

THE THREE CENTERS OF EDUCATION AS INSTITUTIONS FOR THE DEVELOPMENT OF LEARNING THEORY

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Abstract:

This research is aiming at elaborating the three educational centers which is a concept that gradually and integrated assumes educational responsibility for children. These three centers include education in the family environment, education in the school environment, and education in the community environment. The three centers responsible for education are required to work together comprehensively. This research uses a literature review approach combined with the researcher's reflection method. The literature method utilizes research articles published in various current scientific journals, while the reflection method is based on the knowledge and experience of researchers in recognizing, identifying and responding to student phenomena in various educational institutions. The family environment, which is the first environment and is considered the foundation of a child's education and the beginning of the education that will be pursued later, also plays a major role in personality formation. The school environment is the second environment that children face. Education in the school environment has a foundation, objectives, content, methods and other requirements which are arranged systematically in the form of a curriculum. Therefore, schools are considered the foundation of knowledge. Meanwhile, in society, children will be aware of a number of educational and teaching theories that have been taught in previous educational institutions. Then they will actualize and involve themselves in the community environment

Abstrak:

Penelitian ini bertujuan untuk mendeskripsikan tri pusat pendidikan yang merupakan suatu konsep yang secara bertahap dan terpadu memikul tanggung jawab pendidikan terhadap anak. Ketiga pusat tersebut meliputi pendidikan di lingkungan keluarga, pendidikan di lingkungan sekolah, dan pendidikan di lingkungan masyarakat. Ketiga pusat yang bertanggung jawab di bidang pendidikan dituntut untuk bekerja sama secara komprehensif. Penelitian ini menggunakan pendekatan tinjauan pustaka yang dipadukan dengan metode refleksi peneliti. Metode literatur memanfaatkan artikel-artikel penelitian yang dipublikasikan di berbagai jurnal ilmiah terkini, sedangkan metode refleksi didasarkan pada pengetahuan dan pengalaman peneliti dalam mengenali, mengidentifikasi, dan menyikapi fenomena peserta didik di berbagai lembaga pendidikan. Lingkungan keluarga yang merupakan lingkungan pertama dan dianggap sebagai landasan pendidikan anak serta awal pendidikan yang akan ditempuh selanjutnya juga berperan besar dalam pembentukan kepribadian. Lingkungan sekolah merupakan lingkungan kedua yang dihadapi anak. Pendidikan di lingkungan sekolah mempunyai landasan, tujuan, isi, metode dan syarat-syarat lain yang disusun secara sistematis dalam bentuk kurikulum. Oleh karena itu, sekolah dianggap sebagai landasan ilmu pengetahuan. Sedangkan di masyarakat, anak akan menyadari sejumlah teori pendidikan dan pengajaran yang telah diajarkan di lembaga pendidikan sebelumnya. Kemudian mereka akan mengaktualisasikan dan melibatkan diri dalam lingkungan masyarakat

Kata Kunci: Tripusat Pendidikan, Pengembangan, Teori Pembelajaran

Introduction

Learning as an effort to teach learners that begins with design is a structuring effort towards learning behavior. In well-organized conditions, the planned strategy will provide opportunities for achieving good learning outcomes. These activities produce changes in the individual who learns, both actual and potential. These changes,

in the form of new abilities that apply in relatively the same time and are integrated.¹

Integral new skills, such as reading, will involve high mental processes involving recognition, memory, observation and creation.² The ability is in the learner factor as the object of

¹Ramayulis, *Ilmu Pendidikan Islam*, (Cet. IV; Jakarta: Bumi Aksara, 2004), h. 26.

²Ramayulis, *Ilmu Pendidikan Islam*, h. 27

learning. Because students determine the learning process. The learning process occurs as a result of learners obtaining something from the environment. Environmental factors learned by learners such as natural conditions, objects, animals, plants, humans, or things that can be used as learning materials. The act of learning about something is a behavior that appears from the outside.³

The first education of humans when they are still in the midst of their families. Fathers and mothers are the main figures who really influence the education of a child. Likewise, other figures in the family such as grandparents, uncles, aunts and relatives and others directly and indirectly greatly influence a person's early education.

Education is one of the elements of the socio-cultural aspects that play a very strategic role in the development of a family, community or nation. This strategic role is essentially an effort that is carried out consciously, systematically, directed and integrated to humanize students, making them caliphs on earth.⁴ Education has been going on since the existence of humans as caliphs on this earth. The transfer, development and preservation of cultural values has been going on since the Adam family as the smallest unit of human society,⁵ because education universally means the process of changing and transferring cultural values to every individual in a society.

Environmental factors are one of the educational factors that have little influence on the development of students. The intended environment is the environment in the form of surrounding conditions that affect children's education. The environment can have a positive or negative influence on the development of students. The positive influence intended is the influence of the environment that provides encouragement or motivation and stimulation to students to do or do everything that is good. While the negative influence is the opposite, not

giving encouragement to students to go in a good.⁶

As one of the educational environments, the family plays a very important role in education for children as the first institution to interact with them, because they get more influence over all their behavior. Therefore, the family must take a role in this education, teaching their children with noble morals taught by religion such as truth, honesty, sincerity, patience, compassion, love of kindness, generosity and so on. Families should also teach and familiarize their children with the values and benefits of adhering to good morals and ethics in life from a young age.⁷

The task of educating cannot be fully carried out by parents in the family, especially in terms of science and various skills. Therefore, they hand over some of these responsibilities to schools as formal institutions. Thus, education at school is basically an inseparable part of education in the family.

Teachers in schools can provide good examples in the process of education and teaching to students, then, they become a reliable and complete generation, have faith, adhere to religion, defend and be responsible for their homeland, have broad insight, have a strong personality, hard will, objective honesty, physical and mental health, love to learn, cling to their own abilities, value others as they love themselves and are able to work objectively.

Methods

This research uses a literature review approach combined with the researcher's reflection method. The literature method utilizes research articles published in various current scientific journals, while the reflection method is based on the researcher's knowledge and experience in recognizing, identifying and responding to learner phenomena in different educational institutions.⁸

³ Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Cet. III; Jakarta: Rineka Cipta, 2006), h. 7.

⁴Nurcholish Majid, *Masyarakat Religius*, Cet. I; Jakarta: Paramadina, 1997, h. 114-116.

⁵H.M. Arifin, *Ilmu Pendidikan Islam: Suatu Tinjauan Teoritis dan Praktis Berdasarkan Pendekatan Interdisipliner*, Cet. IV; Jakarta: Bumi Aksara, 1996, h. 1.

⁶Zuhairini, et.al., *Filsafat Pendidikan Islam* Cet. II, Jakarta: Bumi Aksara, 1995, h. 173.

⁷ Hasan Langgulung, *Manusia dan Pendidikan: Suatu Analisa Psikologi dan Pendidikan* Cet. III, Jakarta: Al-Husna Zikra, 1995, h. 374.

⁸Haris, *Metodologi Penelitian Kualitatif untuk Ilmu-Ilmu Sosial*. Jakarta: Salemba Humanika, 2012).

Results and Discussion

Education is very important for the life of every human being because education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, intelligence, noble character and skills needed in themselves and society. Education includes teaching specialized skills and also something that cannot be seen.⁹

The educational process begins with training noble morals by giving *Uswah Al Hasanah* or a good example, then continues with the development of reasoning power and skills that support the future. In relation to education, the environment is very influential in the development of personality, and the educational environment is known as the Trip Centre of Education.

Tripusat Pendidikan is an educational concept proposed by Ki Hajar Dewantara, the founder of Taman Siswa who is recognized as the Father of National Education. The intended trip Centre of education is this educational environment including "education in the family environment, education in the school environment, and education in the community environment."¹⁰ Every human person will always be and experience development in these three educational environments.

These three environments are called the Three Centers of Education. The three centers of education are the three centers responsible for the implementation of education, namely in the family, school and community. In Law No 20 of 2003 concerning the National Education System in Article 13 paragraph 1, it is stated that the education path consists of formal, non-formal and informal education which can complement each other.¹¹

These three centers of education all play an important role in the success and development of education, which is basically interrelated and cooperative with each other. All three have indirectly held close guidance in educational practice. The link between the three can be seen

from:

- a. Parents carry out their obligations to educate children in the family.
- b. Due to the limitations of parents in educating children at home, some of the educational process is handed over to schools.
- c. The community will be a facilitator for learners to actualize their skills.¹²

1. Family Environment

a. Definition of Family

Etymologically, according to Ki Hajar Dewantara, family is a series of words, namely Kawula and warga. Kawula is none other than the meaning of the word Abdi, namely servant. While citizen means member. As a servant in the family, a person is obliged to submit all his interests to his family. Conversely, as a citizen or member he has the full right to take care of all the interests in his family.¹³

The family is the smallest unit in society consisting of a husband or husband and wife and their children or father and children or mother and children, or family in a straight line up or down to the third degree. Broadly speaking, the definition of family is kinship formed on the basis of marriage and blood relations. Kinship derived from a single descent or blood relationship is the tracing of a person's ancestors, either through the paternal, maternal, or both lines. This kind of kinship is recognized in a lineage consisting of grandparents, in-laws, uncles, children, grandchildren and so on.

The family is a primary grouping of a small number of people due to consanguinity and blood relations. The development of culture and the aspirations of individuals and society have caused the role of the family towards their children to change. The function and role of the family (in addition to the government and society) in SISDIKNAS Indonesia is not limited to family education alone, but the family is also responsible for other education. The participation of the family includes the planning stage of monitoring

⁹Nasution S, *Sosiologi Pendidikan*, (Jakarta: Bumi Aksara, 2011), h. 41

¹⁰ Fudyartanta, *Buku Ketaman Siswaan*, (Yogyakarta: tp. 1990), h.39

¹¹ Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional, Lihat Bab VI Pasal 13 Ayat 1

¹² Novan Ardy Wiyani & Barnawi, *Ilmu Pendidikan Islam*, (Yogyakarta: Ar-Ruzz Media, 2012), h. 90.

¹³ Abu Ahmadi dan Nur Uhbiyati, *Ilmu Pendidikan*, (Cet: 1, Jakarta: Rineka Cipta, 1991), h. 176

in implementation, as well as in evaluation and development.¹⁴

b. Concept of Family Education

The family environment is the first and main educational environment because this family is the first-time children get education and guidance. In the family education takes place by itself with the order that applies in it, without having to be announced and written down in advance and family life always affects the development of the character / morals of every human being. Family education lays the foundations of experience through affection and love, needs, authority and values of obedience.¹⁵

In addition, education in the family environment arises because humans have an original instinct to obtain offspring to maintain their existence. Therefore, humans always educate their offspring as well as possible regarding physical and spiritual aspects. Every human being has the ability and desire to educate their children, so that the nature of the family is solely the center of education, although sometimes it takes place very simply and unconsciously, but it is clear that the family has a share involved in the education of children.¹⁶

c. The Function and Role of Family Education

The family is a place to lay the foundations of the personality of children who are still young, because at this age children are usually very sensitive to the influence of the family and community environment. Therefore, parents consisting of father and mother or people who are entrusted with the responsibility play an important role in children's education. The implementation of the family function as an educational environment is the realization of one of the responsibilities that must be borne by parents. Because they are most responsible for the education of their children.

2. School Environment

a. Definition of School

Schools are educational institutions that carry out educational and teaching guidance

deliberately, regularly and planned. Teachers who carry out the tasks of coaching, education and teaching are people who are equipped with knowledge about students, and have the ability to carry out educational tasks.

Among the tri-centers of education, school is a facility that is deliberately created and designed to carry out education. Schools should be the center of education to prepare human beings as individual citizens of society, citizens of the state and citizens of the world in the future. A school as a center of education is a school that reflects an advanced society due to the optimal use of science and technology.

b. Concept of School Education

The concept of school education according to Islamic education is an effective formal institution to deliver children to the goals set in Islamic education. As for Muhammad Athiyah al Abrasyi in HM Djumransjah argues that the purpose of Islamic education is the formation of akhlakul karimah is the main goal of Islamic education. School is an effective formal educational institution to deliver children to the goals set out in Islamic education.¹⁷

School education is the process of changing the attitudes and behavior of a person or group of people to mature humans with teaching carried out at an educational institution and plays a role for learning and teaching. In addition, education also contains teachings about the values and norms of ideal life, which are sourced from the Qur'an and Sunnah.¹⁸ In addition, school education requires policies in accordance with human personality.¹⁹ Therefore, the teacher's job is not only to provide knowledge but also to educate children to have good morals. In choosing a school education environment, which is a continuation of parental education, it still needs attention.

c. Function and Role of School Education

The school, which is a complement to family education, has a very important role and function of school education after the family. According to Muhammad Athiyah al Abrasyi quoted in his book HM. Djumransyah, school

¹⁴Fuad Ihsan, *Dasar-Dasar Kependidikan* (Jakarta: Rineka Cipta, 1997) h. 77.

¹⁵Zakiah Darajat, *Ilmu Pendidikan Islam*, (Jakarta, Bumi Aksara, 2011), h. 66

¹⁶Arif Rohman, *Memahami Pendidikan dan Ilmu Pendidikan*. (Yogyakarta: Laksbang Mediatama, 2011), h. 199-200

¹⁷HM. Djumransyah dan Abdul Malik Karim Amrullah, *Pendidikan Islam Menggali Tradisi Mnegukuhkan Eksistensi,....* h. 73-74

¹⁸Tim Dosen Fakultas Tarbiyah IAIN Sunan Ampel Malang, *Dasar-Dasar Kependidikan Islam*, (Surabaya: Karya Aditama, 1996) h. 1

¹⁹Muhammad As Said, *Filsafat Pendidikan Islam*, (Yogyakarta: Mira Pustaka, 2011), h. 41

education functions to help families instill educational values in children related to noble attitudes and personalities and intelligent minds so that later they will become useful members of society in accordance with the demands and behavior of the prevailing society in line with the goals of lifelong education.²⁰

In addition, the functions of schools as formal education are as follows:

- 1) Help prepare children to become members of society who have knowledge, skills and expertise that can be used in life.
- 2) Helps prepare children to become members of society who have the ability to solve their life problems.
- 3) Laying the foundations of harmonious and humane social relations so that children are able to realize their self-realization together in a society protected by Allah SWT.

As a result of the development of technology and parents' limited knowledge of these two things, parents are no longer able to educate their children. To carry out these tasks, others who are more skilled are needed. In the world of education, the term school is very common. School is one of the centers of education that is expected to educate the nation's life and develop the potential of Indonesian citizens as a whole.

3. Community Environment

a. Definition of society

Society is defined as a group of people who occupy an area, bound by common experiences, have a number of commonalities and are aware of unity and unity and act together to meet the crisis of their lives. In other words, society is a place and vehicle for education, a plural human life field, and humans are in a multi-complex between relationships and between actions in society.²¹

The relationship between society and education can be viewed from three parts, namely as follows:

- 1) Society as an education provider.
- 2) Community institutions and / or social groups in society, either directly or

indirectly, also have an educational role and function.

- 3) In society there are various learning resources.²²

b. Concept of Community Education

Community education occurs when separated from family care and is outside formal education or school. Community education occurs indirectly, in the sense that children seek their own knowledge and experience, strengthen their own faith and belief in moral and religious values in society.

Society shares in the responsibility for education. Society plays a big role in giving direction to children's education, especially the community leaders or rulers in it. Muslim community leaders naturally want each of their students to become obedient members of their religion, whether in the family environment, playmates, class groups and schools.²³

These efforts can be realized through various community activities such as religious activities, gotong royong, and so on so that it is hoped that there will be a sense of belonging from the community and will bring renewal where the community has more responsibility to improve the personal quality of knowledge, skills, sensitivity and wisdom. In other words, increasing cognitive, affective and psychomotor insights.²⁴

c. The Function and Role of Community Education

The function and role of the community as a center of education is highly dependent on the level of development of the community and the learning resources available in it. Mass media is one of the factors in the community environment that has an increasingly important role. In general, mass media has three functions, namely information, education and recreation. Mass media also has three kinds of influence, namely the influence of socialization in a broad sense, special influence in the short term and providing education in a more formal sense.

Education in non-formal communities is deliberately organized by bodies or institutions in the community that function to educate, such as: mosque youth, youth organizations, youth groups,

²⁰ Juwariyah, *Dasar-dasar Pendidikan Anak dalam Al Qur'an*, (Yogyakarta : Teras, 2010), h. 82

²¹ Amir Daien Indrakusuma, *Pengantar Ilmu Pendidikan*, (Surabaya: Usaha Nasional, 1973), h.112

²² Fuad Ihsan, *Dasar-Dasar Kependidikan*, h. 78

²³ Zakiah Drajat, *Ilmu Pendidikan Islam*,... hal. 45

²⁴ Kuntowijoyo, *Paradigma Islam; Intrepetasi Untuk Aksi*, (Bandung: Mizan, 1991), hal. 228-230.

courses, and others. The link between society and education can be viewed from three aspects, namely:

- 1) Society as a provider of education, both institutionalized (school and out-of-school pathways) and non-institutionalized (out-of-school pathways).
- 2) Community institutions and / or social groups in the community, either directly or indirectly, also have an educational role and function.
- 3) In the community there are various learning resources, both designed (by design) and utilized (utility)..²⁵

Society when viewed from the concept of sociology is a group of people who live in an area and interact with each other. When viewed from the concept of education, society is a group of people with a variety of personal qualities ranging from the uneducated to the highly educated. It is a large laboratory where its members practice all the skills they have.

4. The Urgency of the Three Centers of Education as Institutions for Learning Theory Development

a. Family Education

Educating children is the duty of parents, and indeed in humans there is an instinct to educate and nurture their children with sincerity and affection. Every parent expects and will strive so that their children can grow and become the next generation who are successful in living their lives and can be devoted to religion, country and nation. The urgency of family education as an institution for developing learning theory, namely:

1). The Family as the Foundation of Education

Family life, when likened to a building, in order to preserve the building from storms and earthquakes, it must be built on a strong foundation with sturdy building materials and sticky adhesives. The foundation of family life is the teachings of religion, accompanied by the physical and mental readiness of prospective fathers and mothers, especially mothers. Children are born and raised in a family environment, parents without anyone commanding, immediately assume the duties as educators, both as nurturers, as careers, as mentors, as coaches and as teachers and leaders of their children.

2). Family and Personality Formation

The role of parents in the formation of children's personality is very absolute, because parents in the family are the first arena where children's personality traits grow and take shape.²⁶ Parents are role models for every child and are the first to be seen and imitated by children. Children who are still in a state of nature still accept all influences and tend to everything that is directed at them. Children who are born in families that always make a habit of doing good, usually produce good children's personalities as well.

Everything that the family or parents execute to the child, it will be the development of habits in children that will grow into moral actions in the future. In other words, every experience of the child, whether it is received through sight, hearing or treatment of children as a child, will be the development of habits which then grow into moral actions in the future. Therefore, the role of parents in the environment towards the formation of children's personality is very important.

b. The Urgency of School Education

School is a complement to education in the family. The school is a helper for the child's education, which in terms of exceeding education in the family, especially in terms of the scope of the knowledge it teaches. Because family and school education have the same goal, the relationship between the two must be harmonious.

1). School as a Foundation for Scientific Knowledge.

Education in schools is usually called formal education because it is education that has a basis, objectives, content, methods and tools that are explicitly arranged, systematic and standardized. Hence, schools are expected to perfect a child's education. Similarly, family education is not structurally organized and does not recognize chronological levels of general education or levels of skills and knowledge.

The school as the foundation of scientific education is inseparable from the school's function as a formal education center. The school is a formal social institution and is also commonly referred to as an organization that is bound by formal rules, programmed and targeted or has clear goals and has an official leadership or management structure. The task of the school is not merely to teach children to read, write and count. Rather, it is to prepare children to fulfil the

²⁵Uyoh Saduloh, *Pedagogik (Ilmu Mendidik)*. (Bandung: Alfabet, 2010), h. 89

²⁶ Abu Ahmadi dan Nur Uhibiyati, *Ilmu Pendidikan...*h. 178

needs of the society in which they live and to lead a perfect life, so that they can be happy with their community.

2). School as a Moral Education Setting

Schools have a very important and very special function to create new beings who are molded according to the needs of society. If they are aware of their involvement in a society where they are bound by obligations and desires, then they will become a moral being. But if students are systematically aware of their country's cultural heritage then they can have a sense of identity and personal satisfaction.

In relation to moral education in schools, teachers should not educate children with violence and rudeness, because violence controls the soul and prevents personal development. Violence paves the way for laziness, cheating, deception, cunning for fear of bodily violence. Therefore, it is imperative for teachers not to treat their students harshly or by force, so that it does not become a habit.

c. The Urgency of Community Education

Society as one of the environments for educational activities, has a great influence on the progress of all activities concerning educational issues. Society is a place and vehicle for education, a medium of human life, which is diverse in terms of ethnicity, religion, work activities, education levels, social, economic, and so on. Thus, humans from childhood to adulthood are involved as citizens of their nation. From birth, raised and educated in society. Therefore, their growth is directly influenced by the social environment in which the child lives.

The role of society is very large in assisting the implementation of national education. There are two main needs that education expects from society. First, a sociocultural situation that supports the process of internalizing the noble values upheld by the community concerned. In this case the role of the individual as a member of society is very important because it starts from the mental attitude and behavior of the individual that the expected sociocultural situation can be formed. Education in the sense of the process of internalization of values in this society is informal, but quite intense because it occurs through social interactions that are quite long, continuous and natural. Secondly, it is a vehicle for broadening the horizons of life, mastering science and various skills to improve the quality of human life.

Conclusion

The three centers of education are the concept that gradually and integrated assume an educational responsibility for children. The three centers include education in the family environment, education in the school environment and education in the community environment. The three centers responsible for education are required to work together comprehensively.

The family environment, which is the first environment and is considered as the basic laying of children's education as well as the beginning of the education that will be taken subsequently, also plays a major role in the formation of personality. The school environment is the second environment faced by children. Education in the school environment has a basis, objectives, content, methods and other conditions that are systematically arranged in the form of a curriculum. Therefore, schools are considered as the foundation of scientific knowledge.

Meanwhile, in the community, children will realize a number of educational and teaching theories that have been taught in previous educational institutions. Because after all, children will actualize and involve themselves in the community environment.

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