

Curriculum Management on Kindergarten for Children's Readiness for Entering Elementary Schools

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Abstract: The transition from kindergarten to elementary school condition is a phase that is not easy, this is a big step for children, because of many skills demands from students to receive on elementary school that is different from they are on kindergarten. Children will be demanded to independent. Children who had attended on kindergarten programs, as physically, intellectually and socially were more ready to enter the first grade in elementary school. Sabilal Muhtadin Kindergarten as a favorite school completes the learning curriculum well so that their students have more experience and ready to enter on elementary school.

Keywords: kindergarten, programs, learning curriculum, elementary school

1. INTRODUCTION

Parents' awareness of the importance of early childhood education is increase significantly. Early childhood education is a very important and crucial phase of education. Because the age ranges from 0 to 6 years or we called as early age better known as golden age period. In this period is better time to develop human good character and good life value. The character from religion, culture, traditions and community ethics (morality). In addition, very important to develop cognitive, social emotional, and motoric skills. If an early childhood gets unwell character education, the unwell character will continuously carry over until they adult. So that, to eliminate that condition, kindergarten is a bridge between home and school to develop children characters.

Kindergarten is a transition in children's education. If we pay attention, there are differences between children who have entered kindergarten and children who have entered elementary school directly without entered on kindergarten. In kindergarten children will be guided to leave their habit at home. Many rules must be obeyed and implemented, unlike the habit when they were on their house. The academic atmosphere in kindergarten prioritizes play while learning. So that children will explore more of surrounding environment and hang out with their friends. Children will learn the important of collaboration or teamwork, socialize and respect to others in socializing. So, it is very influential on children's social development.

The transition from kindergarten to elementary school condition is a phase that is not easy, this is a big step for children, because in elementary schools they will get

different demands then when the children was in kindergarten. Elementary school will demand their students to be independent on learning. Children who had followed kindergarten programs, their physical, intellectual and social skills are ready to enter first grade of elementary school.

According to early childhood education standards, learning program is structured to develop the diversity of children's potential harmony with the children' growth development while maintaining nation next generation character that implementation on active, creative, effective and enjoyable learning (Minister of National Education Regulation of the Republic of Indonesia, 2009).

One of the strategies to expand equality and access on education is expand access for children on 0-6 years age, both men and women have same opportunity to grow and develop optimally according to their potential and development stage in order to have readiness attend on elementary school. According to Government Regulations Number 17 of 2010 article 61, which contains "early childhood education functions to foster, grow, and develop every early childhood potential optimally, the impact is their behaviors and basic abilities according to their development stages in order to have readiness to attend on further education".

To achieve the purpose above, Kindergarten education need to have a program or activity based on principles and children' ability development. We know that children growth through from development stages which must take place sequentially and continuously. Activity program and students' caring which is provided to children in can develop children' physical, motoric, cognitive, language, social emotional, moral understanding, and

religious stimulation in an integrated manner. It should be understood that what is achieved by kindergarten children is not academic achievement, but the development of all aspects of growth.

After children' pass from kindergarten period, the children' will enter the next level of education, we called as elementary school. Basic education is education that must be followed by a child for 9 years. This education is the beginning of a children's' education because it trains them to read well, increase their ability to count and think. Elementary education prepares children' to enter secondary education. Basic education is generally divided into 2 stages, namely the first 6 years in first grades until sixth grade.

The problems that really needs to be considered during childhood is when the early childhood will end, namely the problem of school readiness. The children will end early childhood period and enter late childhood period, which is around the age of 6-7 years. At this time, children are almost completing pre-school education in kindergarten and get ready to enter the next level of education, namely Elementary School.

Santrock (2011) mentions that for children, entering first grade marks the transition from "house children" to "school children", is a situation that brings new roles and obligations. Children assume new roles, adopt new reference groups, and develop new standards for judge their self. Elementary schools give children rich sources of new ideas to shape their feelings.

In the real fact, most parents entering their children to elementary school, are only based on their age. As long as the child is 6 years old or has been in passed on class B, they will be registered to enter elementary school. Sometimes that argument is true, but not necessary if the children have 6-year-old, they are ready to enter on elementary school. So, we need cooperation between teachers and parents to help children to be ready enter to elementary school, so there are not happen problems in the future.

According Papalia (2008) children' first level performance can affect the whole school achievement. It same with curriculum of each level based on what has been taught before. This helps shape the perceptions and expectations of new teachers, expectations that can affect achievement at the middle level and even at public secondary schools.

In South Kalimantan, admission of elementary students through various means, some using psychological tests, reading and count skill tests, and some test according to government regulations without being tested first. This causes a variety of children's readiness in school. Childrens' readiness is considered as a condition where someone already get ready to do something. According to Cronbach (Wasty, 1998) provides an understanding of readiness as all traits or forces that make a person can react in certain ways. The development of readiness occurs by following certain principles such as: (1) all aspects of

growth interact together to make readiness; (2) a person's experience also influences the growth of individual physiology; (3) experience has a cumulative effect in the development of individual personality functions, both physical and the spiritual; and (4) if the readiness to carry out certain activities is formed in a person, then certain times in one's life are formative periods for the development of his personality.

According to Wasty (1998) some things that need to be mastered by children, such as:

- a. Matured to start learning to write, what is meant is united thoughts and feelings by using written signs. To meet these requirements, it is necessary: to have a modest vocabulary and adequate motor development. The psychomotor gradually developed from childhood. Now he must have adequate psychomotor to take up writing exercises. Initially the child will be difficult, but after a while he felt the hand movements preform writing more smoothly.
- b. Mature to start learning to read. The ability to read and write includes skills that must be learned intentionally. To learn to read requires the following requirements: the child is able to express the words of others, the child is able to bring out the contents of his heart, the child masters the technique of speaking modestly, the child understands that the scribble drawings that have certain meanings and sounds.
- c. Mature to start learning to count. In general, children who begin at the age of 6 years cannot really count. The point is that it works with abstract numbers. But the children have started counting even though it is still classified as initial counting.

From the description above we can conclude that aspects of children's readiness to enter school consist of physical and psychological aspects. Physical aspects include physical health and motor skills, while psychological aspects refer to cognitive abilities, language and communication skills, independence, general knowledge, and children's emotional development in accordance with their level of developmental age.

Efforts to prepare young children for school readiness begin with the preparation of an appropriate curriculum. Namely with good curriculum management. For this reason, cooperation is needed from the school and family and community so that the programs implemented in schools are in line with the demands of the task of child development.

Education curriculum management is very important, because without management the education will not be able to run properly. The curriculum is an educational program provided by educational institutions (schools) for students. Based on the education program students carry out various learning activities, so that it encourages their development and recovery in accordance with the stated educational goals. In other words, with the curricular program, schools provide an educational environment for students to

develop. That is why, the curriculum is structured in such a way that allows students to do a variety of learning activities.

In this research, researchers focus on studying curriculum management in curriculum management in kindergarten for the willingness of school children in the Islamic kindergarten Sabilal Muhtadin Banjarmasin. While Daradjat (Gunawan, 2012) said that the curriculum as a program planned in education and implemented to achieve a number of specific educational goals. This broader understanding does not only cover subject matter but a number of subjects or activities that include educational programs in order to achieve the expected educational goals.

Meanwhile learning is the core of the educational process, in which interaction occurs between various components, namely teachers, students and subject matter or learning resource. The interaction between these three main components involves facilities and infrastructure such as methods, media and structuring the learning environment so as to create a learning process that enables the achievement of planned objectives. Curriculum management and implementation of effective and efficient learning will help the process of achieving the goals of education itself, education has the aim of developing the intellectual life of the nation, forming human beings with noble character, with this nation's education will be intelligent in thinking, and wise in acting.

The scope of curriculum management includes planning, organizing, implementing, and evaluating the curriculum. At the education unit level, curriculum activities prioritize realizing and re-aligning between the national curriculum (basic competencies) and the needs of the region and the conditions of the school concerned, so that the curriculum is an integrity curriculum with students and the environment in which the school is located.

Based on the explanation above, it becomes interesting for researchers to examine more deeply the situation of kindergartens especially Islamic Kindergarten Sabilal Muhtadin in Banjarmasin in implementing curriculum management so that learning activities run well and are able to graduate students who can be accepted at favorite and superior schools.

2. METHOD

This study uses a qualitative approach with research settings in the Islamic kindergarten Sabilal Muhtadin Banjarmasin. In this research the researcher acts as an instrument for collecting data using observation techniques, in-depth interviews and analyzing data on existing documents. Respondents are kindergarten principals, teachers and parents. This research lasted for approximately 4 months from the preliminary study until the data obtained was saturated. The data obtained were analyzed from the beginning until the end of the data collection using Miles & Huberman interaction models.

3. RESULTS

The curriculum used is the 2013 early childhood education curriculum with activity domain curriculum on the development of aspects of religious and moral values, cognitive, language, motoric, social emotional, cognitive and children's art after early age. Meanwhile, the second curriculum is the Curriculum Domain that develops five aspects of development, namely: (1) affection, developmental focus builds children's confidence, independence, initiative, persevering in completing tasks, getting to know themselves and biases to understand themselves; (2) cognition, the focus of development includes the ability concentration in carrying out activities, as well as recognizing characteristics, traits, signs, mathematical logic abilities, critical thinking, being able to analyze and make conclusions and about rules; (3) language, developmental focus includes the ability to listen, interpret messages, express knowledge, read and write; (4) physical, the focus of development includes awareness of the body, gross and fine motoric and physical health; and (5) social, The focus of development includes social skills and socialization. These two curriculums are built into a learning program that is carried out every day in kindergarten.

There are 3 types of play activities, namely: (1) playing motor sensory, meaning that children learn through the five senses and physical relationships with their environment, these activities are shown to build myelin for the child's initial circle in the child's brain. Many forms of stimulation are given, determining the ability of an adult child later; (2) playing symbolic / role playing, meaning that playing a role is considered as a need that is the basis of the development of creativity, memory stages, group collaboration, vocabulary development and self-control. Through role playing children learn to play and work, which is an exercise for real-world experiences; and (3) play development, is playing to express children's ideas through the media. There are two types of media, namely liquid media, crayons, markers, playfought, sand, water and so on. And structured media such as unit beams, logos, hollow beams.

These three types of play are in every center and all play activities in the center aim to build the five aspects of child development. The centers that are provided every day: centers of natural materials, centers of blocks, centers of preparation, centers of faithful, centers of playing big roles, (macro play), centers of playing small roles (micro play), centers of art.

Circle time is a time of transition between one activity and the next. This transition activity is carried out in a circle. The goal is that the child is comfortable and ready for the next activity because in the circle there are no children in front, no children behind, no children outside, no children inside. Everything is in the center circle, all of them see all the children and teachers is very pleasant. When this circle is filled with various activities such as

singing, storytelling, or other activities, of course all these activities are not out of theme.

In addition there are other forms of activities that support curricular activities such as: (1) co- curricular, the peak of the theme, the menu process, thanksgiving and birthdays together, visiting / bringing in professional personnel, out bonding, pilgrimage rituals, social activities, commemorations in the context of Islamic holidays; and (2) extra-curricular, swimming, music, introduction to reading and writing of the *Qur'an Iqro* method and introduction to reading and writing Latin through play and meaning.

Activities in the circle, Circle Time I, this is the time of transition between one activity and the next. And this transition activity is carried out in a circle. The goal is that the child is comfortable and ready for the next activity because in the circle there are no children in front, no one behind, no one outside, no one inside. All are in the center circle. Based on the results of observations and interviews that have been conducted for curriculum management is divided into 3 stages, as follows.

3.1 Curriculum learning

Learning is not only seen as the delivery of material, but it is a unity in the form of a process of collaboration between teachers and students in changing the behavior of students to be better, such as cognitive, affective, and psychomotor changes. Students are unique organisms, which are developing, children have different abilities, children have talents and interests, and have different learning styles. Based on that, learning is a complex process, so that it takes into account various things to take place smoothly. It also needs to take into account the possibilities that occur, then we need a plan to deal with the possibilities that will occur. Learning planning (instructional design), is an activity to estimate and project actions or activities that will be carried out in learning. This becomes important, considering that planning is a projected activity, so its position in the learning system becomes very strategic.

Integrated Islamic Kindergarten Sabilla Muhatdin implemented curriculum planning before the semester began, by holding workshops for teachers and school principals to compile annual, semester and daily themes and programs. to formulate activities in the coming year in general. The workshop was held for two days at school. For activities to improve the ability of teachers, kindergarten Islam Sabilal Muhtadin often held a refresher knowledge and skills of his teacher by attending training activities at Kindergarten of Falah, Jakarta. All material in the curriculum that will be delivered is framed in a learning theme so that there is no material that is not included in the plan (lesson plan), the theme chosen education. The curriculum must also be used in accordance with the level of student education. The Integrated Islamic Kindergarten

Sabilal Muhatadin curriculum uses a domain curriculum, which consists of 5 domains, namely:

1. Affection, the focus of development includes:

- Continue to build trust in children so that they feel safe, comfortable being accepted and valued.
- Autonomy, fostering independence in children both at work, dress does not depend on others.
- Initiative, can make choices and consequences of decisions that are made.
- Industry, the ability to work hard, diligently and thoroughly.
- The concept of self, the ability to understand themselves, recognize the empathy that exists in themselves, both positive and negative, willing to accept and understand and find out situations that can affect their emotions.
- Self-esteem, the ability to make himself feel comfortable at all times.

2. Cognition, the focus of development includes:

- Perception, ability to concentrate on work.
- Physical knowledge, develops the ability of the characteristic signs of objects.
- Logic mathematical knowledge, the ability to compare, clarify, sort, make patterns, calculate, and recognize concepts of time and space.
- Critical thinking skills, the ability to think critically.
- Representational Knowledge, doing repetitions, analyzing, draw conclusions from what they get from their experience.
- Conventional Knowledge, learning about the rules of customs and traditions related to their lives.

3. Language, the focus of its development includes:

- The ability to listen, learn to be attentive to other people carefully,
- Receptive language, learns to interpret the message of skills to remember the contents of the content and take the essence of what is heard.
- Expressive knowledge, the ability to express understanding that they have heard or know about.
- Reading, looking for books as a pleasant experience and exploration of the procedures for reading.
- Writing, writing exploration, expressing himself in the form of his own writing.

4. Physical, including:

- Awareness on the body, can use the body with confidence.
- Gross motorists are involved with activities that require balance and coordination of the group to carry out simple tasks,
- Fine motor, coordinate the eyes and hands to do simple task.

- Physical health, caring for a positive attitude about the body and the ability to keep their bodies clean and healthy.

5. Social, including:

- Social skills, develop skills for playing, build friendships, develop empathy for others, be cooperative, control the drive to learn how to be helpful to others,
- Socialization, can use knowledge about the right behavior in a situation to determine the right way in the situation of others, respect the existing rules in the family and community and develop responsibility for the environment.

Principals and teachers conduct evaluations at the end of each semester and weekends to find out whether the program is in line with the plan or not, to find out whether there is something new that is more needed by children so that a new policy is taken so that the program is up to date according to the times and children's needs.

3.2 Organization and implementation

The organization is carried out by the school principal by determining the division of tasks of teachers, teacher coordinators, center teachers, and homeroom teachers. what tasks must be done, who should do them, how the tasks are grouped, who is responsible for the tasks, at what level decisions must be taken. Directing or directing here is an action to make all teachers try to carry out their duties properly so that the lesson plans that have been prepared can be achieved in learning objectives.

Teaching preparation activities are carried out by the teacher by compiling a Lesson Plan. In the Lesson Plan contains themes, sub themes, topics, sub topics, time of implementation, TFP (Term Fact and Principle), Learning Objectives, domains of affection, cognition, language, motoric, social, new vocabulary, teacher media, child media, strategies (Strategy motivation), activities, procedures (play environment footing, initial footing, footing when playing, footing after playing, questions to provide stimulation to the child, evaluation and play space drawn by the teacher. Almost the same with Daily Learning Program Plans in kindergarten, just here in more detail to the playground settings are also drawn. From this it looks like the teacher is ready for everything before teaching.

The compilation of a plan of learning activities is formulated jointly by the principal and the teacher and the teacher coordinator during the workshop before the learning activities begin. This activity is routinely carried out as preparation for kindergarten to enter learning activities.

3.3 Learning Evaluation

Evaluation activities carried out to evaluate the extent to which teaching programs made by the principal and teachers can run effectively or not. The important thing

from program evaluation activities is the curiosity of the program drafter to see whether the program is running as planned or not and whether the objectives can be achieved or not. Is the existing program in accordance with the needs of the current or maybe there needs to be a revision of the program that was formed? If it has been achieved how the quality of the achievement of these activities, if not yet achieved what of the planned activities that have not been achieved, what is the cause of the planned activity has not been achieved, are there other factors that influence the failure of the program. So, the results of the evaluation of existing programs can be used as a basis for making decisions in the preparation of the next program.

Learning program evaluation activities carried out by the school principal. Curriculum evaluation is already going well according to what is planned or not carried out after each closing center and group closings every day, so that everything can be immediately followed up, meeting activities carried out after school, attended by all kindergarten teachers and administrative staff to evaluate whether every learning is going well so that it can develop children's preparedness to enter primary school.

4. DISCUSSION

Children's school readiness is influenced and shaped by several factors, such as the environment in which children live which can develop children's skills and behavior. School readiness is important because children who have readiness to go to school will influence profits and progress in further development. For the purpose of preparing children to have readiness to be realized, schools need to make curriculum arrangements that are familiar with curriculum management.

According to Fitzgeald and Strommen (1972), stated that school readiness as a child's ability to achieve an adequate level of emotional, physical, and cognitive development so that children are able or successful academically. Curriculum management in Sabial Muhtadin's kindergarten for children's preparedness into elementary school is carried out before entering learning activities. Teachers carry out workshops in schools discussing the curriculum. Learning is done by activating students to be actively involved in learning activities.

School obligation according to Semiawan (2008) as best as possible prepares students with sufficient provisions so that children will be able to face future challenges. Education is potentially rooted in the usual association between parents and students because of this it can foster the psychological needs of children so that the child will be able to adjust themselves to future demands.

According to Kunandar (2012) student activity is the involvement of students in the form of attitudes, thoughts, attention and activities in learning activities to support the success of the teaching and learning process and benefit from these activities. In the learning process to support the success of the activities of children actively involved.

According to Arifin (2008: 18), Several activities in learning management in early childhood education, there are at least nine activities among them: (1) compiling a program; (2) compiling an educational calendar; (3) compiling a schedule of learning activities, (4) planning learning activities teaching; (5) arrangements for opening a new school year; (6) arrangements for implementing teaching and learning activities programs; (7) arrangements for playing activities or games; (8) arrangements for evaluating the implementation of teaching and learning programs; and (9) arrangements for closing school years.

Besides the pleasant learning conditions are also supported by the opinion of Hamdani (2013) which says a teacher must be able to guide, direct, and create conditions for student learning by way of reducing the lecture method and starting to develop other methods that can engage students actively. Early childhood education learning activities are stimulated for students to enable learning. Educators must be creative in seeing the potential of the environment and designing learning activities that are fun for students.

The surrounding environment provides learning objects that are infinite learning, through these objects' students can learn various things knowledge, technology and art as a whole and continuously, as well as motivating students to continue learning throughout their lives. In teaching and learning activities teachers do not only act as instructors but also as managers of learning. Starting from the preparation before the learning process, observing and guiding students in learning activities and watching them in discussions.

The teacher's role is maximized in the learning so that it can be said that learning will be effective. Suriansyah (2014) also mentioned that the effectiveness of learning lies with the teacher, because the success of learning is determined by the quality or ability of the teacher. For teachers it is very important to make a learning plan, this is in line with what was delivered by Dahar (2011) that curriculum planning should be made in writing, so that teachers can assess themselves while carrying out learning. So that from this the teacher can correct his work with the aim of further improvement of learning.

Curriculum evaluation is an act of controlling, guaranteeing and determining curriculum quality, based on certain considerations and criteria, as a form of accountability for curriculum development in order to determine the effectiveness of the curriculum. Curriculum evaluation plays an important role both in determining educational policy in general, as well as in decision making in the curriculum. Curriculum evaluation can also be used as feedback whether the curriculum goals have been maximally achieved, and also to find out areas of curriculum weakness so that improvements can be made towards better ones.

An educational institution needs another thing within the scope of the curriculum, namely the development of the

curriculum. this needs to be developed in order to keep abreast of developments in the world of education which also follows the development. Curriculum development is one of the terms for curriculum changes (make or change) that occur because of the development of community life and science and technology.

Curriculum development is needed to respond to the development of science and technology, social changes outside the education system, fulfillment of student needs, advances in education, and changes in the education system. Chittenden (1994) simply classifies the purpose of assessment (assessment purpose) is to: (1) keeping track; (2) checking-up; (3) finding-out; and (4) summing-up. These four objectives by Arifin (2013) are described as follows:

- 1) Keeping track, which is to trace and track the learning process of students in accordance with a predetermined learning implementation plan. for this reason, the teacher must collect data and information in a certain period of time through various types and assessment techniques to obtain a picture of the achievement of student learning progress,
- 2) Checking-up, which is to check the achievement of students' abilities in the learning process and participant shortcomings. students during the learning process. in other words, the teacher needs to conduct an assessment to find out which parts of the material are already mastered by students and which parts of the material are not yet mastered,
- 3) Finding-out, namely to search, find and detect the lack of mistakes or weaknesses of students in the learning process, so the teacher can quickly find alternative solutions.
- 4) Summing-up, which is to conclude the level of mastery of students of the competencies that have been determined. the results of this conclusion can be used by teachers to compile learning progress reports to various interested parties.

5. CONCLUSION

This research focus on studying curriculum management in curriculum management in kindergarten for the willingness of school children in the Islamic kindergarten Sabilal Muhtadin Banjarmasin. Principals and teachers conduct evaluations at the end of each semester and weekends to find out whether the program is in line with the plan or not, and the new policy is taken so that the program is up to date according to the times and children's needs. Learning program evaluation activities carried out by the school principal.

Curriculum evaluation is already going well according to what is planned or not carried out after each closing every day. Everything can be immediately followed up, meeting activities carried out after school, attended by all kindergarten teachers and administrative staff to evaluate whether every learning is going well so

that it can develop children's preparedness to enter primary school.

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