Strengthening Class Management in the Process Paud Superior Student Setup

Tumiran, Muhammad Isa Indrawan*, Bahtiar Siregar, Abdi Syahrial

*Correspondence Author: Muhammad Isa Indrawan
Faculty of Islamic and Humanities, Universitas Pembangunan Panca Budi, Medan,
North Sumatera, Indonesia

Abstract: Strengthening classroom management in the process of preparing students for early childhood has an important role in the preparation of future human resources. The implementation is initiated from the planning, organizing, actualisation, and supervision processes, both individually and in groups, to achieve effective and efficient learning objectives. The learning process conducted in the classroom and outside the classroom with room arrangement, preparation of materials/props are expected to shape the excellence of Learners (students). As strengthening the teacher must have pedagogic competence, personality competence, professional competence, social competence. Class management is very good and important is the arrangement in the area of activities on each learning according to the interest of children who are expected to stimulate the creativity of child development in shaping excellence in him. Excellence in pupils can be characterized by cognitive intelligence, emotional intelligence, and physical intelligence, and coupled with the awakened character, namely: the Love of God and the universe and its content, responsibility, discipline, and self-reliant, Honest, respectful and courteous compassion, caring, and cooperation, confident, creative, hard work and unyielding, justice and leadership, good and humble, as well as tolerance, love of peace, and unity.

Keywords: Classroom Management, Superior Students

I. INTRODUCTION

Early childhood education is a level of education before the primary level of education with coaching efforts aimed at children from birth to age 6 years by providing educational stimulation to help growth and physical and spiritual development so that children have the readiness to enter further education held on formal, non-formal lines.

Early childhood education is one form of education that is centered on basic laying, namely: (1) Growth and development of fine motor; (2) Intelligence; and (3) socioemotional. The implementation of early childhood education is a Blu print (blueprint) development of human resources which is very important in reaching out to the nation's future development problems.

Dealing with the preparation of human resources beginning with the education of early childhood becomes an obligation for citizens of the Republic of Indonesia. Government through the regulation of the Minister of National Education of the Republic of Indonesia No. 58/2009 on the PAUD standard in the Permendiknas at article: (1) illustrates that: standards for early childhood education include formal and non-formal education Consists of (a) the standards of developmental achievement; (b) The standards of educators and educational personnel; (c) The standard of content, processes, and assessments; and (d) the standards of facilities and infrastructure, management, and financing.

Serious PAUD's circumpoation is indicative of an early age HR. The goal in the management of early childhood education is as follows: (1) forming a quality Indonesian child, the child grows and is by the level of development; (2) Help prepare children to reach school readiness. Strengthening class management in professional PAUD has an impact on the preparation of pupils superior in facing the future of the child itself, the impact on the needs of the environment, the family, as well as the future needs of human resources Republic of Indonesia.

Organizing learners is essential with the need for a program planned by the teacher will help achieve the standard of complications, basic competencies, and effective and efficient learning objectives. Various children's preparation activities are collaboratively collaborating with stakeholders studying outside the classroom, such as local government agencies, health services, state-owned enterprises, private business entities, business, and related industries on The PAUD curriculum by the development period.

II. RESULT AND DISCUSSION

A. Early Childhood Education

Early childhood education is a level of education before the primary level of education that is a coaching effort shown for children from birth to children aged six years through the provision of educational stimulation to To help the physical and spiritual growth and development (Maimunah Hasan, 2010).

a. Early childhood development

The development of early childhood is as follows:(1) Physical and motor development: the motor development of children can be coordinated well, according to the physical development of which it matures. Dramatic high and heavy

developments are also accompanied by the development of important organs, such as muscles, bones and nervous system centers that distinguish the magnitude of physical abilities that children demonstrate at different ages (Siti Aisya et al., 2010). Motor development is as a development of the element of maturity and body control. This motor development is closely related to the development of brain motor centers. Motor skills develop with the maturity of brain nerve (Bambang Sujiono, DKK, 2009); (2) Cognitive development: Piaget divides the stages of cognitive development into four phases, namely the sensory-motor (0-2 years); Pre operating (2-7 years); Concrete Operational (7 -14 years); and Formal Operational (14 years – adults).

Judging by the stages of the Kindergarten children Paget is in the pre-operational stage, which is the stage where the child has not mastered mental privacy logically. This period is characterized by the growing ability to use something to represent something else using symbols (Masito, DKK, 2008); (3) Language development: As a means of communication, language is a very important means in the lives of children. Besides that, language is also a tool to reveal thoughts and feelings to others that serve to understand the thoughts and feelings of others (Erna Wulan and Mubiar Gustin, 2011); (4) Social-emotional development: Muhibin said that social development is a process of social self-formation, which is personal in family, culture, Nation (Erna Wulan and Mubiar Gustin, 2011).

b.   Early Childhood Characteristics

Recognizing the characteristics of learners for the sake of the learning process is crucial. With a clear understanding of the characteristics of learners, teachers can design and carry out learning activities according to the child's development (Rusdinal and Elizar, 2005).

B. Teacher and Competency Teacher

To achieve learning objectives effectively and efficiently demands the existence of quality of learning. Thus the teacher plays a very important role in improving the quality of learning, which teachers not only play a role in teaching alone but also educate and train learners to be able to develop optimally from both aspects Affective (attitude), cognitive (knowledge) and psychomotor (skill).

A teacher is a person whose profession or teaching work, also, teachers as advisors who provide guidance and lead students in learning. Also, the competence of teachers is the ability or capacity of teachers in carrying out their duties, conducting the learning process, the ability or capacity to have a provision of knowledge and skills by Sebaik-sebaiknya (Wahyudi, 2012).

The important meaning of competency in education is based on rational balance; the learning process is complicated and complex. Many teachers have years of teaching, but the activities that do not much give the aspect of positive change in the lives of their students. On the contrary, there are also relatively new teachers but have contributed concrete toward the progress and positive change in students (Ngainun Naim, 2013).

In essence, a teacher must have some competence related to his or her skills which competence or ability that will be able to assist in achieving the planned educational objectives. In general, there are three important points of competence that teachers must have in managing their classes, which is abbreviated to 3A, namely: Foster, Asih, and Asah; 1 The foster pattern, in the class of the student is completely fumded; 2 The pattern of Asih means that students need to be loved because their position has no knowledge of life; 3 The training pattern means students as people who need to be given a variety of sciences to be able to get them in the future (Hamzah B. Uno and Masri Squared, 2010).

Furthermore, in government Regulation (PP) No. 19 year 2005 which governs the national standards of Education chapter VI on the standards of educators and education, the Kesatu section of Educators, article 28 paragraph 3, mentions that the competency must be owned Teachers as teaching agents on primary and secondary education levels, as well as early childhood education, including Kindergarten teachers: (1) Pedagogic competence: the ability to manage learners ' learning, which includes understanding Students, planning and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize the various potentials it possesses; 2 Personality competence: The personality of a steady, stable, mature, expedient, and authoritative educator, an example for learners, and Noble character: (3) Professional competence: educators ' ability in the mastery of learning materials broadly and That enables him to guide learners to a set of competencies; (4) Social competence: the ability of educators to communicate and interact effectively with students, fellow educators, educational personnel, student parents/guardians, and the community.

In relation to the ability to manage the class well, a teacher is required to be able to have a good pedagogic ability that is teacher's understanding of students, planning, learning implementation, evaluation of learning outcomes, and Development of students to actualize their competence. This pedagogic competence is also often interpreted as the ability to manage learning (Agus Wibowo and Hamrin, 2012).

Thus, this pedagogic ability becomes an ability in which a teacher must be able to have good class management. Starting from planning approaches, strategies, methods, learning media and others continued the implementation stage or the passage of the learning process is in the level of the ability to power the learners and the learning process.

C. Classroom Management
1. Definition of classroom management

The management of the class comes from two words: Management and class. Management of the word management, which means management, means the process of using resources effectively to achieve the target. While management is a process that provides supervision on all matters involved in the implementation and achievement of objectives (Mulyadi, 2009).

Ricky W. Griffin explains that management is nothing but effective means that the objectives can be achieved according to a predetermined plan, while efficiently means that the task is executed properly, well organized, and in accordance with Schedule (Suparlan, 2013). Meanwhile, according to Pidarta as quoted by Saiful Bakhri, it says that the

management of the class is the selection process and the use of appropriate tools against the problem class (Saiful Bakhri Djamarah, 2000).

Classroom management is the process of planning, organizing, attaining, and supervising by teachers, both individually and through others to achieve effective and efficient learning objectives, by utilizing all Resources (Daryanto, 2013). Therefore class management is a set of activities to develop the desired behavior of students and reduce or eliminate unwanted behaviour, develop interpersonal relationships and positive socio-climate and develop and maintain an effective and productive class organization (Mulyadi, 2009).

Daryanto in his book administration and management of the school said that the defendant of the class management has undergone a paradigmatic shift even though its essence and objectives are relatively equal, namely the implementation of the learning process effectively and Efficient. The values can be values of struggle, cognitive, affection, social solidarity, morality, religious, and so on are associated with the resources used (Daryanto, 2013).

2. Purpose of Classroom Management

The ability of class management to be a very important place to be owned by every teacher, where the class management itself has a purpose to Terciptanyan learning process that can run well to achieve Effective and efficient learning objectives. The facilities provided that allow students to learn and work, the creation of a social atmosphere that provides satisfaction, the atmosphere of discipline, intellectual development, emotional and the attitude of appreciation of the students (Sulistyorini, 2009).

According to the Director general of Dikdasmen which is the goal of class management is: (1) to realize the situation and condition of the class, both as a learning environment and as a learning group, allowing students to develop their skills as closely as possible ; (2) Eliminate obstacles that may impede the realization of learning interactions; (3) To provide and regulate learning facilities and furniture that support and enable students to learn according to the social, emotional and intellectual environment of students in the classroom; (3) to nurture and guide students in accordance with the social background, economy, culture and individual traits (Daryanto, 2013).

The purpose of the class management is specifically divided into two purposes for students and teachers: (1) The Purpose for students: (a) Encourage students to develop individual responsibilities towards their behavior and the need to control themselves; (b) Assisting students to know the behavior that corresponds to the class order and understand that the teacher's rebuke is a warning and not anger; (c) Generating a sense of responsibility to engage in duties or activities held.

It can be concluded that the purpose of the class management is that every child in class can work in order, so that the objectives of the teaching are effectively and efficiently achieved; (2) Objectives for teachers: (a) to develop an understanding in the presentation of the lesson with a smooth opening and precise speed; (b) To be aware of the needs of students and to have the ability to clearly instruct students; (c) To learn how to respond effectively to disturbing conduct of students; (d) To have a more comprehensive remedial strategy that can be used in relation to the behavior of students who appear in the classroom.

3. Principles of Classroom Management

Internal factors of pupils relate to emotions, thoughts, and behaviors. The pupils ' personality with their traits causes students to differ from other students individually. This individual discrepancy is seen in terms of the biological, intellectual and psychological differences. The students ' external factors are related to the problem of learning environment, student placement, student grouping, number of students, and so on. Djamarah mentions minimizing problems in classroom management can be used. The Principles of class management are as follows (Syaiful Bahri Djamarah, 2000): (1) Warm and enthusiastic: warm and enthusiastic needed in the teaching and learning process. Teachers who are warm and intimate in the students always show enthusiasm on their duties or their activities will succeed in implementing class management; (2) Challenges: The use of words, actions, workways, or materials that are challenging will increase the student's passion for learning; (3) Varied: the use of tools or media, teacher teaching style, interaction patterns between teachers and students will reduce the appearance of disturbance, increase pupil attention; (4) Flexibility: The suppleness of the teacher's behavior to change her teaching strategy can prevent the possibility of students ' disruption and create an effective teaching and learning climate; (5) Emphasis on positive things: basically in teaching and educating, teachers must emphasize positive things and avoid the centering of attention to negative things. The emphasis on positive things is the emphasis that teachers have on the positive behavior of the student rather than the negative behavior of the behavior. The emphasis can be done by giving positive reinforcement and teacher awareness to avoid mistakes that can interfere with the course of teaching and learning process; (6) Self-discipline: The ultimate goal of classroom management is that a student can develop a discipline of oneself and teachers themselves should be an example of controlling themselves and the execution of responsibilities. So, teachers must be disciplined in all respects if they want their children to be disciplined in all respects.

4. Approaches to classroom management

Classroom management is not a stand-alone problem, but it is associated with various factors. The problem of students is the main factor that the teacher is not another is to increase the excitement of pupils both in groups and individuals (Syaiful Bahri Djamarah, 2000). Such approaches are in the following descriptions: (a) approach to power: the management of the class is defined as a process to control students ' behavior. The role of teachers here is creating and maintaining a disciplined situation in the classroom. Through power in the form of the norm the teacher approached him; (b) Hazard approaches: From this approach to threats or intimidation, classroom management is also a process for controlling the conduct of students. But in controlling the behavior of the students is done by giving threats, such as banning, ridiculing, satire, and pushy; (c) Freedom approach: management is defined in a process to help students feel free to work on things anytime and anywhere; (d) Recipe approach: This cookbook is done by giving a list that can describe what the teacher should and what not to do in the reacting of all the problems or situations that occur in the classroom; (e) Teaching approach:

This approach is based on a presumption that in a planning and implementation will prevent the emergence of students ' behavioral problems, and solve that problem when it is not preventable. The teacher's role is to plan and implement good lessons; (f) Behavioral change approach: As the name suggests, classroom management is defined as a process to change students ' behavior.

Programs or activities that result in poor behavior should be sought to avoid it as a negative reinforcement that at some time, will be lost from the conduct of students or teachers who are members of the class. Therefore, according to a good or positive behavioral approach should be stimulated by giving praise or gifts that pose a feeling of delight or contentedly (Mamam Rachman, 1998).

Conversely, poor behavior in carrying out a class program is sanctioned or punitive that will lead to feelings of dissatisfaction and in turn the behaviour will be avoided; (g) Sozio-emotional approach: the socio-emotional approach will be achieved maximally when a good inter-personal relationship develops in the classroom; (h) Group work approach: in the in approach, the teacher's role is encouraging development and group cooperation. Classroom management with group processes requires teachers ' ability to create conditions that allow the group to become productive, and also, teachers should be able to keep the condition good.

5. Classroom Management Activities

Broadly, the class management activities can be divided into two namely (a) People's settings: Students are persons who perform activities and activities in classes that are placed as objects and arenas for the development of science and consciousness Human beings, then the students move then occupy the function as subjective. Disciples were allowed to obtain a position in the learning that suited his interests and desires; (b) Facility Arrangement: activities in the classroom both teachers and students in the class of the family will be heavily influenced by the physical conditions and situations of the class environment.

More detail the activities that teachers need to do in class management as aspects of the class management contained in the class guidance are: (a) checking student attendance; (b) Collecting the results of the student's work, examining and assessing the results of the work; (c) Distributing materials and tools. (d) collect information from students; (e) record data; (f) Class maintenance; (g) Submit subject matter; (h) Give assignments.

D. Managing Learning in Early Childhood Education (PAUD)

Organizing students (students), setting tools and learning resources, an explanation as follows (Hadari Nawawi, 1989): (1) Room/classroom arrangement: Room/class arranged in such a way, so that learning activities can be done as efficiently as possible May. In the room/classroom arrangement There are a few things that should be considered, namely: (a) the arrangement of children's chairs is flexible and can be variable; (b) At the time of joining the activities, the child does not always sit in a chair, but can also sit on the mat/carpet; (c) The provision of play tools/learning resources must be adjusted to the activities to be implemented; (d) Grouping table adapted to the needs so that enough space for the students (students); (2) Organizing students (students): Learning activities planned by daily teachers can be implemented in the form of: (a) classical activities: The classical activity means the activities undertaken by the entire child in a class, in one Time units with similar activities.

The organizing of children during early and late activities is generally carried out with classical activities (Moeslichatoen R, 1999); (b) Group activities: Group activities mean that in a certain time unit there are several groups of children doing different activities; (c) Individual activities: Individual activity means each child is made possible to choose and complete activities in accordance with their respective interests and abilities, e.g.; On an interest-based learning activity, the child performs individual activities by choosing activities that suit their interests and desires; (3) Learning tools/Resources settings; The active learning process is creative, innovative, and interactive, then the setting of tools and learning resources can be in the following: In-room learning tools/Resources: the Tools/Resources in PAUD can be distinguished into 2 (two) groups, The tools/resources in the room/classroom and learning tools/resources outdoors/classes.

The tools/resources in the room are arranged in a manner according to the situation, conditions, and learning model applied in the PAUD. (4) Group learning with safety activities: safety activities are used on group learning models with safety activities. Safety activities are activities that are intended for children who have completed a task in the group and activities in another group; there is no empty seat, so the child does not bother other friends.

Play Tools/learning resources on safety activities such as building blocks, construction toys, various vehicles, tower boxes, crafting tools; (5) Group Learning with activity angles: the angle of activity is a backdrop for learning activities in the areas of development of certain basic abilities. The corners of the activities are: (a) Family corner: the tools provided are, such as table-guest chairs, dining chairs, cutlery, bedding and accessories, wardrobe; (b) surrounding environment and knowledge: tools provided, such as the aquarium, and its accessories, scales, grain in place, rocks, animal growth process drawings; In the natural corner and this knowledge should be adapted to the surrounding environment in the kindergarten; (c) Angle of development: tools provided, among others, tools for construction games, such as building blocks, crafting tools; (d) Cultural angle: tools provided, among others, musical instruments/percussion, bookshelves/libraries, illustrated books (series of Animals, fruit series; (e) Corner of the Godhead: tools provided among others, such as maket-maket houses of worship (mosques), equipment of worship, other tools suitable for the conduct of religious worship, images that cultivate the sense of deity and so on; (6) Interest-based learning: interest-based learning using 10 areas: religion, beam, language, drama, mathematics, science, music, fine art/motor, sand and water, reading and writing. Tools/Resources Learning in the learning of the following interests are as follows: (a) Religious areas: Maket Mosque worship, drawings of prayer ordinances, pictures of the ordinances of Wudoo ', prayer mat, Mukena, Peci, sarong, Veil, Iqro book, Hijaiyah card , beads, juz ' ama, Alqur'an, and so on; (b) Beam Area: blocks of various sizes and colors, Loggo, similar lotto, Lotto pairs; (c) Calculation Area/math: number symbol, geometry fragment, number card, clamshell, Puzzel, number concept, Game cube, (d) Science Area: Various animal imitation, animal breeding pictures, process images Growth of plants, grains (corn,

peanuts, mung beans, rice); (e) Music Area: flute, chestnut, marbled, small organ, Tamburin, Kerincingan, Tri Anggle, small guitar, wood block, Kulintang, Angklung, violin, piano, harmonica, drums, tambourine, and so on; (f) Language Area: storybooks, Draw series, Word category cards, day names, hand puppets; (g) Reading and writing Area: notebook, color pencil, 2B pencil, Letter card, Word card, picture card, and so on; (h) Drama Area: Children's bed and doll, small closet, small table-Chairs (guest tables, dolls, cloths, place of rubbing + iron, big clothes, towel, used make-up + scented oil + comb; (i) Sand/water Area: sand/water bath, small aquarium, small bucket, Gayung, Garuk fork, plastic bottles, water tube, plastic cups, water inkmate, mouthpiece, small shovel; (j) Arts and Motor Area: Drawing table, Children's tables, crayons, colored pencils, 2B pencils, chalk, charcoal, drawing books, folding paper, newsprint, glue, further, settings tools/Resources for outdoor learning/class; The tools/resources for the outdoors/classes used should meet the child's need to foster motor, intellectual, social and emotional development.

The placement of learning tools/resources outside the classroom is arranged in a way that takes care of the child's security to give the child freedom of movement. Types of tools/resources outside, among others: The forest, swing, launcher board, board, sand with the equipment, (7) approach in classroom management: There are several approaches that can be used in class management, namely as The following A Behavioural Modification approach; (b) The mood-based approach to emotion and social relations (Socio-Emotional Climate Approach); (c) Group process approach; (d) Elections (Alectic approach) approach.

E. Superior Disciples

The pupil is made up of two words, disciple and superior. In the dictionary of large Indonesian language, the understanding of students or pupils means the person (the child who is learning, school) (KBBI, 1990). While according to Shafique Ali Khan, the understanding of students is the person who is dating institutions to acquire or study several types of education (Safique Ali Khan, 2005).

The sense of excellence in English dictionaries is well known with excellent (Jhon M. Echolos and Hasan, 1992). While in Bahasa Indonesia Dictionary explained that the meaning is superior is higher, clever, strong and so on than the other; Best Especially. While excellence means superior State; His prowess, kindness, and more than others (Peter Salim and Yenny Salim, 1991), thus superior pupils can have high competitiveness and can follow the development of science and technology well.

Traits and characteristics of the gifted intellectual child is an advantage or prominent in terms of: (1) Mental Preparedness (2) observation ability (3) desire to learn (4) power concentration (5) Power of Reason (6) reading ability (7) Verbal expressions (8) Writing skills (9) The ability to ask good questions (10) shows a broad interest (11) has a strong ambition to achieve good (12) self-reliant in consideration (13) can give the right answer and Direct targeting (14) to have a high sense of humor (15) involves fully and tenacious facing the task of interest (Semiawan, 1996).

For children, talented Intlektual certainly makes a big contribution to him, meaning that each child who has various traits above means the child is preparation on him as a superior learner. Superior students are not separated from the character education planned on each learning process in the classroom. The Heritage Foundation in Mulyasa formulates the nine basic characters that are the purpose of character education, namely love for God and the universe and its contents, responsibilities, being transformed and independent, honest, respectful and courteous affection, care, and work The same, confident, creative, hard work and unyielding, justice and leadership, good and humble, and tolerance, love of Peace, and Unity (Mulyasa, 2014). The students ' character wakes up on the nine basic characters with various learning methods developed by the teachers in the management of the class, so that the child has an edge on him, meaning the child has a personality in the preparation As a superior learner, so that the resources on him are more than expectations. Excellence in the child not only lies in the personality artistic, but it will also be seen in the intelligence of multiple intelligences.

Howard Garner in Asef Umar Fakhruddin stated that there were nine intelligence in the human being, namely: (1) mathematical-logical intelligence; (2) Language intelligence; (3) spatial-visual intelligence; (4) musical intelligence; (5) Kinaesthetic intelligence; (6) Interpersonal intelligence; (7) Interpersonal intelligence; (8) naturalist intellect; (9) Existential intelligence (Asef Umar Fakhruddin, 2018). Further, Jaipur L. Roopnarine (1) Cognitive intelligence; (2) Emotional Intelligence, and (3) Physical intelligence (Jaipul L. Roopnarine & James E. Johnson, 2011). From the opinions of Howard Garner and Jaipul L. Roopnarine & James E. Johnson has the similarity that Keceerdasan is building excellence in children, both physically and mentally. Similarly, each child who is collaborative in the learning process and creative interaction through various games will make an edge. Meanwhile, Catron and Allen in Nirva Diana and Mesiono expressed the optimization of the child's development that would be achieved through creative games including: (1) Self worth and trust; (2) Trust, responsibility and concern for others; (3) Interpersonal relationships and effective communication skills; (4) Ability to behave independently (Nirva Diana and Mesiono, 2016).

The development patterns in class management will form the personality of superior pupils performed by the teacher at any; The learning process is not always in the classroom, but outside of class also forms the character as superior. Activities that have the formation of intelligence and student characters can be characterized by the implementation outside the class. The learning process of contextual teaching-learning in the real world experienced by pupils is faster to form characters and intelligence. The preparation of pupils excellence with various activities has proved from all aspects can be seen namely; Aspects of religious values, social aspects, emotional aspects, self-reliance aspects, language aspects, cognitive aspects, rough and delicate motor aspects, and art aspects.

III. CONCLUSION

Strengthening classroom management in the preparation of students of early childhood has an important role in the preparation of future human resources. The implementation of the process undertaken by the teacher starts from the process of planning, organizing, actualizing, and supervising both individuals and groups to achieve effective and efficient learning objectives. The process of learning conducted in classrooms and outside the classroom with room arrangement, preparation

of materials/props will form the excellence of students (students) teachers must have pedagogic competence, personality competence, competence Professional, social competence. Excellence in pupils can be characterized by cognitive intelligence, emotional intelligence, and physical intelligence and coupled with awakened character, Yautu; Love to God and the universe and its content, responsibility, discipline, and self-reliant, honest, respectful and courteous compassion, caring, and cooperation, confident, creative, hard work and unyielding, fairness and leadership, good and humble, and Tolerance, peaceful love, and unity.

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