



## MANAGEMENT OF ECO-PESANTREN-BASED CRITICAL LAND DISASTER MITIGATION (CASE STUDY OF THE HIDAYATULLAH ISLAMIC BOARDING SCHOOL IN GUNUNG TEMBAK BALIKPAPAN KALIMANTAN)

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### Abstract

This study aims to develop eco-pesantren-based critical land disaster mitigation management models. This study uses the theory of community-based disaster risk management). The method used is a qualitative research method by collecting data through field observations, interviews, documentation, and literature. This study concludes, first, the eco-pesantren-based critical land disaster mitigation management model, the fundamental environmental problems faced by Hidayatullah Islamic boarding school are as follows, namely: Threats of land damage, Forest damage, Threat of death of water sources. Second, management of critical land disaster mitigation carried out by the Hidayatullah pesantren, namely; the involvement of the pesantren academic community actively in solving environmental problems in the surrounding community of pesantren such as reforestation, by changing settlements in the form of wilderness and swamps to make the pesantren and surrounding areas green, creating artificial lakes, plantation land and agriculture where the santri cultivate, as well as cattle farms which are all managed by santri, the success of the Hidayatullah Islamic Boarding School in Balikpapan contributes clean water to the communities around the pesantren location. The Hidayatullah Islamic Boarding School moves its santri to organize the environment in the Gunung Tembak area. The development of Islamic boarding schools in agriculture is also an example for other pesantren. Where in the Hidayatullah Islamic Boarding School an agribusiness center was developed. On 40 hectares of critical land planted with sweet orange, lemon, zalacca, and melinjo. While the rest of the total land is 120 hectares in addition to educational land and settlements, gold teak plantations are developed. The ability of students in the field of agriculture is not only explored from self-taught abilities but also supported by training and courses.

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## INTRODUCTION

Current land has increasingly limited quantity and quality. Land with a fixed amount but with continued use makes land that has limited capabilities still. This situation eventually resulted in the land undergoing a rapid degradation process and resulting in the carrying capacity of the land being disrupted. The land is said to be critical when the function of land has been significantly disturbed in its designation.

Management of community-based critical land management is a new approach for environmental researchers. In community-based land management, communities are invited directly from planning, policy formulation, implementation and collection of benefits. This approach allows the community to directly calculate the economic and environmental impacts (natural resource conservation). These two aspects cannot be separated in conducting studies on natural resource management in order to support the success of this PAR program. By using this approach, it is expected that the community has an awareness of managing and utilizing the environment correctly. Besides, the community can exercise direct control over all policies and the impact of these policies relating to the sources of livelihood and the environment in which they live.

Indonesia known as Zamrud Khatulistiwa is a country traversed by the equator which must have different environmental management such as in Kalimantan. Geographical conditions on the equator among them are first, have a tropical climate. The tropical climate itself lies between  $0^{\circ}$  -  $23,5^{\circ}$  NL and  $23,5^{\circ}$  SL and almost 40% of the earth's tropical climate. Secondly, the rainfall, the temperature, and the average daily humidity in the equator are high. Thirdly, the sun on the equator continues to shine throughout the year.

In another side, the equatorial region is currently recorded in a state of uncertain climate as the impact on the global climate is also experiencing problems. The tropical climate of the equator affected by the western

monsoon in November-April and the easterly monsoon in May-October leads to the dry and the rainy seasons. The dry season usually occurs to May - October, while the rainy season occurs to November - April. However, in recent years, the conditions of seasons in equatorial regions such as Balikpapan, East Kalimantan are recorded erratically, in certain months is the rainy season, but not on the contrary. Forests in the equator area often fire. During the prolonged drought, in equatorial areas, there is often a fire point that causes forest fires as is often experienced by the people of Bonjol area of "West Sumatra which is the westernmost equatorial region in Indonesia. Also, the Climate Policy Initiative (CPI ) says that the palm oil expansion industry drives forest fires in Kalimantan.

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This research is to provide solutions in solving environmental problems especially critical land disaster mitigation through ekopesantren.

Optimization of environmental conservation needs to involve all aspects, and religious teachings is a primary line for character building of environmental conservation (Aulia, Firdaus, Gunawan, &

Isnaini, 2017). and generational life attitudes to preserve nature. Islam has a clear concept of environmental conservation, and it becomes part of a Muslim's faith. Pesantren-based environmental management offers environmental management directly practiced by an Islamic educational institution (pesantren) and undertakes activities for the preservation and protection for natural resources and the environment, which later known as eco pesantren (Sudirman, 2012). Also, the management of pesantren-based environments is regarded as one of the most effective environmental management. (Mangunjaya, 2006). It is said to be useful because the pesantren (Islamic boarding school) which act as an essential and flexible institution is actively involved as an institution that works very closely with the community around the pesantren. When playing its role, including regarding improving the quality of the environment (Mangunjaya, 2014). Moreover, pesantren has become the focus of the world community because it can be considered as a cultural encounter and cultural broker for the flow of modernization ideas from the city. So, the management of pesantren-based environment can be useful for the area around the pesantren and as an example of environmental management for the community.

Several studies have shown the commitment to applying the eco-pesantren (Aulia, et al, 2017). By taking the theory of eco pesantren, it found out that pesantren that practice conservation and protection of natural resources and the environment at least contain some of the following indicators. Firstly, the policy of pesantren care and cultured environment. Secondly, the development of environment-based curriculum. Thirdly, the development of participatory based environmental activities. Fourthly, management of supporting facilities for environmental conservation (Mangunjaya, 2014).

Eco-pesantren-based critical land disaster mitigation management. Offers a model of the strategic role of pesantren as Islamic education institutions by carrying out activities for the

preservation and protection of natural and environmental resources around pesantren, which later became known as ekopesantren (Aulia, et al., 2019). Besides, pesantren-based environmental education is also considered valid and has a role in the community. It is said that because pesantren are flexible educational institutions, essential and close to the community around the pesantren (Mangunjaya, 2014). Besides, cultural encounters and cultural brokers took place for modernization ideas from the city, making the pesantren a concern for the world community (Aulia, Firdaus, Gunawan, & Isnaini, 2017). Thus, the pesantren-based critical land disaster mitigation management model can contribute to solving environmental problems that exist around and become examples of critical land disaster mitigation management models. The background for the election of the Hidayatullah Islamic Boarding School as an object of research is as follows; first, the Islamic boarding school Hidayatullah Kalimantan in its geographical location is in the equator, this Islamic boarding school is located on the island of Kalimantan right on the coast, with a climate that is quite hot and with little rainfall intensity in Kalimantan, especially during extended droughts, little water availability. Have critical land. Looking at the geographical location of the Hidayatullah Islamic boarding school, the pesantren-based critical land disaster mitigation management implemented by the Hidayatullah Islamic boarding school can be used as a model.

## METHODS

This research includes qualitative research. Data collected from interview texts, personal documents, memo notes, field notes, and other official documents. Source of data onto this research comes from both primary data and secondary data. Primary data constructed from observation, interview and also questionnaire to get direct information about the concept of pesantren-based environmental management. The secondary data used to reinforce the findings and complete the information collected through direct

interviews for the pesantren which comes from reading sources and various other sources consisting of books, journals to official documents from various agencies. Besides, attachments to official bodies such as ministry data, study results, theses, dissertations, historical studies and so on. Data collection techniques used in the form of direct observation, interviews, documentation and data analysis. This observation is used for systematic, planned research on the concept of pesantren-based environmental management. In addition to that, the interview was conducted directly to the residents (Ustadz, Santri, Kyai and surrounding communities) of the pesantren. Then the document was written records of the author of the observation, photographs, and records of activities and supporting facilities and infrastructure in Pondok Pesantren. Data analysis done after using the above data collection techniques is to process and analyze the data by using descriptive-qualitative analysis.

## RESULTS AND DISCUSSION

### 1. Critical Land Mitigation

#### 1.1 Critical Land Disaster Mitigation Theory

Mitigation is a series of efforts to reduce risk, both through physical development and awareness and capacity building in the face of a threat. In the danger of critical land, mitigation efforts can be made by identifying the critical level of land by analyzing the factors or parameters determining the occurrence of critical land. This includes natural and non-natural land physical properties, such as management and use of land by humans.

This study begins with an assessment of the literature study of critical land determinant parameters previously published by (Puslittanak, 1997), KLH Ministry of Forestry and researchers; Mashudi and Barus are the basis for building models. The results of this literature study produce land cover, erosion and slope hazards which are the dominant parameters used in identifying critical land. In addition to these three dominant parameters, parameter determination was made by considering the spatial concept of the

occurrence of critical land. Land use that exceeds land capability will accelerate erosion events resulting in degraded land. If this situation is allowed, then the quality of the land will become even worse until it causes the land to become critical, but good conservation and land cover activities will minimize the rate of erosion, and the quality of the land can be maintained. Based on this concept, the spatial model that is built is by analyzing the land use index on the ability of the land, the erosion hazard and vegetation density as parameters that can affect the occurrence of erosion hazards. The method/approach for determining each erosion hazard parameter is as follows: Land Use Index for Land Capability This parameter is determined based on a comparison between the land capability class and land use. This assessment is done by determining the land capability class, namely by describing the inhibiting factors in the land system by ranking the quality of the land from the best to the worst, based on the Liebig principle; while for land use, obtained from the map of land cover / use results of the interpretation of Citra Landsat 7 ETM.

#### 1.2. Arranging Direction for Rehabilitation in Regional Development Based on Analysis of Critical Land Mapping

Regional development can be considered as a form of decisive intervention in development in a region (Rustiadi, 2011). Critical land in this study for "very critical," "critical" and "rather critical" classes. Compilation of the priority land rehabilitation direction on land with "very critical," "critical" and "rather critical" classes in protected areas and production forests, then "very critical" and "critical" classes in cultivation areas (outside forest areas). The second priority is the cultivation area (outside the forest area) with the "rather critical" class. Rehabilitation directions can be utilized by parties related to critical land management in improving the direction of forest and land rehabilitation that already exists in Kalimantan through optimal land planning activities which are expected to increase income from the local community so that land conversion for non-agricultural

activities is productivity of the land. Arranging the direction of regional development Based on land monitoring carried out with land rehabilitation activities Through the development of commodities that are following the conditions of the region and the suitability of land use in the spatial pattern. Regional development is expected to increase people's income, not that agriculture can be inhibited, and critical land can be overcome and able to increase the GRDP of the Gunung Tembak Regency in Balikpapan Kalimantan

## 2. Eco-Pesantren

Islamic boarding schools as educational institutions based on Islamic values have their way of looking at the environment. (Mangunjaya, 2005) The views of pesantren on the environment as a principle for the realization of one's religious attitudes that are following the Koran and Hadith are as follows (Aulia, Mardhiah, Gunawan, & Isnaini, 2018): first, respect for nature. Second, moral responsibility for nature. Third, cosmic solidarity. Fourth, caring for nature. (Diniyati, Fauziyah, & Achmad, 2010)

In addition to the views of pesantren on the environment, several studies have revealed the critical role of Islamic boarding schools in contributing to solving environmental degradation which became known as the eco pesantren program (Aulia, Firdaus, Gunawan, & Isnaini, 2017). Ecopesantren comes from the word *eco* for the science of ecology and the word *pesantren*. Ecopesantren is an effort to give the label "environmentally friendly" or green at the stage where the pesantren can show its contribution or participation in conservation or environmental conservation (Mangunjaya, 2014).

The eco pesantren indicator is; First is the policy of caring and environmentally friendly boarding schools. Second, Both policies are environment-based curriculum development. The third is the development of participatory based environmental activities. The four management of supporting facilities for pesantren are environmentally friendly (Mangunjaya, 2014).

The view of the pesantren on the environment plus the second eco pesantren indicator on curriculum development policies results in the delivery of environmental material to students (students). Environmental material can be delivered through an integrated and integrated curriculum or individual subjects. Environmental education in pesantren is commonly called *Fiqhul Bi'ah* (environmental fiqh). Various learning models and learning methods are carried out to provide an understanding of the students about the environment associated with daily routines. Development of the curriculum can be in the form of; development of an integrated learning model, excavation and development of environmental material in the community, development of Islamic environment-based learning methods, development of curricular activities to increase the knowledge and awareness of santri about the environment, practice of Islamic teachings on the environment in eco pesantren activities (Aulia, Firdaus, Gunawan, & Isnaini, 2017).

## 3. Management of Eco-pesantren-based Critical Land Disaster Mitigation

Islamic boarding schools are one of the unique educational institutions that are characteristic of Indonesia because they have certain norms and regulations that characterize pesantren. Islamic boarding schools are also one of the community institutions that grow because people need education. Furthermore, boarding schools have components consisting of clerics, santri, mosques, huts and yellow books. According to (Soekanto, 2003), social institutions that aim to fulfill basic human needs have several functions, namely: 1. Guiding community members, how they must behave or behave in facing problems in society, especially those concerning needs. 2. Maintaining the integrity of society. 3. Providing a handle to the public to establish a system of social control (social control), namely a system of public supervision of the behavior of its members.

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Guiding community members, how they must behave or behave in facing problems in society, especially those concerning needs. 2. Maintaining the integrity of society. 3. Providing a handle to the public to establish a system of social control (social control), namely a system of public supervision of the behavior of its members. With the existence of these functions clarify boarding schools have a significant role in society because directly or indirectly can guide its members to behave and behave to the creator of this universe, to fellow humans and the natural surroundings. There are more pesantren activities on matters related to religion, but along with changing times and changing needs, many clerics from Islamic boarding schools have begun to pay attention to natural conditions and began to plunge into forest and land rehabilitation activities. (Mudhofir, 2010) If the clerics have begun to be interested in RHL activities, it is not impossible that the santri will be involved in the same activities, because there are norms of practice that must respect and respect the clerics. The norms that apply in Islamic boarding schools are customs (Folkways), so they have a tremendous binding power between santri and their kyai. If the act of respecting and respecting the clerics is not carried out by the santri, it is considered as a deviation from the prevailing norms. Besides, the charisma of the clerics will facilitate the movement of the santri masses in RHL activities. At present, the number of Islamic boarding schools in Indonesia is quite large, which is around 11,312 (the number of santri is 2,737,805 inhabitants) of which 78% are in rural areas. Whereas the number of pesantren in West Java in 2005 was 4,388 units consisting of 1,311 pesantren located in mountainous areas, 1,085 in agricultural areas, 87 around the coast, and 114 on the banks of the river.

Islamic boarding schools are a potential institution in the success of the tree planting movement, through the involvement of the santri as community organizers to develop the knowledge and economic capacity of the community in environmentally friendly agricultural enterprises, using a system of values and traditional knowledge of the

community, and so on. Islamic boarding schools are also considered to have a strategic role in empowering communities around the forest, including moving the community in tackling critical land, because boarding schools are mostly in the countryside, with clerics who have charisma in the eyes of the community.

Hidayatullah Pesantren Gunung Tembak Balikpapan Kalimantan has a high awareness of the environment. The formation of the vision and mission, the slogan and the values of the pesantren is based on an environmental awareness attitude. The history of the establishment of Islamic boarding schools shows that the geographical conditions of the environment in Kalimantan affected the purpose of its establishment in 1973, one of which was to improve the condition of the surrounding environment in the form of wilderness and swamps.

#### *The Aspect of Development Policy of Pondok Pesantren*

One of the important aspect in management of pesantren-based environment management is the policy of pesantren. The policy of pesantren is run by one of them with the foundation of environment. This can be observed from the vision of Pondok Pesantren Hidayatullah which aims to give birth to a generation that can continue da'wah throughout the country and can coexist with nature.

The vision of an environmentally friendly pesantren is also supported by the ideals of the founding the pesantren KH Ahmad Said and the other four founders who want the land use for Gunung Tembak as a habitable place and as an educational institution capable of producing useful Islamic leaders in the community (Musaddad, 2017). Several principles encourage the birth to the vision of the cottage, the scientific principle, the principle of nature and the principle of Islamiyah. From these three principles then developed into the vision of pesantren that is becoming a superior Islamic educational institution, trustworthy and independent. Pondok Pesantren Hidayatullah Balikpapan has a unique policy in the recruitment of new students (santri). In the

entrance test, pesantren does not use religious tests or Arabic language as in general, but the prospective students are assigned to dig the edge of the lake and clean up the dirt in the lake for 40 days (Damanik, 2015).

The manifestation of the vision can be seen from the order for pesantren that contains many regulations related to the environment. Such as the budget allocation of pesantren Pondok for the environment, the punishment for planting trees if students make mistakes, prohibition of cutting trees, learning environmental management in hidden curriculum. It is intended that students can learn to appreciate and preserve the natural surroundings (Musaddad, 2017).

In the aspect of environmental management policy, the researcher focuses on management of environmental Pesantren Hidayatullah by the geographical conditions of it that lie in the equator line. This is demonstrated to the environment carried out by the approach from artificial environment management and green with the existence of artificial lakes and protected forests. The artificial lake that is located around the pesantren was created when the establishment of this school. At this time, the lake is used as a spring for the pesantren and the surrounding community. The artificial lake is a solution to the difficulty of getting clean water during the long dry season that often occurs to the equator. While the artificial forest around the pesantren is a conservation effort of nature around Pondok pesantren to make it stay green and not arid due to hot weather in this place.

Artificial forest located in the Pondok Pesantren Hidayatullah has an area of approximately 30 hectares. In the vicinity of the forest, Pesantren Hidayatullah used for goat and cattle farms. The animals are owned by private citizens who give charity and profits to the pesantren. There are also those who belong to the pesantren that profit-sharing with the nurture, as well as the vegetation around the forest such as tall soil acid, vegetable drawing, long beans and so forth the primary use for the food needs of students but some are also on sale. While the land used for oil palm, rubber, Gaharu planted with the pattern of

intercropping or known as agroforestry with an area of about 10 hectares, the cottage garden is cultivated, and community residents can also harvest cassava and other crops.

The results of the profits were to the pesantren and some of the care, sometimes there is a significant harvest activity conducted with number of ustadz as well as santri and residents there. As a source of livelihood, Pondok pesantren utilize what is available within the pesantren environment itself either in the form of vegetables, fish, meat, and tubers and experience the circulation as a food chain. The food chain is an eating event and is eaten in a certain order and direction. In the event of the transfer of energy from producer to consumer, then to the parser, this happens continuously. In these ecosystems living things have their respective roles, some act as producers, act as consumers, and some act as decomposers or decomposers.

Besides, Pondok Pesantren Hidayatullah Balikpapan has an artificial lake that has an area of approximately 4 hectares with an average depth of 10 meters. The lake was made by the santri and ustadz by using hoes and other traditional tools that are cleaned regularly every day of the week. The group that keeps the lake clean was announced on Saturday in the mosque cottage after the isya prayer; the group consists of santri, ustadz and local pesantren people because the lake is a vital source of water that is very useful in b environment especially when the drought season. Therefore, all involved in the utilization of artificial lake has the responsibility to maintain cleanliness. Sometimes there are certain days also in maintaining the cleanliness of the lake if it requires many people. The work activities include reforestation of trees around the lake, cleaning lotuses and overgrown grasses and also climbing siring of lake embankments and other incidental things in case of damage.

#### *The Aspect of Development Policy of Environment-Based Extra-Curricular Activity*

The second focus of this study is a participatory activity-based environmental development policy. In this case, the pesantren channeled the ability of santri in the field of environment. The formation of Task Force

(Satgas) is one of the participative activities owned by Pesantren Hidayatullah Balikpapan. The Task Force in pesantren is not only an extracurricular santri but becomes an active role in the surrounding community. Thus, students volunteer in conducting rescue and disaster management activities, both forest fires and other natural and environmental disasters. Given the geographical condition of the equator that has hot weather so often cause hotspots and added to the oil palm expansion industry that encourages the occurrence of forest fires. Therefore, the task force was formed as an active participation of pesantren cottage in helping to deal with equatorial environmental problems, i.e. forest fires. One of the critical roles of the task force is to help overcome the peatland fires in Balikpapan some time ago.

## CONCLUSION

This study concludes, first, the eco-pesantren-based critical land disaster mitigation management model, the fundamental environmental problems faced by Hidayatullah Islamic boarding school are as follows, namely: Threats of land damage, Forest damage, Threats of the death of water sources. Second, management of critical land disaster mitigation carried out by the Hidayatullah pesantren, namely; the involvement of the pesantren academic community actively in solving environmental problems in the surrounding communities of the pesantren such as reforestation, by changing settlements in the form of wilderness and swamps to make the pesantren and surrounding areas green, creating artificial lakes, plantation land and agriculture where the santri plant and cattle farms, all of which are managed by santri, the success of Balikpapan's Hidayatullah Islamic Boarding School to contribute clean water to the community around the pesantren location. The Hidayatullah Islamic Boarding School moves its santri to organize the environment in the Gunung Tembak area. The development of Islamic boarding schools in agriculture is also an example for other pesantren. Where in the Hidayatullah Islamic Boarding School an agribusiness center was developed. On 40

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