

Practical Analysis of Field Experiences: Studies on Prospective Early Childhood Education Teachers

Amirul Mukminin[✉], Akaat Hasjiandito, Ghanis Putra Widhanarto

DOI: <http://dx.doi.org/10.15294/jne.v6i2.25574>

Universitas Negeri Semarang, Indonesia

History Article

Submitted 5 June 2020
Revised 24 July 2020
Accepted 26 August 2020

Keywords

Interactive Game Based On
RPG (Role Development);
Development, Reading

Abstract

The ability to read is the most important thing for children's intellectual development. One of the efforts is application of interactive form games. Games can improve children's reading skills because they match concept of children's learning while playing. This study aims to develop interactive RPG-based games to improve children's reading skills. The method used is ADDIE. The steps taken after the product is made are validity test, practicality test and effectiveness test. The stages after the product are made are validity test, practicality test and effectiveness test. The results of the validity of the game were 94.5% (very valid category), and 94% practicality (very practical category). In terms of effectiveness, this game was proven to be able to improve children's reading skills, namely 91%. Emphasis on the reading aspect includes the ability to read pictures, say each letter in 1 word, read words, find same vowels and letters. Based on 5 items, effectiveness shows a strong relationship between aspects of image recognition, reading words, finding the same letters to improve children's reading skills using interactive RPG games. Two other items are inferior, namely mentioning each letter in one word and vowels because game does not guide specifically like other aspects. This game is useful in increasing reading literacy, counting through interactive games so that children will be happy in the learning process, besides that it can hone children's visual and kinesthetic intelligence.

[✉] Correspondence Author:
E-mail: amirul@mail.unnes.ac.id

INTRODUCTION

Field Experience Practice Program (PPL) is an educational program organized to prepare undergraduate education graduates to master full teacher competence by National Education Standards (SPN) to gain recognition as professional educators like other researcher said (Borg, Clifford, & Phyu, 2018). Universitas Negeri Semarang, as an Educational Institution for Education Personnel (LPTK), is tasked with preparing and producing academic, professional, and vocational staff who have superior competence (Blanchard & Thacker, 2007) in the fields of science, technology, arts, and sports with conservation insight.

Furthermore, by the UNNES Chancellor's decision No. 10/0/2013, it was stated that PPL, which is one of the curricular activities that must be carried out by students as training to apply the theories obtained in the previous semester, is by predetermined requirements so that they gain experience and field skills in providing education (Miltiadis D. Lytras Patricia Ordonez De Pablos David Avison Janice Sipior Qun Jin Walter Leal Lorna Uden Michael Thomas Sara Cervai David Horner (Eds.), 2010) and teaching at school or at other practice sites.

By the Chancellor's decision, the Department of Early Childhood Education Teacher Education (PGPAUD) has been established since 1996, which was the beginning of the Department which at that time was still the D2PGTK Study Program by the Decree of the Director-General of Higher Education No. 495 / DIKTI / KEP / 1996 dated August 14, 1996, always consistently implements the PPL program to improve and develop student competence and implement the theories obtained in-class lectures.

The period for 22 years of implementing PPL for PGPAUD students in partner schools is, of course, a lot of dynamics that develop related to the interaction of students (Wilkinson, 1999) with teachers, students, and students, students, and parents, including the readiness of students in teaching practice in class, which of course needs separate adjustments considering each institution. Partner schools have different characteristics (Cebesoy & Oztekin, 2018) or traits. Not to mention the treatment of partner school institutions towards UNNES students who are often compared with other university students.

Considering these empirical conditions, of course, the PGPAUD department is responsible for adequately preparing students so that they can adapt to the needs of partner school institutions when implementing PPL. A set of knowledge, at-

titudes, and skills (Novakovich, Miah, & Shaw, 2017) must be given to students in lectures to mastery of personality competences, social competences, pedagogical competences, and professional competences.

Evaluation of PPL implementation in partner schools is always carried out to improve PPL's performance in the next period, even though only through Department meetings. Evaluation is also carried out in the context (Jonker, März, & Voogt, 2019) of enhancing the Department's curriculum with the hope that lecture materials are always updated with the conditions in the field so that students do not miss the changes that occur. Problems with implementing PPL that arise are sometimes not directly related to PPL. For example, some issues occur outside of student practice hours or outside of school. For example, some students have questions with residents of the community around the school (Green, 2015), residents around the boarding house, and it is not uncommon for students to deal with the authorities.

Obstacles or problems in implementing PPL majoring in PGPAUD that actually occur in the field so far will be mapping researchers to make it easier for the PGPAUD department to take the next strategic steps in the context of improvement and anticipatory steps to face any changes and developments in society (Boyd, 1988).

The information that the researchers will get will also be a first step in formulating student activities or activities at the time of the enactment of Permenristekdikti number 55 of 2017 article 1 point 8, regarding the School Field Introduction (PLP) program. PLP is a stage in the process of preparing professional teachers at the undergraduate level of education, in the form of assigning students to implement learning outcomes (Seufert, Meier, Soellner, & Rietsche, 2019) through observing the learning process in schools/educational institutions, training to develop guided learning and learning tools (Silverman, 2016), and accompanied by reflective action under guidance and supervision. Supervisory lecturers and tutors in stages.

To provide a clear direction, the research objectives to be achieved were determined, namely to assess student performance in the implementation of the Field Experience Practice program (Herr & Larson, 2000), majoring in Early Childhood Education Teacher Education; To find out the inhibiting and supporting factors for the implementation of the Early Childhood Education Teacher Training Student Field Experience Program. This research is expected to contribute

to formulating the concept and structure of the implementation model for the School Introduction Program (PLP) 1 and 2 in the Early Childhood Education Department.

METHODS

Purposive, this research was conducted based on a quantitative line of thought (Creswell, 2012). Even so, technically, qualitative methods cannot be abandoned, especially about the importance of the study results' versatility.

This study's subjects were school principals and mentor teachers of partner schools Field Experience Practices of the Early Childhood Education Teacher Education study program, Faculty of Education, Universitas Negeri Semarang in Central Java Province.

Data will be collected in two ways, namely a questionnaire (Creswell, 2012) in the form of a subject's self-response to statements made based on the indicators of the assessment module (Wang, Fong, & Kwan, 2009) for the implementation of Field Experience Practices for the Early Childhood Education Teacher Education study program, Faculty of Education, Universitas Negeri Semarang in 2017. In the interest of deepening data, it is planned that a Focus Group Discussion (Jacenyik-Trawöger, 2013) will also be held, which will involve representations of research subjects and professional associations.

The analysis technique used in this research is descriptive (Töremen, Karakuş, & Yasan, 2009), to fully describe the data and information, both quantitative and qualitative, obtained from the field.

RESULTS AND DISCUSSION

Early Childhood Education (PAUD) is an educational institution that serves children aged 0 to 8 years, including Kindergarten, Playgroup, TPA, and similar PAUD service units. As time progressed in each area, the community needed PAUD more and more. It is proven that in every village / sub-district in Central Java, it can be ascertained that there is a PAUD institution; even in big cities, there can be one RW, even one RT can have more than two PAUD institutions.

This condition has actually been seen since 1996 when PGPAUD was still called PGTK, where when the study program implemented PPL in urban districts in Central Java, it had no difficulty finding PPL places for students. In Semarang, there are thousands of PAUD institutions so that the Department does not find it difficult.

When looking for partner schools to work with.

We continue to carry out the selection and evaluation process to find partner schools that are genuinely suitable for student practice. Only the flagship schools are used as places for PPL for PGPAUD UNNES students.

Student performance in the implementation of the Field Experience Practice Program

From the results of the tabulation of data on the results of research in the field, it was concluded that the performance of students in the implementation of Field Experience Practices was as large as 49.8% of respondents stated that the students were in the right category, which is the measured component of the student's ability to make implementation plans. Learning (RPP) and learning implementation components. For more details, see Table 1

Table 1. Tabulation of student performance in the implementation of field experience

Performance	Score (%)			
	1	2	3	4
Learning Implementation Plan Components	13.3	72.7	14	
Learning Implementation Components	37.4	49.8	12.8	

Learning Planning Component, The performance of the learning planning component of this research can be seen from 9 (nine) aspects that must be met in the preparation of RPP, namely: including the identity of subjects, formulation of indicators, formulation of learning objectives, selection of teaching materials, selection of learning resources, selection of teaching media, learning models, learning scenarios, and assessments. From this aspect, it can be seen in more detail in Table 2.

Implementation of student experience practice program Teacher education Early childhood education is carried out once in a school year, namely in semester 6 (six). By the guidebook, the purpose of PPL is to form practical students to become prospective teachers and professional academic staff candidates, by the principles of education based on pedagogical, personal, professional, and social competencies (Geeraerts, Vanhoof, & Van den Bossche, 2016). In PPL, practical students must participate in a series of activities, namely: peer teaching, debriefing, observation and orientation, teaching practices, administrative practices, guidance and counseling practices as well as co-curricular and/

or extra-curricular activities that apply in affiliated schools/institutions (PPL UNNES 2017 Guidelines).

Table 2. Performance aspects of learning planning

Performance Aspects of Learning Planning	Score (%)			
	1	2	3	4
Identity of Subjects		7,4	92,6	
Formulation of Indicators	27.8	69.8	2,4	
Formulation of Learning Objectives	22.2	77.8		
Selection of Teaching Materials	10.5	89.5		
Selection of Learning Resources	35.2	64.8		
Selection of Learning Media	1,2	69.8	29	
Learning Models	22.2	61.1	16.7	
Learning Scenarios	0,9	75.5	23.6	
Assessment	3.7	87.5	8.8	

To improve the quality and quality of PPL and an attempt to prepare for the School Introduction Program (PLP), we must follow the trend of the PGPAUD UNNES study program, it is obligatory to conduct research. This study only looks at how students practice preparing lesson plans and how to implement them in class. Judging from students' ability to practice in making lesson plans, as many as 72.7% of respondents thought that students were in the excellent category. In comparison, in the practice of implementing learners, there were 49.8% of respondents who believed that students were in a perfect class. With these conditions, it is clear that in the implementation of PPL in the PGPAUD Study Program, several things must be addressed and improved so that the PLP program's performance (Cascio, 2017) is even better than the PPL program. We have to see which aspects need to be improved PPL program, it will be described in more detail as follows:

Components This component can be described as 72.7% of respondents think that students are in the excellent category. Many as 14% is perfect. There are still 13.3 % of respondents who believe that students are in a low sort. To improve students' skills in making learning planning, look at which aspects should be improved and increased to be more optimal (Briant & Doherty, 2012).

The performance of the learning planning component can be seen from 9 (nine) aspects that must be met in the preparation of RPP, namely: covering subject identity, formulating indicators, formulating learning objectives, selecting teaching materials (Hussin, Bunyarit, & Hussein, 2009), selecting learning resources, selecting learning media, learning models, learning scenarios, and judgment. From these aspects, there are at least 5 (five) aspects that must be improved again because there are more than 10% of respondents who think that students are in the wrong category, such as respondents believe that aspects of the ability of students to practice formulating this indicator are 27.8% less well; the ability of students to develop learning objectives was 22.2%; the ability of students to choose teaching materials is 10.5%; There are 35.2% of students' ability to choose learning sources, and 22.2% of respondents who think that their knowledge in determining learning models is not good.

Now, there are still many things that the study program must do so that when students carry out PPL, they can make good lesson plans. RPP, as part of the curriculum, must be designed so that it will be able to provide alternative activities for students so that students get the freedom of expression at school.

A similar opinion was also expressed by Utami Munandar. The curriculum should be seen as a framework for learning alternatives as a source or point of departure for further learning activities (Utami Munandar, 1999: 150).

Learning Implementation, the performance of the student learning implementation component in implementing practical field experiences can be seen from preliminary activities, core activities, and aspects of closing activities. Obtained the following Table 3.

Table 3. Elements of the implementation of learning performance

Performance Aspects of Learning Implementation	Score (%)			
	1	2	3	4
Introduction Activities	40.7	49.7	9.6	
Core Activities	34.8	51.4	13.8	
Closing Activities	51.8	38	10.2	

Teachers at the time of teaching have goals in mind, convey information to children, and guide them to achieve their own personal goals (Badrova et al. in Carol Seefeldt, 2008: 155).

In this opinion, of course, there are still many things that must be done by practicing

students to have the teaching skills expected by students in the classroom and society's demands in general. Students must be willing and able to improve their performance during PPL in partner schools. As illustrated in the results of this study that the performance of the components of the implementation of student learning in PPL is still quite apprehensive; the results of the research on the implementation of learning parts show that there are several 12.8% of respondents who think that students are in an outstanding category, 49.8% of respondents believe that students are categorized as useful. There are 37, 4% of respondents who thought that the students were in a low category.

Seeing conditions like the above, it is clear that many things need to be improved to have good teaching skills (She, Lin, & Huang, 2019), starting from preliminaries, carrying out core activities, and carrying out closing activities. Looking at the results of the research from the aspect of the implementation of learning, which includes opening activities, core activities, and closing activities, it shows that several 40.7% of respondents think that students are not good at preliminary activities, several 34.8% of respondents believe that students are categorized as low in core activities. , and several 51.8% of respondents thought that students were in the low category in closing activities. To see in more detail, the indicators in each aspect of learning activities that must be improved will appear in the description.

From Table 4, it can be seen again which aspects really need to be improved. It will be seen in the following table:

Table 4. Preliminary Activities

Preliminary Activities	Score (%)			
	1	2	3	4
Apperception and Motivation	44.4	47.7	7.9	
Submission of Competencies and Activity Plans	33.3	53.7	13	

Preliminary activities are essential activities as an initiative to build communication in activities learning. Communication skills, communicating ideas to be studied, motivate students to participate in activities starting from the opening activity. However, not all teachers can do it well, especially students who practice PPL. As seen in the study results, 44.7% of respondents thought that the ability of perception and motivation was

not good. There were 7.9% of respondents believed that the power of students to practice was perfect. Seeing this percentage, it is clear that approximately 44.7% of students have to improve their abilities. Prodi must provide reinforcement to perceive and motivate good students through direct assignments and intensive lectures.

Indicators of competency delivery and activity plans must also be improved, in which 33.3% of respondents thought that students were not good, 53.7% were profitable, and 13% thought that students practiced very well. The percentage figure of 33.3% is a very high number. There must be activity programs in the Study Program to make students able to convey their competences and activity plans through structured and non-structured assignments.

Table 5. Core Activities

Core Activity	Score (%)			
	1	2	3	4
Mastery of Learning Materials	31.5	60.6	7.9	
Application of Educational Learning Strategies	39.7	45.5	14.8	
Application of the scientific approach	48.7	42, 6	8.7	
Utilization of Learning Resources / Media in Learning	37	48.2	14.8	
Involving Students in Learning	15.9	62.2	21.9	
Use of Correct and Appropriate Language in Learning	17.6	64, 8	17.6	

The results of research on aspects of core activities in Table 5 also show that there must be substantial efforts from the Study Program to improve student abilities. When viewed from the indicators on the elements of the core activities, which include: mastery of subject matter, respondents think that 31% is not good; The implementation of learning strategies that educate 39.7% is not good enough; The application of the scientific approach 48.7% is not good; 37% less use of learning resources/media in learning; The involvement of students in education is 15.9% less useful; The use of correct and appropriate language in learning 17.7% is not fair.

The high percentage is evidence that there is much that needs to be improved from the students' abilities to support core activities. A deep-

ening of media and evaluation material (Ketola, 2016) needs to be done intensively and assignments in the form of direct practice to provide direct experience to students. When students carry out PPL, there are no significant problems.

Table 6. Closing Activities

Closing Activity	Score (%)			
	1	2	3	4
Reflecting or making a summary involving students		79.6	20.4	
Providing oral or written tests		59.3	22.2	18.5
Collecting work results as material portfolio			87	13
Carry out follow-up activities by providing direction for the next exercise and enrichment assignments		68.5	22.2	9.3

A quite concerning condition also occurred in the closing activity. There were 51.8% of respondents who stated that the students were in a low category. Of the 4 (four) indicators to see students' ability to practice closing learning activities, only indicators of collecting work results as portfolio material are categorized as useful. In contrast, reflecting or making summaries involving students, 79.6% of respondents said it was not good, gave tests orally or written 59.3% of respondents stated that it was not good, and carried out the follow-up by providing directions for the next activity and enrichment tasks as many as 68.5% of respondents said it was not good.

The closing activity is also an important stage in learning in PAUD; the success of learning in one day cannot be separated from how the teacher's ability to reflect on strengthening the experience of students gained on that day. Giving a test at the end of learning is also essential for students to enhance knowledge and for teachers (Wong, 2014) to know the mastery of students' material. Linking today's activities with the next day, giving enrichment assignments is also essential. Students are ready to take part in the next lesson.

Several activities are needed to further provide analytical skills and skills to students during lectures. Analysis skills can be mastered well by students when the lecturers in the Study Program provide students with opportunities (Borg et al., 2018) to carry out scientific discussions and ana-

lyze.

Direct practice activities when in the campus are also a means of training for students to be able to communicate well during PPL, because when speaking during PPL, students are required to use sound and correct Indonesian, if using regional languages according to language etiquette; greet with school members (smile, greetings and greetings); use polite and appropriate sentences in communicating with PPL officials and staff, supervising lecturers, coordinating lecturers, school principals, teachers, education staff and students; communicate using electronic media fairly and politely to facilitate the implementation of PPL; in speaking, it is prohibited to use dirty words according to language rules; written communication using BLACK ink ballpoint pen; questions are submitted using polite words; do not reveal personal secrets of peers to other parties. (Guidelines for PPL UNNES 20017).

Inhibiting and supporting factors for the implementation of the Field Experience Practice Program

This research can describe several factors inhibiting the implementation of the Early Childhood Education Teacher Education student field experience program through field surveys including: first, the ability of the practitioner to establish a nursing relationship with the school community; Second, students who practice have not mastered how to make lesson plans; Third, minimal consultation intensity.; Fourth, responsibility.; Fifth, cooperation.

This research can describe several factors inhibiting the implementation of the field experience program for Early Childhood Education Teacher Education students through field surveys, including: first, the practitioner's ability to establish a social relationship with the school community. The information obtained was that students' abilities in establishing relationships with school principals, teachers, students, administrative staff, and parents were not as expected, even until PPL ended, most of the practitioners tended not to be able to establish good relations with the school community; Second, students who practice have not mastered how to make lesson plans. This can happen because the practitioner did not understand how to make it from the beginning at the time of the study, or it could be that some students still feel unfamiliar with the planning model applied in the practice place because the observation process is relatively short, namely one week; Third, minimal consultation intensity. This minimal intensity of consultation can occur be-

cause of the lack of communication and adaptation (Jacenyik-Trawöger, 2013) skills of students with the school community and supervisors to also impact learning planning products; Fourth, responsibility. Some practical students still have to be reminded by the principal and teachers related to PPL activities; Fifth, cooperation. Among students who practice, there are often misunderstandings about class activities during learning and activities outside the classroom related to the preparation of learning activities.

Several things that can support the implementation of PPL for PGPAUD students include: First, the location of PPL locations that are close to the campus; second, the majority of PGPAUD lecturers are still young; third, online assessment and monitoring system; fourth, a good relationship between partner schools and the PGPAUD department; fifth, apprenticeship program 1 and 2 as well as subject field observation.

Several things that can support PPL implementation for PGPAUD students include: First, the location of the PPL location, which is close to the campus. The relative location makes it easy for the supervisor to carry out visits on time and by the number of visits that must be visited. However, the number of PAUD institutions that become their guidance is more than 2 (two) will still be well served.; second, most PGPAUD lecturers are still young. Lecturers who are still relatively young make PPL implementation easier to be conditioned. There are not many problems regarding the supervisors' communication and cohesiveness; third, online assessment and monitoring system (Cascio, 2017). Assessment and mentoring who have used the online system support the flexibility and speed of getting the chest fast related to evaluation and assessment, including reporting of PPL activities; fourth, a good relationship between partner schools and the PGPAUD department. The sound and harmonious relationship that has existed so far with partner schools really support PPL implementation. Partner schools are more comfortable adjusting to the rules and stages in UNNES; fifth, apprenticeship programs 1 and 2, and subject field observation. The apprenticeship program that is carried out provides experiences that are very supportive of the implementation of PPL, including compliance, which is a subject assignment and providing and introducing PAUD institutions that are actually in the field.

CONCLUSION

Related to components of lesson plan,

72.7% out of the respondent's state that students belong to good category, 14% out of them state very good category, and the rest 13.3% state poor category. Meanwhile, related to components of teaching & learning implementation, 12.8% out of the respondent's state that students belong to very good category, 49.8% out of them state good category, and the rest, 37.4% out of them state poor category. There are several obstacle factors for implementation of PGPAUD students' teaching practice (PPL), as follows: students' ability in making colleague relationship to school community, students' low mastery in making good lesson plan, minimal intensity for consultation, responsibility and cooperation. Meanwhile, there are several supporting factors for implementation of PGPAUD students' teaching practice, among others as follows: locations of teaching practice conduction are close to campus, majority of PGPAUD lecturers are still young, evaluation and monitoring use online system, PGPAUD study program has good relationship to schools where teaching practice conducted, and there are programs of apprenticeship 1 & 2 and subject field observations.

REFERENCES

- Blanchard, N. P., & Thacker, J. W. (2007). *Effective Training: Systems, Strategies and Practices*.
- Borg, S., Clifford, I., & Htut, K. P. (2018). Having an EFFECT: Professional development for teacher educators in Myanmar. *Teaching and Teacher Education, 72*, 75-86.
- Boyd, G. (1988). The impact of society on educational technology. *British Journal of Educational Technology, 19*(2), 114-122.
- Briant, E., & Doherty, C. (2012). Teacher educators mediating curricular reform: Anticipating the Australian curriculum. *Teaching Education, 23*(1), 51-69.
- Cascio, W. F. (2019). Training trends: Macro, micro, and policy issues. *Human Resource Management Review, 29*(2), 284-297.
- Cebesoy, U. B., & Oztekin, C. (2018). Genetics literacy: Insights from science teachers' knowledge, attitude, and teaching perceptions. *International Journal of Science and Mathematics Education, 16*(7), 1247-1268.
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Pearson Education, Inc.
- Departemen Pendidikan Nasional. (2004). *Acuan Menu Pembelajaran Pada Kelompok Bermain!* Jakarta: Direktorat Pendidikan anak Usia Dini
- Geeraerts, K., Vanhoof, J., & Van den Bossche, P. (2016). Teachers' perceptions of intergenerational knowledge flows. *Teaching and teacher education, 56*, 150-161.

- Green, T. L. (2015). Leading for urban school reform and community development. *Educational administration quarterly*, 51(5), 679-711.
- Gutama. (2004). *Early Childhood Care and Development in Indonesia*. Jakarta: Forum PAUD
- Herr, J. (2012). *Creative resources for the early childhood classroom*. Cengage Learning.
- Hussin, H., Bunyarit, F., & Hussein, R. (2009). Instructional design and e-learning. *Campus-Wide Information Systems*, 26(1), 4-19.
- Jacenyik-Trawöger, J. C. M. M. A. B. C. (2013). Walking out the door: casualisation and implementing Moodle. *International Journal of Educational Management*, 28(1), 5-14.
- Jonker, H., März, V., & Voogt, J. (2019). Collaboration in teacher design teams: Untangling the relationship between experiences of the collaboration process and perceptions of the redesigned curriculum. *Studies in Educational Evaluation*, 61, 138-149.
- Kasrani. (2016). Evaluasi Program Pendidikan Anak Usia Dini (PAUD). *Jurnal Manajemen Pendidikan*. 25(2), 233-243
- Ketola, A. (2016). Towards a multimodally oriented theory of translation: A cognitive framework for the translation of illustrated technical texts. *Translation Studies*, 9(1), 67-81.
- Lytras, M. D., De Pablos, P. O., Avison, D., Sipior, J., Jin, Q., Leal Filho, W., ... & Horner, D. G. (Eds.). (2010). *Technology Enhanced Learning: Quality of Teaching and Educational Reform: 1st International Conference, Tech-education 2010, Athens, Greece, May 19-21, 2010. Proceedings* (Vol. 73). Springer Science & Business Media.
- Mukminin, A., & Arso, S. P. (2015). Building Center Health Program at Indonesian Preschool (Prospect & Challenges). *Indonesian Journal of Early Childhood Education Studies*, 4(1), 57-63.
- Munandar, U. (1999). Mengembangkan bakat dan kreativitas anak sekolah. *Jakarta: Gramedia*.
- Novakovich, J., Miah, S., & Shaw, S. (2017). Designing curriculum to shape professional social media skills and identity in virtual communities of practice. *Computers & Education*, 104, 65-90.
- Pemerintah Republik Indonesia. (2003). *Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Departemen Pendidikan Nasional.
- Permenristekdikti Nomor 55 tahun 2017 pasal 1 butir 8, tentang program Pengtifenalan Lapangan Persekolahan (PLP)
- Seefeldt, W., & Wasik, B. A. (2008). *Pendidikan Anak Usia Dini*, Jakarta: PT. Indeks.
- Seufert, S., Meier, C., Soellner, M., & Rietsche, R. (2019). A Pedagogical Perspective on Big Data and Learning Analytics: A Conceptual Model for Digital Learning Support. *Technology, Knowledge and Learning*, 24(4), 599-619.
- She, H. C., Lin, H. S., & Huang, L. Y. (2019). Reflections on and implications of the Programme for International Student Assessment 2015 (PISA 2015) performance of students in Taiwan: The role of epistemic beliefs about science in scientific literacy. *Journal of Research in Science Teaching*, 56(10), 1309-1340.
- Silverman, J. (2016). *Distance Learning, E-Learning and Blended Learning in Mathematics Education International Trends in Research*. In *The Blended Learning Concept e:t:p:M@Math: Practical Insights and Research Findings* (Vol. 13).
- Solehuddin. (2004). Memfasilitasi Perkembangan Berpikir dan Kreativitas Anak Usia Dini. *Pedagogi*. 2(1), 78.
- Suharsiwati. (2015). Model Development of Social Learning Skill for Autism Children At Kindergarten. *Jurnal VISI*, 10(1).
- Töremen, F., Karakuş, M., & Yasan, T. (2009). Total quality management practices in Turkish primary schools. *Quality Assurance in Education*, 17(1), 30-44.
- UPT PPL. (2017). *Buku Paket PPL Materi Sajian Orientasi PPL di Kampus*. Semarang: UNNES Press
- Wang, F. L., Fong, J., & Kwan, R. C. (2009). *Handbook of research on hybrid learning models: Advanced tools, technologies, and applications*. In *Handbook of Research on Hybrid Learning Models: Advanced Tools, Technologies, and Applications*.
- Wilkinson, J. (1999). A quantitative analysis of physics textbooks for scientific literacy themes. *Research in Science Education*, 29(3), 385-399.
- Wing-mui, S., May-hung, C., & Chiao-liang, T. (1996). An Impact of Teaching Practice: Perception of Teacher Competence among Student-teachers. *Journal of Primary Education* 6(1 & 2), 45-56.
- Wong, E. O. W. (2014). Leadership style for school-based management in Hong Kong. *International Journal of Educational Management*, 17, 243-247.