

References

- Aiken, L. R. (1985). Three Coefficients for Analyzing the Reliability and Validity of Ratings. *Educational and Psychological Measurement*, 45, 131-142.
- Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: Bina Aksara.
- Aritonang, K. T. (2008). Minat dan Motivasi dalam Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan Penabur*, 11-21.
- Azwar, S. (2004). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar.
- bin Che Noh, M. A., binti Omar, N., & bin Kasan, H. (2013). Factors Influencing Students' Achievement in Form 5 Islamic Studies Subject. *International Education Studies*, 6(8), 83-91.
- Brown, H. D. (2004). *Language Assessment*. San Fransisco: San Fransisco University.
- Cohen, L., & Manion, L. (1994). *Research methods in education* (4th Edition ed.). London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th Edition ed.). London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*. Canada: Routledge.

- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of educational research*, 77(1), 113-143.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Edition ed.). Boston: Pearson.
- Creswell, J. W. (1994). *Reserach design: Quantitative and qualitative approaches*. New York: Sage Publication.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Edition ed.). Boston: Pearson Education Inc.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Crow, L. D., & Crow, A. (1956). *Human Development and Learning*. New York: American Book Company.
- Davis, H. A. (2003). Conceptualizing the Role and Influence of Student–Teacher Relationships on Children’s Social and Cognitive Development. *Educational Psychologist*, 38 (4), 207–234.
- Eryilmaz, A. (2014). Perceived Personality Traits and Types of Teachers and Their Relationship to the Subjective Well-being and Academic Achievements of Adolescents. *Educational Sciences: Theory & Practice*, 14(6), 2049-2062.

- Eysenck, H. J. (1991). Dimensions of personality: 16, 5 or 3?—Criteria for a taxonomic paradigm. *Personality and individual differences*, 12(8), 773-790.
- Fatemi, M. A., Ganjali, R., & Kafi, Z. (2015). EFL Teachers' Personality Type and Their Effectiveness in Teaching: investigating the relationship. *Global Advanced Research Journal of Educational Research and Review*, 4(10), 189-195.
- Firmani, S. H. (2009). The correlation between students interest and their achievement in learning english at the second year of SLPTN 1 Pamulang.
- Gao, M., & Liu, Q. (2013). Personality Traits of Effective Teachers Represented in the Narratives of American and Chinese Preservice Teachers: A Cross-Cultural Comparison. *International Journal of Humanities and Social Science*, 3 (2), 84-95.
- Garner, R. L. (2006). Humor in pedagogy: How ha-ha can lead to aha! *College Teaching*, 5(1), 177-180.
- Geffers, A. (2007). Increasing time-on-task behavior through the implementation of classroom transition strategies. *Vol MS in Education*, 1-40.
- Gilakjani, A. P. (2012). Visual, auditory, kinaesthetic learning style and their impacts on English language teaching. *Journal of Studies in Education*, 2(1), 104-113.
- Hidi, S., & Renninger, K. A. (2006). The Four-Phase Model of Interest Development. *Educational Psychologist*, 41(2), 111–127.

- Ibe, E., Nworgu, L. N., & Anyaegbunam, N. J. (2016). Influence of Teachers' Characteristics on Academic Achievement of Secondary School Biology Students. *British Journal of Science*, 13(2), 33-44.
- Indonesia, M. P. (n.d.). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 49 tahun 2014.
- Indonesia, P. R. (n.d.). Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- Jones , V., & Jones, L. (2016). *Comprehensive classroom management: creating communities of support and solving problems* (11th ed.). Boston: Pearson.
- Jong, R. d., Mainhard, T., Tartwijk, J. v., Veldman, I., Verloop, N., & Wubbels, T. (2013). How pre-service teachers' personality traits, self-efficacy, and discipline strategies contribute to the teacher–student relationship. *British Journal of Educational Psychology*, 84(2), 294-310.
- Judge, T. A., Heller, D., & Mount, M. K. (2002). Five-factor model of personality and job satisfaction: a meta-analysis. *Journal of Applied Psychology*, 87(3), 530-541.
- Jusoh, Z. (2013). Teaching practicum: student teachers' perspectives. *FLLT 2013 conference*, 865-875.
- Kheruniah, A. E. (2013). A Teacher Personality Competence Contribution To A Student Study Motivation And Discipline To Fiqh Lesson. *International Journal of Scientific & Technology Research*, 2(2), 108-112.

- Kukari, A. (2004). Definitions of pre-service teachers' preconceptions of teaching and learning. *The Journal of Culture and Education*, 8(1), 43-56.
- Kuncel, N. R., Crede, M., & Thomas, L. L. (2005). The validity of self-reported grade point averages, class ranks, and test scores: A meta-analysis and review of the literature. *Review of educational research*, 75(1), 63-82.
- Lee, Y. J., Chao, C. H., & Chen, C. Y. (2011). The influences of interest in learning and learning hours on learning outcomes of vocational college students in Taiwan: using a teacher's instructional attitude as the moderator. *Global Journal of Engineering Education*, 13(3).
- Lei, Q. (2007). EFL teachers' factors and students' affect. *US-China Education Review*, 4(3), 60-67.
- Little, S. G., & Akin-Little, A. (2008). Psychology's contributions to classroom management. *Psychology in the Schools*, 45(3), 227-234.
- Loughran, J. (2012). *What expert teachers do: Enhancing professional knowledge for classroom practice*. London: Routledge.
- Lowman, J. (1994). Professors as Performers and Motivators. *College Teaching*, 42(4), 137-141.
- Marimba, A. D. (1992). *Pengantar Filsafat Pendidikan Islam*. Bandung: PT. Al-Ma'arif.
- McKenzie, A. (2006). Time management in the classroom. *Center for Teaching Support & Innovation*, 1-2.

- McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management: managing time and space, student behavior, and instructional strategies*. USA: ASCD.
- Notoadmodjo, S. (2010). *Metodologi Penelitian Kesehatan*. Jakarta: P.T Rineka Cipta.
- Renninger, K. A., & Hidi, S. (2002). Student interest and achievement: developmental issues raised by a case study. (A. Wigfield, & J. S. Eccles, Eds.) *Development of Achievement Motivation*, pp. 173-195.
- Renninger, K. A., & Hidi, S. (2002). Student interest and achievement: Developmental issues raised by a case study. (A. Wigfield, & J. S. Eccles, Eds.) *Development of achievement motivation*, pp. 173–195.
- Retno, D. (2013). The correlation between students' learning motivation and teacher's teaching style on english learning achievement at seventh grade of SMP Negeri 6 Purworejo in academic year 2012/2013.
- Reupert, A., & Woodcock, S. (2010). Success and near misses: pre-service teachers' use, confidence and success in various classroom management strategies. *Teaching and Teacher Education*, 7(26), 1261-1268.
- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (Fourth edition ed.). Boston: Pearson Education Limited.

- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (Fourth edition ed.). New York: Pearson Education Limited.
- Roorda, D. L., Koomen, H. M., 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.
- Sardiman, A. M. (2004). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. Raja Grafindo Persada.
- Schiefele, U. (2009). Situational and individual interest. (K. R. Wentzel, & A. Wigfield, Eds.) *Handbook of Motivation in School*, pp. 197-223.
- Sekaran, U. (2000). *Metode Penelitian untuk Bisnis* (Edisi Keempat ed.). Jakarta: Penerbit Salemba Empat.
- Sieberer-Nagler, K. (2016). Effective classroom-management & positive teaching. *English Language Teaching*, 9(1), 163-172.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: considerations for research to practice. *Education and Treatment of Children*, 31(31), 351-380.
- Simpson, J. A., & Weiner, E. S. (1989). *The oxford English dictionary* (2nd ed., Vol. 1). Oxford: Clarendon Press.

- Slameto. (2003). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.
- Stegall, R. (2012). A study in the grade point average of athletes vs non-athletes.
- Sueb, R. (2013). Pre-service teachers' classroom management in secondary school: Managing for success in teaching and learning. *Procedia-Social and Behavioral Sciences*(90), 670-676.
- Sugiyono. (2012). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sulistiyo, U., Mukminin, A., Abdurrahman, K., & Haryanto, E. (2017). Learning to teach: a case study of student teachers' practicum and policy recommendations. *The Qualitative Report*, 22(3), 712-731.
- Ugwulashi, C. S. (2013). Time management: essential tool for teaching and learning improvement in challenging resource period in Nigeria. *Educational Research International*, 1(2), 61-68.
- Walshaw, M. (2009). Exploring the identity of a pre-service teacher: communal processes during the practicum. *Crossing divides*, 555-562.
- Waterworth, S. (2003). Time strategies in nursing practice. *Journal of Advanced Nursing*, 43(5), 432-440.
- Williams, M., & Burden, R. (1999). Students' developing conceptions of themselves as language learners. *The Modern Language Journal*, 83(2), 193-201.

- Wong, Y.-h. P., & Li-fang, Z. (2013). Personality Types of Hong Kong Kindergarten Teachers: Implications for Teacher Education. *Australian Journal of Teacher Education*, 38(2), 91-101.
- Zarabian, F., Farajollahi, M., Pour, Z. Y., & Seresht, A. S. (2015). The Relationship between Teachers' Personality Types and Female High School Third Graders' Achievement Motivation in Mashhad. *International Research Journal of Applied and Basic Sciences*, 9(6), 815-823.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99.

Appendix

Interview Guideline

Pre-Service Teachers' Classroom Time Management Strategies

during the Teaching Practicum Program

| Research Questions | Theory | Interview Questions |
|---|--|--|
| <p>What are the obstacles of classroom time management faced by pre-service teachers in the teaching practicum program?</p> | <ul style="list-style-type: none"> • Jones and Jones (1998): the character and the need of the student, the condition of the school. • Little and Akin-Little (2008): student behavior. • Sieberer-Nagler (2016): different students' interest and learning | <ol style="list-style-type: none"> 1. Dari sekian praktikum yang sudah anda ikuti, mana yang menurut anda paling menantang? Apa alasannya? 2. Apa saja kesulitan yang anda hadapi saat mengelola waktu di dalam kelas? |

| | | |
|---|--|---|
| | <p>style, classroom discipline, and students' motivation.</p> <ul style="list-style-type: none"> • Jusoh (2013): The lack of pedagogical skills and the lack of interpersonal skills. | |
| <p>What are the strategies of classroom time management used by pre-service teachers in the teaching practicum program?</p> | <ul style="list-style-type: none"> • McKenzie (2006): define the objectives for class and try to focus on them, be flexible, allow for questions section on difficult topics, estimate the time each task will take, consider making use of time-controlled activities, be aware of hidden time demands. • McLeod, Fisher, and Hoover (2003): setting up the classroom, managing instructional time, managing administrative task, | <ol style="list-style-type: none"> 3. Bagaimana cara atau strategi anda dalam mengelola waktu di dalam kelas? 4. Seberapa sering anda menggunakan strategi tersebut? 5. Bagaimana pengalaman anda dalam menerapkan strategi tersebut? 6. Bagaimana hasil yang anda dapatkan setelah menerapkan strategi tersebut? |

| | | |
|--|-----------------------------------|--|
| | transitions, and interruption. | |
|--|-----------------------------------|--|