in a position/situation outside the Organization at this time.
c. In others: individual or group of individuals in the Organization's employees.
d. Excluding others: individual or group of individuals outside the Organization's employees

The selected reference point where an employee will be influenced by the information held about employees of reference-reference or by the attraction of reference it, so there is a convergence on the four variable softeners: gender, period of employment, the level in the Organization, and the level of education/professionalism. Based on this theory, when the employee perceives an injustice they can be predicted to pick up one of the six following options:

a. Change their input (e.g. do not spend a lot of effort).
b. Change their output.
c. Distortion of perception about yourself.
d. Distortion of perception of others.
e. Choose a different reference.
f. Left the field

In particular, the theory of Justice uphold the four propositions relating to unfair wage:

   a. Payment according to time, employees are rewarded too high a yield higher than employees who are paid fairly.

   b. The existence of payments according to the quantity of production, employees are rewarded for higher yield fewer units, but with higher quality than employees who are paid fairly

   c. With the payroll according to time, the less rewarded employees generate output with less quality or worse

   d. With the payroll according to the quantity of production, less rewarded employees who generate a large number of units with fair

In conclusion, the theory of Justice shows that, for most employees, the motivation was strongly influenced by the relative as well as absolute rewards

8. **The Theory Of Hope**: developed by victor vroom, that though many criticized, a lot of evidence research that supports it. This theory argues that an employee motivated to run high levels of an effort if he believes the efforts are sending you to an appraisement a good performance; good judgment will encourage ganjaran-ganjaran organisasional as a bonus, a raise or promotion; and chastisement that will satisfy the purpose of private individuals.

Therefore, this theory focuses on three relations:

   a. Relationship effort-performance: the probability that are perceived by the individual who produced a number of specific efforts that will drive performance

   b. Performance-reward Relationship: the degree the extent to which the individual believes that performing at a certain level will encourage the achievement of a desired output

   c. The relationship rewards-personal goal: degree the extent to which organizational rewards meet the goals or personal needs of the individual and the potential appeal of such rewards for individuals

This theory of hope really helped us to explain why a lot of workers not motivated at their jobs and simply doing the minimum order to save themselves. However, this theory tends to are idealistic because little individuals who apprehends strong correlation between a high performance and the reward of their work. If the organization of individuals to performance, benar-benasr reward or repay instead of seniority, according to criteria such as an effort, the level of skills, and hard work, then the validity of this theory may be greater

## C. Conclusion

**A simple discussion of this there are a few things that can be summed up as follows:**

1. motivation is a concept that describes the forces that exist within the employee starting and driving behavior. (Gibson) Is the desire to seek or strive mightily to achieve the objectives of the Organization are conditioned or determined by the ability of business/an attempt to satisfy individual needs. Humans are not inanimate objects that move only when there is power from the outside who pushed him, but being that has power-power in itself to move, therefore the motivation as the catalyst to move one's personal.

2. Motivation in General related to the effort to fulfill all the objectives so that the focus of the discussion on the purpose of organizational narrowed down so that it can merepleksikan our attention on work related behavior. Within the boundaries of such gained three definitions/key elements, namely: business goals, organization, and needs. In the management of the Organization a manager should consider a different motivation for a group of people, who in

many ways is not predictable in advance. This diversity leads to differences in behavior, in this case a few things related to the individual needs of the starting point and destination

3. The theory of Maslow's motivation, stating that human needs are arrayed in a hierarchy. The lowest level is the need of the most physiological and high level is the embodiment of needs/ self-actualization

4. The Erg Theory: by Clayton Alderfer from Yale University that Maslow's theory of needs reworking. He argues that there are three groups:
   a. Existence: includes details of which by Maslow is considered our physiological and security needs.
   b. Connectedness, is the passion we have for keeping important interpersonal relationships. Include here the desire and social status.
   c. growth, i.e. an intrinsic desire for personal development, including intrinsic components of the theory of self-actualization needs Maslow

5. McClelland's theory of needs: advanced by david McClelland and his friends, this theory focuses on three needs: the need for achievement, the need for power and need for affiliation

6. Cognitive evaluation theory, that show of the introduction of extrinsic rewards-rewards, such as wages, to the efforts of previous work are intrinsically has given the reward because of the pleasure associated with the content of the work itself, it will tend to reduce the overall level of motivation

7. The theory of determination, specific objectives will be difficult to deliver higher performance. This is proven true, the existence of a specific hard goals will yield higher performance when it is well received. Goal specificity in itself will act as the internal stimulation.

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