



Class Management of Learning Models Design in Elementary School: Research Results Metasynthesis

Nurchasanah^{✉1}, Suyono^{✉2}, Nurul Murtadho^{✉3}, Zakia Habsari^{✉4}

^{1,2}Indonesian Department, UM, Malang, Indonesia

³Arabic Department, UM, Malang, Indonesia

⁴English Department, UM, Malang, Indonesia

✉ ¹nurchasanah.fs@um.ac.id, ✉ ²suyono.fs@um.ac.id, ✉ ³nurul.murtadho.fs@um.ac.id,

✉ ⁴zakiahabsari23@gmail.com

Abstract: One of teacher obligations is managing the class which is maintaining the optimal learning conditions. The class management of the design of the elementary school literacy learning model from research results needs to be examined in hope that it can be taken into consideration for managing classes in schools. With that consideration, the purpose of this study is to describe the results of the metasynthesis of classroom management research design of the elementary literacy learning model in terms of (1) the beginning, (2) the core, and (3) the end of learning. The design used is qualitative with metasynthesis research. The research data is in the form of verbal classroom management data at the beginning, core, and end of the design of elementary literacy learning models that is taken from student research documentations of the results of class development and action. Data is taken by documentation techniques and analyzed based on data analysis guidelines through the following procedures: reading research results, identifying data, reducing data, analyzing-synthesizing, validating analysis results, concluding, and interpreting results. The results showed that the classroom management of elementary literacy learning model design was seen at each stage of learning with varying classroom management.

Keywords: classroom management, literacy learning model design, metasynthesis

INTRODUCTION ~ Increasing human resources become an important factor for a country if it wants to be a developed, strong, and prosperous country. (Jannah, 2012) said that efforts of improving the quality of human resources cannot be separated from the education world. According to Mulyasa, there are at least three important things that need attention in the development of education in order to contribute to the development of human resources such as (1) building facilities, (2) quality books, and (3) professional teachers and education staff (Mulyasa, 2008). One of characteristics of a professional teacher is the teacher who can manage the class well (Jannah, 2012). The teacher has an important role in creating effective classroom conditions (Huth, 2015; Candra, 2015). The teacher

has the responsibility to make the interesting class so students want to try and participate in the class (Candra, 2015). Furthermore, teachers have an obligation that students have more knowledge, skills, and attitudes in the job or study (Sieberer-Nagler, 2016). Seeing the great responsibility of the teacher, Huth said that the biggest problem of a teacher is managing the class (Huth, 2015).

Classroom management is a skill of creating and maintaining optimal learning conditions. If unexpected conditions occurred, the class manager or teacher must be able to return to the expected conditions. Assyafiuddin said that managing the class intends to create and maintain an atmosphere (condition) of the class so that teaching activities are



ICEE-2

effective and efficient (Assafiuddi, 2017). The expected learning conditions, according to (Khuddin, 2019; Candra, 2015), are pleasant conditions. This condition is an absolute requirement in the learning process.

Class management is indispensable because students' behavior change from time to time Jannah. This change requires change management. Moreover, classroom management is always directed in creating a pleasant classroom atmosphere (Candra, 2015; Khuddin, 2019) so students are motivated to learn. If it is realized, the hope of achieving the learning objectives will also be realized.

The class management aims for students in the class to work in an orderly manner so that teaching objectives are achieved effectively and efficiently. According to Nurhadi published in (Kabar Pendidikan, 2011) a class management has a type of (1) preventive management: it can be in the form of actions, examples, or providing information that can be given to students so that high motivation will be developed, or the good motivation does not bothered by the actions of students who are deviated so it interferes the teaching and learning process in the classroom and (2) curative management: classroom management is carried out due to irregularities in student behavior so that it interferes with the course of teaching and learning. In this case, the classroom management activities will try to stop the deviant behavior then direct the creation of students' behavior that supports the

implementation of teaching and learning process well.

(Wardani, 2005) said that the classroom management components include (1) the skills of creating and maintaining optimal learning conditions: showing responsive attitudes, getting closer, giving reaction to class disruptions; dividing attention visually and verbally; focusing group attention by preparing students and demanding student responsibility; giving clear instructions; advising wisely, i.e. clearly and decisively, and making rules, provide reinforcement as needed and (2) skills related to optimal learning conditions control: modification of behavior, group management/process, finding and solving behavior that causes problems [9].

Class management is represented from the planning of learning to the application of planning in the classroom, especially in literacy learning in elementary schools. In learning planning, class management is showed in the designed learning models, especially in the learning models of UM, UNESA, and UPI research results because these three tertiary institutions produce quite a lot of research development and class actions that are proven their effectiveness. The effectiveness of research learning models that have been tested need to be synthesized in order to get generalizations that can be utilized by various needed parties.

The design of the elementary literacy learning model represents preventive classroom management because the



ICEE-2

analyzed model is a written learning design model, not the application model in the class. Thus, the purpose of this study is to describe the results of the research metasyntesis of classroom management learning models of elementary literacy learning in terms of the beginning, the core, and the end of learning activities

METHOD

The design used in this study is a qualitative design with the metasyntesis research. The research data in the form of verbal data management class at the beginning, core, and end of the design of elementary literacy learning models were taken from research documents on the results of class development and action from UM, UNESA, and UPI students. Data was taken by documentation techniques and analyzed based on data analysis guidelines through procedures (1) reading the results of literacy learning model research, (2) identifying data based on identification guidelines; (3) presenting data in a data presentation table; (4) reducing data: selecting, classifying, and giving code; (5) analyzing-synthesizing data based on data analysis guidelines; (7) validating the analysis result: re-analyzing by 2 researchers; (7) concluding: concluding temporary results through discussion before concluding final results; and (8) interpreting the results based on theories and results of previous studies.

RESULT AND DISCUSSION

The results showed that the classroom management of elementary literacy learning models represented the following management: (1) greetings, (2) creating learning motivation, (3) preparing of learning, (4) determining the direction of learning, (5) checking students' initial competencies, (6)) explaining steps of learning, (7) creating individual, group, and classical learning models, (8) giving examples, (9) mentoring, (10) giving reinforcement, (11) giving rewards, and (12) reflecting. Each is explained below.

Greetings

Greetings are the utterances expressed by the teacher when starting the learning. It is given with the intention of greeting students that the teacher has come to the class and teacher will start learning. The usual greeting is in the form of a statement, "Assalaamualaikum Wr. Wb.!", "Good morning/good afternoon/good evening!", And so on. However, the analyzed data did not exposed the form of his speech. Only a statement is appeared, "The teacher opens the lesson by saying greetings," like Data 1 below.

Data 1

- a. Guru mengawali pembelajaran membaca puisi dengan mengucapkan **salam** (Pemodelan)
- b. Kegiatan awal dimulai dengan guru mengucapkan **salam**, mengajak siswa berdo'a, dan melakukan presensi (*Role Playing*).

Data indicates when the teacher enters the class, what students say at the



ICEE-2

beginning of learning is a greeting expression, in the design of the learning model that is analyzed, the variation of speech is not stated and the verbal utterances are not spoken.

Creation of Learning Motivation

Learning motivation is needed in the learning process. Students who are motivated in learning will guarantee the creation of a pleasant learning atmosphere so that learning outcomes can be achieved. The elementary literacy learning model that is designed and analyzed shows that there is a preventive effort to create student motivation as shown in Data 2 below.

Data 2

a. Kemudian siswa diminta untuk **bernyanyi** atau menirukan suara- suara yang bermakna bersama-sama sesuai dengan tema cerita yang telah ditentukan (Shared Reading).

b. Guru memutar **lagu** untuk merangsang imajinasi (Sugesti Imajinatif).

The italics and bold data indicates that singing or playing songs aims to motivate students so that they are stimulated in learning.

Learning Setup

Learning preparation is an effort made by the teacher so that students are ready to learn. When the teacher enters the class, students are usually not conditioned yet ready to learn. Therefore, effort is needed. The evidence that shows this can be seen in Data 3 below.

Data 3

- a. Model rumpang dilakukan melalui proses: **menyiapkan teks** deskripsi yang dirumpangkan, **menyiapkan gambar** untuk membantu siswa dalam mengisi teks rumpang, **membagikan lembar** menulis deskripsi berupa langkah-langkah untuk menuntun peserta didik dalam mengobservasi ide pokok (Model Rumpang dengan Media Gambar).
- b. Guru memulai kegiatan pembelajaran dengan mengucapkan salam, menanyakan kabar siswa, meminta salah satu siswa memimpin **doa**, mengecek **kehadiran** siswa, **ice breaking** untuk membangkitkan semangat mengikuti pembelajaran (Kooperatif dengan Menggunakan Teknik Bercerita).

data shows that guiding students to pray, checking student attendance, preparing readings / texts, preparing drawings, worksheets, and ice breaking by the teacher is an initial effort to prepare students to be ready to learn.

Determination of Learning Direction

Determining the direction of learning is the teacher's attempt to show students the learning objectives. At the beginning of learning, students must know where learning is directed. The evidence that shows this can be seen in Data 3 below.

Data 4

- a. Guru menginformasikan mengenai **tema** dan menyampaikan **tujuan pembelajaran** (Pemodelan).
- b. Guru **menyampaikan materi** yang akan dibahas serta **tujuan** pembelajaran yang ingin dicapai (Role Playing).

The data in italics and bold indicates that so students know the direction that should



ICEE-2

be headed in learning, the teacher shows the learning objectives, themes, and learning material.

Check Students' Initial Competency

Checking the students' initial competency on topics and materials that will be studied and linking it to the previous material are the beginning activity that is usually conducted by the teacher in class. In the learning model, this activity has prepared. The evidence of statements that support this activity can be seen in Data 5 below.

Data 5

- a. Pembelajaran diawali dengan mengkondisikan siswa, memberikan **apersepsi** dan (Shared Reading).
- b. Melakukan **apersepsi** terkait dengan materi unsur-unsur yang terdapat dalam puisi (Sugesti Imajinatif).

The data in italics sentences and bold words prove that the teacher has prepared an apperception activity in the beginning of learning as the effort to check the student's beginning competence related to the topic and material that has been studied and relate it to the material that is already taught.

Explanation of Learning Steps

The beginning of learning activity designed by the teacher is explaining the steps of learning. This effort was made in order to facilitate students in learning. The supporting evidences can be seen in Data 6 below.

Data 6

a. Pada tahap prabaca, guru menyiapkan bahan bacaan dan **menjelaskan langkah pembelajaran** (*Generating Interaction between Schemata and Text*)

b. Menjelaskan **tahapan pembelajaran**, dan membentuk kelompok belajar (*Cooperative Learning Tipe Two Stay Two Stray*).

The data in italics sentences and bold words indicate that the teacher explains the learning procedure in the beginning or in the middle of learning that are shown by the statement *menjelaskan langkah-langkah dan tahapan pembelajaran*.

Individual, Group and Classical Learning Creation

In the learning design, one thing that the teacher designed is the use of learning model. Learning models can be individually, grouply, and classically. The results showed that there were individual, group and classical learning models that can be seen in Data 7 below.

Data 7

a. Siswa diminta membaca dan memerankan percakapan secara **berpasangan**. Guru melanjutkan pembelajaran dengan membentuk siswa menjadi beberapa **kelompok** kecil terdiri dari 3-5 anak yang dipilih secara acak (Pemodelan).

b. Siswa membaca teks cerita berdasarkan penggalan paragraf yang telah disediakan secara **berkelompok**, hasil diskusi kelompok disampaikan oleh perwakilan kelompok dalam **diskusi kelas**; dan tahap pascabaca, siswa secara **mandiri** ditugaskan untuk membuat rangkuman dari keseluruhan teks bacaan... (*Generating Interaction between Schemata and Text*).

The data in italics sentences and bold words prove that the design of the



ICEE-2

learning model represented the learning model used. The words *berpasangan* and *berkelompok* indicate group work; the word *mandiri* indicates the existence of individual work; and the word *diskusi kelas* shows the existence of classical work.

Giving Examples

Examples are something (verbal or nonverbal behavior) that are used as imitated models. In elementary literacy learning, examples might be important because one of characteristics of elementary students is copying. Evidences that represent examples are shown in Data 8 below.

Data 8

a. Dalam kegiatan ini siswa menyimak acuan atau **contoh membaca** puisi yang ditampilkan guru (Pemodelan).

b. Mendengarkan: **Menirukan** pembacaan pantun anak dengan lafal dan intonasi yang tepat (*quick and fun*).

The data in italics sentences and bold words above show the activity of giving examples in the design of elementary literacy learning models. They are proven in the statement *contoh membaca* and *menirukan*.

Coaching

The main activity in learning is guiding students in order to have desire in learning. Not all students have a high interest in learning, even some of them are not interested in learning. It is definitely become a consideration of teachers in designing learning. There are students who

need intensive guidance, but there are also those who don not need special attention. In the elementary literacy learning model, it is proven that there are guiding facts that are given to students. These facts can be seen in Data 9 below.

Data 9

a. Guru **membimbing** siswa yang kurang paham dengan tugas yang diperoleh (*role playing*).

b. Kemudian, guru **membimbing** siswa untuk menggali isi puisi dengan mengerjakan lembar kerja siswa (LKS) (Pemodelan).

These data prove that there are mentoring activities designed in the developed literacy learning model. The activity can be seen in *membimbing* statement.

Giving Strengthening

Giving reinforcement is the teacher's effort in managing the class so that something that has been learned can be understood deeply by students. Evidences were shown in the results of this study which can be proven in Data 10 below.

Data 10

a. Pada akhir pembelajaran, guru dan siswa **menyimpulkan** materi yang telah dipelajari (Role Playing).

b. Siswa secara mandiri ditugaskan untuk membuat **rangkuman** dari keseluruhan teks bacaan yang dibacanya dalam bentuk tulisan ke dalam satu paragraf (*Generating Interaction between Schemata and Text*).

The data in italics sentences and bold words show that the reinforcement of the materials that have already learned by



ICEE-2

students is designed in the literacy learning model. The words used in the design of learning models in the form of words menyimpulkan and rangkuman.

Giving Rewards

Giving rewards for students' work are designed in the learning model of student research results. The effort to appreciate their work is shown in Data 11 below.

Data 11

Setelah siswa membaca puisi, guru mengevaluasi dan memberikan **penghargaan** atas hasil unjuk kerja siswa dalam membaca puisi ... (Pemodelan).

The data in italics and bold words proves that the reward for students' efforts in reading poetry gets rewards.

Reflection

The reflection is an effort conducted by the teacher so students want to express their mastery of materials, experiences in learning, obstacles encountered while learning, and methods is taken in overcoming obstacles. The evidence of reflection activities designed in the elementary literacy learning model is shown in Data 12 below.

Data 12

Setelah siswa dan guru membuat kesimpulan bersama, guru **merefleksi** hasil pembelajaran yang dilaksanakan (*Role Playing*).

The data in italics and bold word indicates that the model of literacy learning represents the reflection of learning that is indicated by a statement merefleksi.

DISCUSSION

The results showed that classroom management in the design of elementary literacy learning models represents classroom management activities that can be seen in the following learning activities: (1) greetings, (2) creating learning motivation, (3) preparation of learning, (4) determining the direction of learning, (5) apperception, (6) explanation of the learning steps, (7) creation of individual, group, and classical learning models, (8) giving examples, (9) mentoring, (10) giving reinforcement, (11) giving awards, and (12) reflection. If they are classified, the class management occurs at the beginning, the core, and the end of learning. Each points is explained below.

Beginning of Learning

In human interaction, greetings is commonly used as a facility to greet the interlocutor. In such case, a greeting is used to open the lesson. The function of greetings are greeting students, informing students that the teacher has arrived or has ready to guide students in learning. The words that commonly used as greetings are statements, "Assalaamualaikum Wr.Wb.", "Good morning/afternoon/evening", and so on; and students will answer, "Walaikum salaam Wr.Wb", "Good morning/afternoon/evening" as the results of research by Albitar, Suyitno, and Saksomo (Albitar at. al, 2010). However, those verbal statements are invisible in this



ICEE-2

study. What appeared was only a statement "Guru mengucapkan salam".

The greeting has the function of greeting students and creating intimacy. It also can be the tool of rhetoric (Albitar at. al, 2010). In addition, greetings have the function of informing that the teacher has arrived in class and learning will begin immediately. Apparently, the greeting is not always said first by the teacher. The results of Albitar, Suyitno, and Saksomo research show that students start the learning activity by saying greetings when the teacher enters the classroom (Albitar at al., 2010).

In the design of elementary literacy learning, the teacher also tries to create student motivation in the beginning of learning. The results showed that the teacher invited students to "sing" and "play songs" to be heard by students then students followed to create student motivation. (Roffiq at al., 2017) stated that music can affect the heartbeat of the listener, calm the mind, and it can be the way to develop the human intelligence. The music that is commonly used is classical music. Therefore, music is often used as a medium in motivating students so that they are interested in learning.

In relation to the learning, students can receive lessons well if there are no disturb. The disturb makes students feel uncomfortable in class. This condition affects the anxiety of students. Sounds that can enhance students' learning are musical sounds which affect the brain performance and the music that is

calming. This sound can prevent learning difficulties due to anxiety in the learning process (Susanti & Rohmah, 2011).

An important step before the learning was began is preparing learning. The beginning activity of preparing learning affects the process and the achievement of learning objectives. The preparation activities are arousing students' motivation and students' attention, showing the learning reference (objectives and steps of learning activities), conducting apperception, and carrying out preliminary tests (Misnara, 2015).

The results of this study indicate that the learning preparation activities are guiding students to pray, checking students' attendance (presence), preparing readings/texts to be used as a practiced medium, preparing pictures, worksheets, and ice breaking. Ice breaking is conducted so that students are ready to learn and fit in learning. (Suryoharjuno, 2014), a national expert on ice breaking, said that ice breaking creates a fresh and excited learning atmosphere.

Another important thing is determining the direction of learning. Generally, the direction of learning is termed as a learning goal. Learning objectives need to be shown to students so they know the direction of learning (Misnara, 2015). The target of learning objectives must be clear, the achievement of behavior, and it must be measurable.



ICEE-2

At the beginning of learning, apperception is very important. In Kamus Besar Bahasa Indonesia, apperception is a conscious observation of everything in students that become the basis of comparison and the basis for accepting new ideas. In the design of elementary literacy learning models, the appeared word as the evidence of this activity is "guru melakukan apersepsi". A good apperception must be able to bring up the cognition conflict in students. This cognition conflict is used in learning. A good apperception is an apperception that is appropriate and relevant to the material, able to bring students' concentration to a problem that will be presented in smooth and aware by students, able to create a pleasant learning atmosphere, both for students and for the teacher itself (Sutartiatun, 2017). One way to attract students' attention to the material is making a link. Students will be interested in the material that wanted to be learned if they see a relationship with their previous experiences or according to their interests and needs (Misnara, 2015). This activity is usually done by asking questions that relate to the topic of learning. Students are guided to answer and the important thing is showing the benefits of learning the topic to be learned.

At the beginning of learning, the steps of learning also need to be explained (Misnara, 2015). The learning steps described must be procedural like informing activities that must be carried out gradually, in a hierarchical manner,

and clear result target that is expected in specific time. The learning steps will guide students in learning. Sometimes they can learn without the teacher's assistance if the learning step is clear. The steps of learning need to inform the learning model that students must do. They must learn individually, grouply, or classically, when students carry out these activities, and by what media they carry out them. In this study, the appeared words are langkah-langkah pembelajaran, tahapan pembelajaran, and cara belajar.

Learning Core

The core of learning represents the management of learning models. Learning models can be individual, group, and classical. The individual learning model emphasizes the individual assistance and guidance (Eryuliani, 2017). This individual learning is given in order to get more students' attention. According to (Habeahan at al., 2017), the individual learning offers varied solutions for students. Each student has unique differences (Aprilia, 2019). This learning provides an opportunity for students to determine their own place and time of study until they are ready to learn. The benefits that are gained through individual learning are (1) students can learn according to their own pace, (2) their learning is complete because they can take the exam if the study is complete, (3) each learning unit contains clear specific objectives, and (4) the students' success is measured based on the absolute value system (Habeahan



ICEE-2

at al., 2017). This individual learning will form students' independent attitude (Nurchasanah at al., 2018). Meanwhile, group and classical learning are formed with the aim that students can work together and help each other in completing assignments (Habeahan at al., 2017). The group and classical learning models give benefit for students because they can help each other and exchange ideas. Social attitude and cooperative grow through the group and classical work (Nurchasanah at al., 2018). Individual, group, and classical learning models are shown by mandiri, berkelompok, berpasangan, dan di depan kelas.

Giving examples are also represented in the elementary literacy learning model. The words that prove it are contoh and menirukan. Both words indicate the existence of modeling that students must emulate in learning. Learning that emphasizes modeling for children in elementary school can provide convenience for students in learning (Sindi, 2019). The aim of creating the model is that students can imitate something that is modeled. Generally, students like to imitate because it is one of the processes of forming their behavior (Asfandiar, 2009). Modeling has advantages that can be a reference in learning (Subbardi, 2011). It is proven from the results of Kusmawati's research that modeling can improve learning achievement (Reading poetry) (Kusmawati, 2016).

In imitating something that is modeled, the memory plays an important role (Nurchasanah, 2011). Memory is a whole past experience that can be recalled (Desmita, 2008). What can be sensed through the eyes' senses is captured, processed, and stored in memory, then expressed through imitation. Santosa said that the educational method seems to rely on memorization like the brain ability to process the storage and expression of all things that have ever been captured by the senses, which have been seen, heard, and felt significantly (Santoso, 2005). Robinson calls this as the activation of memories. This memorization process will bring out the behavior in the form of modeling (Robinson, 2002). Therefore, modeling is very important in the learning process in elementary schools. Piaget called imitating or imitating activities are classified as preoperational stage thinking activities (Piaget & Inhelder, 1969).

In learning, guidance is always needed. Therefore, the elementary literacy learning model represents guidance in learning. It is proven from the guiding statement. The concept of guiding is providing assistance and coaching to students so that they are motivated to achieve the learning objectives. Nurmelly said that guidance was given to students who had learning difficulties. Guiding is more inclined to give motivation and coaching (Nurmelly, 2014). Furthermore, the Education Matrix says that guiding is not just motivating learning, but interfering in solving students' learning



ICEE-2

problems so that they get optimal achievement (Matra Pendidikan, 2014).

End of Learning

The design of elementary literacy learning models represents activities to strengthen learning outcomes. It can be seen in repeated statements, *berulang kali, berlatih, diizinkan untuk mengacungkan tangan bertanya, menyimpulkan, merangkul, and pengulangan*. The words aimed to strengthen the learning achievements that have been achieved by students. Sanjaya (Sanjaya, 2006; Usman, 2006) said that reinforcement is any form of response like modification of the teacher behavior towards students behavior with the aim of providing information or feedback on students actions or responses that is given as an encouragement or correction. (Usman, 2006) asserted that reinforcement can be in the form of verbal and nonverbal. Providing appropriate reinforcement can increase students attention and learning motivation (Usman, 2006; Dimiyati & Mudjiono, 2009).

At the end of the lesson, a reward is given to students for their achievements. Reward and punishment are two terms that are always paired. (Setiyorini, 2019) said that rewards and punishments include learning tools because they are effective ways to help teachers arouse the attention of students. However, the appeared words in the literacy learning model are only words of appreciation. The realization of reward is not stated explicitly in the form of verbal

speech in the learning model. Rewards according to Nata as expressed by (Setiyorini, 2019) are similar to the gift that is given in return for activities carried out.

Moreover, reflection activities are represented in the elementary literacy learning model. This can be seen from the statement in the form of *refleksi word*. The verbal realization of reflection activities is not stated in the learning model studied. (Hartati, 2016) said that reflection is an activity carried out after the learning process with the aim of assessing and observing what has happened during the learning process. Through reflection, students' mastery in learning, experiences, feelings experienced, strengths gained, and deficiencies that are done will be known. The results of reflection can be taken into consideration in the improvement of learning in the future.

Conclusion

One of the main tasks of the instructor is managing the class, which is maintaining optimal learning conditions. In the design of elementary literacy learning models, the representation of classroom management starts from the beginning, the core, to the end of learning. Class management is represented in the activities (1) initial learning: greetings, creating motivation to learn, preparation of learning, determining the direction of learning, apperception, and explanation of the learning steps; (2) core learning: the creation of individual/group/classical learning models, modeling, and coaching; (3) end of



ICEE-2

learning: giving reinforcement, giving appreciation, and reflection.

ACKNOWLEDGEMENT

Thank you to the Chairperson of LP2M UM and his staff and friends who directly/indirectly assisted in the completion of this article. May their good deeds get more rewards from Allah SWT.

REFERENCES

- Albitar, Imam Suyitno, dan Dwi Saksomo. (2010). *Analisis Tuturan Guru dalam Interaksi Belajar Mengajar pada Kelas V SDN Sumber Sari I*, (Online). <http://jurnal-online.um.ac.id/data/artikel/artikel/05EB2136B111DE78C48B5D6C7A1708AB.pdf>, accessed September 6th 2019.
- Aprilia, L. Sutaryadi, dan Susilowati, T. (2019). *Penanganan Perbedaan Individual dalam Pembelajaran Stenografi*, (Online). <https://media.neliti.com/media/publications/118019-ID-penanganan-perbedaan-individual-dalam-pr.pdf>, accessed September 7th 2019.
- Asfandiar, A.Y. (2009). *Kenapa Guru Harus Kreatif?* Bandung: Mizan Media Utama (MUU).
- Assafiuddi. (2017). *Pengelolaan Kelas yang Efektif* (Online). <http://assyafiudin.blogspot.com/2017/04/pengelolaan-kelas-yang-efektif.html>, accessed September 2th 2019.
- Candra, R. (2015). *Classroom Management for Effective Teaching*, (Online). https://www.researchgate.net/publication/313889949_Classroom_Management_for_Effective_Teaching/link/59c682e6aca272c71bc2c58c/dow, accessed September 8th 2019.
- Desmita. (2008). *Psikologi Perkembangan*. Bandung: PT Remaja Rosdakarya.
- Dimiyati dan Mudjiono. (2009). *Belajar Dan Pembelajaran*. Jakarta. PT. Rineka Cipta.
- Eryuliani, R.E. (2015). *Model Pembelajaran Individual*, (Online). <http://rinieryuliani.blogspot.com/2017/03/model-pembelajaran-individual.html>, accessed September 6th 2019.
- Habeahan, T.R.; Marbun, R.; Purba, H.; dan Simbolon, H. (2011). *Model-model Pembelajaran Matematika*, (Online). <http://habeahsntshirut.blogspot.com/>, accessed September 7th 2019.
- Hartati, D.S. (2016). *Refleksi Pembelajaran*, (Online). <https://www.kompasiana.com/ded-esri/583ce8ac757a619b26778624/refleksi-pembelajaran?page=all>, accessed September 6th 2019.
- Huth, R. (2015). *A Strategy for Classroom Management Success* (Online). <http://teachingonpurpose.org/wp-content/uploads/2015/06/Huth-R.-2015.-A-Strategy-for-Classroom->



ICEE-2

- Managemen, accessed September 8th 2019. <http://kuliah-nanamisnara.blogspot.com/2015/02/kegiatan-awal-pembelajaran.html>, accessed September 6th 2019.
- Jannah, R. (2012). Pentingnya Pengelolaan Kelas dalam Pembelajaran, (Online). https://www.academia.edu/33859674/PENTINGNYA_PENGELOLAAN_KELAS_DALAM_PEMBELAJARAN, accessed September 7th 2019.
- Kabar Pendidikan. (2011). *Jenis-jenis Pengelolaan Kelas*, (Online). <http://kabar-pendidikan.blogspot.com/2011/06/jenis-jenis-pengelolaan-kelas.html>, accessed September 2th 2019.
- Khuddin, S. (2019). *Pengelolaan Kelas yang Efektif* (Online). https://www.academia.edu/8757151/PENGELOLAAN_KELAS_YANG_EFIKATIF_DAN_DINAMIS, accessed September 2th 2019.
- Kusmawati, F. (2016). Peningkatan Keterampilan Membaca Puisi dengan Menggunakan Teknik Pemodelan pada Siswa Kelas III SD Negeri Mendungan 1 Kota Yogyakarta, (Online). <http://jurnal.ustjogja.ac.id/index.php/trihayu/article/view/745>, accessed September 8th 2019.
- Matra Pendidikan. (2014). *Membimbing Belajar Anak di Rumah*, (Online). <https://www.matrapendidikan.com/2014/03/membimbing-anak-belajar-di-rumah.html>, accessed September 6th 2019.
- Misnara, N. (2015). *Kegiatan Awal Pembelajaran*, (Online). <http://journal.stkipsingkawang.ac.id/index.php/JPDI/article/view/1771.pdf>, accessed September 6th 2019.
- Mulyasa, E. (2008). *Standar Kompetensi dan Sertifikasi Guru*. Bandung: Remaja Rosda.
- Nurchasanah at al., 2018. *Model ICARE untuk Mengembangkan Kompetensi Literasi Kritis-Kreatif Berbasis Riset*. Dalam Seminar International ICLI, UM, Agustus 2018.
- Nurchasanah. (2011). *Representasi Penanaman Perilaku dalam Bahasa Majalah TK*. Disertasi tidak diterbitkan. Malang: Pascasarjana UM.
- Nurmelly, N. (2014). *Membimbing kesulitan Belajar Siswa*, (Online). <https://sumsel.kemendiknas.go.id/files/sumsel/file/file/TULISAN/ualc1343141771.pdf>, accessed September 6th 2019.
- Piaget, J. dan B. Inhelder. *The Psychology of the Child*. New York: Basic Books, Inc. (1969).
- Robinson, P (Ed.). (2002). *Individual Differences and Instructed Language Learning*. Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Roffiq, A.; Qiram, I.; dan Rubiono, G. (2017). *Media Musik Dan Lagu Pada Proses Pembelajaran*, (Online). <http://journal.stkipsingkawang.ac.id/index.php/JPDI/article/view/1771.pdf>, accessed September 6th 2019.



ICEE-2

- [ew/330](#), accessed September 8th 2019.
- Sanjaya, Wina. (2006). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.
- Santoso, AM. R. (2005). *Mengembangkan Kemampuan Otak Kanan Anak-anak*. Jakarta: PT Gramedia Pustaka Utama.
- Setiyorini, L. (2019). *Rangsang Siswa dalam Pembelajaran Melalui Penghargaan dan Hukuman*, (Online). <http://jatengpos.co.id/rangsang-siswa-dalam-pembelajaran-melalui-penghargaan-dan-hukuman/>, accessed September 6th 2019.
- Sieberer-Nagler, K. (2016). *Effective Classroom-Management & Positive Teaching*, (Online). <https://files.eric.ed.gov/fulltext/EJ1087130.pdf>, accessed September 8th 2019.
- Sindi, R. (2019). *Peningkatan Keterampilan Membaca Puisi Melalui Metode Pemodelan di Kelas IV SDN Plumbangan 01 Kabupaten Blitar* (Online). <http://karya-ilmiah.um.ac.id/index.php/KSDP/article/view/78483>, accessed August 29th 2019
- Subbardi, M. 2011. *Peningkatan Kemampuan Memabac Puisi dengan Metode Varian Pemodelan VCD*. Skripsi. IKIP PGRI Semarang.
- Suryoharjuno, K. (2014). *Mengapa perlu Ice Breaking dalam Pembelajaran*, (Online). <https://www.kompasiana.com/kusumo/552812716ea83420288b4594/mengapa-perlu-ice-breaker-dalam-pembelajaran>, accessed September 6th 2019.
- Susanti D.W. dan Rohmah F.A. (2011). Efektivitas Musik Klasik dalam Menurunkan Kecemasan Matematika (Math Anxiety) Pada Siswa Kelas XI. *Jurnal Humanitas*. VIII(2): 129-142.
- Sutartiatun. (2017). *Awal Pembelajaran Menyenangkan, Ciptakan Kelas Humanis* (Online). <https://radarsemarang.com/2017/11/10/awal-pembelajaran-Menyenangkan-ciptakan-kelas-humanis/>, diakses 6 September 2019.
- Usman, M. U. (2006). *Menjadi Guru Profesional, Dasar Metode Teknik*, Bandung: Tarsito.
- Wardani, I.G.A.K. (2005). *Pemantapan Kemampuan Mengajar (PKM)*. Jakarta: Universitas Terbuka.