

The Ideal Teacher Profile in the Perspective of Class VI Students in Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency

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Abstract

This research is a qualitative descriptive field research that analyzes the data in depth based on the percentage of numbers. The results showed that: 1. The ideal teacher profile in the perspective of class VI Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency includes: a. Have an exemplary attitude in behavior, fear God Almighty, develop praiseworthy attitudes in everyday life, b. Interact and communicate well with school residents, c. Carry out guidance and counseling for students, d. Prepare learning administration, e. Mastering learning material, f. Maintain a harmonious relationship, h. Assess and praise the results in the teaching and learning process carried out by students. From the research and questionnaire results, it was found that: a. Teachers have exemplary attitudes in behavior, preach to God, and behave praiseworthy at MI 12 Padang Sappa received the most "own" answers as much as 50% .. b. Teachers have the ability to develop professionally, interact with fellow teachers, students and even others, respondents choose the answer "very have" with a score of 50% 66%., D. The teacher has the ability to prepare the learning administration. Got the answer "really has" as much as 76%, e. Teachers mastering the learning material get the answer "master" as much as 50%, f. The teacher maintains a harmonious relationship with a score of 50% from the answer "very caring", g. The teacher assesses and praises the results in the teaching and learning process carried out by students and gets the answer "sometimes" gets 50% answer. 2. Increasing student learning achievement is very much determined by the ideal teacher profile where the smarter and more skilled a teacher is in educating students, the students will produce good achievement.

Keywords: *Ideal Teacher, Student Perspective, Madrasah Ibtidaiyah*

Introduction

The curriculum is prepared with the intention of realizing the goals of national education by taking into account the stages of student development which are heavily influenced by the environment, the needs of national development, the development of science and technology and the arts, according to the type and level of each educational unit. One of the components needed to achieve these educational goals is the teacher. What is meant by a teacher is someone who has the task of teaching, educating, guiding, motivating students to learn and foster students both inside and outside the classroom. Meanwhile, the teacher's role includes teacher as a model such as lecturers, resource persons, facilitators, counselors, tutors, managers, laboratory supervisors, and many other teacher roles. Apart from that, the teacher also has main tasks that are carried out by the teacher, such as personal duties, professional duties and social tasks.

The ability of the graduate students is not what the users expect. In fact, it is not the only problem that people judge education from its negative side. Even from the students' side, especially high school graduates in cities, in general, it is considered that they tend to respect their teachers simply because they expect higher grade grades or want to graduate without going through hard work. Of course all these accusations and protests from various circles will gradually undermine the authority of the teacher. Even sooner or later it will lower the dignity of the teachers. The attitudes and behavior of the community are indeed not without reason or argumentation, because there are indeed a small number of unqualified teachers.

The profile of ideal teachers in both elementary schools and madrasah ibtidaiyah is one of the determining factors in achieving success in an effort to improve the quality of education. This is used to occur because it is in accordance with the physical, emotional, mental, intellectual and social development of the students. Likewise, student personality development still requires a lot of help and guidance from adults, including teachers and parents. In addition to this, any educational innovation, especially in the curriculum and improvement of human resources resulting from educational efforts, always comes from teachers. This shows how important and strategic the role of teachers is in the world of education. Teacher or teacher is a profession. As a teacher, you will need a lot of people. The teacher has a role in everyday life, namely as a disciplined communicator, conveying information, an assessor, a class leader, an advisor, a member of the community group, a decision maker, a role-model, and as a substitute parent at school. This role does not require the practice and skills that are often taught in teacher preparation programs. Not all teachers provide the time and have special skills, so it is necessary to have training or education for teachers to have skills and personalities.

So that teachers in the classroom can teach effectively, the teacher should provide the widest possible opportunity for students to learn and improve the quality of teaching, namely by (a) involving students actively in learning, (b) teachers in carrying out activities teaching and learning should be carried out in a timely manner, (c) the teacher in carrying out the teaching and learning process should show seriousness or seriousness. In this way, students are likely to have the opportunity to learn more and be optimal. This will increase students' interest and motivation to learn more. The higher the learning achievement achieved by students, the more optimal and optimal. Meanwhile, to improve the quality of teaching, teachers must be able to plan teaching programs and be able to carry out or deliver subject matter in the form of good teaching and learning interactions.

To build public trust in the professionalism of teachers, teachers really need to appear at every opportunity, both as educators, teachers, trainers, innovators, as well as dynamics of development and intelligence of Indonesian society with Pancasila morals. Meanwhile, the ideal teacher profile is a teacher who has personal competence, professional competence, social competence and pedagogical competence. To develop themselves, teachers should be sensitive to social changes and be responsive to current and future updates in science and technology.

Based on the assumption of the author, that the ideal teacher profile in Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency, most of the teachers are still far from the ideal teacher profile in the student perspective. This dap at proven, among others:

- (a) The relationship between teacher and student, student and student and teacher and teacher is not yet harmonious,

- (b) Most students when teaching and learning activities take place both inside and outside the classroom, their attention is less focused on the subject matter,
- (c) Teachers at Madrasah Ibtidaiyah 12 At Sappa, Ponrang District, Luwu Regency, when teaching they used teaching aids or learning media, but they were not optimal, so that the learning objectives had not been achieved optimally.
- (d) Awareness in making lesson plans is still low so that the learning objectives are not directed.
- (e) Teacher service to the community or parents of students has not shown the expected attitude. In addition, there are still many other gaps that are not in line with the expectations of students in Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency, which results in the dignity of the ideal teacher profile in the school decreasing and getting lower in front of students and the surrounding community.

From the description above and several reasons that have been stated, there is a gap from the ideal teacher profile in student perceptions. Then the researcher will raise this problem in a study entitled the ideal teacher profile in the perspective of grade VI students at Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency.

Method

This research is a qualitative descriptive field research that analyzes data in depth based on numbers about the ideal teacher profile in the perspective of grade VI students at Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency. As for the subjects of this study were 30 people consisting of 10 teachers and 20 students. Sources of data in this study are divided into two, namely primary data sources and secondary data sources. In collecting data, the writer used library research method and field research. Data management or data analysis using inductive, deductive, comparative, frequency distribution methods.

Results

The Ideal Teacher Profile in the Perspective of Students in Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency

The social competence (social concept) that must be possessed by a teacher is being able to participate in institutions and organizations in the community, being able to serve and help solve problems that arise in the community, being able to respect and adapt to the customs in the community, being able to accept and implement regulations. a state with a corrective and constructive nature, capable of upholding and realizing the values contained in Pancasila and able to educate and teach the public to become Indonesian citizens with Pancasila morals.

The results of observations and research on the ideal teacher profile in the perspective of class VI students of MI 12 Padang Sappa, Ponrang District, Luwu Regency in the academic as mentioned above are as follows:

- a. Based on the perspective of respondents developing the personality of teachers at MI 12 Padang Sappa, Ponrang District, Luwu Regency, they have exemplary attitudes in behavior, fear God Almighty, develop praiseworthy attitudes in everyday life. This can be proven from the results of the respondents' questionnaire with a score of 50 percent. The following is the percentage of respondents:

Table 1. Teachers have exemplary attitudes in behavior, fear God, and behave praiseworthy at MI 12 Padang Sappa

No	Category	Frequency	Percentage
1	Very Have	10	50 %
2	Have	8	40 %
3	Sometimes	2	10%
4	Do not have	-	-
Total		20	100 %

Based on this table, it can be concluded that the percentage of teachers who have exemplary attitudes in behaving, preaching to God, and behaving praiseworthy gets 50 percent of the answers from other answers, 40 percent was chosen by respondents regarding teachers having very exemplary attitudes in behavior, da'wah and praiseworthy, while those who vote sometimes have 10 percent, and nobody who chooses doesn't have. Based on these answers, it can be concluded that the teacher has an exemplary attitude in behaving, is obedient to God, and behaves in a commendable manner.

- b. Interacting and communicating, the results obtained are based on the perspective of teacher respondents at Madrasah Ibtidaiyah 12 Padang Sappa has the ability to develop professionals, interactions with fellow teachers, students and even other people, so as to improve the quality of education in accordance with the objectives to be achieved. The results of the criteria research show that it tends to be high, it can be seen by the following percentage results:

Table 2. Teachers Have the Ability to Develop Professional, Interaction with Fellow Teachers, Students and even Other People

No	Category	Frequency	Percentage
1	Very Have	15	75 %
2	Have	4	20 %
3	Sometimes	1	5 %
4	Do not have	-	-
Total		20	100 %

The table informs that 75 percent of respondents chose the teacher's answer to have the ability to develop professionally, interaction with fellow teachers, students and even others, 20 percent of teachers have the ability to develop professionally, interaction with fellow teachers, students and even other people, and teachers. Sometimes it has the ability to develop professionally, interactions with fellow teachers, students and even to others are chosen by 5 percent, while teachers do not have the ability to develop professionally, interactions with fellow teachers, students and even other people are not chosen by anyone. Based on these answers, it can be concluded that teachers really have the ability to develop professionally, interact with fellow teachers, students and even to others

- c. Carrying out guidance and counseling, the teacher encourages students to increase their enthusiasm for learning, is able to help solve learning problems both classically and individually, develops self-confidence in students. According to the questionnaire submitted to the respondent, the results obtained are:

Table 3. Teachers have the ability to carry out guidance and counseling to students

No	Category	Frequency	Percentage
1	Very Have	5	25 %
2	Have	10	50 %
3	Sometimes	5	25 %
4	Do not have	-	-
Total		20	100 %

The table illustrates that: the teacher has the ability to carry out guidance and counseling to students who get 50 percent answers, while the teacher's answers, very or sometimes have the ability to carry out guidance and counseling to students, get the same answer, namely 25 percent, and those who choose teachers do not. have the ability to carry out guidance and counseling to students does not exist. It can be concluded that the teacher has the ability to carry out guidance and counseling to students

- d. Prepare learning administration. Before the teacher carries out tasks, namely teaching, they are required to make learning programs and plans called semester programs, annual programs, lesson plans (RPP), student attendance syllabus and others, there are many other administrations. It is hoped that by doing this administration, teachers will not make many mistakes. From the results of observations and distributing questionnaires to respondents, the results tend to be high. This means that the teachers at Madrasah Ibtidaiyah 12 Padang Sappa mostly do school administration, and if a percentage can be seen in the following answer:

Table 4. Teachers Have the Ability To Prepare Learning Administration

No	Category	Frequency	Percentage
1	Very Have	13	65 %
2	Have	5	25 %
3	Sometimes	2	10%
4	Do not have	-	-
Total		20	100 %

The respondent's answer revealed that the teacher has the ability to prepare learning administration chosen by the respondents as much as 65 percent, 25 percent was chosen by the respondent based on the teacher's answer that the teacher has the ability to prepare learning administration and the teacher sometimes has the ability to prepare the learning administration chosen by 10 respondents. percent. Thus it can be concluded that the teacher really has the ability to prepare learning administration

- e. Mastering learning materials. To realize the objectives of learning actively, creatively, innovatively, and also fun for students so that they are not bored and tense, each teacher must master the Islamic madrasah curriculum, so that when the learning takes place, there are not many mistakes. Based on the results of a questionnaire about the mastery of teacher teaching materials at Madrasah Ibtidaiyah 12 Padang Sappa, it can be explained that the teacher masters the subject matter with a value of 50 percent, the teacher who gets very good answers is 25 percent, while those who provide answers sometimes control 25 percent and those who choose teachers did not master the learning material with a value of 0. For more details, it can be seen in the answer to the following table:

Table 5. Teachers Mastering Learning Materials

No	Category	Frequency	Percentage
1	Very Have	10	50 %
2	Have	5	25 %
3	Sometimes	5	25 %
4	Do not have	-	-
Total		20	100 %

- f. Maintain a harmonious relationship. The ideal teacher is able to create a pleasant learning atmosphere for students, and set a safe and comfortable learning atmosphere. Teachers need to maintain good relationships between teachers and students and teachers and peers in harmony. The findings in this study indicate that most respondents think that a harmonious relationship is always maintained by the teachers at MI 12 Padang Sasppa, Ponrang District, Luwu Regency by looking at the following table:

Table 6. Teachers Maintain Harmonious Relationships

No	Category	Frequency	Percentage
1	Very Have	10	50 %
2	Have	10	50 %
3	Sometimes	-	- %
4	Do not have	-	-
Total		20	100 %

The respondent's answer revealed that the teacher maintains a harmonious relationship chosen by the respondents as much as 50 percent and is the same as the answer that the teacher maintains a harmonious relationship and the teacher sometimes maintains a harmonious relationship chosen by the respondent as much as 0 percent. Thus it can be concluded that teachers maintain a very harmonious relationship in learning at school.

- g. Assess and praise the results in the teaching and learning process carried out by students. Based on the opinion of grade VI students that the teacher at Madrasah Ibtidaiyah 12 Padang Sappa was able to encourage student motivation to study more actively. Teachers do not hesitate to give praise and give value to students' work, so that students want and want to do even more good. The results of questionnaires to respondents indicated that:

Table 7. The teacher assesses and praises the results of the teaching and learning process carried out by students

No	Category	Frequency	Percentage
1	Highly rate and praise	10	50 %
2	Rate and praise	-	-
3	Sometimes	10	50 %
4	Do not judge and praise	-	-
Jumlah		20	100 %

Based on the respondent's answer, it was revealed that highly assessing and sometimes assessing and praising the results in the teaching and learning process carried out by students had the same value, namely 50 percent, while none of the other answer choices chose it. It can be concluded that the teacher highly or sometimes evaluates and praises the results obtained by students in learning.

Of all the sub-variables in this study, in general, the respondents thought that the ideal teacher profile in the perspective of high-grade students at Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency, the 2013/2014 school year tends to be high criteria, which can be described as the average result of achieving 85.38%. The researcher observed from the results of this research activity, that in reality there were differences in opinion or differences in the respondents' opinion of the ideal teacher profile in the perspective of class VI students of MI 12 Padang Sappa, Ponrang District, Luwu Regency, this difference could occur because it was influenced by factors, including:

- a. There are differences in the characteristics of respondents, both physical differences and psychological dynamics of each respondent, such as fear, feelings of doubt in answering and so on.
- b. There is limited knowledge of the depth of respondents' insight to the questions in the questionnaire they are working on.

Even so, whatever the findings in this study, the respondent has already answered, provided input or opinion on the answer criteria as described on the previous pages. So it should be noted that the teacher's profile regarding attitudes and behavior in everyday life both in the school environment, in the neighborhood and in the wider community will be emulated by students, parents of students and the community. So that the ideal teacher profile according to the perspective of high-grade students at Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency, needs to be maintained and improved.

The Effect of the Ideal Teacher Profile on the Improvement of Student Achievement in Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency

In the teaching and learning process, teachers as teachers and students as learning subjects are required to have certain qualification profiles in terms of knowledge, abilities, attitudes and values as well as personal characteristics, so that the process can take place effectively and efficiently. For that, people then develop a variety of knowledge, for example educational psychology, teaching methods, teaching management and other sciences that can support the teaching and learning process.

In carrying out their daily duties, teachers often encounter some students who are lazy to learn, not excited or even less passionate about learning, trying and excited about learning. The greater the motivation and interest in learning a person, the greater the results to be achieved. Likewise with other things. In connection with their functions as teachers, educators, and mentors, it is necessary to have the role of the teacher, which is to always describe the expected behavior patterns in various interactions, both with students, fellow teachers and with other staff. From various activities, teaching and learning interactions are seen as central to their role as a teacher, because whether we realize it or not, a lot of the teacher's time and attention is devoted to the teaching and learning process. Every teacher should be able to teach in front of the class. Even teaching can be done to a group of students outside the classroom or anywhere. Teaching is one component of teacher competencies. And every teacher must master it and appear to carry out the teaching.

Professional competence is the competence or ability related to the completion of teacher tasks. This competency is a very important competency, because it is directly related to the performance displayed. Therefore, the professional level of a teacher can be seen from this

competency. Some of the abilities related to this competency that every educator must have, especially those at MI 12 Padang Sappa, include:

- a. The ability to master the foundation of education, for example understanding the educational goals that must be achieved both national goals, institutional goals, curriculum goals, and learning objectives.
- b. Understanding in the field of educational psychology, for example understanding the stages of student development, understanding learning theories, and so on.
- c. The ability to master the subject matter according to the field of study being taught.
- d. Ability to apply various learning methodologies and strategies.
- e. Ability to design and utilize various media and learning resources.
- f. Ability to carry out learning evaluations.
- g. Ability in compiling learning programs.
- h. The ability to carry out the supporting elements, for example understanding school administration, guidance and counseling.

Apart from the competencies that have been stated above, a teacher must also have social competence. This competence is related to the ability of teachers as members of society and as social beings including:

- a. a. Ability to interact and communicate with peers to improve professional skills.
- b. b. Ability to know and understand the functions of each social institution.
- c. c. Ability to work together both individually and in groups.

Starting from the description above, it can be understood that the competence possessed by a teacher is very decisive for the success of education. In the sense that the competence possessed by a teacher will make it easier for students to receive lessons in the teaching and learning process in schools, such as in presenting an appropriate teaching method that will make it easier for teachers and students to present and receive subject matter.

According to Ahmadi annoyed wali VI MI 12 Padang Sappa stated that:

"Teachers will teach effectively if they always make plans in teaching. With the preparation of teaching the teacher will be steady in front of the class, careful planning can lead to a lot of initiative and creative power of the teacher while teaching, so as to increase teaching and learning interactions between teachers and students. "

So, it can be understood that teachers as teaching planners are expected to be able to plan teaching and learning activities effectively. For this reason, he must have sufficient knowledge of the principles of learning as a basis for designing teaching and learning activities, such as formulating goals, selecting materials, selecting methods, establishing evaluations, and so on.

Teaching materials that have been processed and prepared in such a way will be less meaningful if they are delivered in an inappropriate manner. Therefore, he should know the teaching methods well and apply them accordingly. Teachers should use a variety of methods in teaching and educating students, according to their level of development and progress. For this reason, the teacher really needs to know the differences of each individual. Otherwise, the consequences will be fatal as a doctor who treats his patients in the same way and gives the same medicine.

Meanwhile, Sitti Supriani, as the fourth grade homeroom teacher, stated that:

"A teacher must have the competence in the form of courage to face his students, as well as the problems that arise during the teaching and learning process. Courage fosters self-confidence, so that teachers can be authoritative in front of the class, and outside of school. The authority of the teacher causes all the aspirations instilled in the student to be noticed and absorbed by the student concerned".

From the statements of the two MI 12 Padang Sappa teachers above, it can be concluded that the improvement of student achievement is largely determined by the profile of the ideal teacher. Because these points are only owned by ideal teachers, in addition, teachers must also be wise in solving problems that often occur in the teaching and learning process in class.

Discussion

Based on the results of research on the ideal teacher profile in the perspective of students of Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency, the following values were obtained:

1. Teachers have exemplary attitudes in behavior, preach to God, and behave praiseworthy at MI 12 Padang Sappa received the most "own" answers as much as 50%.
2. Teachers have the ability to develop professionally, interact with fellow teachers, students and even others, respondents chose the answer "very have" with a score of 50%.
3. The teacher has the ability to carry out guidance and counseling to students who get the answer "have" with an answer of 66%.
4. The teacher has the ability to prepare learning administration. Got 76% "very own" answer
5. The teacher mastering the learning material gets the answer "mastered" as much as 50%
6. The teacher maintains a harmonious relationship with a score of 50% of the answer "very caring"
7. The teacher assesses and praises the results of the teaching and learning process carried out by students and gets the answer "sometimes" gets 50% answer.

The effect of the ideal teacher profile on increasing student achievement at Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency is that increasing student achievement greatly affects the ideal profile of teachers because the smarter and more skilled a teacher is in educating students, the students will produce good achievements.

Conclusion

1. The Ideal Teacher Profile in the Student Perspective of Madrasah Ibtidaiyah 12 Padang Sappa, Ponrang District, Luwu Regency includes:
 - a. Have an exemplary attitude in behavior, fear God Almighty, develop praiseworthy attitudes in everyday life
 - b. Interact and communicate well with school residents
 - c. Carry out guidance and counseling for students
 - d. Prepare learning administration
 - e. Mastering the learning material
 - f. Maintain a harmonious relationship

- g. Assess and praise the results in the teaching and learning process carried out by students
2. Increasing student achievement has an effect on the ideal teacher profile. This is indicated by the smarter and more skilled a teacher is in educating students, the students will produce good achievement.

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