

## SYNERGY OF TEACHERS, PARENTS, AND THE COMMUNITY IN ANTICIPATING THE USE OF ILLEGAL DRUGS AMONG MTsN STUDENTS IN SOUTH BANJARMASIN DISTRICT

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### Abstract

*The synergy between teachers, parents, and the community in anticipating drug abuse in MTsN 3, MTsN 4, and MTsN 1 is going well, but these anticipatory efforts must continue to be strengthened. Drug abuse is a serious violation that has a negative impact on the future of the younger generation. The three educational institutions have taken the right steps, such as working with parents to supervise their children and providing an understanding of the dangers of drugs, both through direct meetings and online media. In addition, the school also collaborates with the Police, BNN, and Health Centers to provide counseling on the negative impacts of drug abuse. These efforts have succeeded in reducing, even eliminating cases of drug abuse in both schools for quite a long time. However, the synergy between schools, families, and the community must continue to be strengthened. Supporting factors include cooperation with competent parties and parental awareness, while obstacles include the influence of social media and lack of parental supervision of children's socializing outside of school.*

*Keywords: Synergy, Teachers and Parents, Anticipation and Illegal Drugs*

### Abstrak

*Sinergitas antara guru, orangtua, dan masyarakat dalam mengantisipasi penyalahgunaan obat-obatan terlarang di MTsN 3, MTsN 4, dan MTsN 1 berjalan baik, namun upayaantisipasi ini harus terus diperkuat. Penyalahgunaan obat-obatan terlarang merupakan pelanggaran berat yang berdampak buruk pada masa depan generasi muda. Ketiga lembaga pendidikan telah mengambil langkah yang tepat, seperti kerja sama dengan orangtua untuk mengawasi anak-anak mereka serta memberikan pemahaman tentang bahaya obat terlarang, baik melalui pertemuan langsung maupun media online. Selain itu, pihak sekolah juga berkolaborasi dengan Kepolisian, BNN, dan Puskesmas untuk memberikan penyuluhan tentang dampak buruk penyalahgunaan obat. Upaya tersebut berhasil mengurangi, bahkan menghilangkan kasus penyalahgunaan obat-obatan terlarang di kedua sekolah dalam waktu yang cukup lama. Meskipun demikian, sinergitas antara sekolah, keluarga, dan masyarakat harus terus diperkuat. Faktor pendukung termasuk kerjasama dengan pihak kompeten dan kesadaran orangtua, sedangkan hambatan meliputi pengaruh media sosial dan kurangnya pengawasan orangtua terhadap pergaulan anak di luar sekolah.*

*Kata kunci: Sinergisitas, Guru dan Orang Tua, Mengantisipasi Serta Obat Obat Terlarang*



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## INTRODUCTION

The existence of the family is a non-formal educational institution that has an important role in educating children. Nur Ahid said that the family is the first environment for children and it is the oldest education that is informative and natural, so the family's task is to lay the foundations for child development, so that children can develop properly.<sup>1</sup>

Mansur in his book *Early Childhood Education in Islam* explains that children are born into the world only because of the will of Allah SWT alone who created all humans and everything that exists.<sup>2</sup> Nur Ahid explained that children are a gift from Allah SWT, parents who give birth to children are responsible for everything, especially in educating them.

Furthermore, Nur Ahid explained that the realization of parental responsibility is to make the family the first and foremost educational medium, especially through the process of socialization, affection growth, and status formation. The responsibility of parents is to provide direction and guidance to their children. Every family (parents) should be a good mirror for the lives of their children, because that is where the formation of the child's personality for adulthood begins.<sup>3</sup>

Every parent should realize that children are a trust from Allah, entrusted to their parents. Kamrani Buseri in his book *Family Education in Islam and Ideas for Implementation* says that the main task of parents regarding this mandate from Allah is in terms of care, upbringing, and education so that their children develop positively in physical, mental and spiritual aspects so that children avoid falling into the arena of error.<sup>4</sup>

Mansur said in his book *Early Childhood Education in Islam* that the good and bad of a child cannot be separated from his parents or family. If parents take care of and educate him well, God willing, the child will develop positively in physical, mental and spiritual aspects, on the other hand, if parents take care of and educate him poorly or not well, then what is feared or unwanted things will happen, such as the child falling into the arena of error.

Therefore, Mansur said, Muslim parents are required to raise and educate their children properly and correctly. This is done so that children do not become weak people in their worldly lives, but rather so that they grow up to be a pious generation, thus avoiding the torment of hellfire.<sup>5</sup>

In addition to biological parents who play a role in educating, fostering, caring for, and so on, there are second parents, namely teachers. An expert and observer of education in his book *Teachers and Students in Educational Interaction* explains that teachers are second parents for

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<sup>1</sup> Nur Ahid, *Pendidikan Keluarga dalam Perspektif Islam* (Yogyakarta: Pustaka Belajar, 2010).

<sup>2</sup> Mansur, *Pendidikan Anak Usia Dini dalam Islam* (Yogyakarta: Pustaka Belajar, 2007), h. 1.

<sup>3</sup> Ahid, *Pendidikan Keluarga dalam Perspektif Islam*, h. 154.

<sup>4</sup> Kamrani Buseri, *Pendidikan Keluarga dalam Islam dan Gagasan Implementasi* (Surabaya: Lanting Media Aksara Publishing House, 2010).

<sup>5</sup> Mansur, *Pendidikan Anak Usia Dini dalam Islam*, h. 1.

students. The term student is more appropriate to be used as a partner of teachers in schools. Teachers are parents, students are children. Parents and children are two human figures who are bound by the rope of affection and affection is the instinct of the soul. Parents are highly expected by children, the same as the affection and affection of a teacher to their students.<sup>6</sup>

A teacher's job is not only to provide or impart the knowledge he has, but a teacher's job is also to develop, guide, look after and educate them at all times so that they become the human beings that everyone hopes for.

Parents and teachers are given the trust by Allah to guard, foster, educate them so that they become perfect human beings who obey Allah, have good morals, and have scientific insight. However, in this modern era, many things can hinder the achievement of these desires. One of them is the circulation and abuse of illegal drugs.

The circulation and abuse of illegal drugs is currently very rampant. How could it not be? Almost in all regions in Indonesia, illegal drugs have spread and so have their users. We can see this almost every day in the mass media, whether on television, newspapers, and so on, there is news about the abuse of illegal drugs and their distribution.

The above mentioned rampant distribution and use of illegal drugs, one of which occurs in the South Banjarmasin District, namely Kelayan, Pekapuran and Pekauman and also the surrounding areas. Based on initial investigations, it is known that the rampant distribution and use of illegal drugs ranges from teenagers to adults. There are even junior high school teenagers who drop out of school as dealers and users of these illegal drugs.

The abuse and distribution of illegal drugs is inseparable from the influence of the western world and the outside world. Weak guarding and supervision facilitate the distribution of illegal drugs to enter all groups, be it parents, adults, and it is also possible that users are from among junior high school students.

This is because adolescence is a time of instability, easily influenced in all things, a time full of storms and challenges in this period can be said to be a difficult time. Adolescence is marked by physical, emotional, intellectual, sexual and social changes.

Adolescence among junior high school students is a very important, critical, and vulnerable period because if humans go through their teenage years with failure, their next life will also experience failure, and conversely, if adolescence is filled with success, productive and useful activities, it is possible that humans will gain success and experience in their next life.

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<sup>6</sup> Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: Rineka Cipta, 2010), h. 3.

If the circulation and use of illegal drugs are not addressed or prevented, it will have a major impact on all groups, especially among junior high school students. Such as impacting the physical and psychological health of students, fights, theft, and others.

Therefore, there needs to be an effort from various parties, including those who play an important role, namely parents and teachers and the community in preventing or anticipating the use of illegal drugs among adolescent junior high school students, one of which is at the MTsN school in South Banjarmasin District, Banjarmasin City, namely MTsN Banjarmasin 1 in Kelayan A and MTsN Banjarmasin 2 in Pekauman, because as explained above, in South Banjarmasin District and its surrounding areas based on initial exploration, there is a very rampant circulation of illegal drug use and also its users ranging from teenagers to adults. The circulation and use of illegal drugs is so rampant in Muara Harus District and its surrounding areas, so teachers and parents synergize in anticipating the use of illegal drugs among junior high school students in South Banjarmasin District so that students/children avoid the use of illegal drugs and also their bad effects.

## **RESEARCH METHODS**

This type of research is field research or descriptive field research, namely research conducted intensively, in detail, and in depth on a particular organization, institution or phenomenon. The approach used in this study is a qualitative approach, namely a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.

By using this qualitative method, the data obtained will be more complete, more in-depth, credible, and meaningful, so that the research objectives can be achieved. The subjects of this study were all students and teachers at MTsN in South Banjarmasin District, Banjarmasin City, consisting of MTsN Banjarmasin 1 in Kelayan A and MTsN Banjarmasin 2 in Pekauman. The object of this study is the synergy between teachers and parents and their efforts in anticipating the use of illegal drugs among students of MTsN in South Banjarmasin District, Banjarmasin City, consisting of MTsN Banjarmasin 1 in Kelayan A and MTsN Banjarmasin 2 in Pekauman.

The right data collection technique to obtain complete, accurate, and objective data. Below the researcher will describe several research techniques used as a way to collect data, namely: Interviews, Observations, and Documentation. Data analysis or analysis techniques are non-statistical analysis processes, namely making decisions or conclusions simplifying data into a form that is easier to read and interpret.

## RESULTS AND DISCUSSION

From the data that obtained based on the results of interviews and documents, at MTsN Se Banjarmasin Selatan both at MTsN 3 and MTsN 4 as well as at MTsN 1 Banjarmasin, it is obtained that the synergy between teachers, parents and the community in anticipating the problem of illegal drugs in the three educational institutions, namely at MTsN 3 and MTsN 4 as well as MTsN 1, is going quite well, but of course it is very urgent and necessary to continue to carry out various anticipatory efforts as has been done, considering that the use of illegal drugs is included in the category of serious violations that have a very bad impact on the future of our generation of children.

The steps taken by the three educational institutions in an effort to anticipate drug abuse are appropriate, proven by the hard work of the schools in collaborating with various parties, especially with parents/guardians of students, by continuing to remind parents/guardians of students to continue to supervise their children, and providing knowledge and understanding of the dangers and negative impacts if their children are exposed to these illegal drugs, either in direct meetings or through online media WAG. Then, in addition, the schools also collaborate with the Police, BNN and the Health Center who are invited and brought by the school at certain times to provide counseling, including those related to the dangers and negative impacts of being involved in drug abuse. The efforts made by the schools have succeeded in reducing, even for a long period of time no more forms of drug abuse were found in the two schools. However, synergy must be built continuously between schools and families and the community in saving children.

Ramayulis in his book *Ilmu Pendidikan Islam* said that in seeing the broad scope of educational responsibility, especially Islamic education, which includes worldly life and the hereafter in a broad sense, parents cannot shoulder the responsibility of their children's education perfectly, especially in life, a society that is constantly developing and advancing. Ramayulis further explained that parents have limitations in educating their children, therefore the task and responsibility of educating their children is entrusted to other educators (other people) both at school and in the surrounding community. Parents handing over their children to school also means delegating part of the responsibility for their children's education to teachers at school, because not everyone can be a teacher and an educator at the same time. The duties and responsibilities of teachers will not be carried out properly without the help of parents and the community because teachers as educators have limitations.<sup>7</sup> Suparlan in his book *Teachers as a Profession* explains that teachers are civil servants (PNS) who are given tasks, authority, and responsibilities by authorized officials to implement education in schools, including the rights inherent in the position (Circular Letter [SE] of the Minister of Education and Culture and the Head of BAKN Number

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<sup>7</sup> Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), h. 64-65.

57686/MPK/1989).<sup>8</sup>In addition, Suparlan also explained about teachers by citing Law Number 20 of 2003 concerning the National Education System, teachers are seen as only a small part of the term 'educator'. It is stated in Article 39 (2) the definition of teacher/educator as follows: Educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for educators in higher education.<sup>9</sup>

Syaiful Bahri Djamarah in his book *Teachers and Students in Educational Interaction* explains that in a simple sense, a teacher is a person who provides knowledge to students. A teacher in the view of society is a person who carries out education in certain places, not necessarily in formal educational institutions, but can also be in a mosque, in a prayer room, at home, and so on.<sup>10</sup>

Uyuh Sadulloh et al., in their book *Pedagogik: Ilmu Mendidik* explains that in a family environment, the ones who educate are parents (father and mother), while in schools they are called teachers. In Law Number 14 of 2005, concerning Teachers and Lecturers, what is meant by a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education, and secondary education.<sup>11</sup>

Suparlan in his book *Teacher as a Profession* explains that teachers as central figures in education, must be able to emulate their morals in addition to their scientific and academic abilities. In addition, teachers must have the responsibility and religion to educate their students to become knowledgeable and moral people.<sup>12</sup>

Teachers play a very important role in helping the development of students to realize their life goals optimally. Children's abilities and potentials do not develop optimally without the help of teachers. In this case, teachers are expected to pay attention to students individually, because students are unique human beings, as individuals who differ from one individual to another. Teachers also as substitutes for parents at school must provide convenience in learning for all students, so that they are able to develop all the abilities and potentials that children have. Teachers are also people who carry out the duties and responsibilities of education from the formation of a perfect person, useful for family, society, religion and country.

From the several definitions above, it can be concluded that a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education, and secondary

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<sup>8</sup> Suparlan, *Guru Sebagai Profesi* (Yogyakarta: Hikayat Publishing, 2006), h. 7.

<sup>9</sup> Suparlan, h. 14.

<sup>10</sup> Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, h. 31.

<sup>11</sup> Uyuh Sadulloh dkk., *Pedagogik: Ilmu Mendidik* (Bandung: Al-Fabeta, 2010), h. 201.

<sup>12</sup> Suparlan, *Guru Sebagai Profesi*, h. 7.

education. A teacher can also be interpreted as a person who carries out the task and responsibility of education from the formation of a perfect person, useful for family, society, religion and country.

Akhmad Muhaimin Azzet in his book *Menjadi Guru Favorit* explains that teachers in Islam are people who are responsible for the development of students by trying all their potentials, both affective, cognitive, and psychomotor potentials. These three potentials will develop well if Islamic religious education teachers carry out their roles well.

Akhmad Muhaimin Azzet further explained that the duties and responsibilities of a teacher are actually very heavy. It is on the shoulders of teachers whether the general educational goals can be achieved or not. In general, the duties and responsibilities of a teacher are to develop the intelligence that exists within each of their students. This intelligence must be developed so that students can grow and become intelligent people who are ready to face all challenges in the future. Intelligence includes intellectual intelligence (a person's potential ability to learn everything with thinking tools), emotional intelligence (social relationships), spiritual intelligence (intelligence that raises the internal function of the self so that a person has the ability and sensitivity to see the meaning behind a certain reality).<sup>13</sup>

Abuddin Nata in his book *Paradigma of Islamic Education* explains simply that the teacher's task is to direct and guide students so that their knowledge increases, their skills become more proficient, and their potential is further developed and nurtured.<sup>14</sup> From the description above, it can be concluded that the duties and responsibilities of a teacher are to educate, direct and guide his/her students so that his/her students have knowledge, skills, develop their potential, have good character and personality.

Parents are fathers and mothers who have children. In the context of a family, of course, the parents referred to are the biological father and mother with their responsibilities towards their children, such as educating, guiding, caring for, and so on so that the child becomes a person with noble character, religious, useful for parents, the nation, and religion. According to the Great Dictionary of the Indonesian Language, parents are "biological father and mother or people who are considered old or senior (clever, clever, expert and so on) or people who are respected and honored."<sup>15</sup> Hery Noer Aly said that "Parents are the first adults to bear the responsibility for education, because naturally in the early stages of their lives children are in the midst of their mother and father, and it is from them that children begin to learn about education."<sup>16</sup>

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<sup>13</sup> Akhmad Muhaimin Azzet, *Menjadi Guru Favorit* (Yogyakarta: Ar-Ruzz Media, 2011), h. 19.

<sup>14</sup> Abuddin Nata, *Paradigma Pendidikan Islam* (Jakarta: Grasindo, 2001), h. 134.

<sup>15</sup> Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2002), h. 756.

<sup>16</sup> Hery Noer Aly, *Ilmu Pendidikan Islam* (Jakarta: Logos Wacana Ilmu, 1999), h. 87.

From the several opinions above, what is meant by parents in this study are biological fathers and mothers who have natural responsibilities in educating children. Such as caring for, guiding, fostering, educating, forming a personality so that children become pious people, namely religiously obedient, have noble morals, and have broad scientific knowledge, both religious knowledge and general knowledge.

Mansur in his book *Early Childhood Education in Islam* says that some of the roles of parents in religious education given to their children include:

1. Worship education
2. Primary education, basic teachings of Islam and reading the Koran
3. Education of noble morals
4. Faith education.<sup>17</sup>

Children are a blessing and mandate from God bestowed upon parents to be guarded, cared for and protected as best as possible. Thus, parents must be fully responsible for their children. Fuad Ihsan said in Article 1 of Law No. 1 of 1974 on Marriage that: "Marriage is a physical and spiritual bond between a man and a woman as husband with the aim of forming a happy and prosperous family based on the One Almighty God. Children born from this marriage are legitimate children and it is the right and responsibility of both parents to care for and educate them as best as possible."<sup>18</sup>

Fuad Ihsan further explained that the educational responsibilities that need to be made aware of and fostered by both parents towards their children and teachers towards their students include the following:

1. Guarantee and provide for it. This responsibility is a natural urge to be carried out, because children need food, drink and care, so that they can live sustainably.
2. Protect and guarantee his health, both physically and mentally, from various diseases or environmental hazards that can endanger him.
3. Educate him with various knowledge and skills that are useful for his life, so that when he is an adult he is able to stand alone and help others (*hablum minan nas*) and carry out his caliphate.
4. Making children happy for the world and the hereafter by giving them religious education according to Allah's provisions as the ultimate goal of Muslim life. This responsibility is also categorized as a responsibility to Allah.<sup>19</sup>

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<sup>17</sup> Mansur, *Pendidikan Anak Usia Dini dalam Islam*, h. 321.

<sup>18</sup> Fuad Ihsan, *Dasar-Dasar Kependidikan* (Jakarta: Rineka Cipta, 1997), h. 62.

<sup>19</sup> Ihsan, h. 63-64.



Based on these theories, the essence is that there needs to be an effort to build continuous synergy between teachers at school with parents and the community and all other stakeholders in an effort to save children's education from the dangers of drugs which seriously threaten their future failure, including failure in their studies.

The factors that support and hinder the development of synergy in anticipating drug abuse at MTsN 3 are:

1. Supporting factors include; (1) Cooperation with competent parties such as the local PUSKESMAS and POLRES in providing counseling; (2) Raising awareness among parents to participate in paying attention to their children; and (3) Cooperation from all components in the school to participate in building awareness among students to stay away from drugs and the like.
2. Inhibiting factors include; (1) Currently, it is very difficult to overcome the influence of social media or cell phones on student behavior; and (2) There is still a lack of supervision from some parents of their children's socializing outside of school.

Meanwhile, the factors that support and hinder the development of synergy in overcoming the abuse of illegal drugs at MTsN 4 and 1 South Banjarmasin are:

1. Supporting factors include; (1) In this madrasa, there has been a well-programmed counseling activity carried out in collaboration with the local PUSKESMAS and POLRES in providing counseling related to the dangers or impacts of drug abuse; (2) The madrasa has made maximum efforts to build better cooperation and relationships with parents in supervising their children; (3) All teachers, especially BK teachers, have helped provide guidance and direction to students so that they stay away from drugs; and (4) The cultural environment created in this madrasa has been able to fill students' time positively.
2. Inhibiting factors include; (1) In carrying out extracurricular activities, the available funds are still felt to be insufficient; (2) The social environment around the madrasah is currently quite vulnerable to giving negative influences to the students' personalities; (3) The use of increasingly sophisticated and modern communication technology very quickly influences students' social interactions in a negative direction; and (4) There are still some parents of students who are not in tune in building positive habits that have been cultivated in the school environment.

## CONCLUSION

1. The synergy between teachers, parents and the community in anticipating the problem of illegal drugs in the three educational institutions, namely MTsN 3 and MTsN 4 and MTsN 1, is going quite well, but of course it is very urgent and necessary to continue to carry out various anticipatory efforts as has been done, considering that the use of illegal drugs is included in the category of serious violations that have a very bad impact on the future of our generation of children. The steps taken by the three educational institutions in an effort to anticipate the abuse of illegal drugs are correct, proven by the hard work of the school in collaborating with various parties, especially with parents/guardians of students, by continuing to remind parents/guardians of students to continue to supervise their children, and provide knowledge and understanding of the dangers and bad impacts if their children are exposed to these illegal drugs, either in direct meetings or through online media WAG. Then, in addition, the school also cooperates with the Police, BNN and the Health Center who are invited and brought by the school at certain times to provide counseling, including those related to the dangers and bad impacts of being involved in the abuse of illegal drugs. The efforts made by the school have succeeded in reducing, even for a long time no more forms of drug abuse were found in both schools. However, synergy must be built continuously between schools and families and communities in saving children.
2. The factors that support and hinder the development of synergy in anticipating drug abuse at MTsN 3 are:
  - a. Supporting factors include; (1) In this madrasa, there has been a well-programmed counseling activity carried out in collaboration with the local PUSKESMAS and POLRES in providing counseling related to the dangers or impacts of drug abuse; (2) The madrasa has made maximum efforts to build better cooperation and relationships with parents in supervising their children; (3) All teachers, especially BK teachers have helped provide guidance and direction to students so that they stay away from drugs; and (4) The cultural environment created in this madrasa has been able to fill students' time positively.
  - b. Inhibiting factors include; (1) In carrying out extracurricular activities, the available funds are still felt to be insufficient; (2) The social environment around the madrasah is currently quite vulnerable to giving negative influences to the students' personalities; (3) The use of increasingly sophisticated and modern communication technology very quickly influences students' social interactions in a negative direction; and (4) There are still some parents of students who are not in tune in building positive habits that have been cultivated in the school environment.

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