

## **TADIB TO INCREASE OBEDIENCE BEHAVIOR OF JUNIOR HIGH SCHOOL MUHAMMADIYAH GODEAN STUDENTS**

Ayatullah Kutub Hardew

Islamic State University of Raden Mas Said Surakarta

[ayatullah.kh@staff.uinsaid.ac.id](mailto:ayatullah.kh@staff.uinsaid.ac.id)

Received: November 19<sup>th</sup> 2022

Revised: December 4<sup>th</sup> 2022

Accepted: December 15<sup>th</sup> 2022

**Abstract:** One of important things in education is students' obedience in class. Disobedience that is often done by students is certainly a problem in education. This study used quasi-experiment with single case experiment design. Sampling used purposive sampling technique. The number research subjek were 6 subjects. This study used the checklist behavioral observastion form. Analysis used visual inspection with conservatice dual-criteria (CDC). The results obtained in this study were a total of 17 chart of the research subjects stated systematically. This is because the six points on which to base the determination of systematic or not systematic treatment is above the trend line. There is only one chart are not systematic. Because, in this chart, the five points that determines the systematic or not systematic treatment is below the trend line. TADIB (Training Adab Murid yang Baik) can increase the frequency obedience behavior to the students of junior high school Muhammadiyah 1 Godean.

**Keywords:** *TADIB (Training Adab Murid yang Baik), Obedience, Student*

OPTIMA: Journal of Guidance and Counseling  
Website: <http://ejournal.upi.edu/index.php/OPTIMA>

Permalink:

How to cite (APA): Hardew, A. (2022). Tadib To Increase Obedience Behavior Of Junior High School Muhammadiyah Godean Students. *OPTIMA: Journal of Guidance and Counseling*, 2(2), 81-98.



This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## **INTRODUCTION**

A student is not considered knowledgeable if he does not have good manners to others (Jawas, 2015). This is relevant with goal of national education in UU No. 20 OF 2003 which is to develop students' potencal to become human beings who believ, fear God Almighty, have noble character, are helathy, knowledgeable, capable, creative, independent and become democratic citizens, and be responsible (Kurikulum 2013: Kompetensi Dasar SMP/ MTs, 2013). The number of violation cases of the rules by students is a teacher responsibility to achieve goal of national education (Sulisrudatin, 2014; Rahman et al., 2018; & Damanik, 2019). Based on researcher observations, 90% of students in junior high schools admitted that they are not confident when taking exams without cheating, talking and doin other activities when teacher was explaining a lesson, and not doing and completing the taks that given by teacher.

One of variables that is very influential on student compliance rules is obedience. Obedience behavior is basic element in the structure of social life (Milgram, 1963). Obedience behavior is a certain behavior that arises because of an active or intentional social influence (through a command or instruction) that arises from someone who has higher authority than others (Recuber, 2016; Eysenck, 2016; & Tsai, 2017). Obedience must arise from the impulse of human responsibility. Obedience will appear first in oneself when it becomes a habit. According to Blass (1999) aspects of obedience is belief, accept, and act. Additionally, factors that can increase obedience behavior are the diffusion of responsibility, perceptions of legitimate authority, entrapment, and social norms.

Conclusion about obedience behavior is a response behavior that arises because of an instruction given by someone who has higher authority than others. In this context, humans are the parties who should obey to who has higher authority than themselves, namely obedience to God. Therefore, students are also who has lower authority than teachers. Aspects of obedience behavior are belief, accept, and act. Tadib is a method used to convey information in a planned and structured manner to student, so that student can practice based on their knowledge and belief in the reality that science and everything consists of hierarchy levels (Suwaid, M, N, 2012; Miltenberger, 2014; dan Martin & Pear, 2019). Basic concept of Tadib is training that will train student to take an action on the right place. The stages in carrying out the practice are the teaching stage (ta'lim), the science stage ('ilm) which conveys the stories of the ulama in studying (Ghuddah, 2022), manner in studying, and reward for civilized people in studying (Harpham et al., 2003; Hassan et al., 2010; Al-Kaysi, 2018; Ghuddah, 2022), and stage of good parenting (tarbiyah). Tadib will be implemented in three times with two to two and a half hours. Purpose of this study was to determine the effectiveness of Tadib in increasing obedience behavior in student attending SMP Muhammadiyah 1 Godean. The hypothesis proposed in this study is Tadib can increase obedience behavior in student of SMP Muhammadiyah 1 Godean.

## **METHOD**

This study used an experimental method with a single case design with A-B-A withdrawal. According to Tillman & Burns (2020) the A-B-A withdrawal design is a design that involves three phases. First stage is baseline phase (A1) which is measurement without treatment. Second stage is measurement and treatment phase. And, third stage is measurement phase without treatment (A2) as a result of the treatment. Focus on this research is specifically students behavior when they are in class, (1) calm behavior when teacher explain, (2)

paying attention to teacher who explaining the lesson, (3) and doing every assignments that given by teacher. Determination of these behavior is based on the results of observational assessments carried out by researchers and research colleagues for five days while in class and using hidden cameras provide by the school and researchers.

This study used a single case experiment method with visual analysis using the conservative dual-criterion (CDC). The conservative dual-criterion method is a guide for assessing interventions by evaluating changes in various stages of a single subject design experiment through the same graph or a series of graphs that will reach the same conclusion regarding data patterns in graphical displays (Becraft et al., 2020; & Falligant et al., 2020) . The dual-criterion conservation method is applied by increasing the objectivity and inter-rater reliability of the visual decision-makin process (Wolfe et al., 2018) & Manolov & Vannest, 2019) . According to Wolfe et al. (2018) if the treatment aims to increase the measured variable then it can be done by counting the number of points that are above the two lines (level ling and trend line), and if treatment aims to reduce/ decrease measureable variables can then be done by counting the number of points under the two lines (level line and trend line). The obtained number of points is then entered in the table of criteria for the conclusion of changes in treatment phase. In this study, the score guidelines as the basic criteria will be seen above the two lines (level line and trand line), because the treatment is aimed at improving target behavior. The determination of the effectiveness of an intervention is seen from the scor obtained from the target behavior which is located above the line (line level and trend line) (Manolov & Vannest, 2019; & Tillman, T, C, R & Burns, M, 2020).

**Tabel 1 Score Criteria for Determining Systematic Change**

<b>Total Duration of Intervention</b>	<b>Score Required for a Systematic Direction Change Prediction</b>
5	5
6-7	6
8	7
9-10	8

**Tabel 2 Subject Informations**

<b>No</b>	<b>Subject</b>	<b>Age</b>	<b>Sex</b>
1	IJR	14	Male
2	FHA	15	Male
3	VC	14	Female
4	SDA	13	Female
5	MKAP	15	Male
6	AAV	14	Male

**RESULT**

Based on the analysis conducted using the conservative dual-criterion, 17 graphs of the six subjects resulted in systematic results. Whereas, a graph from one is not systematic. One of the systematic graphs is as follows: MKAP (Subject 1)

**Tabel 3 Frequency of Results**

Day of-	<i>Baseline 1</i>			Treatment			<i>Baseline 2</i>		
	Aspect			Aspect			Aspect		
	1	2	3	1	2	3	1	2	3
1	1	1	1	4	3	2	2	2	2
2	1	1	1	5	4	3	2	1	2
3	1	0	0	4	3	2	1	1	2
4	1	0	0	3	2	2	2	2	2
5	2	1	1	5	3	3	2	2	3
6	1	1	1	4	2	2	2	2	2

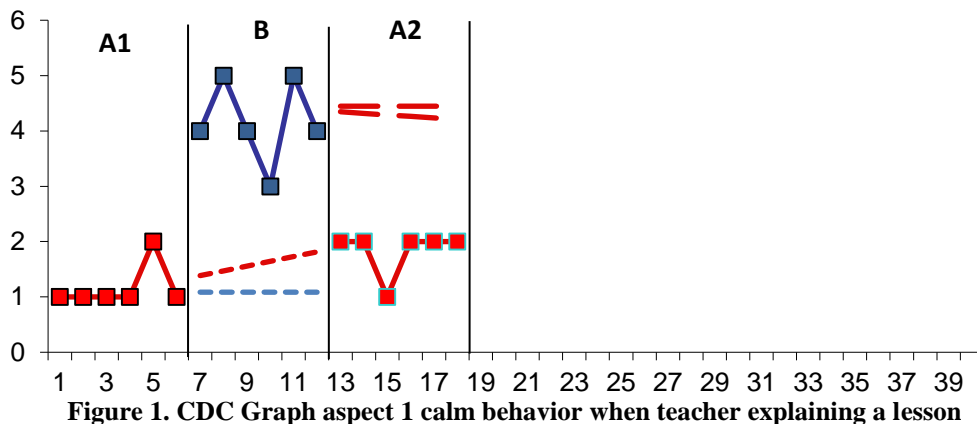


Figure 1. CDC Graph aspect 1 calm behavior when teacher explaining a lesson

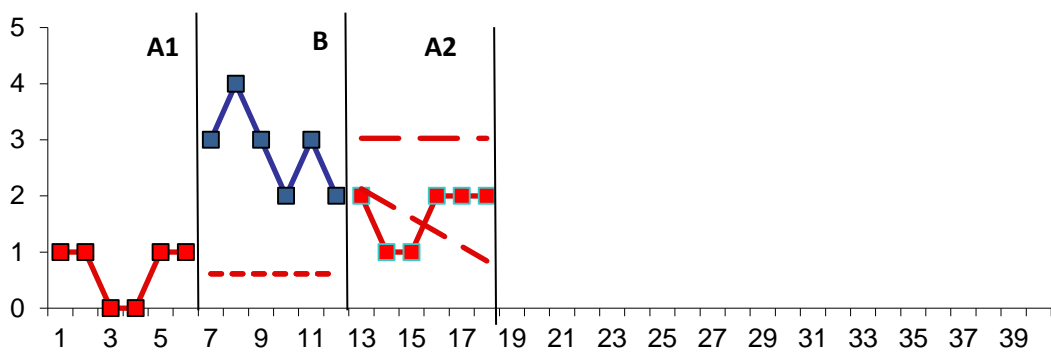
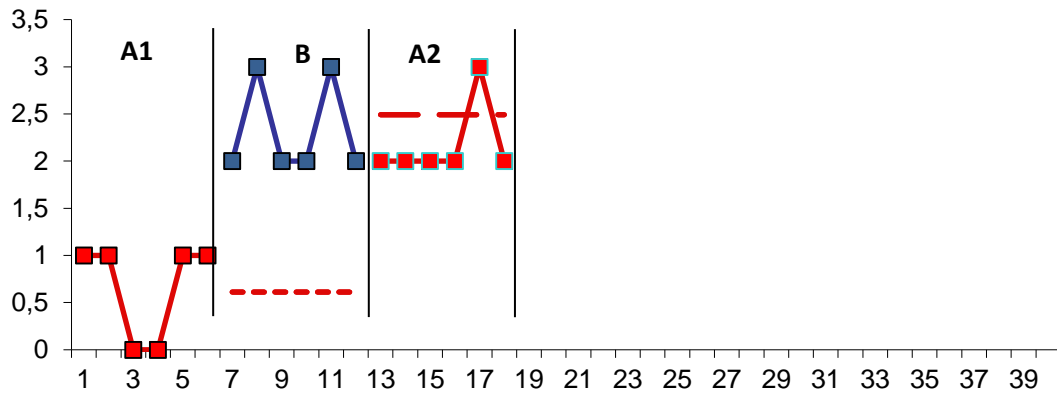


Figure 2. CDC Graph aspect 2 Paying attention teacher who explaining a lesson

Tadib To Increase Obedience Behavior Of Junior High School Muhammadiyah Godean Students



Graph 3. CDC Graph aspect 3 doing every assignments that given by teacher

VC (Subject 2)

Table 4 Frequency of Result

Day of-	Baseline 1			Treatment			Baseline 2		
	Aspect			Aspect			Aspect		
	1	2	3	1	2	3	1	2	3
1	2	1	1	6	3	2	3	2	2
2	1	1	0	5	4	2	3	2	2
3	2	1	1	3	2	2	4	3	2
4	2	1	1	4	3	2	4	3	2
5	2	1	1	4	3	2	3	3	2
6	2	1	2	4	3	2	3	2	2

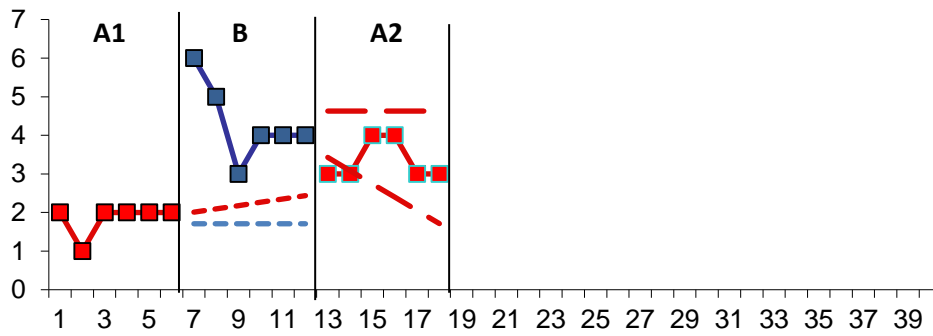


Figure 4. CDC Graph aspect 1 calm behavior when teacher explaining a lesson

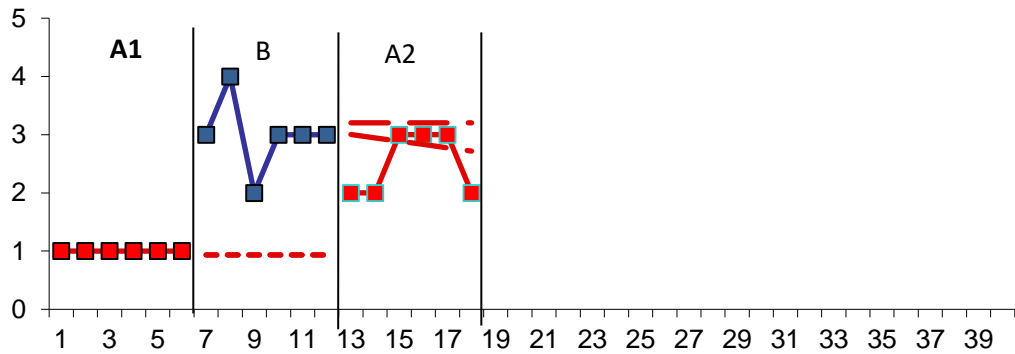


Figure 5. CDC Graph aspect 2 Paying attention teacher who explaining a lesson

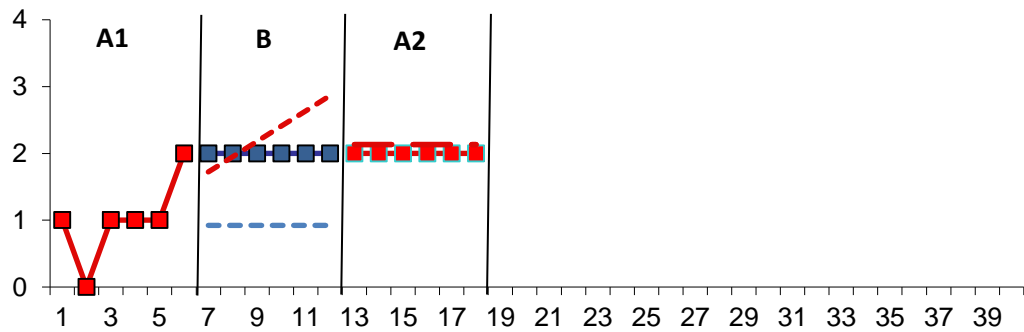


Figure 6. CDC Graph aspect 3 Doing every assignments that given by teacher

AAY (Subject 3)

Table 5 Frequency of Result

Hari ke-	Baseline 1			Treatment			Baseline 2		
	Aspect			Aspect			Aspect		
	1	2	3	1	2	3	1	2	3
1	2	1	0	4	3	3	2	2	2
2	2	1	1	4	3	3	2	2	1
3	1	1	0	3	3	3	2	1	1
4	2	2	0	3	2	2	1	1	1
5	2	1	1	3	2	2	2	1	1
6	1	1	1	4	3	3	1	1	1

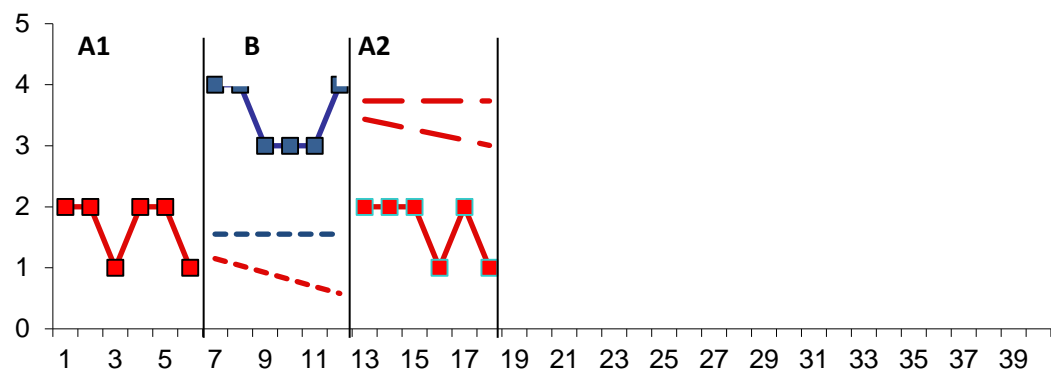


Figure 7. CDC Graph aspect 1 calm behavior when teacher explaining a lesson

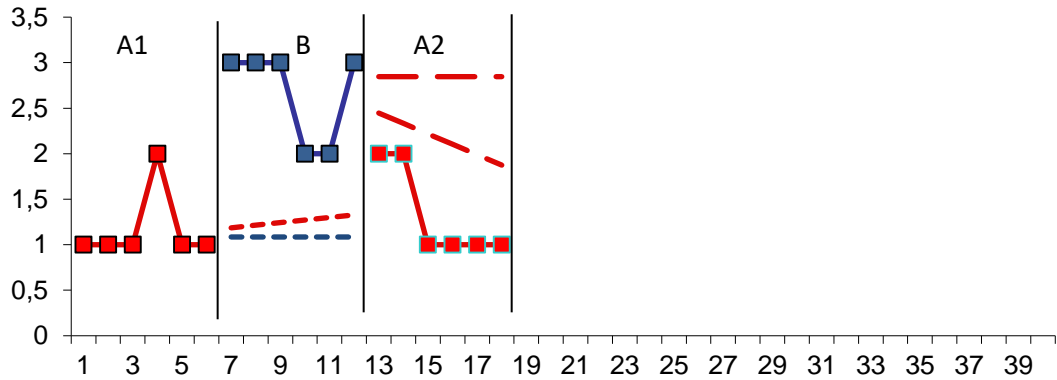


Figure 8. CDC Graph aspect 2 Paying attention teacehr who explaining a lesson

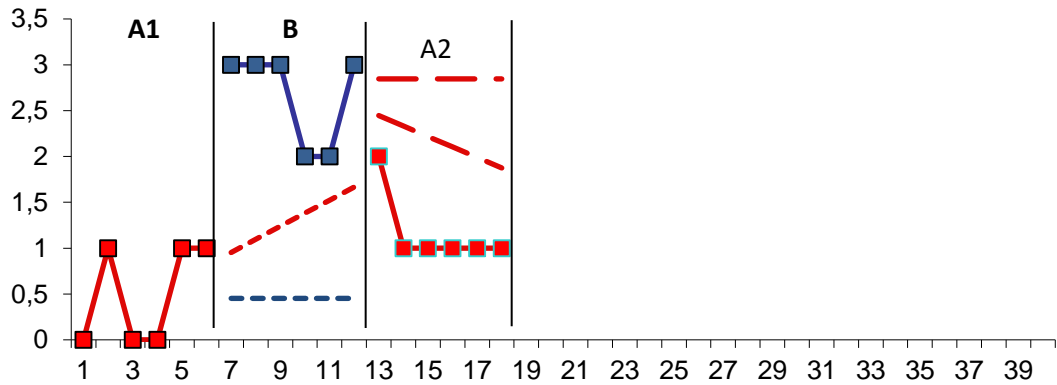


Figure 9. CDC Graph aspect 3 Doing every assigments that given by teacher

SDA (Subject 4)

Tabel 6 Frequency of Result

Hari ke-	Baseline 1			Treatment			Baseline 2		
	Aspect			Aspect			Aspect		
	1	2	3	1	2	3	1	2	3
1	2	1	1	5	4	3	3	2	2
2	2	1	1	4	2	2	2	2	2
3	2	1	1	4	3	2	3	2	2
4	1	1	1	3	3	3	3	2	2
5	2	2	1	4	4	3	2	1	1
6	1	1	1	4	3	2	2	1	1

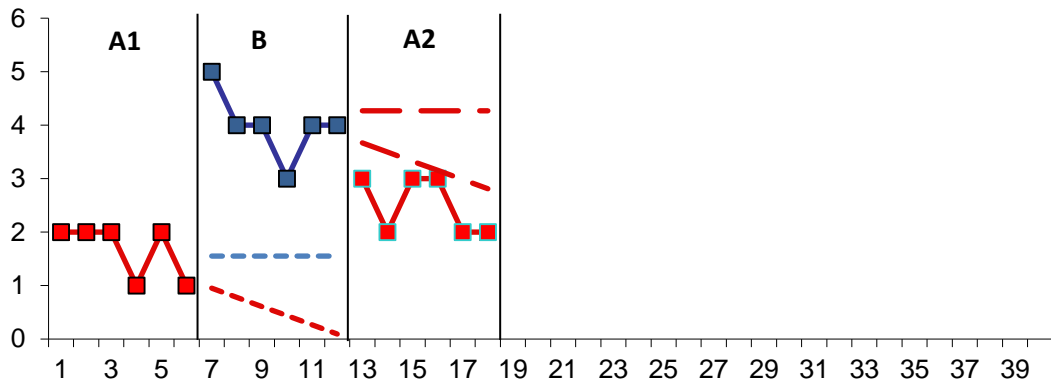
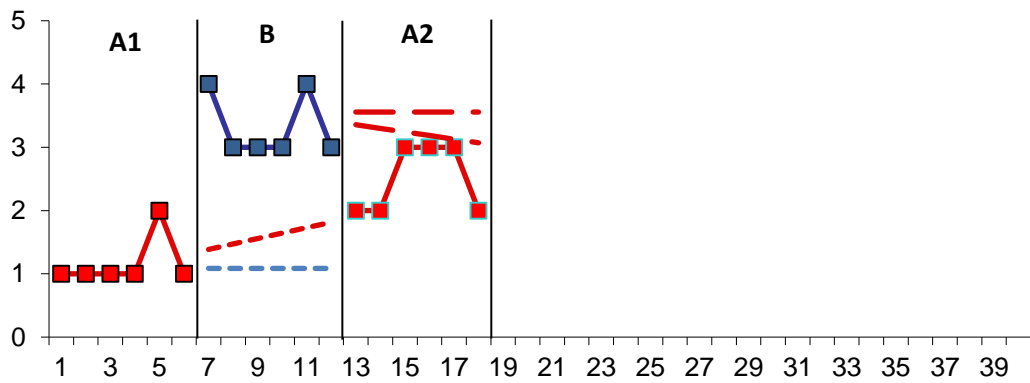
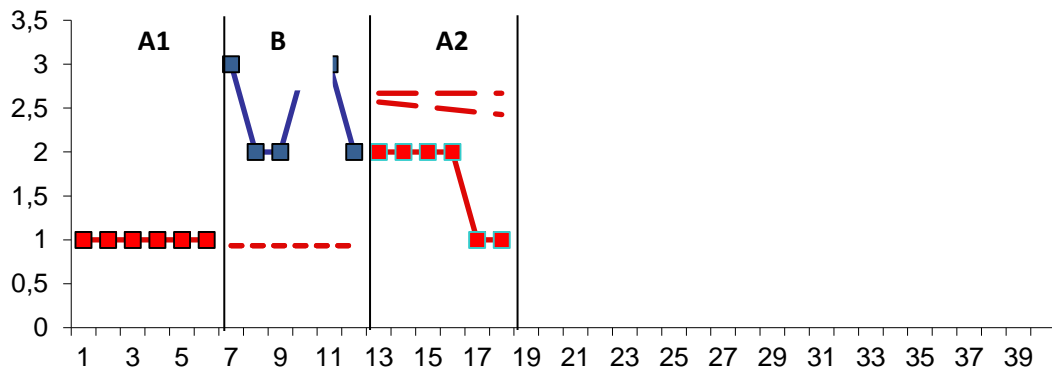


Figure 10. CDC Graph aspect 1 calm behavior when teacher explaining a lesson



Graph 11. CDC Graph aspect 2 Paying attention teacehr who explaining a lesson



Grafik 12. CDC Graph aspect 3 Doing every assigments that given by teacher

FHA (Subject 5)

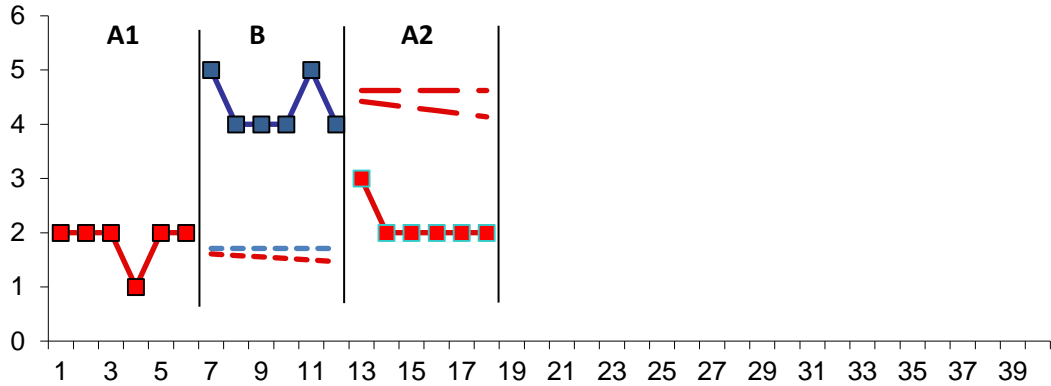
Tabel 7 Frequency of Result

Hari ke-	Baseline 1			Perlakuan			Baseline 2		
	Aspect			Aspect			Aspect		
	1	2	3	1	2	3	1	2	3
1	2	1	1	5	4	3	3	2	2
2	2	0	0	4	4	3	2	2	1
3	2	1	0	4	3	3	2	2	2

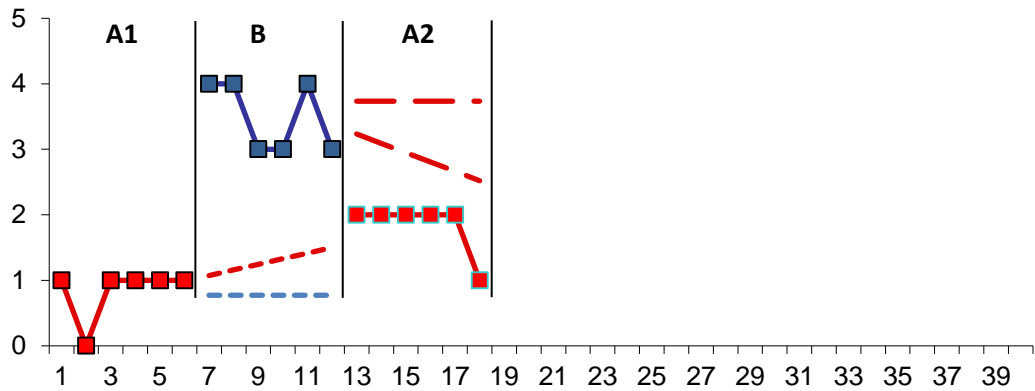


Tadib To Increase Obedience Behavior Of Junior High School Muhammadiyah Godean Students

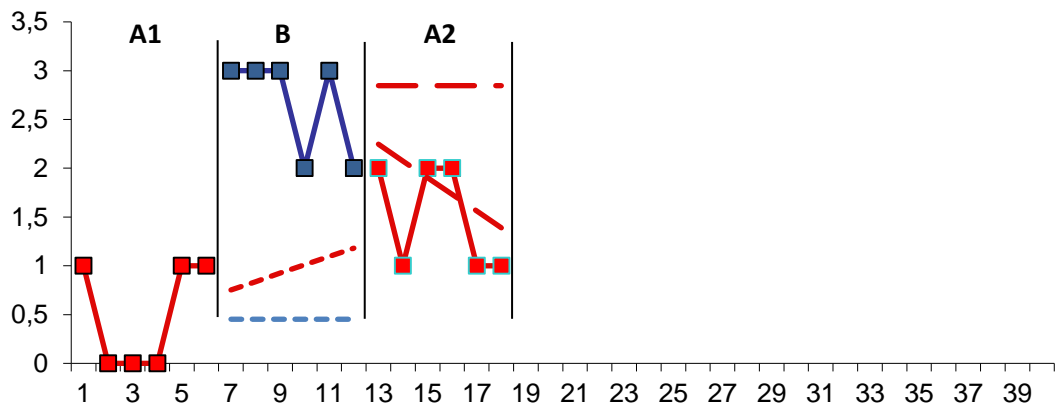
4	1	1	0	4	3	2	2	2	2
5	2	1	1	5	4	3	2	2	1
6	2	1	1	4	3	2	2	1	1



Graph 13. CDC Graph aspect 1 calm behavior when teacher explaining a lesson



Graph 14. CDC Graph aspect 2 Paying attention teacher who explaining a lesson



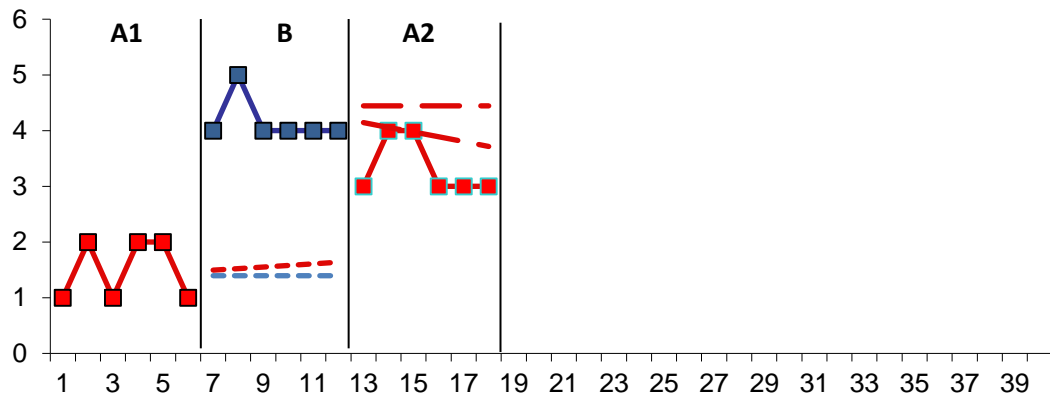
Graph 15. CDC Graph aspect 3 Doing every assignments that given by teacher

IJR (Subject 6)

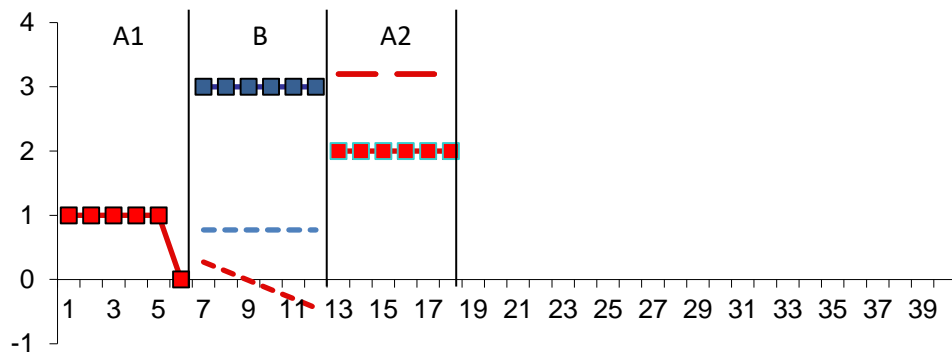
Tabel 8 Frequency of Result

Baseline 1	Perlakuan	Baseline 2
------------	-----------	------------

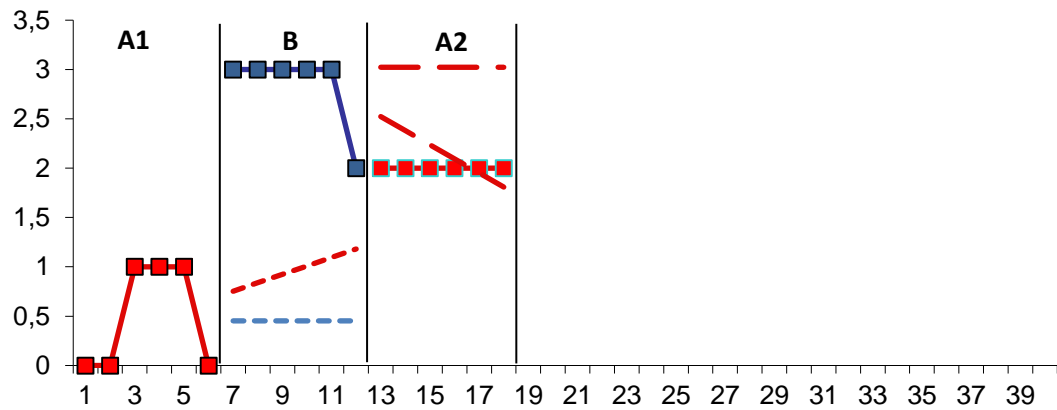
Hari ke-	Aspect 1			Aspect 2			Aspect 3		
	1	2	3	1	2	3	1	2	3
1	1	1	0	4	3	3	3	2	2
2	2	1	0	5	3	3	4	3	2
3	1	1	1	4	3	3	4	3	2
4	2	1	1	4	3	3	3	2	2
5	2	1	1	4	3	3	3	2	2
6	1	0	0	4	3	2	3	2	2



Graph 16. CDC Graph aspect 1 calm behavior when teacher explaining a lesson



Graph 17. CDC Graph aspect 2 Paying attention teacehr who explaining a lesson



Graph 18. CDC Graph aspect 3 Doing every assignments that given by teacher

Note:

A1: Baseline phase 1 (6 days/ session)

A2: Experiment phase (6 days/ session)

A2: Baseline phase 2 (6 days/ session)

--- : Level Line

--- : Trend Line

## DISCUSSION

Based on the results of research using visual inspection with conservative dual-criterion (CDC) implementation Tadib has an effect on increasing the frequency of obedience behavior in students of SMP Muhammadiyah 1 Godean. Mostly, the scores for the frequency of obedience behavior depicted by the conservative dual-criterion (CDC) graph show a systematic increase in the first, second, and third behavioral aspects. However, there is a frequency score that indicates the occurrence unsystematic. This is because VC is involved in a problem in her family, especially relationship problem between her mother and her ex-father. This affects the formation of character, especially the obedience possessed by a child, because the family is the most important part in shaping the behavior of children in the family (Suwaid, 2012; Peyton & Gattrell, 2013; Sriyanto, Abdulkarim, Zainul, & Maryani, 2014; Yuniarrahmah & Rachmah, 2014; and Dewi & Susilawati, 2016).

Motivation is one of the most important thing to shaping behavior. Motivation is a process in humans or animals that causes the organism to move towards its goals or move away from unpleasant situation (Tyler & Jackson, 2014; Griggs, 2017; & Nadler, 2017; Kusumaningsih, 2019; & Panaha et al., 2021). Motivation always leads and stays to thing that its like and always stays away from the things its doesn't like. In this study, the first step was to influence the participants' affections by motivating them in the form of encouragement to achieve the success they wanted. The second step is to provide a way to achieve their goals. The steps given to participants to achieve their goals are the atiquette

of a great student. This is done to meet their cognitive aspects. Because the feeling of pleasure of the participants will not be useful if it is not accompanied by the knowledge they have to achieve these goals (Rosana, 2014; Edi, 2015; and Hardanti & Riyono, 2022).

Knowledge is an important aspect in shaping behavior. The existence of good knowledge is expected to produce good behavior as well. However, this good behavior requires habits and these habits start form a practice of good behavior (Suminah et al., 2018). Then, the last step is to practice the etiquette that has been given by the experimenter. This is done to form a habit, and habits require repeated practice (McAndrew, 2016; & Welton, 2016). In the baseline phase 1 the subjects were observed in a state of learning in the classroom as usual. It is seen that the subjects have their own way of avoiding or ignoring the rules or tasks they are given to them. Oftenly, subjects seemed to ignore tasks or rules that were give to them, such as talking to their friends, drawing a picture, leaving class for no apparent reason, and joking with their friends. When subjects ignore the rules that were given by teacher, teacher directly intervened with high-pitched words and treated subjects who violated the rules with special treatment.

However each teacher gave this treatment diffrently form one teacher to another and its application was not consistent. According to Higbee (2012) consistent treatment is a key to reach expected behavior. This is also in line with the statement by Martin & Pear (2019) that a consistent and continous treatment a key in changing maladaptive behavior to adaptive behavior. At this context, it is also strongly influenced by the individual factors that given the rules. Ideally, instuction is given by individuals who have an important role for each individual (Uibu & Kikas, 2012; and Torff & Kimmons, 2020). Authority figures often have clearly visible symbols of power or status, which makes it difficult to disobey their orders (Berg & Cornell, 2016; & Salama et al., 2020).

In the experiment phase, the Subject had started receiving training called Tadib which is an acronym for the Good Student Adab (Bahasa: Training Anak Murid yang Baik). In this training, Subjects were not only given material cognitively. However, Subjects will receive several forms of activities that can stimulate their affective and psychomotor aspects to form obedience behavior in themselves and this is not done in one meeting, but in three meetings. According to Martin et al., (2014) training is a method to improve human performance. Where a person's ability to perform a job is limited by a lack of knowledge or skills, it makes sense to bridge the gap by providing the necessary instructions. When we want to convey infromation, we must think about the best way to provide that infromation. One of the best ways to provide information at a training event is to make the training active (Raybourn, 2014; & Martin et al., 2014).

Active training occurs when participants do most the activity. Most trainers speak at about 100 to 200 words per minute. In this treatment phase,

participants were instructed to do several things such as making a dream tree, writing down every adab of a great student, reading stories, and directly practicing with the adab of a great student (Pearce, et, al., 2008; and Melby-Lervåg & Hulme, 2013). The aim is being proactive training, so that brain makes connections with the software contained in the minds of the Subjects. The impact is obvious. The subjects seemed to enjoy the training porcess presented and they actively carried out the instructions given by the experimenter (Takase et al., 2018). It is seen in each subject to pay more attention to the rules and tasks given by the teacher to them. This can be seen from their behavior that reminds each other not only to their peer research subjects, but also to their friends around them (de Vries et al., 2010). Although the changes in their behavior were not too extreme, their behavior after attending this training was better than when they were before this training (de Vries et al., 2010; Martin et al., 2014; Pearce, et, 2008; Takase et al., 2018)

There is a need for continuous learning. Because, learning is not a one-time process, but learning is a continuous process. It takes some explanation of the material to be processed long enough to be understood. This is also directly proportional to the concept of ta'dib (Ilyashenko et al., 2019; Odena & Burgess, 2017). Ta'dib is a suitable term to describe the purpose of education in Islam which focuses on the formation of humans who have good character (Rizqi Fauzi Yasin, 2017; Ulum, 2018; Wiratama, 2011). The concept of ta'dib has two elements, namely ta'lim and tarbiyah. Ta'lim means teaching and transferring knowledge cognitively and tarbiyah has the meaning of developing something form a lower stage to a higher stage where each process must be observed in detail. These two elements build the concept of ta'dib (Wiratama, 2011). So, in the formation of provide knowledge cognitively, but also must have a concrete process with practice and each process must be observed in detail so that results obtained are maximized (Ilyashenko et al., 2019; Rusuli et al., 2015; Ulum, 2018).

## **CONCLUSION AND RECOMMENDATION**

Based on the results of the research, it can be conculded that Tadib (Training Murid yang Baik) treatment can increase obedience behavior in students of SMP Muhammadiyah 1 Godean/ This can be seen in the baseline phase table of 2 subjects, which on average experienced an increase compared to the baseline phase table 1. Based on the results shown by the graph whose results were nit systematic, but this had no effect because on 17 charts each of the other subjects yielded systematic results.

The sugeestions for further schools and researchers are: a) School can use the Tadib (Training Adab Murid yang Baik) module to handle the same case, namely to increase obedience behavior to students who often violate school rules. b) Researchers, 1) this research will be better if it is synergized with research that aims to improve the teacher's ability to create obedience behavior in students in the classroom. 2) Generalization number of the first baseline

phase, the number of treatments, and the second baseline phase. 3) The next researcher should test the module at each meeting. Then conduct a module test at least one week before the research begins. This is done so that research preparation becomes more mature. 4) the number of observers in this study should be three times the number of research subjects. This is done so that the performance of the observer becomes more optimal.

### ACKNOWLEDGMENTS

I would like to express my deepest gratitude to my Savior Allah Azza wa jalla for His wonderful ways in guiding me to complete this research and for His continual rahmah, guidance, and blessing during my processes. My sincere gratitude goes to my parents, for their love, efforts and supports during my studies and researches. Then, to my lecturers for their invaluable guidance, inspiration, patience, and encouragement. I am also grateful to my wife and brother, Nurul Yunita and Mayanno Basilludin for their love, prayers, patience, and support. Last, but not least, I thank to Mr. Nurwahid Sudarta as a principal of Muhammdiyah Junior High School Godean, teachers, and staffs of Muhammdiyah Junior High School Godean for their support during my research process.

### REFERENCES

- Al-Kaysi, M. (2018). *Morals and Manners in Islam: A Guide to Islamic Adab*. Quran House.
- Becraft, J. L., Borrero, J. C., Sun, S., & McKenzie, A. A. (2020). A primer for using multilevel models to meta-analyze single case design data with AB phases. *Journal of Applied Behavior Analysis*, 53, 1–23. <https://doi.org/10.1002/jaba.698>
- Berg, J. K., & Cornell, D. (2016). Authoritative school climate, aggression toward teachers, and teacher distress in middle school. *School Psychology Quarterly*, 31(1), 122–139. <https://doi.org/10.1037/spq0000132>
- Blass, T. (1999). The milgram paradigm after 35 years: Some things we now know about obedience to authority. *Journal of Applied Social Psychology*, 29(5), 955–978. <https://doi.org/10.1111/j.1559-1816.1999.tb00134.x>
- Damanik, D. A. (2019). KEKERASAN DALAM DUNIA PENDIDIKAN: TINJAUAN SOSIOLOGI PENDIDIKAN Violence In The World of Education (A Sociology of Education Review). *Jurnal Sosiologi Nusantara*, 5(1), 77–90.
- de Vries, W., Turner, N. M., Monsieurs, K. G., Bierens, J. J. L. M., & Koster, R. W. (2010). Comparison of instructor-led automated external defibrillation training and three alternative DVD-based training methods. *Resuscitation*, 81(8), 1004–1009. <https://doi.org/10.1016/j.resuscitation.2010.04.006>
- Edi, I. G. M. S. (2015). Faktor-Faktor Yang Mempengaruhi Kepatuhan Pasien

- Pada Pengobatan. *Jurnal Ilmiah Medicamento*, 1(1), 1–8.  
<https://doi.org/10.36733/medicamento.v1i1.719>
- Eysenck, M. W. (2016). Hans Eysenck: A research evaluation. *Personality and Individual Differences*, 103, 209–219.  
<https://doi.org/10.1016/j.paid.2016.04.039>
- Falligant, J. M., McNulty, M. K., Kranak, M. P., Hausman, N. L., & Rooker, G. W. (2020). Evaluating sources of baseline data using dual-criteria and conservative dual-criteria methods: A quantitative analysis. *Journal of Applied Behavior Analysis*, 53(4), 2330–2338.  
<https://doi.org/10.1002/jaba.710>
- Ghuddah, A. F. (2022). *Islamic Manners and Etiquettes*. Claritas Books.
- Griggs, R. A. (2017). Milgram's Obedience Study: A Contentious Classic Reinterpreted. *Teaching of Psychology*, 44(1), 32–37.  
<https://doi.org/10.1177/0098628316677644>
- Hardanti, N. F., & Riyono, B. (2022). *The Role of Anchor Virtues , Leader Member Exchange , and Creative*. 14(2), 77–88.
- Harpham, T., Reichenheim, M., Oser, R., Thomas, E., Hamid, N., Jaswal, S., Ludermir, A., & Aidoo, M. (2003). Measuring mental health in a cost-effective manner. *Health Policy and Planning*, 18(3), 344–349.  
<https://doi.org/10.1093/heapol/czg041>
- Hassan, A., Suhid, A., Abiddin, N. Z., Ismail, H., & Hussin, H. (2010). The role of Islamic philosophy of education in aspiring holistic learning. *Procedia - Social and Behavioral Sciences*, 5, 2113–2118.  
<https://doi.org/10.1016/j.sbspro.2010.07.423>
- Higbee, K. L. (2012). Factors affecting obedience in preschool children. *Journal of Genetic Psychology*, 134(2), 241–253.  
<https://doi.org/10.1080/00221325.1979.10534059>
- Ilyashenko, L., Markova, S., Mironov, A., Smirnova, Z., & Vaganova, O. (2019). Educational environment as a development resource for the learning process. *Revista Amazonía Investiga*, 8(18), 303–312.
- Jawas, Y. A. Q. (2015). *Adab dan Akhlak Penuntut Ilmu*. Cakrawala Publishing.
- Kurikulum 2013: Kompetensi Dasar Sekolah Menengah Pertama (SMP)/ Madrasah Tsanawiyah (MTs), (2013).
- Kusumaningsih, S. & R. (2019). *Journal of Management & Business penting karena bahan ajar dapat*. 2(2), 1–13.
- Manolov, R., & Vannest, K. J. (2019). A Visual Aid and Objective Rule Encompassing the Data Features of Visual Analysis. *Behavior Modification*, 1–32. <https://doi.org/10.1177/0145445519854323>
- Martin, B. O., Kolomitro, K., & Lam, T. C. M. (2014). Training Methods: A Review and Analysis. *Human Resource Development Review*, 13(1), 11–35. <https://doi.org/10.1177/1534484313497947>
- Martin, G., & Pear, J. (2019). Behavior modification: What it is and how to do it. In *Behavior Modification: What It Is and How To Do It*.

- <https://doi.org/10.4324/9780429020599>
- McAndrew, O. (2016). *The Science of Daily: Self-Discipline Using Science to Build Willpower Self-Confidence & Everyday Habits*.
- Melby-Lervåg, M., & Hulme, C. (2013). Is working memory training effective? A meta-analytic review. *Developmental Psychology*, 49(2), 270–291. <https://doi.org/10.1037/a0028228>
- Milgram, S. (1963). Obey At Any Cost? *Journal of Abnormal and Social Psychologist*1, 67(1), 371–378.
- Miltenberger, R. G. (2014). Behavior Modification Approaches: Principles and Procedures. *Facilitating Treatment Adherence*, 690.
- Nadler, J. (2017). Expressive Law, Social Norms, and Social Groups. *Law and Social Inquiry*, 42(1), 60–75. <https://doi.org/10.1111/lsi.12279>
- Odena, O., & Burgess, H. (2017). How doctoral students and graduates describe facilitating experiences and strategies for their thesis writing learning process: a qualitative approach. *Studies in Higher Education*, 42(3), 572–590. <https://doi.org/10.1080/03075079.2015.1063598>
- Panaha, M. M., Maramis, F. R. R., Kesehatan, F., Universitas, M., Ratulangi, S., Kesehatan, P., Perawat, K., & Perawat, M. (2021). Tinjauan Sistematis Hubungan Motivasi Kerja Dengan Kepatuhan Penggunaan Alat Pelindung Diri (Apd) Pada Perawat Di Rumah Sakit. *Kesmas*, 10(4), 16–23.
- Pearce, J., et, A. (2008). *Functional Mentoring : A Practical Approach With*. 28(3), 157–164. <https://doi.org/10.1002/chp>
- Peyton, Nigel & Gatrell, C. (2013). *Managing Clergy Lives: Obedience, Sacrifice, Intimacy*. Bloomsbury.
- Putu Ayu Resitha Dewi, N., & Kadek Pande Ary Susilawati, L. (2016). Hubungan Antara Kecenderungan Pola Asuh Otoriter ( Authoritarian Parenting Style ) dengan Gejala Perilaku Agresif Pada Remaja. *Jurnal Psikologi Udayana*, 3(1), 108–116.
- Rahman, A. S., Nurjannah, S., & Utami, I. R. (2018). Dampak Maraknya Kekerasan Antar Pelajar Terhadap Motivasi Belajar. *Jurnal Program Kreativitas Mahasiswa*, 2(2). <https://doi.org/10.32832/pkm-p.v2i2.207>
- Raybourn, E. M. (2014). A new paradigm for serious games: Transmedia learning for more effective training and education. *Journal of Computational Science*, 5(3), 471–481. <https://doi.org/10.1016/j.jocs.2013.08.005>
- Recuber, T. (2016). From obedience to contagion: Discourses of power in Milgram, Zimbardo, and the Facebook experiment. *Research Ethics*, 12(1), 44–54. <https://doi.org/10.1177/1747016115579533>
- Rizqi Fauzi Yasin. (2017). Konsep pendidikan Islam Menurut Syed Muhammad Naquib Al-Attas. *Jurnal Pendidikan Islam Rabbani*, 1(2), 247–257.
- Rosana, E. (2014). Kepatuhan Hukum Sebagai Wujud Kesadaran Hukum Masyarakat. *Jurnal TAPIS*, 10(1), 1–25. <http://ejournal.radenintan.ac.id/index.php/TAPIS/article/view/1600>



- Rusuli, I., Zakiul, D., & Daud, F. M. (2015). Ilmu Pengetahuan Dari John Locke Ke Al-Attas. *Aceh: Jurnal Pencerahan*, 9(1), 12–22.
- Salama, N., El-Rahman, M. J., & Sholihin, M. (2020). Investigation into obedience in the face of unethical behavior. *Psikohumaniora: Jurnal Penelitian Psikologi*, 5(2), 207–218. <https://doi.org/10.21580/pjpp.v5i2.7074>
- Sriyanto., Abdulkarim, A., Zainul, A., Maryani, E. (2014). Perilaku Asertif dan Kecenderungan Kenakalan Remaja Berdasarkan Pola Asuh dan Peran Media Massa. *Jurnal Psikologi*, 41(1), 74. <https://doi.org/10.22146/jpsi.6959>
- Sulisrudatin, N. (2014). Kasus Bullying Dalam Kalangan Pelajar (Suatu Tinjauan Kriminologi). *Jurnal Ilmiah Hukum Dirgantara*, 5(2), 57–70. <https://doi.org/10.35968/jh.v5i2.109>
- Suminah, S., Gunawan, I., & Murdiyah, S. (2018). Peningkatan hasil belajar dan motivasi belajar siswa melalui pendekatan. *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan*, 3(2), 221–230. <http://journal2.um.ac.id/index.php/jktpk>
- Suwaid, M, N, A. (2012). *Prophetic Parenting: Cara Nabi Mendidik Anak*. Pro-U Media.
- Takase, T., Oyama, S., & Kurihara, M. (2018). Effective neural network training with adaptive learning rate based on training loss. *Neural Networks*, 101, 68–78. <https://doi.org/10.1016/j.neunet.2018.01.016>
- Tillman, T, C, R & Burns, M, K. (2020). Evaluating Educational Interventions: Single-Case Design for Measuring Response to Intervention. In *Child & Family Behavior Therapy* (Second Edi, Vol. 34, Issue 3). The Guilford Press. <https://doi.org/10.1080/07317107.2012.707102>
- Torff, B., & Kimmons, K. (2020). Learning to Be a Responsive, Authoritative Teacher: Effects of Experience and Age on Teachers' Interactional Styles. *Educational Forum*, 85(1), 77–88. <https://doi.org/10.1080/00131725.2019.1698685>
- Tsai, M. (2017). The Influence of Loyalty, Participation and Obedience on Organizational Citizenship Behavior. *International Journal of Business and Economic Affairs*, 2(1), 67–76. <https://doi.org/10.24088/ijbea-2017-21009>
- Tyler, T. R., & Jackson, J. (2014). Popular legitimacy and the exercise of legal authority: Motivating compliance, cooperation, and engagement. *Psychology, Public Policy, and Law*, 20(1), 78–95. <https://doi.org/10.1037/a0034514>
- Uibu, K., & Kikas, E. (2012). Authoritative and authoritarian-inconsistent teachers' preferences for teaching methods and instructional goals. *Education* 3-13, 42(1), 5–22. <https://doi.org/10.1080/03004279.2011.618808>
- Ulum, M. (2018). Spiritualitas Dalam Pendidikan Islam Dalam Pandangan Syed

- Muhammad Naquib Al-Attas. *Jurnal Keislaman Dan Kemasyarakatan*, 2(1), 134–154.
- Welton, M. (2016). *Take Control: A Guide to Personal Development by The Power of Habits*.
- Wiratama, A. (2011). Konsep Pendidikan Islam Dan Tantangannya Menurut Syed Muhammad Naquib Al-Attas. *At-Ta'dib*, 5(1), 27–41. <https://doi.org/10.21111/at-tadib.v5i1.582>
- Wolfe, K., Seaman, M. A., Drasgow, E., & Sherlock, P. (2018). An evaluation of the agreement between the conservative dual-criterion method and expert visual analysis. *Journal of Applied Behavior Analysis*, 51(2), 345–351. <https://doi.org/10.1002/jaba.453>
- Yuniarramah, E., & Rachmah, D. N. (2014). Parenting and Moral Reasoning of Adolescent In Madarasah and Public. *Jurnal Ecopsy*, 1(2), 43–50.