# The Effect of Teaching Creativity, Classroom Management Ability, and Life Skill Education on the Implementation of Child Friendly Schools

Ewati Munawaroh ✉, Tri Suminar, Murbangun Nuswowati

Universitas Negeri Semarang, Indonesia

## Article Info

## Abstract

Schools must be a safe place for students. Teachers, students and school members must understand child protection regulations. Violence, bullying or other negative actions should not be carried out against students. Education implemented by schools must be humanist education. It takes teachers who are creative in teaching and able to manage the class well and are able to internalize life skill education for students through exemplary, invitation and teacher motivation. This study aims to analyze the effect of teaching creativity, the ability to manage classes, and life skills education on the implementation of child-friendly schools. The research design used ex post facto correlational research. The data analysis technique used regression analysis. The study population was public and private elementary schools class teachers in Semarang City. The research sample consisted of 49 teachers using purposive sampling technique. The data collection technique used unstructured interviews, questionnaires, and documentation. The results showed that teaching creativity had a significant effect of 30.4% on the implementation of child-friendly schools, the ability to manage classes had a positive and significant effect of 32.7% on the implementation of child-friendly schools, life skills education has a positive and significant effect on the implementation of child-friendly schools by 26.6%.

**INTRODUCTION**

Based on previous research that examines the implementation of child-friendly schools, there is still a research gap on differences in the results of researchers. In contrast to Rianti's research (2016: 706) which shows that schools as educational agents are expected to be able to implement school management that is friendly to students by humanizing students according to children's characteristics. Her research emphasizes the Child Friendly Teaching Model (CFTM) ) based on 3P, namely Provision, Protection, Participation. This study has not revealed the role of teachers in doing creativity during teaching activities and in managing classes that support the implementation of child-friendly schools and life skills education in curriculum content that should be taught and applied with care in the daily habits of students.

The still high number of cases of violence in schools is something that is not desired by all parties, including teachers, students, parents, government, stakeholders and the community. The majority of these cases occurred at the primary school level, reaching 25 cases or 67% of the total cases. To minimize the occurrence of violence and bullying in children, the Indonesian Child Protection Commission encourages the Ministry of Education to accelerate the realization of the Child Friendly School Program (SRA). "Currently, the number of SRA is only around 13,000 out of 400 thousand schools and madrasas in Indonesia" (Listiyarti, 2020). Based on data from the Semarang City Education Office and the Office of Women and Child Protection (DP3A), there were 158 schools out of 324 primary schools implementing child-friendly school programs. The implementation of child-friendly schools, which are child-friendly schools, is one of the indicators in the development of child-friendly districts / cities as stated in the Semarang Mayor's Regulation Number 20 of 2016 accompanied by the Semarang City Perkadin Number 430/2165.

Child Friendly School (SRA) is a formal, non-formal and informal education unit that is safe, clean and healthy, cares and has an environmental culture, is able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination and other wrongdoing. supporting children's participation, especially in planning, policy, learning, monitoring and complaint mechanisms related to children's rights and protection in education (DTKA, 2005). Child Friendly School (CSF) embraces the multidimensional concept of quality and meets the total needs of children as students. The importance of implementing child-friendly education in primary schools. Teachers should not give punishments that impose students but teachers should direct students to participate more in all activities and invite students to be more active in the classroom (Senowarsito, et. Al, 2012: 15).

Teaching creativity is the teacher's ability to generate new, imaginative knowledge ideas and develop existing ideas, then provide that knowledge to students at school and create something that makes students feel comfortable and challenged in learning, with a plan new procedures, new ways to attract each student's interest, better problem organization, or more varied teaching methods {(Satiadarma & Waruwu, 2003: 120) in Monawati, 2018: 36)}. The role of teachers in the creation of a safe and supportive school environment through the application of child-friendly school principles is to provide social capital which results in the alignment of strategic objectives of the teaching and learning curriculum (Baker-Doyle, et al., 2001).

As a guide for students in schools, teachers must be able to develop appropriate learning models so that teachers are not feared by students so that students feel comfortable in school. (Artadianti & Subowo, 2017: 4).

The form of creativity in the learning process can be in the form of creative thinking skills, attitudes, actions and creativity products. In learning, the teacher invites students to identify problems, generate ideas, solve problems and detail actions according to their ideas (Nuswowati et. Al., 2017: 226). PBL as a student-centered learning model can be applied

in elementary schools to foster the creativity of students by carrying out learning that emphasizes creative thinking aspects, of course, must be balanced with creative teacher support.

The ability to manage the class according to Mulyasa (2015: 91) is the teacher's skill to create a conducive learning climate and control it in case of disruption in learning.

Life skill education is the Broad Based Education (BBE) Dikdasmen Team, (2003) defines life skills as a skill that a person has to dare to face life and life problems properly without feeling pressured and proactively and creatively to seek and find solutions. so finally able to handle it. Life skills education is a program to direct the interests and talents of a student so that it is hoped that later students can develop according to their age level and can live the flow of life and be able to solve problems with their life skills.

Effective education includes a quality learning environment, there are guidelines that prohibit violence, adequate classroom facilities, clean water supplies, sanitation facilities, available physical and psychosocial safety and health services, healthy quality learners, learning content with child-centered skills-based methods and life skills to obtain quality results (Ranario, 2018),

Quality learning in achieving the goals of life skills education rests on the four pillars of education (Suminar & Malik, 2019:86). The first pillar is learning to know in the process not only knowing what is meaningful but also knowing what is not useful for life. second, learning to work (learning to do). The third pillar is learning to be a complete person (learning to be). The fourth pillar is that students are able to learn how to live well together in their environment (learning to live together). Thus after the students learn to know, learn to look for things they want to know, then students can do activities to fulfill their needs, even they can produce a work of their potential.

The objectives of this study were (1) to analyze the effect of teaching creativity on the implementation of child-friendly schools, (2) to analyze the effect of the ability to manage classrooms on the implementation of child-friendly schools, and (3) to analyze the effect of life skills education on the implementation of child-friendly schools.

## METHODS

This study uses a quantitative approach and the research design uses ex-post facto correlation. The population in this study were Public and Private elementary school teachers in Semarang City for the 2019/2020 school year. Determination of the sample using purposive sampling technique. The total sample size uses the Slovin formula with an error tolerance of 1% and the sample size is 49. The data collection techniques used are unstructured interviews, questionnaires, and documentation. The research instruments were: (1) a child-friendly school implementation questionnaire, (2) a teaching creativity questionnaire, (3) a classroom management ability questionnaire, and (4) a life skill education questionnaire with a Likert scale.

The variable indicators for implementing child-friendly schools that are used are: (1) Child-friendly school policies, (2) Fun learning process, (3) Teachers and education personnel who are student-friendly, (4) Student-friendly facilities and infrastructure, ( 5) Participation of students, (6) Participation of parents, stakeholders and the community (SRA Guidelines, 2015).

Teaching creativity indicators are: (1) fluency of thinking, (2) flexibility, (3) originality, (4) elaboration, and (5) redefinitaion (Guilford : 1959 in Fatmawati, 2018: 1))

Indicators of the ability to manage classrooms are: (1) Creation and maintenance of an optimal learning climate, (2) Skills related to optimal control of learning conditions, (3) Group management by increasing cooperation and involvement in handling conflicts and minimizing problems, (4) Finding and dealing with behaviors that cause problems, (5) Planning, (6) Implementation, and (7) Control (Mulyasa, 2015: 21).

Life skill education indicators, namely: (1) personal skills, thinking skills and social skills. (Team BBE Dikdasmen, 2003).

The research instrument was tested by using validity and reliability tests. The data analysis technique used is descriptive statistical analysis techniques and regression analysis techniques.

The hypothesis of this study is that there is a positive influence between teaching creativity and the implementation of child-friendly schools, there is a positive influence between the ability to manage classes on the implementation of child-friendly schools and there is a positive influence between life skills education and the implementation of child-friendly schools

## RESULT AND DISCUSSION

Based on the regression analysis carried out, the results were obtained:

**Table 1.** Regression Analysis Table

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|
| | B | Std. Error | Beta | t | Sig. |
| 1(Constant) | 35.917 | 7.011 | | 5.123 | .000 |
| CT | .202 | .080 | .304 | 2.536 | .015 |
| CMA | .275 | .102 | .327 | 2.685 | .010 |
| LSE | .165 | .079 | .266 | 2.099 | .041 |

Dependent Variable: Friendly Child School

The contribution made by each independent variable to the dependent variable, namely the teaching creativity variable, contributed 30.4% or 0.304 to the implementation of child-friendly schools. The variable of the ability to manage the class contributed 32.7% or 0.327 to the implementation of child-friendly schools. The life sill education variable contributed 26.6% or 0.266 to the implementation of child-friendly schools.

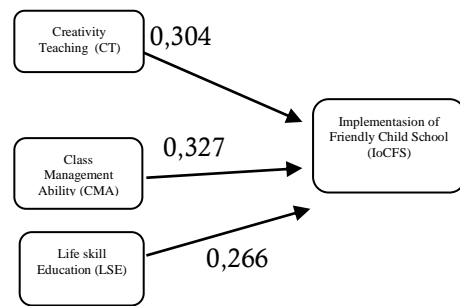The regression analysis for the three variables is as follows:



**Figure 1.** Regression Analysis

Teaching creativity, the ability to manage classes and life skills education affect the implementation of child-friendly schools. The creativity of teaching teachers during this pandemic is in line with Marbun's research (2020: 141) that the form of creativity in teaching teachers with a learning design model that can be used during the covid-19 and post-covid-19 periods can be applied, with internet and project-based learning. Learning that encourages active and innovative students to produce products from projects that are done together. Project-based learning develops life skills in the form of personal skills because each student is required to learn independently, social skills that are formed with cooperative relationships between students, if the project undertaken is a shared responsibility, then each individual must be able to build good social relations and skills. Academic includes completing school assignments that are expected to be completed with the project being undertaken.

In line with Linggasari's research (2017), teacher creativity in learning greatly determines the success of early childhood education at TK Kemala Bhayangkari 62 Boyolali with fun learning. Teachers are needed to guide children towards independence (life skills) and teacher creativity which includes curriculum, methods, and teaching media to support learning activities in the chosen field of art, especially music.

The ability to manage class affects the implementation of child-friendly schools by involving students in class management to support an ideal and comfortable classroom

atmosphere to use for learning. In accordance with Minsih and Galih's research (2018), the role of teachers in innovative classroom management at MI Muhammadiyah Kartasura Special Program is very complex, apart from teaching management, teachers also act as facilitators, motivators, demonstrators, mediators, and evaluators. Correct classroom management will solve student behavior problems by means of teachers providing attractive, fun strategies that allow each student to be actively involved

**Teaching Creativity for the Implementation of Child Friendly Schools**

Teaching creativity has a tcount of 2.536 with a path coefficient of 0.304 significance at the 0.015 level. The significance result is less than 0.05, it means that the significant effect of teaching creativity on the implementation of child-friendly schools is accepted.

The relationship between teaching creativity and the implementation of child-friendly schools based on Vygotsky's theory in socio-cultural theory, a child has a zone that needs help, guidance, direction and motivation in learning from a more skilled person to help them learn is called the Proximal Zone of Development / Zone of Proximal Development ). Teachers must be able to help children learn while in school with their teaching activities. The task of a teacher is to transfer knowledge and values.

Vygotsky's socio-cultural theory is supported by Guilford and Torrance's theory of creativity which explains that creativity is an ability consisting of fluency, flexibility, originality, elaboration, and redefinition (Guilford, 1959), Torrance ((1974): 9) in Asmawati, 2017: 148 )}. Creativity refers to the ability of a person who marks the characteristics of people who think creatively when a teacher carries out the learning process, namely fluency of thinking, flexibility, being able to use various approaches or ways of thinking, elaboration , namely the ability to develop ideas so that they become more attractive, original (originility), with the ability to come up with unique ideas or original ideas, elaborate (Elaboration); ability to describe something in detail, redefinition. Teachers must be able to position themselves as educators who guide and teach the values of attitudes and skills by creating an atmosphere of learning and a pleasant learning process so that students actively develop their potential (Shabani: 2010).

A creative teacher is a teacher who is always looking for, creating, and using renewal concepts in the teaching process. This learning creativity can be realized in the form of curriculum development, maximizing learning stages or steps, integrating effective learning methods, maximizing the use of media, evaluating and managing class strategies. This process is an effort made to improve the quality of students in particular and the quality of education in general.

Teachers are resource persons to develop lesson curricula in the Child Friendly School program. Teachers have an important role in implementing quality learning. Elementary school teachers must have at least three potentials, namely: (1) having love for children (2) understanding the world of children and (3) being able to approach children with appropriate learning methods (Modipane & Themane, 2014: 7).

In line with Agustina's research results (2019: 87) that to support child-friendly based programs, it is carried out by teaching creativity with school outing activities, especially moving home activities to carry out the learning process in one of the students' homes. The learning materials and equipment have been prepared by the teacher. In this activity, it will create a new atmosphere for students, so that they are not bored with monotonous learning.

This empirical finding is relevant to the research of Liftiah, et al., (2018: 285) which states that Child Friendly Schools must fulfill five pillars: child development, learning processes, school management, teaching skills (teacher creativity), and guidance and counseling. Teacher participation in the development of Child Friendly Schools is in the high category, with an empirical mean of 87.72.

Thus, to support the implementation of child-friendly schools, teaching creativity and teacher innovation must be followed with a learning model that is meaningful and fun, not boring and creates conditions that are far from violence and bullying for children.

**The Effect of the Ability to Manage Classroom on the Implementation of Child Friendly Schools**

The results of the questionnaire on the ability to manage the class were in the capable range with a percentage of 76.24%. The results of statistical testing show that the ability to manage the class has a direct positive effect on the implementation of child-friendly schools by 32.7%.

This empirical finding is relevant to Howard Gardner's theory which states the concept of multiple intelligence as a willingness or ability to deal with specific problem content in the world. Intelligences can be stimulated, developed to the highest extent through enrichment, good support and teaching, intelligences generally work together in complex ways. The implementation of child-friendly schools is something that combines classroom management through the management of student intelligence which can be stimulated and developed to the highest extent through enrichment and good support during learning. In daily activities, intelligence is related to one another in a series ((Musfiroh, 2014) 2014).

In accordance with Arikunto's view (1992: 67) that class management is an effort made by educators or teachers in the teaching and learning process or helping with the intention of achieving optimal conditions so that the teaching and learning process can be carried out as expected. In line with the classroom management theory put forward by Mulyasa (2015: 91) is the teacher's skill to create a conducive learning climate and control it if there is a disruption in learning which includes: creating a conducive and pleasant learning climate, namely learning space, setting learning facilities, arrangement of places sitting, lighting, temperature, heating before entering the

material to be studied, and creating a pleasant atmosphere in learning and operationally related to managerial functions, namely planning, implementing, and controlling.

This is in accordance with the results of research by Kurniyawan, et.al (2020) that friendly school management is carried out through planning according to national education standards, organizing Child Friendly Schools by forming an implementing team, implementing classroom management with learning activities outside the classroom (Outdoor Classroom), monitoring regularly and implemented by all school authorities. as well as the principal's role in making the program structure and providing supporting facilities.

These findings provide empirical evidence that the ability to manage classes has a significant effect on the implementation of child-friendly schools. Thus, the ability to manage a good classroom will affect the implementation of child-friendly school programs, because the skills of teachers in managing the class cannot be separated from the skills in managing students that are inherent in their rights. The ability of teachers to manage the classroom is the obligation of teachers at the basic education level, teachers must be able to balance student management and facility management, which are the main supporting factors in the learning process (Masriani, 2020: 171)

**The Effect of Life Skill Education on the Implementation of Child Friendly Schools**

Most of the results of the life skills education questionnaire were in the very good range, namely 75%. The results of hypothesis testing indicate that there is a positive direct effect of life skills education on the implementation of child-friendly schools by 26.6%. Life skill education has a tcount of 2.099 with a path coefficient of 0.266 significance at the 0.041 level. The result of significance is smaller than the limit of significance of 0.05. If the content of life skills education is more conveyed and exemplified to students, it will encourage the achievement of a good child-friendly school implementation program.

This empirical finding is relevant to Sudirjo's (2016) research which shows that the importance of life skills education is based on hospitality by not forgetting self-improvement. Educational institutions must be able to produce professional teachers who master both soft skills and hard skills, participate in improving the quality of national education, and have a capacity foundation in the form of strong character, respecting diversity as the glue of national integration. It is important for teachers to apply a learning model that can develop children's potential by using child-friendly learning.

The relationship between life skills education and the character development theory put forward by Daniel Goleman emphasizes the development of good character including self-awareness, self-management, and social awareness, which is one of the main targets in the education process, especially at the most basic level (SD). This good character is a life skill that must be taught to students and characterizes child-friendly schools.

The skills used to achieve success in school and life in general are Use social-awareness and interpersonal to obtain and balance positive relationships, and Demonstrate decision-making skills and responsible behavior in personal, school, and community so that educators and policy makers pay attention the needs of students to develop their social and emotional skills (Boyatzis, 2012).

In addition, the results of research from Yosada and Kurniati (2019: 148) show that child-friendly schools are deemed necessary to be created with the aim that children's rights are protected, children feel comfortable and their potential is easy to develop and quality output.

This is in line with Shaumi's research (2015: 248) which states that life skills education in science learning in elementary schools / madrasah ibdtiaiyah develops and familiarizes students with real life in their environment, fosters awareness of the meaning / value of one's actions towards meeting needs. life, gives the initial touch to the development of psychomotor skills, provides a choice of actions that can spur creativity.

Prasetyaningtyas research, et.al. (2018) stated that poor classroom management causes learning activities not to be carried out optimally. The teaching activity begins with the opening of ice breaking (fostering enthusiasm), presentation (teaching subject matter), exercises and correction (practice and correction), student talk time (when students speak). explanation conclusions and closing (conclusion of explanation and closure). can increase understanding for students.

Teachers must be aware of the potential of good students and need to be developed. In carrying out the Child Friendly learning approach, a motivational approach instead of coercing the will of the teacher, and educating children with love and affection. This is the realm of life skills, namely (1) personal skills: awareness of existence and awareness of self-potential, (2) thinking skills: exploration skills, information processing skills, decision making skills. , problem solving skills, and conclusion drawing skills, and (3) social skills include: oral communication skills, written communication skills, cooperation skills, and empathy communication skills

## CONCLUSION

Teaching creativity affects the implementation of child-friendly schools. The teacher's ability to manage the class affects the implementation of child-friendly schools. Life skill education (life skills) affects the implementation of child-friendly schools. If the teaching creativity, the teacher's ability to manage the class and the life skill education content are taught maximally can influence the implementation of child-friendly schools.

Principals, teachers, and parents should establish good and comfortable relationships with students to support the implementation of child-friendly schools. For future researchers, it is hoped that they can carry out similar research with other variables that are not yet in this study

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