



EDUCATORS' OBLIGATIONS IN OVERCOMING STUDENT GROWTH AND DEVELOPMENT PROBLEMS

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Abstract

Growth can be interpreted as an increase in size (physical) or a quantitative change in material due to environmental influences. This quantitative change can be in the form of enlargement or increase from nothing to existence, from small to large, from little to much and so on. Development is a qualitative process of change that refers to the quality of function of the physical organ, not the physical organ itself. In other words, emphasizing meaning. Its development lies in improving the psychological functions carried out by the physical organs. This research analysis technique involves interpretation using a qualitative approach (critical reasoning). So student development is indeed in a transition period from childhood to adolescence and from adolescence to adulthood, it can be concluded that way. At that time, students go through a period called adolescence or puberty which is very vulnerable to temptation. Starting from the temptation of women, so many teenagers who are weak in their faith have relationships outside of marriage, drugs and alcohol are rampant, destroying the younger generation.

Keywords : Teacher obligations, growth problems, student development process.

Introduction

Development can be interpreted as the process of quantitative and qualitative changes in individuals throughout their life span, starting from conception, infancy, childhood, adolescence, to adulthood. Development can also be interpreted as a process of change in the sense of an individual or organism, both physically (physically) and psychologically (spiritually) towards a level of maturity or maturity that takes place systematically, progressively and continuously. The development or growth of students is an important thing for prospective students to study, many educators do not understand and comprehend the meaning of student development. Students have different potential, the differences between students lie in their thinking patterns, imagination, procurement and work results. As a result, it needs to be selected and designed to provide continuous opportunities and creative freedom in order to develop and optimize students' creativity. Students can also be identified as immature people and have a number of basic potentials that still need to be developed. The potential in question generally comes from three categories, namely cognitive, affective and psychomotor. Students also have various needs that need to be fulfilled by educators. The needs of students include intellectual, social, physical, emotional, or psychological, moral and homodivinous needs. For this reason, in this case, understanding is needed from the teacher to know the diversity of each student. The system currently adopted is no longer an education system that is intended as an effort to educate the nation's life, but is an effort that creates awareness. Stimulus is a theory that has long been used in the teaching and learning process. This theory causes passive learners. Reinforcement for a certain behavior can be formed and will disappear when punished (Budiningasih, 2005, p. 4). This is what happens in the world of Indonesian education, education is only oriented towards results and final value, because education is only a transfer of knowledge without being accompanied by a transfer of

value. In fact, we can see around us, students do not apply these educational goals, in the end many students engage in brawls between schools, abuse drugs and so on.

Research Methodology

This research fully uses research that focuses on the approach model of study content, discussion and information that is collected clearly through print media such as books and then uses technology such as ebooks and journals related to the discussion as supporting sources. This research was studied using a descriptive qualitative approach which began with searching for information, collecting data regularly and not in numerical or quantitative form. This research also focuses on library research. This research data is classified based on the research formula. In the advanced stage, data processing or reference quotations are carried out as study findings, complete information is extracted, summarized and evaluated to provide knowledge that can be used to draw conclusions. Meanwhile, at the interpretation stage, the analysis method is used (Darmalakšana, 2020). This research was conducted to analyze the development of students' learning motivation and social-emotionality, so the type of research is qualitative research with the resulting data in the form of written sentences and informant behavior observed by the researcher. The method used is descriptive method. Rujakat (2018) descriptive method is a method in researching a group of people, an object or a condition or a class of events in the present. The data collection techniques used were observation techniques and questionnaires. Observations are carried out by observing students who are taking part in the lesson. Data collection using questionnaires distributed to students to determine development characteristics. The data analysis technique uses the content analysis method with data reduction (summarizing the data which is the main thing), data display (displaying the data), and conclusion or verification (drawing conclusions in the form of a description or picture of the object under study).

Result & Discussion

Understanding Growth and Development

The term development in the field of psychology is a quite complex concept. This is because there are many dimensions and to be able to understand them, we must be able to differentiate the meanings of growth and development (Desmita, 2009, p. 8). Growth can be defined as an increase in (physical) size or a significantly visible change in the material of something as a result of stimulation or stimuli from the surrounding environment. This change can be in the form of enlargement or increase from nothing to something, from small to large, from little to much and so on. Meanwhile, development is defined as progress towards maturity. Quantitative growth means changes in number, size and area that are concrete in nature and refer to changes. Enlargement or addition such as: from small to large, from short to long is a manifestation of change, as is the case in events, from narrow to broad, and so on. This can be interpreted as growth meaning an increase and increase in size with a process that changes periodically. Meanwhile, changes that qualitatively refer to the quality of function of physical organs are development (Muhibbin Syah, 2010, p. 41-42). In its use, the words growth and development are used together to describe complex physical, mental and emotional processes related to the growth and development of students (Denim, 2010, p. 8). If the changes relate to visible physical aspects, the difficulties faced by the interested parties will not be too obstructive, however, with regard to psychological aspects, we must look for signs or manifestations that can be observed. In general, individual signs relating to physical and psychological include: (a) Visible changes such as increases in size or weight in limbs or the body itself (b) Psychological changes such as emotional control, changes in behavior. Apart from that, individuals also experience changes in old characteristics, for example the size of the head diameter changes to become larger. Likewise, psychological events are related to the individual's psychology, such as fantasies, feelings, attitudes from childhood to the onset of adolescence, and so on.

Table 1. Differences in growth and development

No.	GROWTH	DEVELOPMENT
1	Tends to be more quantitative and related to physical aspects.	Tends to be more qualitative, related to mental or spiritual maturation.
2	It continues at an optimum point and then decreases towards its collapse.	Spiritual development is not hampered even though the physical condition has reached the peak of its growth.
3	For example, body weight and height, body cell dimensions, and bone age.	For example, increased ability in language, emotional, intellectual and behavioral development as well as the ability to organize more complex body structures and functions with patterns

In the book entitled *Education Psychology* by HC Whetherington, at least the principles of growth and development are presented. Several principles will be mentioned that seem more prominent and can be put into real practice, including: (a) In the first years growth is faster (b) The level of maturity achieved can influence learning efforts (c) Each individual follows the same general developmental pattern (d) The tempo of development for each individual is different (e) Psychic traits can appear simultaneously but not consecutively (f) Heredity and environment are very important for growth (Mustaqim, 2008, p. 15).

Student Development

Experts in the field of psychology assume that students experience unstable characteristics. This is because students are in conditions that experience many changes starting from childhood to adolescence and then from adolescence to adulthood. At that time, students go through puberty (adolescence). Desmita said that the search for identity occurs during adolescence. These things are characterized by several things, including: (a) Being able to build mature interactions with peers (b) Able to accept and learn social roles in society (c) Using physical conditions effectively with self-acceptance awareness (d) Learn from parents and other adults to achieve emotional independence (e) In accordance with passion, you are able to choose and prepare for a career in the future (f) Develop positive thinking about marriage and married life (g) Able to innovate intellectual skills and other things needed as a citizen (h) Socially able to achieve behavior and be able to be responsible (i) Establish values and ethics as guidelines for behavior (j) Develop religious insight and increase religiosity.

Cognitive Development

Cognitive development is the ability to think or intellectually. Thus it can be said that cognitive development is directly related to the learning process. This is described in six stages, namely, knowledge or introduction, understanding, application, analysis, synthesis and evaluation. The age of students is approaching maximum intellectual efficiency, but due to lack of experience this limits their knowledge and skills to utilize what is known. There is a lot that can be learned through experience, but they sometimes have difficulty grasping and understanding abstract concepts and perhaps they are not yet able to fully understand them. According to Bruner, a person's cognitive development occurs through three stages which are determined by the way they see the environment, namely (Muhaimin, 2002, p. 200): (1) Enactive stage, where individuals carry out activities in an effort to understand their environment (2) Ecounit stage, where individuals see the world through images and verbal visualization (3) Symbolic stage, where individuals have abstract ideas that are heavily influenced by language and the logic of their thinking.

Affective Development

Successful development of the cognitive domain will not only produce cognitive skills, but also produce skills in the affective domain. For example, a religious teacher who is skilled at developing cognitive skills in this way will have a positive impact on the students' affective domain. In this case, a deep understanding of the importance of the religious subject matter presented by the teacher as well as cognitive preferences that emphasize the application of these principles will increase students' affective domain skills. The development of these affective skills, among other things, takes the form of strong religious awareness. This affective ability consists of five stages, namely recognition or acceptance, responding, appreciating values, organizing, and experiencing. Students' emotions when they are adults are the same as when they were children. The difference lies in the stimuli that arouse emotions and also the degree, especially in efforts to control themselves over their emotions. For example, they no longer express their anger with explosive movements of anger but by grumbling, not wanting to talk, or loudly criticizing the person who caused their anger.

Psychomotor Development

Successful development of the cognitive domain will also have a positive impact on the development of the psychomotor domain. Psychomotor skills are all physical actions that are concrete and easily observed, both in quantity and quality, because of their open nature. However, psychomotor skills cannot be separated from affective skills. So, students' psychomotor skills are a manifestation of insight, knowledge and awareness as well as mental attitudes. This psychomotor ability is divided into five stages, namely imitation, manipulation, movement accuracy, articulation and naturalization/autonomy.

Student Problems

One of the serious problems facing the world of education today is the low quality of learning, including PAI learning. The learning process for religious education often takes place only in a haphazard manner, routine, formal, dry and lacking in meaning. Such quality will result in low quality religious education as well. Some of the problems of student development in society include:

1. Reproductive health and dating problems.

The condition of students who are not married does not have the right to receive information or medical services for reproductive health, this is punished socially, including religiously. Meanwhile, mass media stimulates the libido of teenage students. This has an impact on premarital sexual behavior which is accompanied by ignorance and can endanger their reproductive health. According to Freud, sex (in his theory libido) in a broad sense is the most basic urge in humans. This theory is correct, supported by reality. Also about Muslim teenagers. Teenagers like dating, that's their true nature, Muslim teenagers also like dating. In this case, it is best for them to go to school and not date. Once you get to know each other, it's best to get married straight away (Tafsir, 2004, p. 182).

2. Smoking problem. Students are classified as heavy smokers if they consume more than 31 cigarettes per day and with a five minute interval after waking up in the morning. As we know, cigarettes contain 4000 kinds of substances that are harmful to the body, including: (a) Nicotine, pesticide content (b) Hydrogen cyanide, a deadly gas (c) Tar, asphalt mixture (d) CO, poisonous gas (e) Formalin, a corpse preservative (f) Arsenic, a deadly poison (g) Cadmium, battery material. At least, in general, the dangers of smoking cigarettes have been proven to harm the health of active and passive smokers. Various diseases caused by smoking: (a) Cancer (b) Cardiovascular disease (c) Impotence (d) Nervous disorders (e) Impaired sense of sight, hearing, smell, taste (f) Respiratory disorders (g) Indigestion (h) And others. Apart from men, the dangers of smoking will also be experienced by women who smoke, including: (1) Fertility disorders (2) Pregnancy and fetal disorders (3) Risk of miscarriage risk of early menopause

Consumer behavior problems

The word consumptive explains that some goods that are not needed are consumed excessively only with the aim of achieving satisfaction. The word also has a connection with producers and consumers. The problem of fights or brawls between students, fights between students also attract attention in today's world of education. The rise of brawls and violence carried out by students, such as students from middle school, high school, vocational school to tertiary institutions, is increasingly appearing in the news on the pages of print and electronic media. Problems of frustration and stress The phenomenon of school stress felt by students has also been widely recognized and has become an area of widespread concern among scientists, researchers, teachers and the government. Several studies show that there is a stress phenomenon related to life events at school. Students who experience stress are caused by several factors including: (a) High learning intensity (b) Longer study time span (c) More schoolwork (e) Anxious about facing semester exams and national exams (d) Family conditions are less harmonious and less supportive of students' education (f) Worrying family conditions

Drug and alcohol problems

The increasingly rampant distribution of drugs and alcohol among students means that students are affected by drug abuse. If we look at the mass and electronic media, we find many students caught by officers carrying, using and distributing drugs and alcohol. Usually they do this under the pretext of relieving stress. The impact of alcohol abuse, as happened in Bandung district in early 2018, claimed many victims, with approximately 55 people dying after drinking mixed alcohol.

The problem of fraud against parents

Fraud committed by students against their parents often occurs in every school. This is because they imitate the depravity of the government which commits many acts of corruption, even though Indonesia's debts are piling up everywhere. *People's thoughts* (26 July 2006) stated that Indonesia is the 6th debtor at the world level, 3rd most corrupt country, 112th in human resources ranking out of 127 countries, with a population living below the poverty line reaching 30% and open unemployment reaching 12 million. This could also be caused by unsupportive

political and security factors, inconsistent law enforcement, an investment climate that is less conducive and complicated government bureaucracy, in addition to the chaotic management of the national education system, as an institution tasked with preparing human resources.

Individual Growth and Development of Students

The meaning of growth is often interpreted the same as or confused with the meaning of development, so that its use is difficult to use. The term growth is used to express changes in physical size which quantitatively become larger or longer over time. Each individual will experience physical growth and non-physical development which includes aspects of intellect, emotions, language, special talents, values and morals and attitudes. For greater clarity, the following outlines the main points of growth and development of these aspects: (1) Physical Growth, human physical growth is basically a physical change from small or short to large and long, a process that occurs from before birth until adulthood (2) Growth Before Birth, humans begin with a growth process (the meeting of egg and sperm cells) which forms a living cell, called an embryo. An embryo that is one month old measures about half a centimeter, at two months the size of the embryo increases to two and a half centimeters and is called a fetus. One month later (the womb is three months old), the fetus is shaped like a baby in small size. The period before birth of human growth and development complex, because that period is the beginning of the formation of the body's organs and the formation of nervous tissue that forms a complete system. The growth and development of the fetus ends after birth, birth is basically a sign of biological maturity and each neural network is able to function independently.

Growth After Birth

Growth physique humans after birth is a continuation of growth before birth. The process of human physical growth continued until the time of the gods. In the first year of growth, body length increases by about a third of its original body length, while body weight increases by about three times. From birth until the age of 25 years, the ratio of an individual's body size from less than proportional growth at the beginning of human formation (prenatal or prenatal life) reaches the ideal proportion in adulthood. Human physical growth is different from the physical growth of animals. In animals, after being born for a short time, they can immediately walk after their mother, this does not happen in humans. Physical growth, both directly and indirectly, will influence a child's daily behavior. Directly physical growth will determine a child's movement skills, indirectly growth and development of physical function will influence the way the child sees himself and other people. Physical growth occurs in stages, like the rise and fall of a wave, there are times it is fast and there are times it is slow. In general, children's physical growth is divided into 4 main periods, two periods characterized by rapid growth and the other two periods characterized by slow growth.

Growth of Intellect

A person's intellect or thinking power develops in line with the growth of the brain's nerves. Because thinking power shows brain function, intellectual ability or thinking ability is influenced by the maturity of the brain which is able to show its function well. Therefore, an individual will experience the development of thinking abilities when the growth of the central nervous system or brain has reached the mature phase. The development of the level of thinking or intellectual development begins with the ability to think or the development of the intellect begins with the ability to know the outside world. Further development of intellectual development is shown in behavior, namely, the act of rejecting and choosing something.

Emotional Development

Emotions or feelings are one of the psychological potentials that humans have. Because, only humans have feelings, while animals do not have feelings. The desire to immediately fulfill needs, especially primary needs, is natural for every individual. If these needs are not met immediately he will feel disappointed, on the other hand, if these needs can be met well, he will feel happy and satisfied. Disappointed, happy and satisfied are feelings that contain elements of pleasure and displeasure. These emotions are feelings that are accompanied by physical changes or behavior. For example, feelings of anger are shown by shouting loudly, people who are happy will jump up and down while laughing out loud, and so on.

Social Development

In the process of growth and development, each individual cannot stand alone, but needs the help of other individuals. Newborn babies will not be able to survive without the help of their parents. In line with the growth of

their bodies, babies who become children and then become adults will become familiar with a wider environment. Introduction to other people started with his mother, then his father and siblings, finally he got to know other people outside his family circle. Furthermore, the number of people he knew became more and more heterogeneous. In general, every child will be more attracted to peers of the same gender. These children will then form a peer group as their world, understand their world and the wider social world.

Language Development

The main function of language is as a means of communication or a means of interacting with each other. Everyone constantly communicates with the people around them. Since infancy, humans have communicated with other people, namely their mother and father. Crying at birth is a way for babies to develop with the world around them. Language as a communication tool can be interpreted as signs, movements and sounds to convey thoughts and feelings to other people. Speaking is spoken language. In the early development of spoken language, babies convey their thoughts or feelings by crying, smiling or babbling. He cries or may scream if he is unhappy or in pain and babbles or gropes if he is happy. These signs become clearer and clearer over time until they are able to imitate the sounds of the language they hear. At that time it is best for the mother to say simple words that are easy to imitate so that the baby can say lots of words. Further development, at the age of 6-9 months, he begins to communicate with one word or two words such as *maem*, *mama*, *mimi*, and so on. In this way, he is able to compose three-word phrases and sentences to express his intentions or desires.

Special Talent

Talent is a special ability possessed by every individual that requires stimulation or training to develop well. Someone who has talent will be easy to observe because their abilities develop rapidly, such as abilities in the arts, sports or skills.

Attitudes, Values, and Morals

Bloom (Woofolk and Nicolich, 1984) suggests that the ultimate goal of the learning process is mastery of knowledge (cognitive), mastery of values and attitudes (effective), and mastery of skills (psychomotor). In infancy, moral issues are not yet questioned because in life there is no hierarchy of values and conscience, and their behavior is not yet guided by moral values. As for childhood, the moral development that occurs is still relatively limited. He has not yet mastered abstract values related to right, wrong and good and bad. This is because the influence of intellectual development is still limited. Apart from that, he does not yet know the benefits of values and norms in his life. As he grows and develops physically and psychologically, he begins to be introduced to values, shown what things are allowed and what cannot be done and what is prohibited. This process is known as the socialization of values. According to Piaget, initially the introduction of values and action patterns is still forced and children do not yet know their meaning. However, in line with their intellectual development, children gradually begin to follow the various regulations that apply in the family. Over time, the provisions that apply in society and the country become wider (Enung Fatimah, 2010).

Educators in Overcoming Student Development Problems

In Islam, an educator or teacher is someone who holds the mandate to educate and teach, and has the role of transferring knowledge and transferring values. The hope is that teachers can provide a science mission by adapting to developments and future demands (Ulum, 2007, p. 119). Teachers play an active role in assisting the State's task, namely to educate the nation's life and this is stated in our State constitution. On the other hand, teachers are also "second parents" or second parents after parents at home. A teacher is a person who gives knowledge. A teacher is a light for the nation and a culture builder who must be respected after serving his mother and father. It was narrated by Abu Hasan Mawardi that the Prophet SAW said: "glorify those who have taught you lessons" (Marijan, 2012, p. 87). An educator not only transfers knowledge, but also transforms values in students. For this reason, in order to realize the goal of education, humans as caliphs have the responsibility to lead humans towards that goal. The method taken is to make the attributes of Allah part of their personality. Some forms of these values are ethical values, pragmatic values, sensory effect values and religious values. In general, the task of educators according to Islam is to strive for the development of all the potential of students' subjects. Educators are not only tasked with transferring knowledge, but what is more important than that is transferring knowledge as well as values, the most important of which is the value of Islamic teachings. The role of the teacher is to create a series of interrelated behaviors that are carried out in a particular situation and are related to the progress of behavior change and student development which is the goal. The duties and roles of teachers are not limited to society, in fact teachers are essentially a strategic component that plays an important role in determining the progress of the nation's life. In

fact, the existence of teachers is a sine quanon condition factor that cannot possibly be replaced by any component in national life since the past, especially in this contemporary era (Nurfuadi, 2011, p. 102).

A teacher/educator in improving Islamic religious education learning must start from good learning design, in other words, religious education learning design can be used as a starting point for efforts to improve the quality of learning. This is supported by the Chair's research results, which show that learning activities that begin with preparing learning plans will improve the quality of learning and increase learning outcomes. Thus, the first step in efforts to improve the quality of religious education learning is to improve the quality of religious education learning through professional learning planning (Muhaimin, 2002, p. 190). The role of educators in dealing with student development problems includes: (a) Provide knowledge and understanding about reproductive health, the dangers of free sex and drug and alcohol abuse (b) Helping students develop an appreciative attitude towards their body posture or condition (c) Provide training to develop problem solving and decision making skills (d) Train students to develop resilience (the ability to survive in difficult conditions and full of temptations) (e) Establish harmonious relationships with students and be willing to listen to complaints and problems they face (f) Fostering students' religious spirit through learning PAI is humane and more tolerant (g) Applying the PAI learning model which allows students to think critically, reflectively and positively (h) Helping students develop a high work ethic and foster an entrepreneurial spirit (i) Formulate PAI curriculum objectives that include cognitive, affective and psychomotor aspects (j) Educators must be good figures and role models for their students (k) Educators must be able to form healthy personalities for their students (Nurfuadi, 2011, p. 102)

Conclusion

From the explanation above, it can be concluded that growth can be defined as an increase in size (physical) or a change that is significantly visible in the material of something as a result of stimulation or stimulus from the surrounding environment. This change can be in the form of enlargement or increase from nothing to something, from small to large, from little to much and so on. Meanwhile, development is defined as progress towards maturity. Individual development from childhood to adolescence and from adolescence to adulthood. At that time, students go through adolescence. This teenage period is very vulnerable to temptations that come, starting from the temptations of women so that many teenagers who are not strong in their faith have relationships outside of marriage, the rise of drugs and alcohol stalks young people with the intention of destroying the nation's young generation. Development is a dynamic process of individual change towards perfection continuously from birth to the end of life. Learning is the process of changing an individual's behavior and thoughts caused by experience. Students are creatures who are in the process of development and growth according to their own nature, they need consistent guidance and direction towards the optimal point of their natural abilities. In a more modern view, students are not only considered as objects or targets of education, but they must also be used as educational subjects, including by involving students in solving problems in the teaching and learning process. Students are all components of society who learn and develop themselves through procedures, both formal and non-formal procedures. Student development is an endless process, each child is individual and develops according to his or her development, all aspects of development are interrelated, development takes place from general to specific abilities, and this development is directed and predictable. The characteristics of student development are the attitudes or behavioral patterns of each student. In this case, it includes the physical, this is the physical condition and, the sensory state, of each student, then there is intelligence, namely abstract thinking. There are special talents from each student who has different abilities. Emotional students, social culture, and communication between students must run well and use communicative language. With the characteristics of student development, readers are expected to be able to develop all the potential that students have and provide deeper insight into the characteristics of student development and be able to apply it in the teaching and learning process.

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