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## **The Implementation of The Social Role of Sociology Teachers in The Community (Study of Teachers in North Lombok)**

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### **Article History**

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**Abstract:** This research aims to describe the implementation of the social role of high school sociology teachers in North Lombok within the community and the influencing factors. This is a qualitative descriptive study. The research subjects are high school sociology teachers in North Lombok. The informants are community leaders in the areas where the research subjects reside. Data were collected using interview techniques, observation, and documentary study. Data analysis was conducted through qualitative analysis steps, including data reduction, data presentation, verification/conclusion drawing. The results of the research show that the implementation of the social role of high school sociology teachers in North Lombok in the community includes: (1) as leaders in the community, both formal leaders and informal leaders. Formal leaders serve as village heads, while informal leaders serve as heads of local community organizations, women's groups, and mosque/musalla construction committees. (2) as facilitators in finding donors to support public facility development. (3) as mediators connecting youth with local community leaders to communicate various programs initiated by the youth. (4) as initiators of various activities, including initiating the establishment of Islamic schools, initiating the creation of Quranic reading centers, initiating the renovation of mosques and musallahs, and initiating social service activities. (5) as participants, with sociology teachers actively participating in various community activities, such as community work groups, community cleanup, reforestation, social service activities, sports events, and local community competitions. Factors influencing the implementation of the social role of high school sociology teachers in North Lombok within the community include supporting factors and hindering factors. Supporting factors consist of family support and local community solidarity. Hindering factors include the busyness of the community with unpredictable work schedules and the relatively low level of education in the local community, which makes it challenging to build understanding and awareness among the local population.

**Keywords:** Community, Social Role, Sociology Teacher.

### **INTRODUCTION**

In Law No. 14 of 2005 concerning Teachers and Lecturers, Article 10, paragraph (1) emphasizes the mandatory competencies that teachers must possess, which include: (1) pedagogical competence, (2) personality competence, (3) social competence, and (4) professional competence. These four required competencies for teachers, as stipulated above, are necessary for teachers to help students achieve the expected competencies, which encompass four aspects: spiritual attitude, social attitude, knowledge, and skills. These expected competencies can be developed through all subjects, including sociology in high schools

(SMA/MA). This can be observed from the Basic Competencies (KD) of the sociology subject in high schools (SMA/MA) as outlined in the Minister of Education and Culture Regulation (Permendikbud) No. 69 of 2013 regarding the basic framework and curriculum structure for high schools (SMA/MA), including KD for grade XI, which includes: (1) KD 2.2; demonstrating tolerance and social empathy toward social differences, (2) KD 3.3; understanding the application of principles of equality in addressing religious diversity to create harmonious living in society, (3) KD 4.3; formulating strategies to create a harmonious life in society based on the principles of equality.

The KD for sociology subjects as mentioned above signifies the importance of the social role of sociology teachers in the community. Brembeck, as cited in Tukijan (2009), suggests that there are four social roles of teachers in society, namely: (1) the role of a participant, (2) the role of a leader, (3) the role of a path opener, (4) full attention to children. These four roles are crucial for sociology teachers to implement, as they demonstrate that sociology materials are not just theoretical knowledge but can be applied in practice. Consequently, teachers can serve as role models for students in their social lives. This is why research on the implementation of the social role of sociology teachers in the community is essential. The results of this research can provide insights for relevant parties to improve and strengthen the competencies of sociology teachers. Ideally, sociology teachers should not only master the content and teaching of sociology but also play a social role in the community, ensuring that what is taught is not just knowledge but can also be put into practice. In doing so, sociology teachers can become role models for their students to emulate.

## **METHODS**

This research is a type of descriptive qualitative research, which aims to explain social phenomena or events. Descriptive qualitative research involves data collection conducted in the field. In this case, the researcher collected data on the implementation of the social roles of Sociology teachers in North Lombok in the community through the research subjects, namely Sociology teachers in high schools (SMA/MA) in North Lombok. Data collection methods include interviews, observations, and document studies. The data analysis used in this research is qualitative analysis, following the steps outlined by Miles and Huberman (2005), which include data reduction, data presentation, and verification/conclusion drawing. In this context, the data obtained through interviews with Sociology teachers and document studies were pre-selected, and the selected results are systematically presented.

## **FINDINGS AND DISCUSSION**

### **Findings**

In Law No. 14 of 2005 concerning Teachers and Lecturers, Article 1, number 1,

states that a teacher is a professional educator whose primary duties include educating, teaching, guiding, training, assessing, and evaluating students in early childhood education, formal education, and secondary education. Historically, in ancient Egypt, teachers were considered philosophers and advisors to the king, as noted by Langgung (2004). Gaffar, as cited in Supriadi (1999), points out that teachers do not only educate students in school but also serve as teachers to the community, playing a crucial role in various community activities. Hargreaves (2003) states, "...Teachers, more than anyone, are expected to build learning communities, create the knowledge society, and develop the capacities for innovation, flexibility, and commitment to change that are essential to economic prosperity." Based on this view, teachers are expected to demonstrate their "superiority" because of the demands and responsibilities placed on them as individuals who possess unique qualities.

Goodson, as discussed in Intrator and Kunzman (2006), suggests that teachers are individuals with biographies and evolving life circumstances, not just repositories of skills and techniques. Therefore, the personal realm of teachers has traditionally been considered private terrain. A teacher's personal integrity is essential to serve as a model and example for others, as the appropriateness of one's role as a teacher relies on the willingness of others to acknowledge it. Hargreaves (2003) describes teaching in the knowledge society as a paradoxical profession. Teachers are expected to build learning communities, create a knowledge society, and develop capacities for innovation, flexibility, and commitment to addressing fundamental economic challenges. Simultaneously, teachers are expected to mitigate and address various significant issues arising in the knowledge society, such as excessive consumerism, the erosion of communities, and the widening gap between the rich and poor.

Gaffar, as mentioned in Supriadi (1999), regards teachers, despite their limitations, especially in terms of socioeconomic status, as leaders in the community. They play a crucial role in various community activities, such as leading neighborhood associations, organizing events, heading teams, and more. Damsar (2011) defines a role as the expected behavior of individuals with a particular status. A teacher's social role consists of the behavior expected from

individuals who hold the status of a teacher, as described by Tukijan et al. (2009). It is further explained that teachers have multiple social roles, including roles in school, roles in the community, roles with students, roles with parents, and roles with other teachers. Regarding a teacher's social role in the community, Tukijan (2009) explains that after completing their duties in school, teachers return home and become members of the community. In the community, a teacher is still referred to as "Mr." or "Mrs. Teacher." Consequently, teachers remain integrated with the local community.

Brembeck, as noted in Tukijan (2009), identifies four social roles of teachers in the community: (1) the role as a participant, (2) the role as a leader, (3) the role as a path opener, and (4) full attention to children.

Role as a participant:

This role includes participation in various community activities. Research by L. Bucck Roy, as discussed in Tukijan (2009), found that teachers generally participate in community activities, often holding prominent positions compared to those involved in business or other professions. Approximately 4-5 teachers actively engage in 1-2 community activities, and one-third of teachers participate in all community activities, dedicating about 2 hours per week.

Role as a leader:

While teachers are not necessarily trained to be leaders in the community, they are often seen as leaders in school, especially in the classroom. Teachers in the community are expected to exhibit leadership qualities and be role models.

Role as a path opener:

Teachers are considered to have higher education compared to the general population. Therefore, they are seen as trailblazers, especially in community development, setting examples that others can follow.

Full attention to children:

The community expects teachers to pay special attention to children due to their psychological training. To reflect the teacher's role in the community, teachers must act in line with the community's expectations.

According to Muh. Uzer Isman, as mentioned in Hawi (2005), teachers have responsibilities not only in their profession but also in society. Teachers are obligated to educate and instruct people to become morally upright citizens who adhere to the Pancasila principles

and contribute to the intellectual development of the Indonesian nation. Roqib and Fuadi (2009) emphasize that teachers always receive special attention from the community, and their roles and behavior are closely monitored by society. This aligns with the view of Suprayogo (2006), which sees teachers as figures who are admired and emulated.

Mulyasa (2013) suggests that before assuming a role in one's community, it is crucial to understand the community's conditions. Individuals cannot play a role in the community without knowledge of the community's culture. To effectively communicate with the community, teachers must understand its customs, social norms, and religious practices. Soekanto (2013) explains that in fulfilling their roles, individuals have role facilities, which are often referred to as role-facilities. These are institutions within the community that provide opportunities for individuals to perform their roles.

Sanjaya (2012) mentions that the higher a teacher's level of professionalism, the more respect they receive from the community. Figel (2005), discussing the role of teachers in the knowledge society, emphasizes that teachers must be assured of their significance in society, and society values their role. Teachers play a crucial role in society and continually expand their roles to meet the community's needs, including their roles in cultural and economic aspects. Teachers prepare the younger generation to be active citizens who are eager to learn throughout their lives, and their role is crucial for the future. Teachers adapt to the potential of their students. Teachers are respected and admired for their vital roles. However, Gerstner, as cited in Supriadi (1999), suggests that these roles may change in the future, focusing on the relationships between teachers and their environment (fellow teachers, students, parents, school principals, technology, and their own careers). Teachers may transition from being mere instructors to becoming trainers, counselors, learning managers, participants, leaders, and learners.

Based on the aforementioned views, to be a sociology teacher, it is not enough to simply master the content of sociology but also to implement various social roles, including those in the community. This is crucial for building students' confidence in the material they are learning, enabling them to apply it. This aligns with Mulyasa's perspective (2013), emphasizing that learning should not merely focus on

mastering knowledge but also on internalization, so that what is learned becomes ingrained and functions as part of one's conscience and life, practiced by the learners. Considering Mulyasa's view above, social competence becomes a necessity for a sociology teacher. According to Ashsiddiqi (2012), a teacher's social competence means their ability to effectively communicate and interact with others, especially students, in the teaching process.

According to Sembiring (2009), a teacher's social competence is the ability of a teacher as a member of society to include at least competencies in being able to communicate orally, in writing, and/or through gestures and to choose, select, and utilize communication tools that are functionally appropriate, and to interact effectively with various groups and layers. This means that in the context of a teacher's social competence, they should be able to interact courteously with the community in their workplace and residential environment. Kunandar (2007) states that within social competence, there are sub-competencies, including a teacher's ability to interact effectively with students, effectively interact with educators and other educational staff, and, lastly, communicate effectively with parents/guardians and the surrounding community.

Goleman (2006) believes that, in general, a teacher's social intelligence can create a positive learning environment and enhance students' learning capabilities. Syah (2008) points out that with social intelligence, a teacher can more easily manage the teaching and learning process, as teachers are expected to be strong and authoritative central figures while maintaining a friendly demeanor. Social competence is, in fact, regulated in Government Regulation No. 74 of 2008 concerning Teachers. Article 3, paragraph 6, emphasizes that "social competence is a teacher's ability as a part of the community, including at least the competence to: (1) communicate orally, in writing, and/or through gestures politely; (2) use communication and information technology functionally; (3) interact effectively with students, fellow educators, educational staff, school leaders, parents or guardians of students; (4) interact harmoniously with the surrounding community while respecting prevailing norms and value systems; and (5) apply true brotherhood principles and a sense of togetherness." According to Musaheri (2009), the characteristics of a teacher with social

competence include: (1) polite communication, (2) effective interaction, and (3) the ability to collaborate within a group. Idi and Safarina (2011) suggest that for a quality and relevant learning process that aligns with human resource needs, educators should continually introspect and enhance various competencies.

## **Discussion**

### **Implementation of Social Role of Highschool Sociology Teacher (SMA/MA) of North Lombok in the Community**

The research data shows that the implementation of the social role of SMA/MA sociology teachers in North Lombok in society is as follows:

#### **1. Sociology teacher as a leader in the community**

Based on the research data, it is evident that Sociology teachers are entrusted by the community to serve as leaders, both in formal and informal capacities. The role as a formal leader refers to being the head of a village, and this role is implemented by a small number of Sociology teachers in North Lombok who are still in the status of honorary or private teachers.

Meanwhile, the social role of Sociology teachers as informal leaders is implemented by the majority of Sociology teachers in North Lombok, including both male and female teachers, whether they are civil servants (PNS) or honorary/private teachers. Informal leadership roles include (1) the head of the local community association, (2) the head of the Family Welfare Development (PKK) organization, and (3) the head of the mosque/musalla construction committee. The community's trust in Sociology teachers to fulfill their roles as leaders extends not only to male teachers but also to female teachers, in accordance with their capacity as women.

The implementation of the social role of Sociology teachers as leaders in the community reflects the significant trust that the community places in these teachers. This situation is not unusual for Sociology teachers because, in general, teachers, including Sociology teachers, are perceived as individuals with unique qualities. In historical contexts, teachers have been seen as advisors to kings, as noted by Langgulong (2004), stating that in ancient Egypt, teachers were philosophers who served as advisors to the king.

The community's trust in Sociology teachers as leaders in the community underscores the existence of the community's trust in teachers and is also a response to the community's demand for teachers to occupy a superior position. This aligns with Hargreaves' (2003) statement that teachers must be able to demonstrate their 'superiority' because of the expectations and responsibilities directed towards teachers as individuals with distinct qualities.

The implementation of the social role of Sociology teachers in North Lombok as community leaders also exemplifies the manifestation of the competence of Sociology teachers as required in Article 10, paragraph (1) of Law No. 14 of 2005. In this context, the community's trust in Sociology teachers as leaders in the community is, without a doubt, based on the community's assessment of the teacher's exemplary character. This notion is further reinforced by Goodson's statement in Intrator and Kunzman (2006), emphasizing that the personal integrity of a teacher is highly demanded to serve as a model and example because the suitability of someone becoming a teacher largely depends on others' willingness to acknowledge it.

The implementation of the teacher's social role as a leader is also consistent with Gaffar's opinion in Supriadi (1999), which suggests that despite their limitations, especially in terms of socio-economic status, teachers are still considered pioneers in the community, playing significant roles in various community activities.

## **2. Sociology teacher as a facilitator**

In addition to being leaders, Sociology teachers in North Lombok also fulfill the role of facilitators in the community. In this regard, Sociology teachers demonstrate their contribution to the community by making themselves available to facilitate the community's interests with relevant parties. This includes facilitating the community in seeking donors for mosque/musalla construction and Islamic school (Diniyah school) development. Furthermore, Sociology teachers also serve as facilitators in learning activities organized by the community in various learning units, such as Islamic schools (Diniyah school) and community libraries.

This demonstrates that Sociology teachers in SMA/MA in North Lombok not only carry out their duties as teachers in their assigned schools

but also serve as educators within the community. Amidst their busy schedules as school teachers, they still feel compelled to pay attention to their surrounding environment, especially in fulfilling the educational needs of the community. Therefore, this can be seen as a response to Muh. Uzer Isman's statement in Hawi (2005), which emphasizes that aside from their professional responsibilities, teachers also have duties in the community. Teachers are obliged to educate and instruct the community to become morally upright Pancasila citizens and contribute to the intellectual development of the Indonesian nation.

The implementation of Sociology teachers' social role as facilitators, as described above, highlights the vital nature of teachers' social roles in preparing a better future generation. Consequently, Sociology teachers are expected to continuously develop and expand their roles for the progress and welfare of the community.

## **3. Sociology teacher as a mediator**

Sociology teachers in North Lombok also fulfill the role of a mediator in the community. In this regard, what Sociology teachers do is act as mediators between adolescents and village heads in connection with program plans to gain acceptance and support from the village head. This demonstrates that Sociology teachers are trusted to possess communication skills that are easy to understand and convincing.

The communication skills possessed by Sociology teachers are a manifestation of the social competence that they should inherently have. This aligns with Ashsiddiqi's (2012) opinion, which states that a teacher's social competence means their ability and skill to communicate and interact effectively with others. Additionally, Musaheri (2009) also places the ability to communicate politely as part of the characteristics of teachers with social competence. Even Sembiring (2009) establishes communication skills as the minimum standard for a teacher's social competence.

## **4. Sociology teacher as an initiator**

Another implementation of the sociology teacher's social role is to act as an initiator. In this regard, sociology teachers contribute to their local community through constructive ideas and initiatives aimed at community progress. This role is evident through various programs initiated by Sociology teachers in SMA/MA in North

Lombok, including: (1) initiating the development of Islamic religious schools (Sekolah Diniyah), (2) initiating the establishment of Quranic reading houses (Rumah Baca Alqur'an), (3) initiating the renovation of mosques and prayer halls (mushalla), (4) initiating social service activities.

The initiatives carried out by Sociology teachers in SMA/MA in North Lombok, as mentioned above, demonstrate their high level of concern for improving the community. They believe that by improving education, they can prepare the next generation to be better in various aspects, including improving their future economic conditions. With a good education, they can change the way young people think about their lifestyles in order to achieve success. This aligns with Hargreaves' (2003) view on teaching in the knowledge society, which considers teaching as a paradoxical profession. Teachers, more than anyone, are expected to build learning communities, create a knowledge society, and develop the capacity for innovation, flexibility, and commitment to fundamental changes for economic prosperity. At the same time, teachers are also expected to address and overcome many significant challenges created by a knowledge society, such as excessive consumerism, loss of community, and widening wealth disparities.

### **5. Sociology teacher as a participant**

In addition to their roles as leaders, facilitators, mediators, and initiators, sociology teachers in SMA/MA in North Lombok also play the role of participants, actively engaging in various community activities. Active participation is demonstrated by sociology teachers in activities such as (1) local community meetings (*banjar begawe*), (2) community clean-up efforts, (3) tree planting initiatives, (4) social service activities, (5) sports events, (6) participating in local competitions.

The role as participants is implemented by all sociology teachers in SMA/MA in North Lombok who were part of the research sample. In this regard, sociology teachers engage in various community activities based on their capacities. For example, participation in specific competitions is tailored to their talents and interests. Meanwhile, for activities that provide opportunities for the entire community, sociology teachers take the lead. This is done to set an example for their students in school.

The implementation of the social roles of sociology teachers in SMA/MA in North Lombok, as mentioned above, illustrates that these teachers can perform multiple roles in the community, even more than the four social roles identified by Brembeck in Tukijan (2009), which include (1) the role as a participant, (2) the role as a leader, (3) the role as a pathfinder, and (4) wholehearted attention to children.

The implementation of the social roles of sociology teachers in SMA/MA in North Lombok, as mentioned above, demonstrates that these teachers meet the indicators of social competence, as emphasized in Article 3, Paragraph 6 of Government Regulation No. 74 of 2008 on Teachers, which includes interacting harmoniously with the surrounding community while respecting applicable norms and value systems and applying true brotherhood and a spirit of togetherness.

The social competence of sociology teachers undoubtedly impacts the effectiveness of sociology teaching in schools. This is possible because sociology teachers can bring relevant and contextual learning experiences into the classroom based on their community involvement. As a result, students can more easily comprehend the subject matter being taught. This aligns with Goleman's (2006) belief that a teacher's social intelligence, in general, can create a positive learning environment and enhance students' learning abilities. Additionally, Syah (2008) suggests that with social intelligence, teachers can better manage the teaching and learning process.

The implementation of sociology teachers' social roles in the community is crucial in supporting sociology education in schools, as it can influence students' beliefs in the subject matter being taught, eventually leading to practical application in real life. This aligns with Mulyasa's (2013) view that "learning is not just about mastering knowledge about what is done but focuses more on internalization of what is learned so that it becomes part of one's conscience and life essence and is practiced in real life by the learners."

### **Factors that Influence the Implementation of the Social Role of High School (SMA/MA) Sociology Teachers in North Lombok in the Community**

Factors that influence the implementation of the social role of high school (SMA/MA)

sociology teachers in North Lombok in the community can be grouped into two, namely:

### **1. Supporting Factor of the Implementation of Highschool (SMA/MA) Sociology Teacher in North Lombok in the Community**

Based on the research data, it is evident that several factors influence the social roles of sociology teachers in SMA/MA in North Lombok within the community. These factors include:

#### **a. Family Support**

The various roles undertaken by sociology teachers in the community, such as involvement in community meetings (*banjar*) or managing savings and loan groups (*arisan*), as well as participation in various sports activities and competitions, undoubtedly rely on family support. Without family support, these activities would not be feasible.

#### **b. Community Solidarity**

Another supporting factor in the implementation of the social roles of sociology teachers in SMA/MA in North Lombok is the solidarity and unity of the local community.

### **2. Supporting Factor of the Implementation of Highschool (SMA/MA) Sociology Teacher in North Lombok in the Community**

In the implementation of the social roles of sociology teachers in SMA/MA in North Lombok within the community, there are also inhibiting factors, which include:

#### **a. Irregular Work Schedules of the Community**

Sociology teachers in SMA/MA in North Lombok typically reside in rural areas where the majority of the population works as farmers with unpredictable work schedules. This often presents a challenge for sociology teachers in carrying out their social roles in the community, such as the role of a motivator. In this regard, sociology teachers face difficulties in persuading or motivating the community to actively participate in various community activities, as community members are frequently occupied with a myriad of tasks and responsibilities.

#### **b. Education Level of the Community**

Apart from the issue of irregular work schedules, the implementation of the social roles of sociology teachers in SMA/MA in North Lombok is also hindered by the generally low education level of the community. This impacts the community's understanding and response to

various social roles carried out by the teachers, whether as leaders, facilitators, or motivators.

The obstacles or inhibiting factors in the implementation of the social roles of sociology teachers in SMA/MA in North Lombok, as mentioned above, underscore the pivotal role that sociology teachers play in the community. They are not merely educators in schools but also educators within the community, as they serve as key figures in various community activities, as emphasized by Gaffar in Supriadi (1999). Findings section is provided prior to the discussion section. Each section stands alone as a subtitle. The findings and discussion should be written in not less than 60% of the entire body of the manuscript

### **CONCLUSION**

Based on the research findings and discussions, the following conclusions can be drawn: 1) The implementation of the social roles of sociology teachers in SMA/MA in North Lombok within the community includes: (1) as leaders in the community, both as formal leaders and informal leaders. Formal leaders serve as village heads, while informal leaders include chairpersons of local community organizations, the Family Welfare Empowerment Program (PKK), and mosque/musalla development committees. (2) As facilitators in seeking donors to support the construction of mosques/musallas, Islamic boarding schools (Diniyah School), and Quran reading rooms. (3) As mediators who connect youth with local community leaders to communicate various youth-initiated programs. (4) As initiators of various activities, including initiating the construction of Islamic boarding schools, Quran reading rooms, mosque/musalla renovations, and social service activities. (5) As participants, where sociology teachers actively participate in various community activities, including community meetings, environmental cleanup, reforestation, social service activities, sports, and local community competitions. 2) Factors influencing the implementation of the social roles of sociology teachers in SMA/MA in North Lombok within the community include both supportive and inhibiting factors. Supportive factors consist of family support and local community solidarity. Inhibiting factors include the irregular work schedules of the community, which makes it challenging to engage the community in various activities due to their busy schedules. Furthermore, the low

educational level of the community hampers the development of understanding and awareness among the local population.

### Recommendations:

Based on the conclusions above, the following recommendations are provided:

1. For sociology teachers, it is recommended to continue implementing their social roles within the community to serve as role models for their students. Demonstrating excellent performance can contribute to the progress and well-being of the community, reflecting various sociological concepts taught in school. Thus, sociology content is not merely learned but can be effectively applied, making teachers worthy role models for their students.
2. For the community, it is suggested to provide support, including time, effort, and financial contributions, to ensure the success of various social activities initiated by sociology teachers within the community.
3. To policymakers, it is recommended to support the implementation and development of the social roles of sociology teachers within the community by providing rewards and recognition to teachers who continuously develop and implement their social roles in the community.

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