

Implementation of Class Management as an Effort towards National Education Goals

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Abstract

Carrying out classroom management is one of the teacher's activities in growing and maintaining an effective classroom organization. So, the teacher in producing an active and effective learning process is by managing the class well. Teachers in managing the class must pay attention to the suitability of the educational levels from Elementary School to High School. Teachers, in carrying out their noble duties, must at least understand the manifestations of classroom management such as curriculum, buildings, facilities, teachers themselves, students, class dynamics and the surrounding environment. These components do not stand alone, but are interrelated and influence each other. Teachers in carrying out their noble duties must at least understand the manifestations of classroom management such as curriculum, buildings, facilities, teachers, students, class dynamics and the surrounding environment. These factors do not stand alone, but are interrelated and influence each other. The important guidelines that must be understood in education, especially educators, are religion, Pancasila, UUD 45 which is further explained by the articles in UUD 45. culture, and the goals of national education, which is a formulation of the quality space that society must have. This goal is the most operational source in the development of education in the beloved country of the Republic of Indonesia.

Keywords: *classroom management, educational goals.*

INTRODUCTION

The Directorate General of Higher Education, Ministry of Education and Culture discusses classroom management as a set of teacher activities to foster and maintain effective classroom organization. Teachers can produce an active and effective learning process by managing the classroom well. With this reality, classroom management means a forum that must exist in learning.

Furthermore, regarding education in the national education system law regarding the general provisions of Chapter I article I section (1) it is stated that, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by themselves, society, nation and state. Meanwhile, section (2) states that educational levels are determined based on the level of development of students, the goals to be achieved and the abilities developed.

Therefore, teachers are required to be able to create an orderly classroom atmosphere, as a support for learning. Where, the classroom can be a comfortable and enjoyable home for students. So, as a teaching

staff at a university, you naturally provide material on the basis of suitability. So, it can be used as a reference point in providing material.

Schools are work unit organizations consisting of levels and classes. The aim is to simplify, process, manage the class itself, and at the same time explore the potential of students. Class as a subsystem is part of a school. School development as a total system or one organizational unit. So, level and class cannot be far from classroom management. The classroom environment is a work unit that stands alone in its relationship between one class and another.

Thus, the principal is the heart of a school and the teacher is the heart of the class. Therefore, every teacher, class teacher, homeroom teacher, study teacher can be declared as a middle leader (*middle manager*) or class administrators. The problem is what should be understood in running school programs such as classroom management when linked to the level of education?

DISCUSSION

Classroom management is an effort carried out by the person responsible for

teaching and learning activities or who helps to achieve optimal conditions and teaching and learning activities as expected. Furthermore, a conducive learning climate must be supported by various enjoyable learning facilities. Because a pleasant atmosphere will raise enthusiasm and foster student activity and creativity (Sugihartono, et al. 2007 19). Educational psychology. Yogyakarta: PT. UNY press).

The implementation of classroom management is not always as expected, both in terms of the learning process and learning outcomes. In connection with this fact, various elements of education are trying to find answers to these problems. Widely and openly in the world of education, many experts, lecturers, teachers and students conduct research on classroom management problems.

We have found many examples of classroom research, such as finding the effect of classroom management on achievement, activities, interests, and so on. Where of course the research was carried out based on findings in schools according to level and level. We can confirm that classroom management is very important to pay attention to, implement and understand.

Regarding the research that has been carried out, we must at least participate in at least minimizing the problems found in schools, especially problem management. (Azwan, 2006: 184-186/ Syaiful Bahri Djamarah & Aswan Zain (2006). Teaching and learning strategies. Jakarta: PT. Rineka Cipta) states that teachers who carry out their duties must master the principles of classroom management such as (a) warmth and enthusiasm, (b) polite speech/language, (c) variety in using media (d) flexibility in behavior, (e) adhering to positive things, and (f) self-discipline.

So, classes and classroom management are two inseparable things. Teachers certainly think that the classroom is an important part and classroom management is very important.

Class and Classroom Management

Class management consists of two words, namely management and class. Management itself comes from the word

"manage", plus the prefix "pe" and the suffix "an". The term for management is "management". Management is a word originally from English, namely management which means administration, leadership and classroom management (Syaiful Bahri Djamarah & Aswan Zain 2006: 175. Teaching and learning strategies. Jakarta: PT. Rineka Cipta)

It is clear that the class program will progress and develop if the teacher/homeroom teacher/study teacher makes maximum use of the potential of the class which consists of at least three factors, namely: teacher, students, and process. Regarding the class itself, we can understand from the opinion of Nawawi and Hamalik (Oemar Hamalik. (2006:175-176). Teaching and learning process. Jakarta: PT. Bumi Aksara) that, the class can be concluded:

- (a) A narrow class is a room bounded by four walls, where a number of students gather to take part in the learning process. Class in this traditional sense has a static nature because it simply refers to groupings at the respective chronological age limits.
- (b) A class in a broad sense is a small community that is part of the school community, a unit organized into a work unit that dynamically carries out creative teaching and learning activities to achieve a goal. (Syaiful Bahri Djamarah & Aswan Zain 2006: 176. *Teaching and learning strategies*. Jakarta: PT. Rineka Cipta)

Regarding the meaning of classroom management, if we are guided by the Director General of Higher Education, we can provide an understanding in 5 definitions:

First, views classroom management as a process of controlling students. *Second*, a set of teacher activities to maximize their duties. *Third*, a vehicle for developing desired student behavior and eliminating undesirable behavior. *Fourth*, as a process of creating a positive socio-emotional climate in the classroom. *Fifth*, a social system with group processes. It can be concluded that classroom management is a task that must be carried

out by a teacher in order to improve learning and learning outcomes.

Refining the educational paradigm from teaching to learning requires teachers to create a learning atmosphere that can enable students to learn optimally. There are many benefits that can be taken from student activity, such as eliminating boredom from studying.

Teachers with their positions, roles and responsibilities must develop and advance the class and the school as a whole. Teachers and students are the driving components of class activities, and must be maximally efficient. The final is a dynamic unit as well as the flagship of the school organization.

Based on the expert opinion above, it can be concluded that classroom management is a conscious effort to organize teaching and learning process activities systematically, aiming at preparing infrastructure, arranging learning spaces, creating situations or conditions for the learning process so that it can be carried out well and learning objectives according to the curriculum can be achieved.

1. THE IMPORTANCE OF CLASS MANAGEMENT

Education is a direction and guidance to children/students in their growth as an effort to prepare them for the formation of personality and abilities towards maturity. Teachers and students are one unit in an educational process. Teachers have duties and responsibilities. Students have the right to receive guidance, while their obligation is to study. To establish interaction, the learning process activities must be supported by management, namely classroom management.

The interaction between teachers and students during lessons is a process in education. This interaction is the main meaning of the educational process so that it plays a very important role in achieving educational goals (**Nana Sudjana 2005** :

28 Basics of the Teaching and Learning Process. Bandung, Sinar Baru. Algensia)

The national education system explains a lot about teachers and students who are both subjects of education. The government regulations also state that the educational process in educational units is carried out in an interactive, inspiring, fun and motivating way for active participation. Students are the key to education, the key to all educational implementation. So, without students' education would never exist.

Humans as caliphs on earth. So, a term emerged called human resources. The contribution of human resources to education cannot be separated from quality as a guarantor. Quality human resources are important for a country to be able to progress, be strong, prosperous and prosperous. Efforts to increase human resources cannot be separated from the nation's education problems.

Teachers have a very big role in the success of learning in school. Teachers have an extraordinary role in helping the development of the class to its maximum potential. Two main tasks fall on your shoulders, apart from teaching you have to manage the class. In essence, this activity must be carried out by teachers who are truly educators' callings. Of course, it's not forced, let alone coercive.

Classroom management is not just organizing the class and using the facilities. However, what is more clearly meant is to create and immediately maintain the atmosphere and conditions of the class. The goal is for students to learn safely and comfortably and gain knowledge.

In the world of special education classes, teaching and processes occur. Teachers with all abilities, curriculum with all its components, and materials with all subjects meet in a unified interaction. The results are largely determined by what happens in class.

Djamarah (Syaiful Bahri Djamarah & Aswan Zain 2006: 173. *Teaching and learning strategies*. Jakarta: PT. Rineka Cipta). Mentioning "the problem faced by teachers, both beginners and those who are experienced, is classroom management. An aspect that is often discussed by professional writers and teachers is also the problem of classroom management. Remembering that the main and most difficult task for teachers is classroom management, while there is no one approach that is said to be the best. Most teachers are not able to differentiate between teaching problems and management problems. Teaching problems must be overcome by teaching and management problems must be overcome by management.

Management is not a job that is done in one or two days, but is ongoing on an ongoing basis according to the situation and conditions of the school and students. Today students can study well and calmly with good results, but for tomorrow and the next that is not certain. When learning in groups, if yesterday there was a healthy learning competition, conversely in the future there could be unhealthy learning competition. Schools, classes, and everything related to them are always dynamic in the form of students' behavior, actions, attitudes, mentality and emotions.

So, it can be explained that there are several things that teachers must understand in realizing classroom management, such as the existence of a curriculum and improvements to the curriculum itself, buildings, facilities, teachers, students, class dynamics, and the surrounding environment. These factors do not stand alone, but are interrelated and influence each other.

1) Curriculum

The National Education System states that the curriculum is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for implementing learning

activities to achieve certain educational goals. The curriculum is not just a series of subjects. Teachers don't just teach and don't just come and sit and listen to what the teacher says.

Every level of school, from elementary school to college, cannot be implemented without a curriculum. Because, it is the curriculum that is able and able to meet the needs of society which is increasingly complex in its development. World *research* It is stated that the curriculum has an impact on class activities, creating an effective teaching and learning process for the formation of a religious and Pancasilaist personality. The impact can be in the form of influence or relationship.

The government together with the educational figures of the community think, digest, plan, create a reliable solution for classroom management, one of which is the improvement of the curriculum. Improvement after improvement, from improvement to improvement in the world of education until finally, based on the phenomenon of pluralism, the 2013 curriculum was planned. Bj Habibi stated three important things in the development of the curriculum, namely culture, religion, and science. The government through the minister of education M. Nuh stated firmly that the curriculum should be developed with the content of attitudes, skills, and knowledge.

Education in our country has been running for a long time. Action learning adheres to a curriculum that has been adapted to the situation and conditions of society. In essence there are two curriculums:

1) Traditional Curriculum

The curriculum was initially designed traditionally with class activities taking place statically. The traditional curriculum can be interpreted as a

number of knowledge and cultural material (subjects) that students must master. The standard is the provisions for class promotion or the awarding of a diploma. In such a curriculum, subjects are given separately (*subject centered curriculum*) which is generally intellectualistic in nature.

So, a school is not just a building/structure where pupils/students seek, gain knowledge and knowledge. Furthermore, the class cannot be interpreted simply as a place where students gather to learn a number of sciences and knowledge. With a broader meaning, both are organized to meet the needs of society in educating, not only maturing the intellectual aspect, but in all aspects (*cognitive, affective, psychomotor*).

In fact, activities in class are greatly influenced by the curriculum used in school. A class will be able to meet the needs of society if the curriculum used in schools is designed according to the dynamics of society.

2) Modern Curriculum

The modern curriculum is basically able to organize dynamic class activities. The modern curriculum is defined as all activities that influence the personal formation of students, both inside and outside the classroom/school, including the surrounding environment which is non-educational in nature such as the school canteen, condition of buildings and other school facilities, mosque/mushalla and so on. The 2013 curriculum is a curriculum refinement to form individuals who are responsible for others in this world.

Both curricula were refined and adapted to the conditions of Indonesian

society who have a Pancasila view of life. On the one hand, the traditional teacher-centred curriculum will be characterized by an authoritarian attitude. As an effect, it kills students' initiative and creativity. Because, the curriculum will not be able to meet the demands of personal formation based on different interests, talents, abilities and personality traits. And that is the basis for improving the curriculum.

Everything related to the curriculum content to be implemented in the classroom has been regulated and determined by superior agencies, which even precludes the possibility of teachers developing activities based on their initiative and creativity in accordance with the needs of children and the surrounding community.

A modern curriculum that emphasizes maximum individual development will reflect freedom on the basis of democracy. Thus, it is not possible to carry out effectively (classical learning activities) for the purpose of personal development as social creatures and creatures of God Almighty.

Therefore, efforts are needed to integrate the curriculum so that it is in harmony with the needs and dynamics of society. The curriculum is an educational experience which is the responsibility of all citizens in achieving educational goals which are carried out in a planned, systematic, directed and organized manner.

It appears that the teacher's clarity is not just focused on conveying a number of intellectualistic subject matter/knowledge. But it also pays attention to aspects of personal formation, both as individual and social beings and as moral beings. But why is the world of education tarnished? why is the government not fully trusted by the people? Politics on the verge of leading to mutual disrespect? Whose responsibility is all this? WHOSE

RESPONSIBILITY? In fact, everything cannot be separated from education.

Phenomenon is accurate data as a problem that must be solved. The government and observers cooperate with each other. The term curriculum emerged with the meaning that it means the overall content of education at each level and is adjusted to the level of education. Learning, teaching and learning activities in class for each level/level of school can be observed with the following description:

a). Kindergarten level

The curriculum at this level is designed to organize activities to socialize, learn to use simple tools/games. It is at this level that basic skills or the initial level of recognizing and playing, although at an individual level.

b). Elementary School Level

The curriculum at this level at the beginning level or lower classes (I, II, and III) should be planned to allow classes to continue activities or programs in kindergarten (PAUD). Further higher classes (IV, V, VI) are adapted to the maturity of the children. Gradually the curriculum was developed to learn simple facts and knowledge as well. For that, various class activities can be carried out both individually and together.

c). Secondary/Middle School and Middle School

The curriculum at this level is designed to provide classroom activities to meet the need for exploration and experimentation in order to provide integrated intellectual and social experiences in the context of self-development.

d). College Level

The curriculum at this level is designed to organize activities to assist individual development to the

maximum in order to master certain professional skills.

So, the division of classes and levels of education is adjusted to the curriculum. The goal is so that the behavioral phases can be sorted and selected according to their suitability.

2) Buildings and Facilities

School buildings relate to a certain number and area. Each room, location and decoration can of course be adjusted to the curriculum. The curriculum can change (be perfected) while the space/building is permanent, so creativity is needed in managing the use of the available space/building based on the curriculum. With this phenomenon, we are required to manage the class as carefully as possible.

Schools that use the traditional curriculum The room arrangement is simple because teaching and learning activities are held in a fixed class for a number of students at the same level. For schools that use a modern curriculum, classrooms are arranged according to types of activities based on programs that have been grouped *integrated*. Then, rooms can be arranged based on integrated fields of study. Furthermore, rooms are also provided for joint activities in the form of classrooms for listening to lectures and other rooms such as libraries, sports rooms and others.

For schools that use the curriculum *combination* In general, classrooms are still arranged according to the needs of groups of students as one unit according to level and class grouping on a permanent basis. Special spaces are usually provided on a limited basis in the form of laboratories, libraries, halls for sports, arts and other extra-class activities.

From the descriptions above it is clear that for schools that use a traditional curriculum and a combined curriculum (traditional and modern), the number of classes is greatly influenced by planning for student admissions or the number of

students they have. Therefore, when planning to build buildings or add classrooms, careful population records are needed by estimating how much has been absorbed by other schools in a particular area.

To establish a school requires careful planning. This is the result of careful research or surveys, especially to obtain the right location. Research regarding population aspects, environmental situation, land conditions, community opinion, the possibility of communicating with educational sources in the surrounding environment.

3) Teacher

If we cast our minds for a moment into a class, where teaching is taking place, we will imagine a teacher who is teaching. Before he starts teaching or carrying out his duties as a teacher. He must first study the school curriculum, understand all the school programs that are being implemented. He is also new to the condition of the school building, media, learning facilities, equipment and all the infrastructure that is useful during learning.

On the first and subsequent days, teachers must make every effort to get to know their students, their characteristics and their interests. So you can manage the class.

The position of teacher is a professional job, meaning that the position requires special skills. Just as people judge doctors, legal experts as professional experts. A teacher's job cannot be done by just anyone. Many people are good at talking, but they cannot necessarily be said to be teachers. There are very basic differences between professional teachers and non-professional teachers.

Teachers really determine their position as educational leaders in the class. Etymologically, teachers are obliged to realize a class program, namely teaching or providing lesson material in class. More broadly, a teacher means a

person who works in the field of education and teaching who is responsible for helping children reach their respective maturity. The positive and negative sides of teachers' faces today have been discussed at length by the media. What does the world think?

A teacher in the final sense is not just a person who stands in front of the class to deliver material with certain knowledge. However, teachers are members of society who must participate actively, be free-spirited and creative in directing the development of their students, (Sugihartono, et al 2007: 25). Educational psychology. Yogyakarta: PT UNY press).

Every teacher must understand their function because there is a certain influence on the way they act and act in carrying out daily work at school. His knowledge and understanding of teacher competence will underlie his activity patterns in carrying out this noble profession. At least, the teacher competencies referred to include personal competencies, professional competencies and social competencies. These competencies relate to the basic educational and administrative technical abilities of teachers, including mastering materials, managing learning programs, teaching, managing classes, using media/resources, being able to manage and use teaching and learning interactions, having the ability to assess student learning achievement objectively, understanding the functions and programs of guidance and counseling services in schools.

Every teacher as a professional officer is responsible for achieving educational goals effectively. Therefore, you must participate in determining educational policies in the class/school.

Teachers who understand their position and function as professional educators are always encouraged to grow and develop as a manifestation of feelings and attitudes of dissatisfaction with the

education they receive. This is a statement of awareness of the development and progress that must be followed, in line with advances in science and technology.

A good teacher is when his students say "How tired I am from studying". Not the teacher who said "How tired I am of teaching".

Policy holders who must be responsible are not just spectators. Through the Ministry of National Education, the Research and Curriculum Development Agency, personal formation is at least based on or rooted in a view of life, namely the ideology of the Indonesian nation, religion, culture and national educational values.

Firstly, religion, Indonesian society is a religious society. Therefore, the life of individuals, communities and nations is always based on religious teachings. In fact, politics is based on religious teachings. Therefore, based on these considerations, educational values are based on religious teachings.

The two Pancasila are found in the preamble to the 1945 Constitution which is further explained by the articles in the 1945 Constitution. This means that the values encourage a civilized, ethical society, in accordance with the nation's philosophy which is based on religious teachings.

Thirdly, culture, as a truth, there is no human being who is not cultured and this is also recognized by society. Basic cultural values in the meaning of communication concepts between members of society. Culture is a strong value in education.

The four goals of national education are a formulation of the quality space that society must have. This goal is the most operational source in the development of education in the beloved country of the Republic of Indonesia.

So at least, teachers must understand, hold, and implement these four components. Education and its results are a collective responsibility. More

clearly what Decey stated (Dawn. 2000: 53 Primary teaching methods. Printed and bound in Malaysia) that teachers in the teaching and learning process are as demonstrators, class managers, mediators, facilitators, and as valuers.

4) Student

Dick and Reiser (H.A.R. Tilaar. 2002 Cultural education and Indonesian civil society. Third printing. Bandung: PT. Rosdakarya Youth) stated, **effective learning**, allowing students to learn more specifically. Students who enjoy learning will make it easier to accept the subject matter taught by the teacher. Furthermore **(Warsito Bambang 2008:289 Learning technology. foundation and application. PT. Rineka creates. Jakarta)** mentions: *First*, students become active observers of the environment, through observation, so as to find similarities and differences, and form generalizations. *Second*, the teacher provides material as a focus for interaction in learning activities. *Third*, the activity is completely based on an assessment. *Fourth*, the teacher is actively involved in giving instructions. *Fifth*, learning oriented. *Sixth*, teachers use learning techniques that are suitable for learning purposes.

Students are class potential that must be utilized in realizing an effective teaching and learning process. Pupils are facial features that are growing and developing both physically and psychologically.

Students as elements of the class have a feeling of togetherness which is very important for creating a dynamic class situation. Every student should have a feeling of being accepted (membership) to their class so they are able to participate in class activities.

The class is a separate unit and management must include students. Successful classroom management will foster class pride so that it can increase a sense of solidarity and the desire to participate.

5) Class Dynamics

Is a dynamic social group. Every homeroom teacher/class teacher is there for the interests of students in their education. Class dynamics basically means class conditions which include encouragement to be active in a directed manner, developed through creativity and initiative.

Dawn (Dawn. 2000: 201 *Primary teaching methods. printed and bound in Malaysia.*) explained that class dynamics are influenced by the way the homeroom teacher/class teacher applies educational administration and educational leadership as well as how to use a class management approach. These applications include:

- a. Management administrative activities
Classroom management requires planning, organizing, directing, coordinating, communicating and controlling as activity steps *administrative management*.
- b. Class management operational activities
Class administrative management activities must be supported by operational management activities so that all class programs are effective in achieving goals. Activity *operational management* class includes:
 - a) Class administration
 - b) Class briefing activities
 - c) Class financial activities
 - d) Personal or employment development activities in the classroom.
 - e) Public Relations in the classroom environment
- c. Leadership of the homeroom teacher/class teacher/study teacher
Classes are directly affected by leadership. For this reason, leadership is defined as the process of directing, guiding, influencing, or supervising the thoughts, feelings or actions and behavior of other people.

Leadership is realized by the guardian/class teacher/study supervisor in an effort to mobilize personnel in their respective classroom environments, namely:

a) Class discipline

Classroom discipline is an important part. Class dynamics, class discipline, are defined as efforts to prevent violations of the provisions. With the aim that the punishment is carried out solely for the purpose. Class discipline can also be interpreted as an orderly and connected atmosphere but full of dynamics in implementing class programs, especially in realizing the teaching and learning process.

b) Several approaches to classroom management

A homeroom teacher or class teacher must be able to make the right choices in making an approach to realizing effective classroom management. Regarding the approach that will be used, several alternatives are presented, including:

- a. Approach based on behavior change (*behaviorism*)
- b. Approach based on emotional atmosphere and social relationships (*socio emotional climate approach*)
- c. Approach based on group processes (*group process approach*)
- d. elective approach (*eclectic approach*)

Furthermore, (Martinus and Bansu Ansori 2008: 12 19 "Tactics for Developing Students' Individual Abilities. Jakarta: Gaung Persada Press) suggests processes that can develop qualities such as:

- a. Students as the center of learning.
- b. Learn through experience

- c. Developing students' reasoning
- d. Lifelong learning
- e. Learn to be independent

CONCLUSION

The Directorate General of Higher Education, Ministry of Culture, explained that classroom management is a set of teacher activities to foster and maintain an effective classroom organization. So, to produce an active and effective learning process for teachers, it is necessary to manage the classroom well.

Teachers in carrying out their noble duties must at least understand the manifestations of classroom management such as curriculum, buildings, facilities, teachers, students, class dynamics and the surrounding environment. These factors do not stand alone, but are interrelated and influence each other.

The important guidelines that must be understood in education, especially educators, are: *First* religion, Indonesian society is a religious society. Therefore, the life of individuals, communities and nations is always based on religious teachings. In fact, politics is based on religious teachings. Therefore, based on these considerations, educational values are based on religious teachings. *Second* Pancasila, found in the preamble to UUD 45 which is further explained by the articles in UUD 45. This means that the values invite a civilized, ethical society, in accordance with the nation's philosophy which is based on religious teachings. *Third* culture, as a truth there is no human being who is not cultured and this is also recognized by society. Basic cultural values in the meaning of communication concepts between members of society. Culture is a strong value in education. *Fourth* The goal of national education is a formulation of the quality space that society must have. This goal is the most operational source in the development of education in our beloved Republic of Indonesia

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