



CLASSROOM MANAGEMENT: LEARNERS' MOTIVATION AND ORGANIZE THE LEARNING ENVIRONMENT OF PAI

Sulaiman

*Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia
e-mail : sulaiman@gmail.com*

Abstrak

Classroom management is the key to success and improves the quality of PAI learning in the classroom. Learners are potential classes who can be utilized through effective classroom management. Teachers are required to have classroom management skills to optimize the PAI learning process in the classroom effectively. Conducive, challenging and inspiring classroom situations can develop PAI learning motivation. This is the positive implication of effective classroom management on PAI learning.

Keywords: *Classroom Management, Motivation, PAI learning*

A. Introduction

Islamic Education --called PAI (*Pendidikan Agama Islam*)-- is a subject group that consist of *Al-Quran hadith, Aqidah Akhlak, Fiqh, and Sejarah Kebudayaan Islam* (history of Islamic culture).¹ PAI Learning has its own characteristics, so that teachers are required to have the skills of classroom management to develop a conducive learning situation of PAI.

PAI learning is currently less attractive to some learners because it is caused by less enjoyable learning process and the way of teachers in teaching PAI is monotonous and classic. Because of that, students are not interested in learning PAI. Ideally learners' learning interests can be developed by teachers through the creation of PAI learning situations with variation ways in learning situations.

¹ Peraturan Menteri Agama Republik Indonesia Nomor. 000912 Tahun 2013 Tentang Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam Dan Bahasa Arab.

Efforts to develop the motivation to learn PAI in schools or madrasah can be carried on by teachers through classroom management activities. Conducive PAI learning situation has implication to the learning motivation of learners. Base on that, teachers are required to plan classroom conditions to facilitate the PAI learning process effectively. In addition, a conducive classroom situation also has implications for the quality of classroom learning.

Classroom management is one of the important factors that support PAI learning process in school / *madrasah*. But at this time, there is still a opposite opinion of that. This is the wrong opinion. The PAI learning process will not work effectively if it is not supported by effective classroom management. Therefore, teachers are expected to have classroom management skills to create a conducive classroom situation and to motivate the learners.

B. Discussion

1. Organizing Physical and Non-Physical Classroom of Effective PAI Learning

Classroom management basically covers two major aspects; physical and non-physical classroom management. Classroom management is not just physical classes, but includes non-physical (socio-emotional) classes. Both aspects must be managed effectively to support the learning process and motivate learners to do PAI learning activities in school.

Organizing the classroom is a classroom setting and management activity to support the learning process effectively, especially PAI learning. Structuring the physical classroom environment has implications for the classroom climate and learning motivation of PAI. Structuring the physical environment of the classroom is the activity of arranging the learning facilities in the classroom and utilizing to support effective PAI learning process.

Ummu Hany refers to Winataputra states that classroom management is a series of teacher activities aimed at encouraging the expected behavior of students and eliminating unexpected student behavior, creating good interpersonal relationships and a positive socio-emotional climate, also creating and maintaining productive and effective classroom organization. While Winzer (Winataputra, 2003) states that classroom management is the ways in which the teacher takes the classroom environment in order to avoid chaos and provide opportunities for students to achieve academic and social goals.²

The arrangement of classroom facilities must be thoroughly considered to support the learning process. Many things that need to be considered in setting up general classrooms, such as teachers do the arrangement of furniture- teacher's and students' desk, bookshelves, filing cabinets and chairs. There might also be other electronic devices such as projectors, computers, CD/VCD players and televisions. Arrangement of PAI learning facilities in the classroom will have implications for a conducive and fun classroom climate and learning motivation of learners.

Organizing the class is very decisive to the quality of learning and learning motivation of learners. Carolyn M. Evertson. et al, explains there are four keys for a good classroom setting, as follows:

1. Free from congestion. Areas where many learners come together and areas that are always used for routine purposes; group work areas, pencil sharpening, certain bookshelves and storage areas, computers, students' desks and teachers' desks. These areas should be separated from within a large distance from each other, having wide and accessible spaces.

² Ummu Hany Almasitoh. *Menciptakan Lingkungan Yang Positif Untuk Pembelajaran*. Magistra No. 79 Th. XXIV Maret 2012, hlm 87.

2. Ensure that students are monitored well by the teacher. Accurate monitoring of learners is one of the major regulatory tasks. The teacher success in monitoring will depend on the teacher's ability to see all students throughout the learning period. Therefore, make sure there is visibility between the learning areas, the teachers' and students' desks, and the entire student work area.
3. Keep the teaching materials that are frequently used and student's equipment easily accessible. Facilities that are often used for the learning process should get good maintenance so that it can be used when it is needed.
4. Ensure that students can easily view the presentation and look of the class. When planning the positions of teachers and learners in presentations and discussions involving the entire class, make sure that seating arrangements will allow learners to view the OHP screen or whiteboard without having to move their chairs, rotate their desks, or tilt their necks.³

The classroom management is the key in creating a conducive classroom situation to support effective learning processes, motivate learners, and improve the quality of learning in the classroom. For that, the teacher must know all aspects related to classroom management.

While the arrangement of non-physical classroom environment (socio-emotional) related to build interaction of teachers and learners in the classroom. Daniel Muij. et al, explain teachers who are concerned with the emotional, social, and academic needs of pupils can involve learners more optimally in teaching. A similar explanation from Hadiyanto quotes from Moos in Walber explains that the social climate in school has an

³ Carolyn M. Evertson. Dkk. *Manajemen Kelas Untuk Guru Sekolah Dasar*, Cet I (Jakarta: Kencana, 2011), hlm 4.

important influence on the satisfaction (climate) of learning and the growth or development of learners.⁴

A conducive physical and non-physical (socio-emotional) classroom has positive implications for the quality of PAI learning in schools. Therefore, PAI teachers are required to develop favorable class situation to support PAI learning process.

2. Approaches and Principal in Managing Classroom Effectively

a. Classroom Management Approaches

The following briefly describes eight effective classroom management approaches compiled from references found by the author. The use of these approaches can help teachers in classroom management and create a conducive and inspiring classroom for learning, as follows:

1) Power Approach

Classroom management with the emphasis on power, implies that a process to control students' behavior. Teachers who use this approach can use a variety of strategies such as: Establish and enforce rules, issue directives and commands, give strikes or commands, and supervise.

2) The Threatening Approach

A classroom approach with threats or intimidation is a process for controlling the students' behavior by providing threats, such as banning mockery, insinuation, coercion and so on. This approach is essentially same as the authoritarian and power approach as mentioned above.

⁴ Hadiyanto. *Mencari Sosok Desentralisasi Manajemen Pendidikan Di Indonesia*. Cet. I. (Jakarta: Rineka Cipta, 2004), hlm 185.

3) Freedom Approach

The freedom approach differs from the classroom management with the power and threat approaches which are mentioned above. The role and function of teachers in classroom management with this freedom approach is to create the freedom of learners in doing things, whenever and wherever.

4) The Recipe Approach

Classroom management with recipe approach is a management by providing a list can describe what teachers should and should not do in the face of all problems or situations that occur in the classroom. In this list is described step by step what the teacher should do. Teacher positions and roles are to follow their designated instructions.⁵

5) The teaching approach

Classroom management with a teaching approach is classroom management based on the assumption that in a planning and implementation will prevent the emergence of student behavior problems and solve the problem if it can not be prevented. This approach requires teachers to present interesting and relevant teaching, do effective learning activities, establish classroom habits, establish clear guidelines as short instructions that can support effective classroom management, avoid problems among students, motivate, plan conducive atmosphere of class and provide a help to the difficulties faced by learners.

⁵ Abuddin Nata. *Perspektif Islam Tentang Strategi Pembelajaran*. Cet. II. (Jakarta: Kencana, 2011), hlm 342.

6) Behavioral approach

Classroom management with behavioral approach is defined as a process to change the behavior of learners. This approach is basically the psychological principle of behavior based on the assumption that: a). All good and bad behavior is the result of learning; b). There is a small number of fundamental psychological processes that can be used to explain the process of learning.

7) Emotional and Social Relationships Approach

This approach is a classroom management based on clinical psychology and counseling approaches. In relation to emotional and social relationships approach, the teacher must give students the freedom to complete their duties within a certain time and free their learners into humans who dare to choose something done with full responsibility.

8) Grouping approach

The grouping process approach is intended to create the class as a social system, by placing the group process first and foremost. In this approach, the teacher acts as the person who seeks for the development and execution of this group process can run efficiently. In this group process, teachers grouping students into some groups with individual considerations to create a passionate, fun and joyful class.

b. Principles of Classroom Management

Managing classrooms is not easy work, many factors cause complexity in classroom management. Generally can be divided into two factors:

- 1) Internal factors of students. This factor is related to emotional, mind and behavior problems. The personality of the student with its distinctive characteristics, causing one student different from the other students in biological, intellectual and psychological side.
- 2) External factors of the students. This factor is related to the atmosphere of learning environment, student placement, grouping of students, the number of students in the class and so on. Similarly, the remaining number of students in the class will color the dynamics. The more students in the classroom, for example up to more than 20 people, conflict will be easier happen.⁶

In order to develop a conducive classroom situation to achieve quality and interactive learning, teachers can use the following classroom management principles:

- 1) The principle of warmth and enthusiasm. In this point, the teacher is warm and familiar with the learner, always showing enthusiasm on his or her work or on activities, will further support the success in implementing classroom management.
- 2) Create challenges that enable a teacher to be always passionate and keep learning in handling many things.
- 3) The use of varied methods, approaches, techniques, styles, media and teaching tools that can enhance the passion of learning.
- 4) The use of more flexible and pleasant ways and actions.
- 5) Delivering positive things to learners and avoiding as far as possible doing the mistake that can provoke negative attitudes of students toward teachers.

⁶ Abuddin Nata. *Perspektif Islam Tentang Strategi Pembelajaran...*, hlm 349.

Classroom Management: Learners' Motivation...

- 6) Prioritizing the attitude in front of the students who then can encourage him to be a person who always obedient to the teacher. it is not caused by fear, but because of pride and admiration.

Novan Ardy explains the principle of class management; there are six principles of classroom management, namely:

- 1) Warm and humanist. Teachers as a manager in the classroom in carrying out teaching and learning activities should be able to bring the two attitudes, namely warm and humanist attitude.
- 2) Challenge. Every learner loves some challenges that disturb his curiosity. That is why teachers should be able to provide challenges that can provoke the spirit of learners in following the subjects.
- 3) Varied. In the teaching and learning activities in the classroom, the variation of teaching style of teachers is needed because it can enliven the boredom.
- 4) Flexibility. Flexibility in the context of classroom management is the flexibility of teacher behavior to change teaching methods according to the needs of learners and classroom conditions to prevent possible learning disabilities in learners and to create a conducive and effective learning climate.
- 5) Emphasis on the positive. The emphasis can be made by teachers by providing positive reinforcement and teacher awareness for the mistake that may disrupt the course of teaching and learning activities.
- 6) Self-discipline instillation. The ultimate goal of classroom management is to enable learners to develop self-discipline. So as to create a conducive learning climate in the classroom.

Teachers as classroom managers are required to adopt the principle of classroom management so that teachers can manage the class optimally to stimulate students' learning interests in the classroom. The principle of classroom management is basically oriented to learners' motivation and to build a conducive classroom situation.

3. Classroom Management Is The Key of Learning Motivation in The Class

The implementation of optimal learning is supported by a conducive classroom situation that supports the learning process of PAI in the classroom. Sri Rahmi explains that the students are the potential of the class that should be utilized by teachers in realizing effective teaching and learning process.⁷ This can be realized with conducive classroom management; challenging, comfortable, and inspiring classes. Related to the situation, Novan Ardy explains the characteristics of the class that support the success of teaching and learning, especially; the class has the nature of stimulating and challenging to always learn, give a sense of security, and give satisfaction to learners after carrying out learning activities in the classroom.⁸

Teachers as classroom managers are expected to develop classroom situations that can motivate learners to improve the quality of learners. This is the basic motive of teacher leadership as a class manager. Danim explains that motives are essentially mental conditions that encourage the leaders to do actions or activities and provide the power that leads to the fulfillment of desires, needs, satisfaction, or reducing imbalances.⁹

⁷Sri Rahmi. *Manajemen Kelas Dalam Lembaga Pendidikan Islam*. Jurnal. Progresif. Volume.1. Number 1. Juli 2009, hlm 44.

⁸Novan Ardy Wiyani. *Manajemen Kelas Teori dan Aplikasi...*, hlm 58.

⁹ Sudarwan Danim. *Kepemimpinan Pendidikan*. Cet. I. (Bandung: Alfabeta, 2010), hlm 116.

Classroom management activities; physical and non-physical (socio-emotional) classes that teachers are oriented towards learning motivation, develop the willingness, interest, and sincerity of learners in the classroom. Comfortable class is one of the important factors in supporting the learning process of PAI so that learners can concentrate on learning activities and achievement of learning.

Classroom management rules created by teachers aim to develop a comfort and fun learning situation and stimulate learners to do learning activities in the classroom. Class rules are not to curb learners, but to motivate learners to learn. This is in line with the purpose of classroom management, as Salman Rusydie explains that in general, classroom management aims to create a comfortable classroom atmosphere for the place of teaching and learning.¹⁰ Thus, it will have implications for the motivation of learners and the quality of learning in the classroom.

4. The Obstacles in Classroom Management

Classroom management is not easy and light. Therefore, teachers are required to have classroom management skills. The obstacles in classroom management based on various sources obtained are caused by three factors; diversity of learners' behavior, teachers, and facilities. Here is the explanation in detail:

a. Diversity of Learners' Behavior Factor

The diversity of student behavior problems raises some classroom management issues. They are:

- 1) Less unity, there are some groups, clicks and gender disagreements.

¹⁰ Salman Rusydie. *Prinsip-Prinsip Manajemen Kelas*. Cet. I. (Jogjakarta: Diva Press, 2011), hlm 29.

- 2) There are no standards of behavior in group work, such as making noise, talk to others, walking in the class , and so forth.
- 3) Negative reactions to group members, e.g. hostile, ostracism, degrading ignorant groups and so on.
- 4) The class tolerate the mistakes of friends is to accept and encourage the wrong student behavior.
- 5) Easy to react negatively/disturbed, for example when visited by monitors, guests, climate change and so on.
- 6) Low of moral, hostile, aggressive, e.g. in institutions with less learning tools, lack of money and so on.
- 7) Unable to adapt to changing environments, such as additional tasks, new class members, new situations and so on.¹¹

Multi behavior that appears according to Made Pidarta as quoted Djamarah, due to multi factor behavior itself. The factors are:

- 1) Because clumped (clever, medium, stupid). Stupid groups will be a negative source, rejection or apathy.
- 2) From individual criteria, such as ability and disadvantage, making dissatisfaction or from a weak economic background that hinders his ability.
- 3) The clever groups will be hindered by friends who can not afford like them. These group often reject the standards given by teachers. Often these groups also form their own norms, which are incompatible with school norms.
- 4) From the curriculum organization on team teaching, eg students from one teacher to another and from one group to another. Their energy is widely used on the streets and must

¹¹ Syaiful Bahri Djamarah. Dkk. *Strategi Belajar Mengajar*. Cet. II. (Jakarta: Rineka Cipta, 2006), hlm 218.

Classroom Management: Learners' Motivation...

adjust many times. There is no stability. Adjustment to teachers and methods (teacher vak). The real self-development comes from social relationships becoming too late.¹²

The diversity of learners' behavior in the classroom becomes one of the obstacles in classroom management. Each student has characteristics so that teachers have difficulty for teachers in classroom management. Nevertheless, teachers are expected to manage the class effectively so as to create a conducive classroom situation.

b. Teachers Factor

The obstacle of classroom management also comes from teachers. Ahmad Rohani explains the inhibiting factors that come from the teacher, in the form of:

- 1) Leadership type. Leadership type of authoritarian and less democratic teacher will cause to emerge the passive or aggressive attitude of learners. Both attitudes of these learners will be the source of the problem.
- 2) A monotonous teaching-learning factor.
- 3) Teacher personality. A successful teacher was required to be warm, fair, objective, and flexible to create a fun emotional atmosphere in the learning process. An attitude that contrary to this personality will cause classroom management problems.¹³

c. Facility Factor

Beside two factors above, another obstacle of classroom management is facility factor. Ahmad Rohani explains that facility factor is an obstacle in class management. This factor include:

¹² Syaiful Bahri Djamarah. *Guru Dan Anak Didik Dalam Interaksi Edukatif: Suatu Pendekatan Teoritis Psikologis*. Cet. III. (Jakarta: Rineka Cipta, 2006), hlm 173.

¹³ Ahmad Rohani. *Pengelolaan Pengajaran*. Cet. II. (Jakarta: Reneka Cipta, 2004), hlm 181.

- 1) Number of students in class. Classes that consist of many learners are more difficult to manage.
- 2) Size of class room. Small classrooms compared with the number of learners and the needs of learners to move in the classroom are other obstacles to classroom management.
- 3) Availability of tools. The number of books or other tools that do not match with the number of learners who need them will cause classroom management issues.¹⁴

These obstacles must be controlled by teachers to develop a conducive classroom situation. These obstacle will lead to unfavorable classroom situations on the PAI learning process at school.

5. Problem Management Strategy

Problem is one that must be managed well so that the problem is not getting bigger. Non-conducive classes will cause problems. Teachers must choose the right strategy in managing the problems that occur in the classroom to make the conducive class.

Carolyn M. Evertson. et al, explain that there are seven strategies in classroom management:

- 1) Small intervention. Use of non-verbal cues. Make eye contact with the student and give a finger-like sign to the lips, head shake or hand gesture to hint at a stop. And also can be done by touching in the hands of students or on the shoulders and backs of students. But there is a touch that every teacher needs to pay attention to, do not touch students in a state of anger, this can make students afraid.
- 2) Continue the on going activity. There is often a commotion and class inconvenience when learning activities stop. This is called the

¹⁴Ahmad Rohani. *Pengelolaan Pengajaran...*, hlm 183.

Classroom Management: Learners' Motivation...

transition period between activities or during the free time when there is no focus devoted to the supervision of the empty time. The students will pace from their seats and so on. One way of handling is immediately fill in the empty time or immediately do follow-up from learning and provide direction to students.

- 3) Use proximity. Establishing a relationship of intimacy with students is one of the best ways to reduce the noise and fraud committed by students in the classroom. And it can also be done by combining closeness with verbal cues.
- 4) Use focus groups. Use warnings, accountability responsibilities, or student participation formats to restore students' attention to subjects when the students' attention is no longer focused on the lessons in long time limits, as well as the students who start the walk in the classroom and provide understanding to them.
- 5) Redirect the behavior. When learners are no longer doing assignments, give them understanding and remind them of proper behavior.
- 6) Give required instruction
- 7) Give students choices. Inform all students that he or she chooses a choice: whether to behave properly or to continue the problematic behavior and accept a punishment.¹⁵

Issues that can disrupt the learning process in the classroom must be stopped immediately. Teachers should be able to manage the problems that occur in the class wisely. In addition to these strategies, teachers can also use exemplary approach (*uswatun hasanah*) as one of approaches to controlling the classroom situation.

¹⁵ Carolyn M. Evertson. Dkk. *Manajemen Kelas Untuk Guru Sekolah Dasar...*, hlm 235.

C. Conclusion

Classroom management activities cover two aspects, namely physical classroom and non-physical (socio-emotional) classroom management. Conducive class situation is the main factor to support PAI learning process effectively. In addition, classroom management also has a positive implication for the quality of interaction in the classroom and motivates learners to conduct learning activities of PAI optimally.

PAI teachers as class managers in PAI learning are expected to have classroom management skills, in order to facilitate learners' learning activities effectively. Then, PAI teachers are also required to use a humanistic classroom management approach in classroom management to develop learners' motivation.

References

- Abuddin Nata. *Perspektif Islam Tentang Strategi Pembelajaran*. Cet. II. Jakarta: Kencana, 2011.
- Ahmad Rohani. *Pengelolaan Pengajaran*. Cet. II. Jakarta: Renaka Cipta, 2004.
- Carolyn M. Evertson. Dkk. *Manajemen Kelas Untuk Guru Sekolah Dasar*. Cet. I. Jakarta: Kencana, 2011.
- Daniel Muijs. Dkk. *Effective Teaching*. Ed. 1. London: Sage Publications Ltd, 2008.
- Hadiyanto. *Mencari Sosok Desentralisasi Manajemen Pendidikan Di Indonesia*. Cet. I. Jakarta: Rineka Cipta, 2004.
- Idris, S & Tabrani, Z. A. (2017). Realitas Konsep Pendidikan Humanisme dalam Konteks Pendidikan Islam. *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 3(1), 96-113.
- Idris, S., (2005, *Muhammad Quthb dan Sistem Pendidikan Nondikotomik*, Suluh Press Yogyakarta/Buku

- Idris, S. (2014). *Demokrasi dan Filsafat Pendidikan (Akar Filosofis dan Implikasinya dalam Pengembangan Filsafat Pendidikan)*. Ar-Raniry Press.
- Idris, S. (2015). Proposing "Learning by Conscience" As a New Method of Internalization in Learning: An Application of John Dewey's Thinking Paradigm. In *Conference Paper*.
- Marzuki, M. (2016). Diniyyah in Public Schools: A Model of Islamic Curriculum Implementation in Multi Religious Society in Banda Aceh-Indonesia. *Jurnal Ilmiah Peuradeun*, 4(1), 15-26.
- Novan Ardy Wiyani. *Manajemen Kelas Teori dan Aplikasi untuk Menciptakan Kelas yang Kondusif*. Cet. I. Jogjakarta: Ar-Ruzz Media, 2013.
- Nufiar, N., & Idris, S. (2016). "Teacher Competence Test of Islamic Primary Teachers Education in State Islamic Primary Schools (MIN) Of Pidie Regency". *Jurnal Ilmiah Peuradeun*, 4 (3), 309-320.
- Peraturan Menteri Agama Republik Indonesia Nomor. 000912 Tahun 2013 Tentang Kurikulum Madrasah 2013 Mata Pelajaran Pendidikan Agama Islam Dan Bahasa Arab.
- Saifullah. (2015). The Internalization of Democratic Values into Education and Their Relevance to Islamic Education Development (Synthetic, Analytic, and Eclectic Implementation of John Dewey's Thoughts). *Advanced Science Letters*, 21 (7), pp. 2301-2304, DOI: 10.1166/asl.2015.6257
- Saifullah. (2017). Learning by Conscience as a New Paradigm in Education. *Advanced Science Letters*, 23, (2), pp. 853-856, DOI: 10.1166/asl.2017.7447
- Salami, S. (2015). Implementing Neuro Linguistic Programming (NLP) in Changing Students' Behavior: Research Done at Islamic Universities in Aceh. *Jurnal Ilmiah Peuradeun*, 3(2), 235-256.
- Salman Rusydie. *Prinsip-Prinsip Manajemen Kelas*. Cet. I. Jogjakarta: Diva Press, 2011.
- Sri Rahmi. *Manajemen Kelas Dalam Lembaga Pendidikan Islam*. Jurnal. Progresif. Volume.1. Number 1. Juli 2009.
- Sudarwan Danim. *Kepemimpinan Pendidikan*. Cet. I. Bandung: Alfabeta, 2010.

- Sulaiman, S. (2015). Classroom Management and the Implications to Quality of Learning. *Jurnal Ilmiah Peuradeun*, 3(3), 431-440.
- Sulaiman, S. (2017). Character and Fun Lecturing. *Jurnal Ilmiah Peuradeun*, 5(3), 319-332.
- Syaiful Bahri Djamarah. Dkk. *Strategi Belajar Mengajar*. Cet. II. Jakarta: Rineka Cipta, 2006.
- Syaiful Bahri Djamarah. *Guru Dan Anak Didik Dalam Interaksi Edukatif: Suatu Pendekatan Teoritis Psikologis*. Cet. III. Jakarta: Rineka Cipta, 2006.
- Tabrani. ZA & Masbur, M. (2016). Islamic Perspectives on the Existence of Soul and Its Influence in Human Learning (*A Philosophical Analysis of the Classical and Modern Learning Theories*). *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 1(2), 99-112.
- Tabrani. ZA. (2014). Islamic Studies dalam Pendekatan Multidisipliner. *Jurnal Ilmiah Peuradeun*, 2(2), 211-234.
- Tabrani. ZA. (2014). Isu-Isu Kritis dalam Pendidikan Islam. *Jurnal Ilmiah Islam Futura*, 13(2), 250-270
- Ummu Hany Almasitoh. *Menciptakan Lingkungan Yang Positif Untuk Pembelajaran*. Magistra No. 79 Th. XXIV Maret 2012.
- Walidin, W., Idris, S & Tabrani. ZA. (2015). *Metodologi Penelitian Kualitatif dan Grounded Theory*. Banda Aceh: FTK Ar-Raniry Press
- Walidin, W. (2016). Informal Education as A Projected Improvement of the Professional Skills of Employees of Organizations. *Jurnal Ilmiah Peuradeun*, 4(3), 281-294.