

## DAFTAR PUSTAKA

- Abdurrahman (1993). *Pengelolaan Pengajaran*. Ujung Pandang: Bintang Selatan
- Ahmad, J., Amat, M. A. C., Yahaya, S. N., Yusof, R., & Alias, S. R. (2011). The construction, validity, reliability and effectiveness of drug rehabilitation module on self-concept of female addicts and motivation achievemem on male addicts in Malaysia. *International journal of humanities and social science*. 1 (10) 217-228
- Ahmad, J, Hassan, A., & Abiddin, N. A. (2008). Developing, validity, and reliability of a drug addiction module among drug addict who are undergoing treatment at rehabilitation centres. *The journal of international social research*. 1 (5) 47-57.
- Ahmad, J., Sulaiman. T., Abdullah, S. J., & Shamsuddin, J. (2009). Building a costumized module for the treatment of drug addiction under the remedial programs to be implemented on inmates at the drug rehabilitation centers in Malaysia. *US-China Education Reviews*. 6 (11) 57-64
- Al-Thani, A. & Nasser, R. (2012). Little steps at improving preschool teachers practices through counseling skills in Qatar. *International Education Studies*. 5 (5). Doi: 10.5539/ies.v5n5p163
- Anam, S. (2012, Juli). Uji Kompetensi Awal Guru Tahun 2012. Memudahkan dalam Pembinaan Profesi Guru. *PTK Dikmen, Media Informasi dan Komunikasi PTK Pendidikan Menengah*. II (6). 6-8
- Anwar, F. (2014, Agustus). Kualitas Guru Masih Kurang, Masalah Utama PAUD di Indonesia. *Artikel*. Diunduh dari <http://health.detik.com/read/2014/08/06/173812/2655128/1301/kualitas-guru-masih-kurang-masalah-utama-paud-di-indonesia> pada tanggal 27 Agustus 2014
- Atamimi, N. (2011). *Keterampilan Psikologis Model BK "PROAKTIF"*. Disertasi (tidak diterbitkan). Universitas Gadjah Mada, Yogyakarta
- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*. 27. 10-20. doi:10.1016/j.tate.2010.08.007
- Azwar, S. (2010). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar
- Azwar, S. (2012). *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Pelajar

- Bacete, F. J., Ferrá, P., & Monjas, M. I. (2014). Teacher-Students Relationships in first and second grade classrooms. Adaptations of the questionnaire on teacher interaction-early primary (QTI-EP). *Revista de psicodidáctica*, 19(1), 211-231
- Bergin, C., & Bergin, D., (2009). Attachment in the classroom. *Educational Psychology Review*, 21, 141-170
- Berk, L.E. (2006). *Child Development. 7th edition*. Boston, MA: Allyn & Bacon.
- Busye, E., Verschuere, K., Doumen, S., Van Damme, T., & Maes, F. (2008). Classroom problem behavior and teacher child relationship in kindergarten: the moderating role of classroom climate. *Journal of School Psychology* 46, 367-391. doi: 10.1016/j.jsp.2007.06.009.
- Carr, W. F. (2002, Juli). Designing an effective training evaluation process. Diunduh dari <http://www.ispi.org/pdf/suggestedReading/Carr.pdf> pada tanggal 10 Juni, 2015
- Chaplin, P. J. (2004). *Kamus lengkap psikologi*. Kartini K. (Penterjemah). Jakarta: PT RajaGrafindo Persada
- Cinisomo, S. L., Fuligni, A. S., Ritchie, S., Howes, C., & Karoly, L. (2008). Getting ready for school: an examination of early childhood educator's belief system. *Journal of Early Childhood Education*, 35, 242-249
- Dalimunthe, H. L. (2014). *Pelatihan Keterampilan Psikologis Model BK "PROAKTIF" untuk Meningkatkan Kemampuan Pemecahan Masalah pada Guru SD*. Tesis (tidak diterbitkan). Universitas Gadjah Mada, Yogyakarta
- Davis, B. L. (2008). *Investigating the experience: a case study of a science professional development program based on Kolb's experiential learning model*. Disertasi (tidak diterbitkan). Georgia State University, Georgia
- Davis, H. A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. *Educational Psychologist*, 38, 207-324
- Dobransky, N. D., & Frymier, A. B. (2004). Developing teacher-student relationships through out of class communication. *Communication Quarterly*, 52(3), 211-223
- Downer, J., Sabol, J. T., & Hamre, B. (2010). Teacher-Child interactions in the classroom: Toward a theory of within and cross-domain links to children's developmental outcomes. *Early Education and Development*, 21(5), 699-723

- Dwiarso, P. (2010). *Napak Tilas Ajaran Ki Hadjar Dewantara*. Yogyakarta: Pustaka Pelajar
- Fitriyani, R. (2014). *Pelatihan Keterampilan Psikologis Model BK "PROAKTIF"-R untuk Meningkatkan Regulasi Emosi Guru SD*. Tesis (tidak diterbitkan). Universitas Gadjah Mada, Yogyakarta
- Ghozali, I. H. (2006). *Aplikasi Analisis Multivariate dengan Program SPSS*. Semarang: Badan Penerbit Universitas Diponegoro
- Hamre, B. K., & Pianta, C. R. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72*(2), 625-638
- Hamre, B. K., Pianta, R. C., Burchinal, M., Field, S., Locasale-Crouch, J., Downer, J. T., Howes, C., LaParo, K., & Scott-Little, C. (2012). Supporting effective teacher-child interactions through coursework: Effects on teacher beliefs, knowledge, and observed practice. *American Educational Research Journal, 49*(1), 88-123. doi:10.3102/0002831211434596
- Hann, S. S., Catron, T., Weiss, B., & Marciel, K. K. (2005). A teacher-consultation approach to social skill training for pre-kindergarten children: treatment model and short term outcome effects. *Journal of Abnormal Child Psychology, 33* (6), 681-693. DOI:10.1007/s10802-005-7647-1
- Hughes, J.N. & Chen, Q. (2011). Reciprocal effects of student-teacher and student-peer relatedness: Effects on academic self efficacy. *Journal of Applied Developmental Psychology, 32* (5), 278-287
- Hughes, N. J. & Kwok, M. O. (2006). Classroom engagement mediates the effect teacher-student support on elementary students' peer acceptance: A prospective analysis. *Journal School Psychology, 43*, 465-480. doi: 10.1016/j.jsp.2005.10.001
- Hughes, J., & Kwok, O. (2007). Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades. *Educational Psychology, 99*(1), 39-51
- Julaeha, S. (2010). *Pengembangan model pembimbingan untuk meningkatkan kemampuan guru dalam melakukan refleksi pembelajaran (suatu studi pada program S1 PGSD Universitas Terbuka)*. Disertasi (Tidak Diterbitkan). Universitas Pendidikan Indonesia, Jakarta
- Kerlinger, F. N. (1990). *Asas-asas penelitian behavioral, edisi ketiga*. Terj. Simatupang, L. R. Yogyakarta, Gadjah Mada University Press

- Konishi, C., Hymel, S., Zumbo, B. D., & Li, Z. (2010). Do school bullying and student-teacher relationships matter for academic achievement? A multilevel analysis. *Canadian Journal of School Psychology, 25*(1), 19-39. doi: 10.1177/0829573509357550.
- Kurnianingsih, S. (2015). *Peran efficacy belief sebagai mediator pengaruh dukungan sosial dan nilai altruistic pada kinerja kader pos paud*. Disertasi (tidak diterbitkan). Universitas Gadjah Mada, Yogyakarta
- La Paro, K. M., Pianta, R. C., & Stuhlman, M. (2002). The classroom assessment scoring system: findings from the prekindergarten year. *The elementary school journal, 104* (5), 409-426.
- Lambert, R., Abbott-shim, M., & McCarty, F. (2002). The relationship between classroom quality and ratings of the social functioning of head start children. *Early Childhood Development and Care, 72* (3), 231-245.
- Liberante, L. (2012). The importance of teacher-student relationships, as explored through the lens of the NSW Quality Teaching Model. *Journal of Student Engagement: Education Matters, 2* (1). 2-9.
- Lukens, E. P. (2004). Psychoeducations as evidence based practice: considerations for practice, research and policy. *Brief treatment and crisis intervention, 4* (3), 205-226
- Maulana, R., Opdenaker, C. M., Brok, P., & Bosker, R. (2011). Teacher-student interpersonal relationship in Indonesia: Profiles and importance to student motivation. *Asia Pacific Journal of Education, 1* (31), 33-49
- Maulana, R., Opdenaker, C. M., & Bosker, R. (2013). Teacher-student interpersonal relationship do change and affect academic motivation: a multilevel growth curve modeling. *British journal of educational psychology, 84*. 459-482
- Maulipaksi, D. (2014, Maret). Indonesia Kini Miliki 174.365 Lembaga PAUD. *Artikel*. Diunduh dari [http://kemdikbud.go.id/kemdikbud/berita/2334\\_pada\\_tanggal\\_7\\_Agustus\\_2014](http://kemdikbud.go.id/kemdikbud/berita/2334_pada_tanggal_7_Agustus_2014)
- McCharty, M. (2010). Experiential learning theory: from theory to practice. *Journal Business & Economics research, 8*(5). 131-139
- Meehan, B. T., Hughes, J. N., & Cavell, T. A. (2003). Teacher student relationships as compensatory resources for aggressive children. *Child Development, 74*, 1145-1157

- Morse, E.E. (2009). Prekindergarten Teacher Training on Children's Behavioral Problems in the Classroom. *Electronic Theses, Treatises and Dissertations*. Diunduh dari <http://diginole.lib.fsu.edu/etd> pada tanggal 9 November 2014
- Mughal, F. & Zafar, A. (2011). Experiential Learning from a Constructivist Perspective: Reconceptualizing the Kolbian Cycle. *International Journal of Learning & Development*, 2 (1), 27-37. Doi:10.5296/ijld.v1i2.1179
- Murdock, T. B., & Miller, A. (2003). Teachers as sources of middle school students' motivational identity: Variable-centered and person-centered analytic approaches. *The Elementary School Journal*, 103(4), 383-399.
- Myers, S. S., & Pianta, R. C. (2008). Developmental commentary: individual and contextual influences on student teacher relationship and children's early problem behaviors. *Journal of Clinical Child & Adolescent Psychology*, 37 (3), 600-608.
- Nugent, T. (2009). *The impact of teacher-student interaction on student motivation and achievement*. Diunduh dari <http://etd.fcla.edu/CF/CFE002884/NugentTisome.pdf> pada tanggal 27 April 2015
- Opendakker, C.M., Maulana, R., & Brok, P. (2012). Teacher-student interpersonal relationships and academic motivation within one school year: Developmental changes and linkage. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice*, 23(1), 95-119
- Ormrod, J. E. (2008). *Educational Psychology: Developing Learners*. Upper Saddle River, NJ: Meril Prentice hall.
- Oser, F. K., Achtenhagen, F., & Renold, U. (2006). *Competence oriented teacher training, old research demands and new pathways*. Rotterdam: Sense Publisher
- Peraturan Menteri No 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru
- Peraturan Pemerintah Republik Indonesia Nomor 74 Tahun 2008 Tentang Guru Bab I Pasal 1
- Pianta, R. C. (1999). *Enhancing Relationship Between Children And Teachers*. Washington: American Psychological Association

- Pianta, R., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2005). Features of pre kindergarten programs, classrooms and teachers: do they predict observed classroom quality and child teacher interactions?. *Applied developmental sciences*. 9 (3). 144-159
- Pianta, R. C., DeCoster, J., Cabell, S., Burchinal, M., Hamre, B. K., Downer, J., LoCasale-Crouch, J., Williford, A., & Howes, C. (2014). Dose–response relations between preschool teachers’ exposure to components of professional development and increases in quality of their interactions with children. *Early Childhood Research Quarterly* 29. 499–508. Doi: 10.1016/j.ecresq.2014.06.001
- Pujiastuti, W. (1998). *Konsep manusia sebagai pamong menurut ki hadjar dewantara*. Tesis (tidak diterbitkan). Universitas Gadjah Mada, Yogyakarta
- Ramdhani, N. (2012). *Menjadi guru inspiratif. Aplikasi ilmu psikologi positif dalam dunia pendidikan*. Titian Foundation: Jakarta
- Rogeleonick, A. (2015, April). Rakornas Bunda PAUD 2015 akan canangkan gerakan PAUD berkualitas. Diambil dari <http://www.kemdiknas.go.id/kemdikbud/berita/3947> pada 13 Juli 2015
- Roorda, D.L., Koomen, H.M.Y., Spilt, J.L. & Oort, F.J. (2011). The influence of affective teacher–student relationships on students school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81 (4), 493–529
- Sansone, A. (2014). *A case study of preschool teacher expectations and teacher student interaction*. Disertasi (tidak diterbitkan). The state University of New Jersey, New Jersey
- Sardiman. A. M. (2011). *Interaksi dan motivasi belajar-mengajar*. Jakarta: PT Raja Grafindo Persada.
- Sari, N. (2014). *Keterampilan psikologis model BK”PROAKTIF”-R untuk Meningkatkan Komunikasi Interpersonal Guru SD*. Tesis (tidak diterbitkan). Universitas Gadjah Mada, Yogyakarta
- Schlechty, P.C. & Atwood, H.E. (1977). ‘The student–teacher relationship’. *Theory into Practice*, 16 (4), 285–289.
- Shadish, W.R., Cook, T.D., Campbell, D.T. (2002). *Experimentl And Quasi-Experimental Design For Generalized Causal Inference*. New york : Houhton Mifflin Company.

- Slameto. (2013). *Belajar dan factor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta
- Smit, J. & van Eerde, D. (2013). What counts as evidence for the long term realization of whole class scaffolding. *Learning, Culture and Social Interaction*. 2. 22–31. <http://dx.doi.org/10.1016/j.lcsi.2012.12.006>
- Spilt, J., Koomen, H.M. & Thijs, J. (2011). ‘Teacher wellbeing: The importance of teacher–student relationships’. *Educational Psychology Review*, 23 (4), 457–477.
- Sutherland, K. S., Conroy, M. A., Vo, A. Abrams, L., & Ogston, P. (2012). An Initial Evaluation of the Teacher–Child Interaction Direct Observation System: Measuring Teacher–Child Interaction Behaviors in Classroom Settings. *Assessment for Effective Intervention*. 39(1). 12 –23. DOI: 10.1177/1534508412463814
- Sztejnberg, A., Brok, P., & Hurek. J. (2004). Preferred teacher-student interpersonal behavior: Differences between polish primary and higher education students’ perceptions. *Journal of Classroom Interaction*, 39(2), 32-40
- Uitto, M., & Syrjälä, S. (2008). Body, caring and power in teacher–pupil relationships: Encounters in former pupil’s memories. *Scandinavian Journal of Educational Research*, 52(4), 355–371
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pendidikan Anak Usia Dini/PAUD (Pasal 1)
- UNICEF (2012, Oktober). Pendidikan dan perkembangan anak usia dini. *Ringkasan kajian UNICEF Indonesia*. Diambil dari [http://www.unicef.org/indonesia/id/A3\\_-\\_B\\_Ringkasan\\_Kajian\\_Pendidikan.pdf](http://www.unicef.org/indonesia/id/A3_-_B_Ringkasan_Kajian_Pendidikan.pdf) pada tanggal 27 Juni 2015
- Upadyaya, K., Viljaranta, J., Lerkkanen, M. K., Poikkeus, A. M., & Nurmi, J. E. (2011). Cross-lagged relations between kindergarten teachers causal attributions, and childrens interest value and performance in mathematics. *Social Psychology Education*, 5, 3-20. Doi: 10.1007/s11218-011-9171-1.
- Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in Teacher—Student Interaction: A Decade of Research. *Educational Psychology Review*. 22 (3). 271-296. DOI 10.1007/s 10648-010-9127-6
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.

Vygotsky, L. (1986). *Thought and language*. Cambridge: Harvard University Press.

Walgito, B. (2011). *Psikologi Sosial: Suatu Pengantar Psikologi Sosial*. Yogyakarta: Andi Offset

Woolfolk, A. (2009). *Educational psychology (10th Ed)*. Boston: Pearson Education, Inc

Yoon, J. S. (2002). Teacher characteristics as predictors of teacher-student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality*, 30(5), 485-494.