



**INTERNATIONAL SEMINAR**  
**“THE CONCEPT OF HEALING IN RELIGION, CULTURE,  
HEALTH SCIENCES AND THE ECONOMICAL PROSPECTIVE”**

**PROCEEDINGS**

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**Editor**

Prof. Ir. I Wayan Redi Aryanta, M.Sc., Ph.D

Prof. Dr. Yashwant Pathak, Ph.D

Prof. Dr. Ida Ayu Gde Yadnyawati, M.Pd

**Cover Design and Layout**

I Komang Gede Santhyasa

Wayan Iwan Suryawan

**Publisher and Editorial Address**

Hindu Indonesia University

Jalan Sangalangit, Tembau-Penatih, Denpasar Bali

Email : intersemunhi@gmail.com

## PREFACE FROM CHAIRMAN OF EDITORIAL COMMITTEE

The Proceedings of International Seminar on 'The Concept of Healing in Religion, Culture, Health Sciences and the Economical Prospective' hosted by Hindu Indonesia University that was held on June 10, 2017, at Campus of Hindu Indonesia University, Denpasar, Bali, consist of 5 articles presented by keynote speakers in plenary session, and 28 articles presented by invited speakers in parallel sessions. A number of 4 full papers from keynote speakers and 26 full papers from invited speakers were submitted by authors for inclusion in the proceedings.

Yashwant Pathak (a keynote speaker, from University of South Florida, USA) presented an article that covers the application of Nanotechnology in delivery Ayurvedic Drugs such as Curcumin in various chronic diseases. Curcumin (a major ingredient in Turmeric) has excellent antioxidant activity. Several studies have reported its application in the treatment of cancer, Alzheimer's diseases and other neurodegenerative diseases. The major problem faced by using Curcumin is its large dose and very less absorption when given systemically. To overcome this problem, nanotechnology has been used and many reports have shown the application of Nano Curcumin with better absorption and it can also help in reducing the dose levels. He also discussed the economic impact of adopting the modern technology for delivery of Ayurvedic and herbal drugs and benefits to humanity at large.

'The contribution of Balinese traditional healing on the sustainable development of Bali' has been presented by Nyoman Adiputra (a keynote speaker, from Udayana University, Denpasar). He reported that the existence of tradition healing in Bali is a factual thing. It is a part of Balinese culture, and its potential due to the three factors, such as the written-unwritten sources of knowledge, providers and the consumers. The tradition knowledge mainly written on the palm leaf, consist of the philosophy, religion, cosmology, calendar, anatomy, physiology, patho-physiology, pharmacopeia, and clinical textbooks. There is no formal schooling process of teaching to become a traditional healer. Practical aspect is based on observation and doing on the self acquired knowledge processing. Everything is done through a process of initiation ceremony. By doing that, the Balinese traditional healer is guaranteed, a professional one. The positive contribution of Balinese traditional healing on sustainable development of Bali is the Balinese traditional healers always do the right thing and do the thing right.

Abhishek Joshi (a keynote speaker, Chair of Ayurveda-University of Hindu Indonesia, from India) has presented an article concerning the concept of healing in Ayurveda-time tested ancient wisdom of medicine. He mentioned that Ayurveda is the ancient science of healing that has been benefiting mankind since immemorial age. This medicinal science is time tested and scientific. The concept of personalized medicine is explained under the topic of the *Tridosha* (three bio-energy) theory explained in Ayurveda philosophy. The distinctive concept of treatment in Ayurveda as explained in *Trividha Chikitsa* (three modes of treatment principles) explained its universal applicability. Even the principles and application of herbal medicines as mentioned in the ancient textbooks of Ayurveda holds true with the scientific parameters of modern era.

Lahaina Sue C. Azarcon (a keynote speaker, from Quirino State University, Philippines) has presented an article entitled ‘The Past is Alive in the Present: Folk Healing Practices among the Filipinos’. She mentioned that the Philippines is endowed with rich culture manifested in its systems of beliefs, rituals and practices. This paper is about the healing practices of the Filipinos, it includes discussions on folk healing system and treatments associated to ritual practices in Filipino cultural context. It specifically highlights the major folk healing beliefs and practices of the *arbularyo* or folk healers. At present, many Filipinos both in the urban and rural communities adhere to the combination of modern medicine and folk healing in treatments for illnesses.

The papers presented by invited speakers (28 papers) in parallel sessions, has been categorized in 5 specialized topics, including: Concept of Healing in Religion, Concept of Healing in Culture, Concept of Healing in Health Sciences, Concept of Healing in Education, and Concept of Healing in Economy.

We would like to thank 30 of the speakers (contributors) for their respective contributions made to the proceedings to its completion.

Denpasar, July 17, 2017  
Chairman of Editorial Committee,

**Prof. Ir. I Wayan Redi Aryanta, M.Sc., Ph.D**

## REMARKS FROM RECTOR

*Om Swastiastu,*

The International Seminar on 'The Concept of Healing in Religion, Culture, Health Sciences and the Economical Prospective' hosted by Hindu Indonesia University was held on June 10, 2017, at Campus of Hindu Indonesia University, Denpasar Bali.

A total of 33 articles consisted of 5 articles from keynote speakers and 28 articles from invited speakers were presented in the seminar.

The greatest academic interest discussed in this forum was about the healing, especially healing based on religion, culture, health sciences and economical prospective. Through this seminar, we enriched and expanded the available information on the concept of healing among particular societies in the world.

As the host, we consider that the attendance of participants and speakers to this seminar, both from inside and outside Indonesia clearly illustrated multi culture nuances. These nuances attract us to enter again the 'atmosphere' of healing subjects in the world as the focus of our attention.

The various types of experiences in the field of healing that the participants have in academic sharing, both in field and exploration of theoretical experiences, was clearly discussed during a one day seminar. Therefore, the next step is to investigate the mystery of subjects in this vast area, which will become additional topics to complete and enhance new academic meaning of healing concept in the world.

A number of 4 keynote speakers and 26 invited speakers submitted their full papers for publication in the proceedings. We thank all of them for their constructive contributions.

*Om Shanti, Shanti, Shanti, Om*

Denpasar, July 17, 2017  
Rector of Hindu Indonesia University,

**Dr. Ida Bagus Dharmika, MA**



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## HUMANISTIC EDUCATION CAN REDUCE STUDENTS' STRESS

**Ni Made Indiani**

[indianimade@gmail.com](mailto:indianimade@gmail.com)

Hindu Indonesia University

### Abstract

The content of the school curriculum in Indonesia is congested and felt burden to students. A student who just attended school or stepped into a higher classroom usually feel stress. This because the conditions that is usually used to changed to a new condition that has not been known so often disturb the comfortable of students, then, lead to students' stress. Stress can be caused potentially by one's personal life, the environment, and the environment-life linkages. Positive stress will motivate students to be more active in learning while negative stress can make students get sick physically as well as psychological pain. The aim of this paper is to discuss how to overcome the stress which is experienced by students. The teacher should understand each student who has different abilities and has his/her own uniqueness. Therefore humanistic education is very helpful to decrease students' stress, namely by providing education and teaching them with joyful learning, giving full attention when learning takes place and surely supported by good facilities at school.

**Key Words:** humanistic education, stress, joyful learning, good facilities.

### INTRODUCTION

The curriculum of education in Indonesia has several times changed from the so-called curriculum 75, curriculum 84, Competency Based Curriculum (KBK), and curriculum 13. Substitution of the curriculum aims to make quality improvements in accordance with the demands of the times and achievement models embodied in the form of learning is also different. Variations of learning models that are packaged and implemented by every educational institution to make the parents must be clever to choose schools not to get caught in the campaign labeled international as it is called international school. Often we also hear that kindergarten children should be able to read, write, and count, so that many people protest that childhood (kindergarten students) is the period of children to learn to know new friends, to know their teacher, the school and the environment around the school. Regulatory changes, school policies, or class turnover, turnover of friends, etc. often lead to stressful children, who initially only recognize the home environment, and are introduced to a rather broad environment of school and school environments that are very dynamic. The process of education does not occur in a vacuum, but takes place within a certain environment that is the educational environment. There are three kinds of educational environments, the home environment which is often referred to as the first environment, the school environment as the second environment, and the community as the third. Educational

interactions that take place in schools are influenced by the school environment, but the home and community environments still have an impact, even though not directly. If the child is not ready to face changes in the situation from the first environment, to the second environment or the third environment, there will be changes inside the child in the form of symptoms of insomnia, abdominal pain, headaches and even no appetite. Deterioration in health of students may affect learning ability and academic performance as well as goal achievement (Aldubai,et.al. 2011). These are often called stress.

The prevalence of perceived stress seems to be high among medical students, which tends to affect not only their academic performances but also all aspects of health (Shaikh, B.T.et.al.2004).

Stress can be experienced by everyone whether he is a man, woman, old, young, worker, manager, housewife, teacher, student and others. A person can experience stress due to a new atmosphere in his life. In other words, many people do not like the changes because the security and comfort are disturbed, further more, the changes come suddenly and unprofitable in a certain time. However, time goes on and the process of completion of a job demands a better result and good in quality. Then, stress is described as the experience of opportunities or threats that people perceive as important and also perceive they might not be able to handle or deal with effectively (George George and Jones, G., 1996).

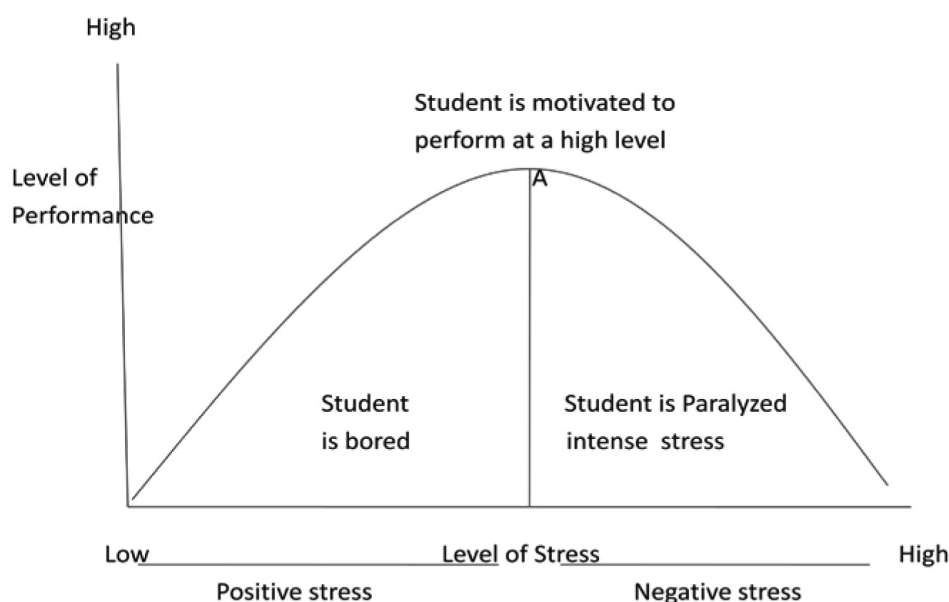
## **DISCUSSIONS**

### **The Nature of Stress**

Stress can be experienced by someone because of the opportunities and threats that can not be solved effectively. Opportunities can also cause stress because they can not meet the targeted demands, while the feeling of being threatened causes one to lose the opportunity to move to a better place due to the limited ability both knowledge and skill. Previous researchers have found high levels of stress among medical students. The overall prevalence of stress was 31.2% in 3 British universities, 41.9% in a Malaysian medical school, and 61.4% in a Thai medical school (Aldubai,et.al. 2011). Thus stress can arise because of different point of view of each person. On the other hand stress can also encourage a person or increase a person's motivation that has a positive impact on behavior. For example, someone who waits for a reward for winning an Olympic race, then this positive stress will drive him to improve his performance to be even better. Meanwhile, if a student experiences stress due to failure or disability then this negative stress can be dangerous if not dealt with immediately. The description may be illustrated as inverted U as shown in Figure 1 below.

Speaking of the problems of education and stress experienced by students, it can be said that stress according to George and Jones, (1996) can be sourced from: 1) inside individuals (personal stressors); 2) work or school (job-related stressors); 3) individual relationships as group members or members of school organizations (group and organization-related stressors); 4) and stress can also increase from the relationship of individuals (students) to the living environment as a whole (work-life linkaged). Personal stressor can be caused by personal problems such as those related to daily physical and emotional activities, such as sudden changes in schedule, substitute lessons

## An Inverted U Relationship between Stress and Performance



**Figure 1.** Relationship between stress and performance (George and Jones, 1996).

and the like. Stress which is experienced by students can lead to changes in behavior, attitude, or daily performance in school. Job or (schooling) related stressor can be caused by confusing school regulation, uncertainty, too many tasks, or less assignments sometimes make students get bored, uncomfortable classroom, the pressure to earn good grades. Group and organization –related stressor can be caused by differences in language, culture (cross culture understanding) resulting in misunderstanding and often resulting in conflict between friends. While stress may be arising from the relationship between work / school and student life linkaged can be a dilemmatic situation between school tasks and tasks at home or with other activities making it difficult for him to find a solution.

### Humanistic Educations

Educational interactions that take place in schools have been planned systematically and thoroughly in a curriculum. Because of such a plan, then the interaction of education in schools referred to as the interaction of formal education. The interaction of education at home and society is called informal and non-formal education. Teachers as formal educators in schools are not only required to understand the development and ability of students, but are also required to understand the entire educational situation.

The interactions created in conditions of educational situations must be in accordance with the psychological condition of the students and also the educator. The interaction of home education differs from that in school, the interaction of children with teachers at the primary school level is

different from that at the junior high school level. The psychological condition of each individual is different, because of his or her developmental level, his socio-cultural background, as well as the factors brought from his birth. Psychological conditions can be interpreted as conditions of human psychophysical characteristics as individuals, expressed in various forms of behavior in their interactions with the environment (Sukmadinata , 1998). Similarly, each student's intelligence is also different. Slavin (2008) explains briefly that intelligence is the ability to deal with abstractions, problems solving and learning.

Starting from the diversity of students in one school, a teacher should carefully choose the methods and techniques of learning in the classroom to make teaching learning process more colourful, joyful and not make students get stress because of too much burden subjects matter and bring home a homework. Education from a humanist perspective will focus on the development of logic, independence, empowerment, creativity, skills, and attention to interpersonal relationships. Respecting differences and democracy are humanistic ways to co-exist as living beings (Veugelers, 2011). Educators and education personnel in schools need to provide a safe and humane atmosphere, and according to Aloni (2011), the importance of successful educators to build interpersonal trusts, to make students feel that teachers are always around to guide them and pay attention to student development achieved at school. Without this trust, the student will assume his teacher is a stranger, enemies, and even hated so that he will automatically hate his subjects as well.

Purkey and Novak (1996) say that education will invite success if the way of thinking and doing is based on the belief that: 1) the students have the ability, the value, responsible, therefore should be given treatment in accordance with the portion; 2) learning is a collaborative activity and cooperation between students and teachers; 3) a process is the product of an activity; 4) students have unlimited potential; The potential will have the best results if there are places, policies, programs and processes that are designed by professional people intensively and effectively. Basically the idea of humanism refers to the virtue of human values, that is, to place a rational individual in his high position and as the source of the ultimate value. In Aristotle's view (Sonhadji, 2012) human beings perform rational activity and every rational activity has a certain purpose or goodness.

One way to be able to implement humanist education is constructivistic learning, namely by giving students freedom to interpret events, objects, or by linking to reality, the reality surrounding them. Thus learning will be fun and meaningful because it is unique and individualistic. Constructivist learning puts more emphasis on process. Freedom is an important element in the learning environment (Degeng, 1998). Constructivist teaching will promote diversity through the structuring of a fun, contextual and meaningful learning environment. Students have a learning achievement goal in their own way. When referring to Carl Rogers's opinion that the function of the teacher is as a learning facilitator preparing a learning situation that leads students to fun but meaningful learning; Students can learn how to learn. Stimulus can come from outside but the initiative to learn and to find something come from the students, not on the target set by the teacher. The role of teachers is to hone students' intellectual and emotional intelligence. Teachers should have empathy, caring for, prizing students, authentic, and genuine in the classroom. If teachers are ready to assist students as motivators, tutors, then the students feel safe and can learn with pleasure so that the level of stress experienced may reduce even disappear.

## **School Facilities and Infrastructure**

In detail has been explained about the facilities and infrastructure in Permendiknas No. 24 of 2007 or Government Regulation of the Republic of Indonesia no. 19 of 2005 on National Education Standards concerning facilities and infrastructure as stipulated in Chapter VII Article 42 that 1) Each educational unit should equip facilities which consist of educational equipment, educational media, books, and other learning resources, consumables and other equipments to support learning process regularly . 2) Each educational unit is required to have infrastructure such as land, classroom, leadership room, educator room, administrative room, library room, laboratory space, workshop room, production unit space, canteen, power and service installation, gymnasium , places of worship, recreation room, and other space / places needed to support a regular and continuous learning process.

By trying to fulfill the facilities and infrastructure required by the government, there are adequate facilities that can help, educators / teachers in digging the potential, talents and interests of hidden students so as to create a conducive academic climate. In addition to designing enjoyable learning, facilities in the form of facilities and infrastructure of adequate and ready-made schools, then an educator able to guide, direct, deliver and develop the potential students as optimal as possible, including to help students who has been already experiencing stress due to pressure or changes came from personal stressor, schooling related stressor, or others. Stoops, et.al (1980) says that the existence of school is helping to maximize students' potential, but students can not develop their full potential if schools ignore their health problems. Therefore schools should improve the nutrition and health conditions of students by providing clean, healthy, and clinical / UKS canteen facilities equipped with medics such as doctors and psychologists or Counseling Guidance. Sports facilities and recreation room, places of worship are also very necessary to support the physical and mental health of students.

## **How to Overcome Stress**

It is important for a teacher to pay attention to the academic and non-academic progress of every student in his class, including the problems faced by the students that result in delays in achievement. One way is to listen to their stories, listen to complaints, and also the problems they are facing. According to Arifin (2010), when we listen, especially in a professional capacity then we are trying to meet the needs of others to be understood. Furthermore Robbins (2002) explains that ... as an active listener, you try to understand what the speakers want to communicate rather than you want to understand. Finally as an active listener, you take responsibility for completeness.

The strategy to overcome the stress according to George & Jones (1998) there are two namely: 1) problem-focused coping strategies that is the steps people take to deal with the stress of the stress. If the cause of the problem is already known by the individual the following step is, focus on : a) the time management, reschedule daily activity short term as well as long term; b) getting help from a mentor, can be effective problem-focus coping strategy for dealing with stressor such as role conflict, role ambiguity, overload, underload, challenging assignments and promotions; c) doing role negotiation, can also be effective means of problem-focus strategy for students who are stressing due to work - life linkages. While the problem - focused coping strategies

by organizational can be readiness to help students who are experiencing stressful, for example by giving more attention, to redesign vision and mission of the school (if it is necessary), provide a certain role, joyful learning, group discussion, decrease assignments, enough homeworks. This is a school management effort to deal with students who feel stressful so often experience disruption in achievement.

Other way to deal with stress with 2) emotion - focused coping strategies, means that the individual who is experiencing stressful should adjust his / her emotions by doing a) exercises; b) meditation; c) social support; and d) clinic counseling. While participants of the school as organization will provide facilities such as, preserve sport facilities, meditation room, give enough time to have gathering, and also consultation room to do counseling.

## CONCLUSIONS

- 1) Stress can be experienced by someone if opportunities and threats can not be managed effectively. Stress is an individual experience and it depends on a somebody's point of view, perception, ability and experience that can result in physical pain, psychological, and behavior. Potential stress sources are individual personal life, work / school, relationships with the organization (school), and relationships with the overall environment associated with the individual.
- 2) How to deal with stress can use the approach (1) problem-focused coping strategies with a) individual way: that is self-conscious with time management, asking for help from senior or mentor, and negotiating. b) the organizational way of the school preparing strict rules, certain, a reliable teacher, humanist, take care of joyful learning, pay attention or listen to student learning problems, the provision of adequate facilities and infrastructure. (2) emotion - focused coping strategies with a) individual ways: ie they should be more likely to do exercises, meditation, social support, and clinic counseling. b) organizational way ie the school management should prepare good and complete classroom, the sports room, meditation room, place of worship, and also prepare counseling guidance.

## Acknowledgements

I say many thanks to God -Ida Sanghyang Widhi Wasa-, this short article entitled Humanistic Education Can Reduce Students' Stress can be completed in accordance with the time set by the international seminar committee. This paper is very short and limited, therefore criticism and suggestions for the completion of the contents of this paper is highly recommended. Acknowledgments are conveyed to the Rector who has a brilliant idea to organize this seminar and I also appreciate to the seminar organizers ( the committees) who have contributed to the successful implementation of international seminar on June 10, 2017 at Universitas Hindu Indonesia Denpasar Indonesia.

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