

Relation Between Linearity of Education and Working Time With Ability To Design Teacher's Daily Lesson Plan In Kindergarten of Sub District Dampit, Malang

Sindy Anugerah Wati

Dr. Hendratno, M.Hum¹, Dr. Rahma Hasibuan, M.Kes²

Study program of Basic Education, Faculty of Education Science,

Surabaya State University

Corresponding Author; Sindy Anugerah Wati

Abstract: *Aim of this research is to measure kindergarten teachers' ability in designing daily lesson plan for early childhood education program that latter it will be used by the teacher to be reference for learning activities in one day. Teachers of early childhood education program in sub district Dampit are less capable to appropriately design daily lesson plan in accordance with the 2013 curriculum as stated in the regulation of the minister of education and culture number 137 year 2014 with the result that the learning objectives can't be achieved. Aim of this research is to know the kindergarten teachers' ability in designing daily lesson plan in the kindergarten of sub district Dampit, Malang, which is reviewed from linearity of education and working time of the teachers. Sample of this research is as much as 30 teachers of kindergarten who have title of bachelor in either PG-PAUD or Non PG-PAUD and have working time about five years. This research can be classified as quantitative research by using descriptive correlation approach with multiple regression. Data collection technique in this research is conducted by means of observation and documentation study. Results of the research indicate that linearity of education is 8.250 with significance level more than 0.05. Therefore, there is a relation between linearity of education and working time to the kindergarten teachers' ability of designing daily lesson plan in the kindergarten of sub district Dampit, Malang. Working time is 229 with significance level more than 0.05. Therefore, there is a relation between linearity of education and working time to the kindergarten teachers' ability of designing daily lesson plan in the kindergarten of sub district Dampit, Malang.*

Keywords: *linearity of education, working time, daily lesson plan*

Date of Submission: 08-06-2019

Date of acceptance: 25-06-2019

I. Introduction

Nowadays Early Childhood Education Program has very important function to educate and to give assistance to children besides parenting, breeding, and counseling of parents. One important component in a learning process in Early Childhood Education Program is educator or teacher. Important role of teachers in a learning process is to create and to achieve right educational goals for their students. To create or even to achieve right educational goals, teachers have to have abilities in doing learning process properly. These conditions have been contained in constitution of the Republik of Indonesia number 14 year 2005 about educator that is an educator should have academical competences obtained through bachelor degree or four diploma of college. This requirement becomes basic in supporting skills and knowledge owned by an educator. Moreover, teachers who able to conduct their duty in accordance with knowledge field they studied is the ones with education or certificate in linear so their assistance is proper. What is meant by the linear above is compatibility between study field and bachelor degree or four diploma certificates and knowledge field they studied. Based on regulation of the minister of education and culture number 137 year 2014 about the National Standard of Early Childhood Education Program: 1) academical qualifications of the teacher is a) have bachelor degree or diploma (D-4) certificates in the field of early childhood education obtained from an accredited study program, or b) have relevant bachelor degree or diploma (D-4) certificates or psychological study program obtained from an accredited study program and have certificate of teacher profession education of early childhood education program from an accredited college. Learning activities in early childhood education program is not same as further education program in which early childhood education program needs learning activities that in accordance with necessity and development level of children and should be designed as attractive as possible. Designing an appropriate lesson plan will create activities that attract attention and foster interest in learning of the children. Designing daily learning implementation plan should be conducted by teachers at least one day before learning activities happen. Daily learning implementation plan will be used by

teachers as reference in conducting learning activities thereby learning activities in one day will be focused and goals of education will be obtained.

Based on results of observation in field, there are many institutions of early childhood education program who have educators that have not fulfilled the national standard of educator in educational level of bachelor degree and many among them who are not in linear in accordance with regulation of the minister of education and culture number 137 year 2014 about the national standard of early childhood education program which in result of many institutions of early childhood education program with teachers who have not have the standard so that the teachers less able to design lesson plan and specifically to design daily learning implementation plan. The less proper design will affect to the learning process that is 1) lack of preparation in teaching, material in daily learning implementation plan is not matching with what is delivered so that the learning process is not well directed, 2) learning activity is not interesting so result in saturation and children are not interested with the delivered material, 3) goals of learning are not obtained maximally. Based on results of observation, it is known that learning activity is not accordance with daily learning implementation plan. Daily learning implementation plan is not accordance with K13 guidance of early childhood education program. In learning activities, children are less enthusiastic to learn, not focus when the teacher explains the material, playing or talking with their friends or even there are children who often ask for permission to leave the lesson. Behavior forms showed by children explain that learning activity is not going maximally. This is influenced by learning chosen by teacher which is less interesting and not paying attention to characteristic of the students so, in turn, they are not enthusiastic to learn the materials and 6 aspects of children's development are also can't be achieved.

Teachers who have higher working time also determine their experience in making daily lesson plan. This statement is same with research conducted by Feiman-Nemser, 2003 (in Casey and Childs, 2007) that is: "a teacher can acquire subject matter knowledge, study the learning process, and grasp the rudiments of approaches to planning, instruction, and assessment. However, she emphasizes that a great mistake is made when new teachers are considered to be finished products that need only to refine learned skills. She explains that new teachers need three to four years to achieve competence, and several more years to reach proficiency. They need time to learn how to teach in a particular context and acquire knowledge about the school community". It means new teachers need three to four years to have ability in understanding basics of approaches to planning, instruction, and assessment. Teachers need time to learn how to teach well in accordance with knowledge they obtained during teaching. Ability level in teaching is good if working time owned by a teacher has been more than five years. Experience of teaching is not only about time or periode of teaching only but also about how to understand things they experience when teaching, so things they experience have been mastered about knowledge, skills and values (Widoyoko, 2005). The increment of comprehension can be obtained by participating in training, workshop or seminar that relevant with their teaching field.

II. Literature Review

Educational linearity of a teacher is initial provision before doing the job. What is meant by linear is conformity between the field of study in diploma/bachelor certificate and the field of teacher certification. Linear education for teachers is a form of scientific maturation that is learned and mastered by teachers so that it will facilitate teachers in teaching according to the science taken especially teacher education for early childhood education program. Teachers with educational background of bachelor of teacher education for early childhood education program with knowledge related to early childhood education program can conduct their job well, by designing daily lesson plan before carrying out the learning to be carried out. Unlike teachers who their educational backgrounds is not bachelor of teacher education for early childhood education program and not supported with the training of early childhood education program who were seen still not preparing for learning by designing daily lesson plan. Therefore, based on the description above, it is assumed that there is a difference between the performance of teachers who have academic qualifications according to the national standards of early childhood education program. Educational level of bachelor of teacher education for early childhood education programequip prospective early childhood educators with knowledge that is not only in teaching but also can design daily lesson plan.

Not all teachers of early childhood education program have the opportunity to learn about the theories of early childhood education program through the education of bachelor of teacher of early childhood education program, but they get the opportunity to receive the knowledge of early childhood education program through workshops, seminars, training, work colleagues, and experiences while working as teachers. With work experience, there has been a process of adding knowledge and skills and attitudes to a person, so that they can support developing themselves with existing changes. Teachers of early childhood education program with working time is more than 5 years can be said to have more experience in carrying out his duties as a teacher, on the contrary with teachers who have just taught less than 5 years they have less experience. Work experience will provide added value in terms of knowledge and work skills both qualitatively and quantitatively. Work

experience generally can increase work ability. Therefore, many variations of work and objects, and more intensive work experience gained, the higher the work ability will be obtained by the teacher. Thereby, more difficulties or obstacles they face, the development of their abilities and skills will be faster. Working time of a teacher can be calculated when the teacher starts teaching until this research take places.

III. Method

This research can be classified as quantitative research aimed to know correlation between linearity of education and working time in designing daily lesson plan in kindergarten of sub district Dampit, Malang. Therefore, this research did not give treatment to the subject of research. Therefore, the approach of research is descriptive correlation research with multiple regression. Sample in this research is 30 teachers of kindergarten in sub district Dampit, Malang, who have taken undergraduate education of teacher education of early childhood education program and non-teacher education of early childhood education program and teachers who have more than five years in working time and teachers who have less than five years in working time. This research was conducted in 16 kindergarten in sub district Dampit, Malang for approximately two months. Data collecting technique in this research is by using observation and documentation study. The instruments of research have two requirements that have to be fulfilled, that is validity test and reliability test. Instrument will be stated as good one if the instrument is able to measure what we want and able to capture the variable data properly. Data analysis technique in quantitative research is by using statistic. This statistic, by the researcher, will be used as method to analyze data in the research that is descriptive statistic and inferential statistic. Reliability test is based on Alpha Cornbach and by using SPSS for Windows ver. 22.0.

IV. Result of the Research and Discussion

Data collected from result of the research obtained from observation and documentation study states that from 30 subjects of research that is teachers of kindergarten in sub district Dampit, Malang, 14 teachers have bachelor's degree of teacher education of early childhood education program (linear) and 16 teachers have bachelor's degree of non-teacher education of early childhood education program (not linear).

Table 1 Statistics of subject of the research

Statistics		Linear education	in Working time
N	Valid	30	30
	Missing	0	0

Based on data obtained, description of data about kindergarten teachers in terms of linearity of education can be described below:

Table 2 Description of linearity of education of kindergarten teachers in Dampit

Linearity of education					
		Frequency	Percent	Valid Percent	Cumulative percent
validity	S1 Non PAUD	16	53.3	53.3	53.3
	SI PAUD	14	46.7	46.7	100
	Total	30	100	100	

Description of table 1.2 above is total of teachers who have linearity of education of bachelor's degree of non-teacher education of early childhood education program is 16 teachers (53.3%) and teachers with bachelor's degree of teacher education of early childhood education program is 14 teachers (46.7%). Based on data obtained from the field related to working time owned by teachers can be seen in table 3 below.

Table 3 Description of working time of kindergarten teachers in Dampit

Working time					
		Frequency	Percent	Valid Percent	Cumulative percent
Valid	< 5 years	8	26.7	26.7	26.7
	> 5 years	22	73.3	73.3	100
	Total	30	100	100	

Description of table 3 above. It can be seen that most kindergarten teachers in Dampit have working time more than 5 years with total frequency 22 teachers or 73.3% from 30 teachers and 8 teachers or 26.7% who

have working time less than 5 years. In this research, results related to the ability to design daily lesson plan refers to 8 aspects of assessment obtained from performance assessment of kindergarten teachers and used to assess every stage in designing daily lesson plan. Based on the scores obtained, it can be described through table 4-11 below. It consists of 8 aspects of assessment related to the performance assessment of kindergarten teachers that is:

- 1) Based on item 1 that is “to organize aspects of development in accordance with characteristic of early childhood” in ability of teachers to design daily lesson plan for kindergarten in Dampit so it is obtained the results on table 4 below:

Table 4

Y1		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	5	16.7	16.7	16.7
	2	18	60	60	76.7
	3	7	23.3	23.3	100
	Total	30	100	100	

- 2) Based on item 2 that is “to analyze playing theory in accordance with aspects and stages of development, need, potency, talent, and interest of early childhood” in ability of teachers to design daily lesson plan for kindergarten in Dampit, so it is obtained the results on table 5 below:

Table 5

Y2		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	7	23.3	23.3	23.3
	2	14	46.7	46.7	70
	3	9	30	30	100
	Total	30	100	100	

- 3) Based on item 3 that is “to design activities of development for early childhood based on the curriculum” in ability of teachers to design daily lesson plan for kindergarten in Dampit, so it is obtained the results on table 6 below:

Table 6

Y3		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	3	10	10	10
	2	16	53.3	53.3	63.3
	3	11	36.7	36.7	100
	Total	30	100	100	

- 4) Based on item 4 that is “to carry out activities of educational development” in ability of teachers to design daily lesson plan for kindergarten in Dampit, so it is obtained the results on table 7 below:

Table 7

Y4		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	4	13.3	13.3	13.3
	2	20	66.7	66.7	80
	3	6	20	20	100
	Total	30	100	100	

- 5) Based on item 5 that is “to utilize technology, information, and communication for the sake of carrying out educational development activities” in ability of teachers to design daily lesson plan for kindergarten in Dampit, so it is obtained the results on table 8 below:

Table 8

Y5		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	5	16.7	16.7	16.7
	2	13	43.3	43.3	60
	3	12	40	40	100
	Total	30	100	100	

- 6) Based on item 6 that is “to develop the potency of early childhood to actualize themselves” in ability of teachers to design daily lesson plan for kindergarten in Dampit, so it is obtained the results on table 9 below:

Table 9

Y6		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	5	16.7	16.7	16.7
	2	16	53.3	53.3	70
	3	9	30	30	100
	Total	30	100	100	

- 7) Based on item 7 that is “to communicate effectively, emphatically, and politely” in ability of teachers to design daily lesson plan for kindergarten in Dampit, so it is obtained the results on table 10 below:

Table 10

Y7		Frequency	Percent	Valid percent	Cumulative percent
Valid	2	11	36.7	36.7	36.7
	3	19	63.3	63.3	100
	Total	30	100	100	

- 8) Based on item 8 that is “to carry out and to make assessment report” in ability of teachers to design daily lesson plan for kindergarten in Dampit, so it is obtained the results on table 11 below:

Table 11

Y8		Frequency	Percent	Valid percent	Cumulative percent
Valid	1	3	10	10	10
	2	8	26.7	26.7	36.7
	3	19	63.3	63.3	100
	Total	30	100	100	

Based on regression test related to correlation between linearity of education, working time, and ability to design daily lesson plan can be seen on table 14 that is mean score of ability to design daily lesson plan is 18.00, linearity of education is 1.93, and working time is 2.47 while deviation standard is 3.842 for ability to design daily lesson plan, 1.015 for linearity of education, and 0.9 for working time.

Table 12

Descriptive statistics			
	Mean	Standard deviation	N
Ability	18	3.842	30
Education	1.93	1.015	30
Working time	2.47	0.9	30

In this research, result of linearity test between each variable X to Y is stated linear because the obtained significance level is higher than 0.05. This can be seen in table 12.

Table 13 Result of multiple linear test of ability to design daily lesson plan for kindergarten (Y) to linearity of education (X1) and working time (X2)

correlation				
		Ability	Education	Working time
Pearson correlation	Ability	1.000	0.849	-0.140
	Education	0.849	1.000	-0.191
	Working time	-0.140	-0.191	1.000
Sig. (1-tailed)	Ability		0.000	0.231
	Education	0.000		0.156
	Working time	0.231	0.156	
N	Ability	30	30	30
	Education	30	30	30
	Working time	30	30	30

On table 14 above, it can be seen there is correlation between linearity of education (X1) and working time (X2) to ability to design daily lesson plan (Y).

Table 14 Result of t test

coefficients								
Model		Unstandardized Coefficients		Standardized coefficients	T	Sig.	Collinearity statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	Constant	11.503	1.492		7.712	0.000		
	Education	3.231	0.392	0.854	8.250	0.000	0.963	1.038
	Working time	0.101	0.442	0.024	0.229	0.821	0.963	1.038
a. dependent variable : ability								

Based on results of the processed data above, it is obtained that t-calculated on linearity of education is 8.250 with significance level above 0.05. So there is correlation between linearity of education and working time to ability to design daily lesson plan for kindergarten teachers in sub district Dampit, Malang. Meanwhile, on variable of working time it is obtained that t-calculated is 229 with score of significance level higher than 0.05. So there is correlation between linearity of education and working time to ability to design daily lesson plan for kindergarten teachers in sub district Dampit, Malang.

On results of the processed data above, tight correlation among the variables can be seen on table 15 below:

Table 15 Result of determination coefficient analysis

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	0.849	0.722	0.701	2.101

Score of correlation coefficient (R) indicates score of 0.849 meaning that there is correlation between linearity of education (X1) and working time (X2) to ability to design daily lesson plan (Y)

Based on result of t test on table 1.15 above, it can be seen that there is correlation between linearity of education to ability to design daily lesson plan for kindergarten teachers in sub district Dampit, Malang. This correlation can be known from results of the processed data above that is t-calculated on linearity of education 8.250 with significance level above 0.05, so there is correlation between linearity of education to ability to design daily lesson plan for kindergarten teachers in sub district Dampit, Malang. Significance score obtained from result of the processed SPSS is higher than on significance level (α) 0.05 so H_0 is rejected and H_a is accepted (linearity of education or working time give significant correlation to ability of kindergarten teachers to design daily lesson plan).

Correlation between variable of working time (X2) and ability to design daily lesson plan (Y) is also proven, correlation each other. This can be known on table 4.16 that on variable of working time obtains t-calculated of 229 with significance level less than 0.05, so there is correlation between working time and ability to design daily lesson plan in sub district Dampit, Malang. Significance score obtained from result of the processed SPSS is higher on significance level (α) 0.05 so H_0 is rejected and H_a is accepted (linearity of education or working time give significant correlation to ability of kindergarten teachers to design daily lesson plan).

V. Quotes and References

Based on results of the research by AhwyOktradiksa (2018: 110-121) entitled "study of performance evaluation of NON-PGMI Certified MI Class Teachers on Pedagogic and Professional Competencies in Magelang Regency", it can be seen that the achievement level of linearity of NONPGMI diplomas as MI class teachers in teacher performance (lesson plan performance of "always" and "often" has percentage of 64%, lesson plan performance of "always" and "frequent" has percentage of 56%, lesson plan performance of "always" and "often" has percentage of 91%, task discipline performance of "always" and "often" has percentage of 91%), pedagogic competence of "always" and "often" has percentage of 71%. This shows a balance by not seeing the background of the certificate. It happens because the educator certificate document is written as a class teacher. Therefore there is no specific policy for certified teachers to conduct certificate linearity arrangement as MI class teachers based and regulatory requirements from the Directorate General of Teachers and Personnel of the Ministry of Education and Culture and the Madrasah Directorate of the Ministry of Religion.

Based on results of the research by Fatmawati (2013:7) entitled "work ethic of teachers of early childhood education program in sub-district Kalijambe, Sragen reviewed from level of education and working time, regarding the difference of work ethic of teachers of early childhood education program in Kalijambe reviewed from level of education can be known from descriptive table as explained above. From the calculation above, it can be known that if reviewed from level of education, teachers of early childhood education program in Kalijambe who have highest work ethic come from undergraduate level (score of 71.60 in average or good in category), the next ranking comes from diploma level (score of 68.91 in average or good in category), and the last ranking comes high school graduate (score of 65.44 in average or good in category)".

Another research was conducted by Pratiwi (2015 : 105 – 108) with the title of "Perception of Teachers of Early Childhood Education Program in Choosing Learning Media Viewed from Education Level and Working Time in sub district of Prajekan, Bondowoso". Based on this research, it can be known that variable of level of education has correlation partially to the perception of teachers of early childhood education program in choosing learning media in sub district Prajekan, Bondowoso. This can be known from score of t-calculated 6.224 higher than t-table 2.03452 so H_0 is accepted on the significance level of 5%. Therefore, the conclusion is variable of level of education (X1) has positive significant correlation to perception of teachers of early childhood education program in choosing learning media in sub district Prajekan, Bondowoso. Variable of working time has correlation partially to perception of teachers of early childhood education program in choosing learning media in sub district Prajekan, Bondowoso. This is can be known from score of t-calculated 8.612 higher than t-table 2.03452 so H_0 is rejected on the significance level of 5%. Therefore, the conclusion is variable of working time (X2) has positive significance correlation to perception of teachers of early childhood education program in choosing learning media in sub district Prajekan, Bondowoso.

VI. Closing

Conclusion:Based on the results of the research and discussion in the previous chapters, some conclusions can be drawn that aim to answer the problem formulation in this study. The conclusions are: There is a relationship between the linearity of education and the ability to design daily lesson plan for kindergarten teachers in sub-district Dampit, Malang. There is a relationship between the working time and the ability to design daily lesson plan for kindergarten teachers in sub-district Dampit, Malang.

Suggestion:After analyzing and observing all existing limitations, the researcher gives advice to the kindergarten teachers in Dampit Malang and teachers in related kindergarten institutions. Based on the results of the study, it is seen that the working time with knowledge related to daily lesson plan is still lacking, it is necessary to provide periodic training and consistent monitoring regarding lesson plan specifically designing daily lesson plan properly and in accordance with curriculum of early childhood education program year 2013. If knowledge, training and habituation to make daily lesson plan are given in a balanced manner, the teacher will be accustomed to design daily lesson plan for kindergarten. In turn, daily lesson plan for kindergarten in accordance with curriculum of early childhood education program year 2013 can be made appropriately. This improvement in training have a positive impact on the ability to design daily lesson plan for kindergarten in accordance with curriculum of early childhood education program year 2013 properly and the learning objectives to be achieved.

References

- [1]. Alma, B. (2009). Guru Profesional Menguasai Metode dan Terampil Mengajar, Bandung Alfabeta
- [2]. Al-Muqaassary, Ardi. 2016 Pengertian Pengalaman Mengajar (<http://www.e-jurnal.com/2014/02/pengertian-pengalaman-mengajar.html>), Diakses 1 Februari 2014
- [3]. Anshori, Mukhlis & Iswati, Sri (2009). Buku Ajar Metodologi Penelitian Kuantitatif. Surabaya: Pusat Penerbit AUD Anwar Sanusi, 2011, Metode Penelitian Bisnis, Selemba Empat, Jakarta Yogyakarta: Dua Satria Offset
- [4]. Amiruddin, Zainal (2011), Perancangan Pembelajaran Konsep dan Implementasi. Yogyakarta: Dua Satria Offset
- [5]. Arfin, Zainal (2011) Penelitian Pendidikan Metode dan Paradikma Baru Bandung: PT. Remaja Rosdakarya
- [6]. Arikunto, Suharmini. 2010 Prosedur Penelitian Pendidikan Suatu Pendekatan Praktik. Yogyakarta: Rineka Cipta

- [7]. As'ad, Moh.1995 Psikologi Industri. Yogyakarta: Liberty
- [8]. Asmani, Jamal Ma'mur.(2015). Panduan Praktis Manajemen Mutu Guru PAUD.Yogyakarta Diva Press Azwar, S.(2012).Metode Penelitian.Yogyakarta : Pusat Pelajar
- [9]. Buchori, Muchtar.1994 Administrasi Pendidikan. Jakarta: Bumi Aksara
- [10]. Daryanto.(2013).Standar Kompetensi dan Kinerja Guru Profesional.Yogyakarta Gava Media
- [11]. Emzir. 2008. Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif: Jakarta: Rancanggrafis
- [12]. Fadlillah,M.2014.Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI,SMP/MTS.Yogyakarta : AR-RUZZ MEDIA
- [13]. Gunawan.Yudianto(2016).Pengaruh Pendidikan dan Pengalaman kerja terhadap etos kerja yang berdampak pada kepuasan kerja. (Tesis master). Diperoleh dari http://dilgub.ubaya.ac.id/index.php/pengatur*pendidikan*dan_pengalaman*kerja&topik*jenis_pustaka*&page*list_search
- [14]. Kemendikbud Pusat Kurikulum dan Pembukuan Badan Penelelitian dan Pengembangan (2015) Buku Panduan Kurikulum 2013 PAUD anak USIA 5-6 Tahun, Jakarta :Pusat Kurikulum dan Pembukuan.
- [15]. Kalingger, Fred.2003.Asas-asas Penelitian Behavioral.(Cetakan kesembilan) /. Yogyakarta Gadjadara University Press.
- [16]. Komala, Dini.2014 Definisi Tingkat Pendidikan <http://dinikumalasari.wordpress.com/2014/04/07/defenisi-tingkat-pendidin/>, dikases 14 November 2014
- [17]. kunandar.(2009)Guru Profesional (Implementasi Krikulum Tingkat Satuan Pendidikan (KTSP) dan sukses dalam sertifikat Guru) Edisi Revisi:Jakarta Rajawali Press
- [18]. Mulyasa, e(2006). Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan .Bandung : Remaja Rosdakarya Offset.
- [19]. Nugraha, Ali dkk,2006 Kurikulum dan Bahan Belajar TK.Jakarta : Universitas Terbuka 02_standar_kompetensi_hasil_pkbi_revisi.pdf
- [20]. Pratiwi, Eriqa.(2016). Pemahaman Guru PAUD dalam Memilih Media Pembelajaran Ditinjau dari Tingkat Pendidikan dan Masa Kerja di Kecamatan Projekan Kabupaten Bondowoso.Tesis tidak diterbitkan di: Surabaya: Pps Unesa
- [21]. Riyanto, Yatim.2007 Metodologi Penelitian Pendidikan Kualitatif dan Kuantitatif.Surabaya Unesa University Press
- [22]. Sanjaya, Wina.2008.Perencanaan dan Desain Sistem Pembelajaran.Jakarta. kencana
- [23]. Sedarmiyanti. (2002). Metode Penelitian. Jakarta:Mandar Maju
- [24]. Siaputra, I &Natalya, L. (2016). Teori dan Praktek: Cara Asyik Belajar Pengukuran Psikologis. Surabaya: Center for Lifelong Learning Universitas Surabaya
- [25]. Sudhana, Wina.2008. Perencanaan dan Penilaian Pendidikan. Bandung : Sinar Baru Algesindo.
- [26]. Sudjana, Nana.(2014). Dasar – dasar Proses Belajar Mengajar. Bandung : Sinar Baru Algesindo . Sugiyono, (2008). Metode Penelitian Kuantitatif kualitatif dari R&D.Bandung Alfabeta
- [27]. Sugiyono, (2010). Metode Penelitian Kuantitatif kualitatif dari R&D.Bandung Alfabeta
- [28]. Sugiyono, (2012). Metode Penelitian Kuantitatif kualitatif dari R&D.Bandung Alfabeta
- [29]. Sugiyono, (2017). Metode Penelitian Kuantitatif kualitatif dari R&D.Bandung Alfabeta
- [30]. Sukamadinaya, Nana Syaodih. 2006.Metode Penelitian Pendidikan ,Bandung, Remaja Rosdakarya.
- [31]. Sukamadinaya, Sumardi,Imam.(2017). Sumber Belajar Penunjang PLPG 2017 Materi Pedagogik Guru Kelas PAUD/TK.Jakarta : Kemendikbud Dirjen Guru dan Tenaga Kependidikan.
- [32]. Syarta, Nuni Yusvavera.(2013).Desain Relasi Efektif Guru dan Murid.Yogyakarta: BUKUBIRU
- [33]. Tirtarahardja, Umar(2005).Pengantar Pendidikan.Jakarta : PT.Rineka Cipta Walujo, Adi & Subijantoro, Didik.(2006).Metodologi Penelitian Kuantitatif. Surabaya: Unesa University Press
- [34]. Wibowo, A.(2012). Aplikasi Praktis SPSS dalam Penelitian.Yogyakarta: Gava Media
- [35]. Widoyoko,E.P.S(2005).kompetensi Mengajar Guru IPS Kabupaten Purworejo. Dirjen Dikti.
- [36]. Widoyoko, E.P.S(2017).Teknik Penyusun Instrumen Penelitian.Yogyakarta: Pustaka Pelajar.
- [37]. Musfah, Jejen. 2011. Peningkatan Kompetensi Guru: Melalui Pelatihan dan Sumber Belajar Teori dan Praktik. Jakarta:Kencana.
- [38]. Taniredja, Tukiran. 2016. Guru yang Profesional. Bandung:Alfabeta Peraturan Menteri Pendidikan dan Kebudayaan. 2016.

Sindy Anugerah Wati" Relation Between Linearity Of Education And Working Time With Ability To Design Teacher's Daily Lesson Plan In Kindergarten Of Sub District Dampit, Malang" IOSR Journal of Research & Method in Education (IOSR-JRME) , vol. 9, no. 3, 2019, pp. 62-69.