

School-Based Management In Realizing Child-Friendly Schools In The Era Of Covid-19 Pandemic In An Indonesian School

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Abstract.

This study aimed to reveal and explain the implementation of school-based management (SBM) in realizing principles of child-friendly schools (CFSs) in the era of the Covid-19 Pandemic in Public Junior High School (SMPN) 1 Bandar Lampung, Lampung Province. This research used qualitative approach with a case study method. In collecting data, the researchers used the triangulation method (in-depth interviews, observation, and document study). This study found that implementing SBM in realizing CFS in the Covid-19 Pandemic Era was carried out by 1) school management for the purpose of contributing to achieving transparent and efficient school management and not to discouraging children's participation in decision making, 2) active, creative, effective and fun learning, namely teaching and learning activities and positive interactions between teachers and students in schools and 3) community participation, namely direct involvement of parents and the community in improving the quality of education and increasing understanding and commitment to children's rights.

Keywords: School-based management, child-friendly schools, COVID-19 pandemic

I. INTRODUCTION

A Child-Friendly School (CFS) is an educational unit that can guarantee, fulfill, respect children's rights, and protect children from violence, discrimination, and other mistreatment, and support children's participation, especially in planning, policy, learning, and complaint mechanisms [1]. We know that CFS can function as an educational unit that can facilitate and empower children's potential so that children can grow and develop, take part, and be protected from acts of violence and discrimination. Such school must also create adequate programs and create a conducive and educative environment [2]. Every CFS includes the following principles. First, CFS guarantees the principle of non-discrimination, where children enjoy their rights to education without discrimination based on gender, ethnicity, nation, religion, and parental background. Second, CFS promotes the principle of the best interests of every child to be the main consideration in decisions and actions taken by education managers and providers. Third, CFS encourages life, survival, and development of every child, by creating an environment that respects the dignity of the child and ensures the holistic development of the child. Next, CFS encourages the principle of respect for children, including the right of children to communicate in all matters that

affect children in the school environment, Last, CFS runs the principle of good management, by ensuring transparency, accountability, participation, information, and the rule of law in the education unit [3].

In realizing such principles, CFS needs support from such stakeholders as: 1) families to act as the main and first education center for children and as a function of economic protection, while providing space for expression and creativity; 2) schools to serve the needs of children, especially those included in education. The schools need to do the following: caring about the condition of children before and before learning, caring about health, nutrition, and helping them learn to live healthily, and respecting children's rights and pleasing gender and being a motivator, facilitator, and friend for children. 3) societies to play a role as a community and a place of education after the family and schools, and cooperate with schools and as recipients of school outputs [4]. Aspects of CFS development according to Damanik and Pakpahan are as follows: 1) appropriate school programs, 2) a supportive school environment, and 3) aspects of adequate infrastructure. The purpose of the formulation of the CFS policy is to fulfill, guarantee and protect children's rights, as well as ensure that educational units can develop children's interests, talents, and abilities and prepare children to be responsible for a life of tolerance, mutual respect, and support for progress and the spirit of peace. Educational units are expected to not only produce intellectually intelligent children, but also to produce emotionally and spiritually intelligent ones [5].

One aim of the formulation of the CFS policy is to fulfill, guarantee and protect children's rights, as well as ensure that educational units can develop children's interests, talents, and abilities and prepare children to be responsible for a tolerant life, mutual respect, and support for progress and the spirit of peace [6].

However, in fact, in realizing CFS, according to Diswantika, and Tanod, schools face several problems including 1) one-way learning, learning with rote characteristics, low child-friendly learning, and less effective learning, 2) school management is less efficient and teacher-centered, 3) lack of community participation, where parents and the community as contributors do not take little part in planning, management, and assessment of school progress, and 4) teacher qualifications, namely the existing training program is insufficient to improve teacher capacity [7]. These problems are exacerbated by the inconducive conditions due to the COVID-19 pandemic. A pandemic is a disease outbreak that spreads simultaneously everywhere, covering a wide geographical area. A pandemic is an epidemic that spreads to almost all countries or continents and usually affects many people [8]. Coronavirus disease (Covid-19) is an infectious disease caused by the newly discovered corona virus and is known as respiratory syndrome acute or severe corona virus 2 (SARS-CoV-2) [9]. Coronavirus disease is a type of disease that has not been previously identified by humans, this virus can be transmitted from human to human through frequent close contact, people who have a high risk of contracting This disease are people who have close contact with Covid-19 patients, namely doctors and nurses. The covid-19 pandemic is an

outbreak of an infectious disease caused by the coronavirus that illuminates the human respiratory tract and can cause death, the disease can attack anyone and is now happening everywhere. The disease originated in the Wuhan area of China, and the disease has now spread to many countries including Indonesia, and has an impact on all aspects of life including education [10]. With various problems faced by schools in realizing CFS, one thing that can be done is to implement CFS-Based Management in schools [11]. The implementation of SBM is considered to be able to realize CFS because in SBM the responsibility for managing education is not only by the government but also by schools and the community to bring decision-making closer to the level closest to students. In addition, the implementation of SBM will strengthen democratic life through the decentralization of authority, resources, and funds to the school level so that schools can become the main unit for improving the quality of independent learning (direct policies, budgets, curriculum, teaching materials, and evaluations) [12].

According to Cobanoglu, Ayvaz-Tuncel, and Ordu, the term school-based management is a new paradigm of education, which gives schools broad autonomy within the framework of national education policies. Autonomy is given so that schools are free to manage resources and funding sources by allocating them according to priority needs, and being more responsive to local needs. This means that SBM is a program in which schools are given full authority to manage the existing resources of the school [13]. Another opinion was expressed by Rohiat which means that School-Based Management is a management model that gives greater autonomy (authority and responsibility) to schools, provides flexibility to schools, encourages direct participation of school residents (teachers, students, principals, employees) and the community (parents, community leaders, scientists, entrepreneurs) and improve the quality of schools based on national education policies and applicable laws and regulations. With autonomy, schools have the authority and responsibility to make decisions according to the abilities and needs of the school as well as the demands of the existing community [14].

Mulyasa stated that the main objective of SBM is to improve the efficiency, quality, and equity of education. The efficiency gained through the flexibility to manage existing resources, community participation, and simplification of bureaucracy. Quality improvement is obtained through parental participation, flexibility in school management, increased teacher professionalism, rewards and punishments as controls, and other things that can foster a conducive atmosphere. Equitable education can be seen in the growth of community participation, especially those who are able and caring, while the less fortunate are the responsibility of the government [15]. In line with Mulyasa, the purpose of implementing SBM according to Rohiat is to improve school performance by giving schools greater duties and responsibilities which are carried out based on the principles of good school management, namely participation, transparency, and accountability. School

performance includes improving the quality, effectiveness, efficiency, productivity, and innovation of education [16].

Many studies related to CFS have been carried out by previous researchers including those conducted by Nuraeni, Andrisyah, and Nurunnisa, (2019) who revealed that Child-Friendly School Programs can Improve Early Childhood Character [17]. Research by Wuryandani et al (2018), explains that child-friendly schools are an effort to fulfill children's rights [18]. Furthermore, Hasibuan, A & Rahmawati, (2019) research explaining that to realize child-friendly schools in the 4.0 industrial revolution era, Muhammadiyah Elementary School Pajangan 2 Berbah applies 6M [19]. Research by Rohmawati, and Hangestingsih, (2019) examines that the CFS program plays a role in character building in elementary schools [20]. The same findings were revealed by the research of Na'imah, Widyasari, & Herdian, (2020), namely child-friendly schools play a role in building character values for early childhood [21].

In addition, many studies related to SBM have also been carried out by previous researchers including Firdianti (2018) who revealed that the implementation of school-based management can improve student learning achievement [22]. Ismail's research, (2018) describes school-based management as a solution to improve the quality of education. In line with this research, Pratiwi's research, (2016) states that school-based management is an effort to improve school quality [23]. Furthermore, Hakim's research, (2016) revealed that the implementation of school-based management can realize a superior Islamic school [24]. From several previous studies that have been mentioned by the author, it can be seen that no research specifically discusses SBM in realizing child-friendly schools (CFS) in the Covid-19 Pandemic Era. In addition, the location of this research is also different from the location of previous studies, coupled with the conditions of research conducted in the era of the COVID-19 pandemic. Thus, it can be concluded that the research to be carried out is relatively new and has not been done by many previous researchers.

Based on previous research and the background above, the authors are interested in studying "School-Based Management (SBM) in Realizing Child-Friendly Schools (CFS) in the Era of the Covid-19 Pandemic". The purpose of this study is to reveal and explain the Application of School-Based Management (SBM) in Realizing Child-Friendly Schools (CFS) in the Era of the Covid-19 Pandemic. This study took SMPN 1 Bandar Lampung, Lampung Province.

II. METHODS

This research used a qualitative approach with a case study method. Collecting research data using the method of observation, interviews, and documentation. Observation activities are carried out by observing or reviewing carefully and directly at the research location to find out directly the implementation of SBM and CFS. Interviews were conducted by directly asking questions related to the implementation of SBM and CFS in schools. Documentation is done by requesting and investigating

documents related to the implementation of SBM and CFS. In practice, researchers check the validity of the data by using triangulation techniques. The object of this research material is SMPN 1 Bandar Lampung. The reason the researcher chose SMPN 1 Bandar Lampung as the object of this research is that the school has implemented SBM and CFS. Meanwhile, the research informants consisted of school principals, educators, parents, and students. Informants were selected using the purposive sampling technique.

III. RESULT AND DISCUSSION

CFS is a formal, non-formal, and informal education unit that is safe, clean, and healthy, cares and has a culture of the environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment and supports children's participation, especially in planning, policies, learning, monitoring and complaint mechanisms related to the fulfillment of children's rights and protection in education. SBM is the process of managing resources effectively to achieve goals that give schools greater autonomy and encourage participatory decision making directly from all components of the school community, namely; principals, teachers, students, parents, and the community. In short, child-friendly school-based school-based management is school management that integrates the concept of child-friendly schools. SMPN 1 Bandar Lampung in Realizing CFS in the Era of the Covid-19 Pandemic implements SBM by:

3.1 School Management

Talking about management, management can be carried out by every organization in various fields, including schools. School management is a process and agency that leads and guides the implementation of schoolwork as an organization and realizes the educational goals and objectives of the school that has been set [25]. School management is carried out by managing the resources owned by the school which includes humans, money, methods, materials, machines, and marketing which are carried out systematically in a process [26]. Therefore, SMPN 1 Bandar Lampung wants to create a child-friendly school in the era of the covid-19 pandemic by implementing school-based management. SBM is the harmonization of resources that is carried out independently by schools by involving all interest groups directly related to schools in the decision-making process to meet school quality needs or to achieve school quality goals in national education.

The statement above is under the statement of the principal who stated that: "The SBM program is a national program as stated in the National Education System Law no. 20/2003 Article 51, namely the management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with school/madrasah-based management principles". So that with SBM we will be able to realize a quality CFS in this school. The realization of the CFS, of course, requires cooperation with all parties." The proposition above illustrates

the seriousness of the principal's attitude in realizing CFS in schools with SBM in this pandemic era. This era of globalization requires all parties to be able to work well together so that school management and the learning process can run well so that the quality of education in schools can be achieved as expected. This service of course must involve the principal, teachers, parents (school committee), and students.

This is in line with the statement of the homeroom teacher for class VII-A which stated that: "School principals and school communities are required to implement transparent, accountable, and participatory school management. Furthermore, the Principal and his staff are encouraged to innovate and improvise to be creative and take initiative. In addition, the principal and the school community make the school a place of change". The opinion above is reinforced by the statement of parents as the school committee which states that:

"The display of the School Work Plan and the School Budget Activity Plan of schools encourages increased trust and community participation. Furthermore, School Management encourages the improvement of active, creative, effective, and fun learning. In addition, in certain cases, decision-making involves students, in addition to teachers, and parents.

The proposition above can be concluded that the desire of school principals, educators, and parents is very large in creating child-friendly schools that can form intelligent students in line with growth and development in the era of the covid-19 pandemic. Forming human resources is not an easy matter, therefore the role of school principals, educators, and parents must be following growth and development in this era of the covid-19 pandemic. To realize child-friendly schools, principals, educators, and parents must be able to respect children's rights, to create a comfortable and peaceful learning atmosphere. To realize a child-friendly school, SMPN 1 Bandar Lampung optimizes SBM in schools. The school-optimized SBM indicators include 1) School Work Plans that are integrated with School Budget Activities Plans are prepared transparently with the participation of various parties; 2) As part of accountability, planning documents are displayed in a publicly accessible place; 3) Planning is implemented and reported responsibly to school stakeholders; 4) The school has an active and functioning School Committee; 5) Increased community support, in the form of material and non-material contributions; 6) Parents are actively involved in managing children's education both at school and outside of school; 7) Teachers use learning aids made using local resources in the teaching and learning process; 8) Students' work is displayed in the classroom and used as a learning resource; 9) The teacher uses a variety of classroom management (eg seating management) in the teaching and learning process; and 10) There is a reading corner in the classroom that is used by students to read.

3.2 Active, Creative, Effective and Fun Learning

Active, creative, effective, and fun learning is also known as PAKEM in the Indonesian school context. PAKEM is an approach that allows students to work on a

variety of activities to develop their skills, attitudes, and understanding with an emphasis on learning by doing. Meanwhile, teachers use various sources and learning aids, including the use of the environment, so that learning is more interesting, fun, and effective [27].

The implementation of the PAKEM model during the covid-19 pandemic at SMPN 1 Bandar Lampung before carrying out learning activities, the teacher prepares a lesson plan first, uses various learning methods such as making group assignments, quizzes, and lectures so that students do not get bored during online learning and makes students more active during the learning process. Active learning provides opportunities for students to carry out learning activities in the form of interactive relationships with learning materials so that students are encouraged to conclude and reflect on understanding so that question ideas arise.

This is in line with the statement of the homeroom teacher for class VIII-A which stated that: "We as teachers in conducting PAKEM we refer to several PAKEM indicators, namely active indicators, namely: a). pressure in the affective aspect of learning. b). the cohesiveness of students in study groups. c). student discipline in doing assignments. Creative indicators are: a). discover new things in learning. b). have a high imagination c). quickly adapt to a situation. Effective indicators are: a). have high learning motivation. b). understand the material presented by the teacher. Fun indicators cover all aspects of student activity, student creativity, and effectiveness in learning so that learning is fun. All students carry out learning at their respective homes considering the current pandemic conditions following the protocol recommendations from the government. The application of PAKEM learning during this pandemic seems less than optimal because the learning process via online/online at their respective homes in the communication process between students and teachers is not optimal, judging from the current conditions, face-to-face and indirect learning are very different, especially when there is a disruption to the internet network, the online learning process is very disrupted.

However, another opinion was expressed by a class VIII-B teacher, who stated:

"During the COVID-19 pandemic, there were obstacles in PAKEM in online learning, including internal factors (student discipline), environmental factors, internet network factors, technology factors, family factors (parents), because parents are the closest people to the community. students, especially during the current covid-19 pandemic, the learning process is carried out in their respective homes, if there is insufficient assistance or guidance it can affect student learning outcomes. Because some parents are busy with their work, there is very little student assistance." Based on the proposition above, it can be concluded that to minimize problems in the implementation of online learning, cohesiveness between teachers, parents, and students is very important. Not to mention if the internet network is disrupted, because online learning relies on an internet network stability.

In PAKEM principals and teachers must understand the concept of learning and how children learn and view children as unique individuals who have different abilities and the learning process is designed by utilizing the classroom organization so that teachers and students become active and creative in supporting the creation of effective but still fun learning (PAKEM). The ultimate goal of implementing PAKEM is that for students to be able to think critically, creatively, be environmentally sensitive, be independent, and responsible, and be able to solve problems faced [28].

3.3 Community Participation

Community participation means that the community is involved and feels like they have a school. The most successful schools are schools whose principals, teachers, and communities work together to actively develop schools [29]. Forms of community participation include: 1) using school services; 2) giving contribution to the school in the form of funds, materials, and energy; 3) helping children learn at home; 4) consulting the child's education issues; 5) engaging in extra-curricular activities; and 6) discussing school policy [30]. Based on the results of interviews and observations as for community participation in the application of SS in realizing CFS in the pandemic era at SMPN 1 Bandar Lampung namely 1) Community participation is realized in various tangible forms given to schools such as ideas/ ideas, time, energy, and in the form of financial support, facilities and infrastructure. The parties involved consist of various elements of the community that synergize with the school in helping the programs that have been determined by the school and 2) the community participation is accommodated in the school committee. There are many obstacles encountered in the continuity of the committee such as the reduced attachment of the committee with the school since the ban on the collection of funds obtained from the community, the absence of reform of the school committee membership structure in recent years, and the increasingly narrow role of the committee seems to reduce the participation of the community who want to become a committee.

This is in line with what is said by the vice principal for student affairs that: "The strategy undertaken by the school in increasing community participation is to embrace the community to continue to participate, socialize the school program that will be implemented, and provide access to flexibility for the community to be able to participate either directly or indirectly. Some obstacles in increasing community participation are still low awareness for the community to participate, lack of community attachment to the school, and lack of understanding of the community towards education care" This is reinforced by the statement of the principal: "The impact of community participation in SMPN 1 Bandar Lampung, has the impacts felt by the school, as for the impacts that are getting support and positive response from the community to the programs run and the implementation of programs that have been established since the beginning. The community also trusts the school. The school environment is maintained security and cleanliness are assisted by the surrounding residents".

IV. CONCLUSION

Child-friendly schools ensure every child is inclusively in a physically safe, emotionally protective, and psychologically supportive environment. The school's ability to become or to call itself 'child-friendly' is strongly connected to the level of support, participation, and cooperation gained from the family. SMPN 1 Bandar Lampung in Realizing CFS in the Covid-19 pandemic era implements SBM by: 1) School management that contributes to the achievement of transparent and efficient school management and does not discourage children's participation in decision making, 2) active, creative, effective and fun learning that is teaching and learning activities and positive interactions between teachers and students in schools and 3) community participation, namely direct involvement of parents and improving the quality of education and improving understanding and commitment to the rights of the child. By implementing CFS-based management, schools are expected to be free from all forms of violence against children, both physically and non-physically.

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