

DAFTAR PUSTAKA

- Agustin, M., Puspita, R. D., Nurinten, D., & Nafiqoh, H. (2020). Tipikal Kendala Guru PAUD dalam Mengajar pada Masa Pandemi Covid 19 dan Implikasinya. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 334–345. <https://doi.org/10.31004/obsesi.v5i1.598>
- Amalina. (2020). Pembelajaran Matematika Anak Usia Dini di Masa Pandemi Covid-19 Tahun 2020. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 538–548. <https://doi.org/10.31004/obsesi.v5i1.592>
- Ambarini, R., Setyaji, A., & Zahraini, D. A. (2018). “Interactive Media in English for Math at Kindergarten: Supporting Learning, Language and Literacy with ICT.” *Arab World English Journal*, 4(4), 227–241. <https://doi.org/10.24093/awej/call4.18>
- Bavinck, H. (2011). *Reformed Dogmatics*. Grand Rapids, Michigan: Baker Publishing Group.
- Bergdahl, N., Nouri, J., & Fors, U. (2020). Disengagement, engagement and digital skills in technology-enhanced learning. *Education and Information Technologies*, 25(2), 957–983. <https://doi.org/10.1007/s10639-019-09998-w>
- Berkhof, L. (2011). *A Summary of Christian Doctrine*. Oregon: Monergism Books.
- Bond, M., Buntins, K., Bedenlier, S., Zawacki-Richter, O., & Kerres, M. (2020). Mapping research in student engagement and educational technology in higher education: a systematic evidence map. *International Journal of Educational Technology in Higher Education*, 17(2), 1–30. <https://doi.org/10.1186/s41239-019-0176-8>
- Brummelen, H. Van. (2009). *Berjalan dengan Tuhan di dalam Kelas*. Jakarta: Universitas Pelita Harapan.
- Cunningham, A. (2019). Envisioning Christian presence and practice in online teaching contexts. *International Journal of Christianity and English Language Teaching*, 6, 3–19.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Dharmayana, I. W., Masrun, Kumara, A., & Wirawan, Y. G. (2012). Keterlibatan Siswa (Student Engagement) Sebagai Mediator Kompetensi Emosi Dan Prestasi Akademik. *Jurnal Psikologi UGM*, 39(1), 76–94.
- Dixson, M. D. (2015). Measuring student engagement in the online course: the Online Student Engagement scale (OSE). *Online Learning Journal (OLJ)*, 19(4). <https://doi.org/10.24059/olj.v19i4.561>
- Dodi, N. (2016). Pentingnya Guru Untuk Mempelajari Psikologi Pendidikan. *Nusantara (Jurnal Ilmu Pengetahuan Sosial)*, 1, 59–63.
- Erickson, M. J. (2013). *Christian Theology*. Grand Rapids, Michigan: Baker

Academic.

- Francescucci, A., & Rohani, L. (2018). Exclusively Synchronous Online (VIRI) Learning: The Impact on Student Performance and Engagement Outcomes. *Journal of Marketing Education*, 41(1), 60–69. <https://doi.org/10.1177/0273475318818864>
- Goldman, Z. W., Goodboy, A. K., & Weber, K. (2017). College Students' Psychological Needs and Intrinsic Motivation to Learn: An Examination of Self-Determination Theory. *Communication Quarterly*, 65(2), 167–191. <https://doi.org/10.1080/01463373.2016.1215338>
- Grudem, W. (2009). *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids, Michigan: Zondervan.
- Hännikäinen, M., & Rasku-Puttonen, H. (2010). Promoting children's participation: The role of teachers in preschool and primary school learning sessions. *Early Years*, 30(2), 147–160. <https://doi.org/10.1080/09575146.2010.485555>
- Hartwell, C. J. (2017). Engaging students in a synchronous distance setting: Asking online questions. *Journal on Empowering Teaching Excellence*, 1(1), 5. <https://doi.org/10.15142/T3405G>
- Hege, B. A. R. (2011). The Online Theology Classroom: Strategies for Engaging a Community of Distance Learners in a Hybrid Model of Online Education. *Teaching Theology and Religion*, 14(1), 13–20. <https://doi.org/10.1111/j.1467-9647.2010.00668.x>
- Hoekema, A. A. (1994). *Saved by Grace*. Grand Rapids, Michigan: Eerdmans Publishing.
- Hoekema, A. A. (2008). *Manusia : Ciptaan menurut Gambar Allah*. Surabaya: Momentum.
- Jeffrey, L., Milne, J., Suddaby, G., & Higgins, A. (2014). Blended Learning: How Teachers Balance the Blend of Online and Classroom Components. *Journal of Information Technology Education: Research*, 13, 121–140. <https://doi.org/10.28945/1968>
- Khasanah, F. (2016). Meningkatkan Keaktifan Belajar Siswa Melalui Model Pembelajaran Kooperatif Tipe STAD(Students Teams Achievement Division). *Jurnal Ilmiah*, 18(2), 48–57.
- Kim, J. (2020). Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *International Journal of Early Childhood*, 52(2), 145–158. <https://doi.org/10.1007/s13158-020-00272-6>
- Lupascu, A. R., Pânișoară, G., & Pânișoară, I.-O. (2014). Characteristics of effective teacher. *Social and Behavioral Sciences*, 127, 534–538. <https://doi.org/10.1016/j.sbspro.2014.03.305>
- Macklem, G. L., & Gayle, L. (2015). *Boredom in the Classroom Addressing Student Motivation, Self-Regulation, and Engagement in Learning*.

<https://doi.org/10.1007/978-3-319-13120-7>

- Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning Journal*, 22(1), 205–222. <https://doi.org/10.24059/olj.v22i1.1092>
- Munawir, A. (2020). *Penguasaan Konsep Arah Mata Angin dengan Metode Treasure Hunt di Sekolah Dasar*. 9(2), 265–272.
- Nezhad, A. S., & Vahedi, M. (2011). The role of educational psychology in teacher education programs. *Procedia - Social and Behavioral Sciences*, 30, 327–330. <https://doi.org/10.1016/j.sbspro.2011.10.064>
- Omar, N. D., Hassan, H., & Atan, H. (2012). Student Engagement in Online Learning: Learners Attitude Toward E-Mentoring. *Procedia - Social and Behavioral Sciences*, 67, 464–475. <https://doi.org/10.1016/j.sbspro.2012.11.351>
- Parette, H. P., Hourcade, J., & Blum, C. (2011). Using Animation in Microsoft PowerPoint to Enhance Engagement and Learning in Young Learners with Developmental Delay. *TEACHING Exceptional Children*, 43(4), 58–67. <https://doi.org/10.1177/004005991104300406>
- Rachman, H. A., & Anggita, G. M. (2018). The Development Pattern of Early Age Children's Motor Skills. *Journal of Physical Education, Sport, Health and Recreations*, 7(2), 104–112. Retrieved from <https://journal.unnes.ac.id/sju/index.php/peshr/article/view/23652/11051>
- Rahim, N. B. (2020). *Improving Student Engagement and Behavioural Outcomes via Persistence among Distance Learners*. 90(2), 91–102. <https://doi.org/10.17576/akad-2020-9002-08>
- Rajabalee, B. Y., Santally, M. I., & Rennie, F. (2020). A study of the relationship between students' engagement and their academic performances in an eLearning environment. *E-Learning and Digital Media*, 17(1), 1–20. <https://doi.org/10.1177/2042753019882567>
- Robinson, M. (2010). Understanding Behaviour and Development in Early Childhood. In *Understanding Behaviour and Development in Early Childhood*. <https://doi.org/10.4324/9780203842881>
- Salmela-Aro, K., Upadyaya, K., Hakkarainen, K., Lonka, K., & Alho, K. (2017). The Dark Side of Internet Use: Two Longitudinal Studies of Excessive Internet Use, Depressive Symptoms, School Burnout and Engagement Among Finnish Early and Late Adolescents. *Journal of Youth and Adolescence*, 46(2), 343–357. <https://doi.org/10.1007/s10964-016-0494-2>
- Santrock, J. W. (2018). Educational psychology, 6th ed. In *Educational psychology, 6th ed.* (6th ed.). New York: McGraw-Hill Education.
- Setyosari, P. (2014). Menciptakan Pembelajaran Yang Efektif Dan Berkualits. *Jurnal Inovasi Dan Teknologi Pembelajaran*, 1(1), 20–30. <https://doi.org/10.17977/um031v1i12014p020>

- Sheridan, S. M., Edwards, C. P., Marvin, C. A., & Knoche, L. L. (2009). Professional development in early childhood programs: Process issues and research needs. *Early Education and Development*, 20(3), 377–401. <https://doi.org/10.1080/10409280802582795>
- Siegler, R., DeLoache, J., Eisenberg, N., & Saffran, J. (2014). *How Children Develop* (4th ed.). New York: Worth Publishers.
- Singh, K. (2016). Role of physical education and sports in Indian prospective: An over view. *International Journal of Physical Education, Sports and Health*, 3(5), 280–282. Retrieved from <http://www.kheljournal.com/archives/2016/vol3issue5/PartE/3-5-63-713.pdf>
- Sutapa, P., & Suharjana. (2019). Improving gross motor skills by kinaesthetic and contemporary-based physical activity in early childhood. *Cakrawala Pendidikan*, 38(3), 540–551. <https://doi.org/10.21831/cp.v38i3.25324>
- Wasik, B. (2008). When fewer is more: Small groups in early childhood classrooms. *Early Childhood Education Journal*, 35(6), 515–521. <https://doi.org/10.1007/s10643-008-0245-4>
- Williford, A. P., Vick Whittaker, J. E., Vitiello, V. E., & Downer, J. T. (2013). Children's Engagement Within the Preschool Classroom and Their Development of Self-Regulation. *Early Education and Development*, 24(2), 162–187. <https://doi.org/10.1080/10409289.2011.628270>
- Woolfolk, A. (2016). *Educational Psychology* (13th ed.). Harlow: Pearson.