

Teacher's Role in Fostering Students in MI Islamiyah Kambangan Batang

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Abstract

The role of teachers is enormous in educating, teaching, guiding, directing, training, assessing and evaluating must have competence. Competence includes pedagogical aspects, personality, professionalism, and sosial. This isa must for a teacher, because the teacher is a human choice that is not uncribulated man is able to implement it. The problems in this research is: 1. what are the role of the teacher in fostering studen moral in MI Islamiyah Kambangan Batang? 2. What is the barrier of the teacher's role in fostering studen moral in MI Islamiyah Kambangan Batang? 3. What are the supporters of the teacher's role in fostering studen moral in MI Islamiyah Kambangan Batang?. The research objectivities are: analyze the role of the teacher in fostering studen moral in MI Islamiyah Kambangan Batang, analyze the barrier of the teacher's role in fostering studen moral in MI Islamiyah Kambangan Batang and analyze the supporters of the teacher's role in fostering studen moral in MI Islamiyah Kambangan Batang. The usefulness of this research is as follows: theoritically adds to knowledge, especially the morality, for anyone who needs. Practically can be a guide for teachers in fotering student moral. This research uses descriptive qualitative research and field research. Data collection methods through observation, interviews and literature studies. The data analysis technique of this study was three ways namely data reduction, data presentation and conclusion drawing. The study produces findings:1. Teacher role in fostering student moral in MI Islamiyah Kambangan Batang that is: all teacher always profide good famale tan, giving advice, profiding motivation, giving sanctions, garbage and habituation. 2. Barriers from the role of teacher's in fostering student morale in MI Islamiyah Kambangan Batang that is: environment that is not conducive, including: family, technology and social environment and facilities that are not supportive. 3. supporters of the teacher's role in fostering student morals in MI Islamiyah Kambangan Batang that is: the presence of teacher spirit in conducting coaching and cooperation between the guardian of the student with the school.

Keyword: *Teacher's role, foster, moral, students.*

A. Introduction

Teachers have a very big role in educating, teaching, guiding, directing, training, assessing and evaluating, they must have competence. Competencies include pedagogical, personality, professionalism and social aspects. This is a

necessity for a teacher because teachers are human choices, which not just anyone can do. A teacher must have professional traits and attitudes in addition to knowledge and other skills, namely: flexible, open, independent, sensitive, diligent, realistic, forward-looking, highly curious, expressive and self-accepting.¹

Educational institutions not only guide their students to have intelligence but also develop morals. However, the current reality that is happening to teenagers today is moral decadence and weak national character. Various cases of brawls between students and students who clash every year in several cities, from the results of the 2003 FEKMI survey showed that 54% of youth or teenagers had fought, 87% lied, 28% did drugs, 17% were violent, 13% were addicted to narcotics or drinking alcohol, depression 12%, inappropriate or naughty behavior 47% and disobedience to school rules.

From the description above, it is very concerning for students and for the government and all educational circles. This situation makes all parties, especially educators, increasingly pay attention to solving this problem so that moral problems can be resolved among students. Considering the efforts of educational institutions in realizing the formation of morals, the most important thing is that they must be instilled from childhood in the family, school and community, so that they have noble personal morals.

The educational institution that is concerned with supporting the moral development of students is Madrasah Ibtidaiyah (MI) Islamiyah Kambangan Batang. In Madrasah Ibtidaiyah, the role and guidance of teachers is expected to be able to foster bad morals or straighten out the morals of Mazmumah and to be able to produce students who truly have commendable morals.²

From the description above, the researcher attempted to examine the role of teachers in developing student morals, located at MI Islamiyah Kambangan Batang. The role of teachers in developing and instilling morals in students is very important, because by cultivating morals in students, students will later become good and their lives will be orderly.

B. Methods

1. Research approach

The approach in this research uses a qualitative approach. Qualitative is an approach that emphasizes analysis of data that is not related to numbers or statistics. However, this research focuses on the process of deductive and inductive conclusions and looks at the observed phenomena using natural reasoning.³ Researchers will describe the role of students in developing student morals at MI Islamiyah Kambangan Batang.

¹Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* Cet. V (Bandung: Remaja Rosdakarya, 2009), hlm. 256-257.

²Observasi di MI Islamiyah Kambangan Batang 2024.

³Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar, 1998), hlm.5.

2. Type of research

This research includes field research, namely research carried out where there are sources to be researched or investigated.⁴ Penelitian yang akan dilakukan berlokasi di MI Islamiyah Kambangan Batang.

3. Data source

There are two data sources in this research, namely primary data sources and secondary data sources.

a. Primary data source

Primary data sources are sources that are directly related to the problems discussed. The primary data sources in this research are the principal, teachers, BP teachers, students at MI Islamiyah Kambangan Batang and parents and guardians of students who send their children to school at MI Islamiyah Kambangan Batang.⁵

b. Secondary data sources

Secondary data is a source of data obtained from other parties and not directly obtained from research subjects, namely from things that support research.⁶ In this case, secondary data sources come from books, documents and other sources that can complement the research carried out.

4. Data type

The type of data obtained in this research is classified into two types. Namely primary data and secondary data.

a. Primary data

Primary data is data that researchers obtain by going directly into the field being studied. The primary data for this research is in the form of data or information about the role of teachers in fostering student morals at MI Islamiyah Kambangan Batang which was obtained directly from primary data sources.

b. Secondary Data

Secondary data is complementary data to primary data obtained from existing literature. The secondary data for this research is in the form of information that explains the role of teachers in fostering student morals at MI Islamiyah Kambangan Batang and other important things that are used to complete this research..

5. Data collection techniques

To collect data, researchers used the following techniques:

⁴Suharsini Arikunto, *prosedur penelitian suatu pendekatan praktek*(Jakarta: Rineka Cipta, 1992), hlm. 62.

⁵Observasi, MI Islamiyah Kambangan Batang 5 Mei 2024.

⁶Winarno Surachmad, *Pengantar Penelitian Ilmiah Dasar dan Metode Teknik*,(Bandung:Tarsito, 1990), hlm. 92.

a. Observation

Observation is an investigation in research that is carried out sequentially and neatly using sensory tools regarding symptoms that occur at a certain time.⁷ This technique was carried out in order to obtain data regarding the role of teachers in fostering morals and general conditions at MI Islamiyah Kambangan Batang..

b. Interview

Interviews are a technique for obtaining data on teachers and students by meeting directly with actors in the research area.⁸ In this research, we try to find data about the role of teachers in developing the morals of students at MI Islamiyah Kambangan Batang.

c. Documentation

This documentation technique is a way of collecting data through notes on respondents' personal data or data about the thing being researched.⁹ Seperti Such as notebooks, magazines, meeting minutes, agendas and other supporting data.

This documentation was carried out in order to obtain data about the organizational structure at MI Islamiyah Kambangan Batang, the condition of teachers, students, facilities and infrastructure..

d. Checking data validity (Triangulation)

Data validity checking is checking the validity of data that uses something other than the data. Checking the validity of the data in the test shows its credibility which is taken in various ways and from various times. In other words, there is a check on the validity of the data, time and technique.¹⁰

Validity checks are used to obtain data about the role in moral development at MI Islamiyah Kambangan Batang and to check the authenticity of the data and as a comparison of the data obtained.

6. Data analysis techniques

This data analysis technique is a step in sorting data into patterns, categories and basic units of description so that themes can be found regarding the role of teachers and the development of students' morals and data hypotheses can be found contained in the data.

Data analysis techniques are used after data about the teacher's role in developing student morals has been collected, worked on and in such a way as to successfully conclude the truth obtained to answer the problem formulation used in the research.

⁷Munaris, *Metode Penelitian (Suatu Pendekatan Proposal)*. (Jakarta: Bumi Aksara.1999), hlm.. 49-50.

⁸Bimo walgito, *Bimbingan dan penyuluhan di sekolah* (Yogyakarta: Andi Offset, 1995), hlm.63.

⁹Abdurrahman Fatoni, *Metode Penelitian dan Tehnik Penyusunan Skripsi*, (Jakarta: PT. Rineka Cipta, 2006), hlm. 54.

¹⁰Husaini dan Usman, *Metodologi Penelitian Sosial*, (Jakarta: Bumi Aksara, 2003), hlm. 88

The analysis used is a qualitative descriptive technique, that is, after all the data regarding the teacher's role in fostering the necessary Mazmumah morals has been collected, it is then compiled and classified. Next, it is analyzed and interpreted using words in such a way as to describe the research objects at the time the research was carried out, so that proportional and logical conclusions can be drawn. In carrying out the analysis technique above, we use an inductive thinking pattern, namely a thinking technique that starts from facts, specific events and then draws generalizations that are owned and general in nature.¹¹

From the description above, it can be concluded that data analysis means sorting the data. The data that has been collected consists of researcher comments, photos, drawings, report documents, biographies, articles and so on.

C. Results

1) Role

A role is something that is part of or holds leadership, especially in the occurrence of a thing or event.¹² Meanwhile, in the Big Indonesian Dictionary, role means player, a set of behavior possessed by people in society.¹³ From this description, it can be concluded that it is the actions of a person or group that has a large influence in society or an organization and so on.

The role referred to here is the duties and responsibilities as a teacher who is entrusted with educating, teaching, guiding, directing, training, developing, assessing and evaluating. Teacher activities are one of the data in question.

2) Teacher

A teacher is a person who teaches other people who are students, both at school as a formal educational institution and outside of school and either for a certain lesson or for some uncertain lessons.¹⁴

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, primary education and secondary education.¹⁵

3) Definition of morals

In terms of terminology, morals are behavior that arises from the combination of heart, conscience, thoughts, innate feelings and habits that are united, forming a single unit of moral action that is lived out in the reality of daily life.¹⁶

¹¹Sutrisno Hadi, *Metodologi Riset 2*, (Yogyakarta: Andi Offset, 1987), hlm. 42.

¹²W.J.S Purwadarminta, *Kamus Umum Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1982), hlm. 73.

¹³Tim Penyusun Kamus Pusat Bahasa Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia Edisi III* Cet. I (Jakarta: Balai Pustaka, 2001), hlm. 854.

¹⁴Purnadi Purbacaraka, *Tindak Pidana Pendidikan*, (Jakarta Ghalia Pendidikan, 1985), hlm 36.

¹⁵Departemen Agama RI, *Undang-Undang dan Peraturan Pemerintah Republik Indonesia tentang Pendidikan* (Jakarta, Tahun 2007), hlm. 73.

¹⁶Zakiah Darajat, *Membina Nilai-Nilai Moral di Indonesia* (Jakarta: Bulan Bintang, 1986), hlm. 10.

Meanwhile, according to Mohammad Nasiruddin, linguistically (etymologically) morals are the plural of the singular word khuluq. The word khuluq is the opposite of the word khalq. Khuluq is the inner form while khalq is the outer form. Khalq is seen with the outer eye (bashar) while khuluq is seen with the inner eye (bashirah). Both come from the same root word, namely khalāqa. Both mean creation, because both have been created or formed through a process. Khuluq or morality is something that has been created or formed through a process. Because they have been formed, morals are also called habits. Habits are actions that no longer require much thought and consideration. A habit is an action that comes easily.¹⁷

From the description of the definition above, it can be concluded that morals are the character, characteristics of a person or human actions that originate from the impulses of his trained soul, so that in the soul there are truly inherent qualities that give birth to actions easily and spontaneously (directly). without thinking or dreaming anymore.

4) Factors that influence student morals

The formation of morals is the first focus of attention in Islam. This can be seen from one of the apostolic missions of the Prophet Muhammad. the main thing is to perfect morals. Factors that influence the formation of a person's morals in particular and education in general can be grouped into two factors, namely internal factors and external factors..¹⁸

D. Discussion

1) What is the role of teachers in developing student morals at MI Islamiyah Kambangan Batang

It is important to know that teachers have a very important role in developing the morals of their students or students, either through specific religious education or general education. The teacher's role in developing student morals at MI Islamiyah Kambangan Batang is carried out through example, giving advice, providing sanctions or rewards and daily habits at school, for example by getting used to shaking hands, praying Duha, congregational prayers and tadarus.

According to Muhammad Yunus as a teacher at MI Islamiyah Kambangan Batang, I personally and all teachers always provide examples of good morals to students and control my emotions so that students can accept, respect and obey the rules that I make for students. If there are still students who are naughty, I will still give sanctions so that it has a deterrent effect on the student and does not disturb other students. Therefore, we as teachers are the first people to set good

¹⁷Mohammad Nasiruddin, *Pendidikan Tasawuf* (Semarang: Rasail Media Group, 2010), hlm. 31.

¹⁸Sjarkawi, *Pembentukan Kepribadian Anak: Peran Moral, Intelektual, Emosional dan Sosial sebagai Wujud Integritas Membangun Jati Diri*, Cet. III (Jakarta: Bumi Aksara, 2009), hlm. 19.

role models for students. So in essence, that is our duty as teachers to always show good morals to students.¹⁹

Efforts to develop students are also carried out through providing intensive motivation, especially in activities that involve a lot of students and are packaged as attractively as possible. Motivation is almost the same as giving advice, sometimes done in class or outside class. This motivation is important because with motivation children are encouraged to do things that become the substance of that motivation and motivation is relatively more liked by students because the form of delivery that triggers student enthusiasm, especially if this motivation is delivered by teachers who have personal capacities that are emulated by students.

This method of sanctions and rewards is applied at MI Islamiyah Kambangan Batang. Sanctions encourage humans to do the good deeds commanded by Allah, while rewards encourage humans to avoid sinful acts that Allah SWT has prohibited. Likewise, the reward method implemented at MI Islamiyah Kambangan Batang, encourages students to do good and positive things and the method of giving sanctions encourages students to avoid negative and bad things.

Habituation is an activity that is carried out routinely by students so that the activity becomes an attitude and behavior that is inherent in the individual student. This habituation process is carried out for students at MI Islamiyah Kambangan Batang, including shaking hands, morning tadarus, midday prayers and midday prayers in congregation. According to the Head of MI Islamiyah Kambangan Batang, this activity is an activity that must be participated in by everyone at MI Islamiyah Kambangan Batang (teachers, staff, students). Researchers analyzed that this activity was carried out starting from class I-VI. The phenomenon in the field shows that class I students still sometimes have to be led and given instructions, while class V and VI seem to be able to organize themselves starting from taking ablution water until the congregational midday prayer is finished, even for class VI taking part in helping The teacher organizes the process of implementing the habit of shaking hands, morning tadarus, midday prayer and midday prayer in congregation, such as leading the tadarus, preparing the sound system, spreading prayer mats and arranging the rows of fellow students.

Another phenomenon of the positive impact of this habituation activity is the habit of picking up rubbish carried out by students every day. Researchers witnessed several students picking up rubbish when they stepped into the madrasah environment in the morning. This is done by students without orders and without supervision. This phenomenon is a factor in the awareness that students have in their minds about cleanliness and beauty. Loving beauty and cleanliness is one of the noble qualities.

According to the analysis carried out by researchers, many things that students do have a pattern that matches what the teacher does. Researchers observed that on several occasions after the muezzin's voice was heard calling to perform midday prayers in congregation, at that time the teachers took off their

¹⁹Muhammad Yunus. Guru sekolah MI Islamiyah Kambangan Batang, wawancara pribadi, 3 Mei 2024.

shoes to take ablution water, followed by the students, the teacher's voice was barely heard shouting inviting the students to perform the prayer. Apparently it was the teacher's exemplary pattern that moved the students to perform congregational prayers. So, the researchers concluded that role modeling is one of the powerful weapons for teachers to develop students' noble morals.

One of the habits that was seen every time the researcher was in the field was the habit of kissing the teacher's hand or shaking hands in the morning and when leaving the madrasah. According to Riski Fitriana S.pd (one of the teachers), this habit is a manifestation of respect for teachers. During the author's repeated observations, this phenomenon always adorns the atmosphere at MI Islamiyah Kambangan Batang.²⁰

From the description above, it can be analyzed that the role of teachers in developing student morals at MI Islamiyah Kambangan Batang is 1. All teachers always provide examples or examples of good morals to students and control emotions, respect and obey the rules that I make for students. 2. Always giving advice to students as material to convey goodness and truth to them. 3. Providing intensive motivation is carried out especially in activities that involve a lot of students and are packaged as attractively as possible. 4. This method of sanctions and rewards is applied at MI Islamiyah Kambangan Batang. 5. Method of getting used to shaking hands and getting used to morning Tadarus and Dhuha prayers and Dhuhur prayers in congregation.

2) Barriers to the teacher's role in developing student morals at MI Islamiyah Kambangan Batang

After the researcher's analysis, the obstacles in developing student morals at MI Islamiyah Kambangan Batang are: the lack of supervision by parents over their children. There are many influences from outside the school that are brought by students to school so that everything becomes a complex unity in the problems faced by students in developing student morals.²¹

According to the teacher at MI Islamiyah Kambangan Batang, Regilia Yuliana emphasized that the obstacles to developing students' morals are influenced by the environment, the amount of information from TV, Facebook and the lack of supervision from student guardians as well as an unsupportive environment.²²

The above explanation was confirmed by the head of the MI Islamiyah Kambangan Batang school who said that the obstacles to developing students' noble morals were environmental factors that did not support them, electronic media factors, for example: Facebook, internet, Play Station and lack of supervision by parents towards students.

²⁰Riski Fitriana, Guru sekolah MI Islamiyah Kambangan Batang, wawancara pribadi, 3 Mei 2024.

²¹Hasil Observasi di MI Islamiyah Kambangan Batang 2024.

²²Regilia Yuliana, Guru sekolah MI Islamiyah Kambangan Batang, wawancara pribadi, 26 Mei 2024.

So, the environment is all areas of a person's life, such as plants, the condition of the land, air, social interactions with one another, and the natural surroundings. In this way, humans will experience a process of interaction and influence each other's thoughts, traits and behavior.²³

From the description of the analysis above, I conclude that the obstacles in developing students are the family environment, society, mass media as well as the lack of attention from parents and the social environment.

The solution to the obstacles in developing student morals as stated by Jati Amrullah is to provide extracurricular activities that are in line with student development activities, the cooperation of parents in developing female students' morals in the school environment and family environment.

3) Supporting the role of teachers in developing student morals at MI Islamiyah Kambangan Batang

Supporting the role of teachers in developing student morals at MI Islamiyah Kambangan Batang includes collaboration between student parents and teachers and the community, without a good relationship it is impossible to develop student morals at MI Islamiyah Kambangan Batang.

The hope to see students being on the axis of good values cannot be separated from the role of all elements. The family institution, as the first institution known to students, has no small role in coloring the lives of their children. That is why parents as actors in education are known as first and foremost educators. Madrasah as a formal institution and a symbol of guidance and education for community children is a follow-up operation to the educational efforts made by parents. Therefore, the madrasah has become an educational institution that is designed as well as possible to produce superior generations in all aspects. Society as a collection of individuals larger than households (families) also has powerful interventions to change children's attitudes and behavior. The situation and conditions of society even have wide access to influence children's souls, because the scope of children's movement to take on society's situation is very large. Therefore, the role of society is also very much needed in order to bridge the introduction, implementation and actualization of good values to children as future generations.²⁴

Without cooperation between the three, it will clearly result in defects that can destroy all the hopes and dreams of everyone. For example, Madrasah Ibtidaiyah Batang works hard to develop and educate its students with various programs so that students can internalize good values in themselves, but in the end it doesn't work because the students again find situations and conditions that are not appropriate to the good values that already exist in the school. .

In interviews with various sources (madrasa heads, teachers, student parents and community leaders, the same data was found, namely the role of madrasas in collaborating between student parents, teachers and the local environment. For example, regular madrasa committee meetings in order to establish friendship as

²³ Hasil Observasi di MI Islamiyah Kambangan Batang 2024.

²⁴ Hasil Observasi di MI Islamiyah Kambangan Batang 2024.

well as an open discussion about the situation and conditions of students at MI Islamiyah Kambangan Batang. Another activity is that when students have problems, they immediately call their parents and look for solutions that can be provided to overcome the problems that are currently ensnaring the students.²⁵

The teacher's role in collaborating with the student's parents and the local environment to make the moral development of students at MI Islamiyah Kambangan Batang a success is considered successful by the student's parents, the community and teachers. The results have a big influence on students' behavior and attitudes in implementing students' noble moral values.

E. Conclusion

The role of teachers in developing student morals at Madrasah Ibtidaiyah Islamiyah Kambangan Batang is 1. All teachers always set examples or examples of good morals for students and control emotions, respect and obey the rules that I make for students. 2. Always giving advice to students as material to convey goodness and truth to them. 3. Providing intensive motivation is carried out especially in activities that involve a lot of students and are packaged as attractively as possible. 4. This method of sanctions and rewards is applied at MI Islamiyah Kambangan Batang. 5. Method of getting used to shaking hands and getting used to the morning Tadarus and Dhuha and Dhuhur prayers in congregation. Obstacles to the teacher's role in developing student morals at MI Islamiyah Kambangan Batang are an environment that is not conducive, including: the family environment, the influence of mass media, technology and the social environment as well as the lack of inadequate facilities and infrastructure. The method taken to anticipate existing obstacles is by holding regular meetings between the parents and the school, providing a certificate regarding the results of the student's progress to the parents. Holding extracurricular activities to fill students' free time, instructing them not to bring communication devices to school. Supporting the role of teachers in developing students' morals at MI Islamiyah Kambangan Batang is the determination and enthusiasm of teachers in providing guidance and cooperation between the parents and the school.

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²⁵ Hasil Observasi di MI Islamiyah Kambangan Batang 2024.

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