



Analysis of Parenting Program Needs in the Implementation of Family Functions in Kutorejo Village

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ABSTRACT

Identifying learning needs is an important component of the program planning process. The family is the smallest unit of society, and the family has several important functions. According to the RPJMN survey (2017), understanding and awareness of family functions still need to be improved. This study aimed to analyze the needs of the parenting program in implementing family functions in Kutorejo Village, Kutorejo District, Mojokerto Regency. This research uses descriptive research with a quantitative approach. Methods of data collection using questionnaires and documentation studies. Data were analyzed using percentage descriptive statistical methods and SWOT analysis. The research results show that the implementation of identifying learning needs in program targets will greatly help fulfillment and help achieve the objectives of the parenting program properly. The implementation of family functions in Kutorejo Village, Kutorejo District, Mojokerto Regency is quite good because it has been implemented family functions. However, in implementing economic functions, more attention needs to be paid because there are still many respondents who only manage the family economy without creating an economy through other skills. Strategies are identified so that they can be considered for implementation. These strategies are strengths opportunities strategies, strengths threats, weakness opportunities strategies, and weakness threats strategies.

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1. INTRODUCTION

The parenting program is an education aimed at families, especially for parents, with the intention of providing the ability to maintain and educate children so that children can grow and develop optimally. The legal basis for parenting programs is contained in UU No 15 Tahun 2015 concerning amendments to UU No 20 Tahun 2013 concerning the Protection of Children's Rights. Every program implementation, including parenting programs, needs to be carried out with program planning based on identifying the community's learning needs. The purpose of identifying learning needs is to identify the obstacles and learning failures felt by prospective program targets and the potential of prospective program targets and the surrounding community. The intended potential is the potential of resource persons, the potential of learning resources, the potential of community leaders, and the potential of facilities and infrastructure.

The smallest unit in society is the family; there are important functions to perform in the family. A prosperous and quality family can be realized if family functions are carried out properly and used as guidelines (Herawati et al., 2020; Prasetyo & Siam, 2020). Families, especially parents, often need to be aware and understand if the role is large. This is evidenced by the RPJMN survey (2017), which found that understanding and awareness of family functions still need to improve, at only 29.5%.

Kutorejo Village is one of the villages located in Kutorejo District, Mojokerto Regency, which needs to pay attention to its parenting program. Parenting programs in Kutorejo Village are implemented through socialization activities and seminars, which are held once a year. The selection of materials and types of parenting program activities is carried out without first identifying the learning needs of prospective program targets and the need for parents in Kutorejo Village to understand family functions.

The process of identifying needs is carried out in several stages, namely identifying the imbalance between the current state and the desired state; after that, it continues to the process of implementation, problem-solving, and evaluating its effectiveness and efficiency (Yaumi, 2017). Identifying current learning needs requires the quality of competent human resources. In identifying learning needs, several things become indicators, namely Program targets. The meaning of target, according to KBBI, is something that becomes a goal. Program objectives are objects used to help meet or achieve the objectives of a planned program (Maulyan, 2019). The target of the educational program itself is people. In the identification target, there are two criteria, namely learning needs and the availability of learning resources or potential owned by the target community of the program. Human resources availability, the involvement of all individuals in an activity in an organization is called human resources (HR) (Laksono, 2018). Human resources (HR) play a role in increasing productivity by helping organizations be more competitive and achieve organizational goals (Septiana et al., 2023). Availability of facilities and infrastructure: The learning process is supported by important educational facilities and infrastructure (Fatmawati et al., 2019; Sinta, 2019). The importance of facilities and infrastructure to support the educational process is regulated in UU RI No. 20 Tahun 2003 about the National Education System: "Each formal and non-formal education unit provides facilities and infrastructure that meet the needs of education by the growth and development of the physical potential, intellectual intelligence, social, emotional, and obligations of students." Learning needs are the distance between the level of insight, expertise, and behavior possessed at a certain time and the level of insight, expertise, and behavior expressed and achieved through learning activities. Learning needs are diverse, so each individual has diverse learning needs (Winarji, 2016).

The family is considered the first institution in the fulfillment of individual needs as well as human needs, such as personality development needs and the development of the human race. Children's basic needs, such as physical and biological or social and psychological, are met through good care from parents. The determinant of successfully implementing family functions lies with the parents (BKKBN 2017; Dwinandia, 2022). In PP RI No. 87, Tahun 2014 explaining the function of the family consists of eight functions, namely :

a. Religious function

In PP RI No. 21 pasal 4 ayat 1 and 2 tahun 1994 regarding the Implementation of Prosperous Family Development states that religious functions are functions where the family must be able to introduce religious values to all family members.

b. Socio-cultural functions

The family, as the closest sphere of individuals, has a function to introduce culture to the family, as expressed by BKKBN, which is based on Peraturan Pemerintah Nomor 21 Tahun 1994. There is a socialization function in the family, which plays a role in preserving cultural values. In line with this, they reveal that the content of the correctional process is a cultural tradition passed on to the next generation, where the family serves as the main means of maintaining the preservation of the culture (Hidayat, 2017).

c. Functions of love and affection

The function of love and affection in the family environment is defined, according to BKKBN (2017), as creating feelings of love and affection in family, community, nation, and country. The function of love and affection is created by providing affection and security, as well as attention between family members.

d. Protection function

The protection function is intended to provide a sense of security to village members, especially children, so they can develop themselves and get to know their environment widely (Masykur & Kustanti, 2019). The family must be able to protect children's physical and spiritual needs so that they feel comfortable in their family environment. The function of family protection is divided into physical protection, mental protection, and moral protection (Masykur & Kustanti, 2019).

e. Reproductive function

The family plays a role in maintaining generations and maintaining family continuity. The function of the family is not only to maintain generations and maintain family continuity but to be a forum for the development of overall reproductive functions such as healthy and quality sexuality, sexuality education for children, and regulating healthy and planned reproduction so that it can give birth to quality next generations (Wahyuni, 2021).

f. Socialization and educational functions

The main and first education that children get in the family aims to develop the process of interaction and socializing. Character building, skill training and social education are the roles of parents in education for their children (Arifin, 2017).

g. Economic functions

The economic function is the function of finding work in meeting and saving for family needs. Meeting the needs of clothing, food and family shelter is one of the economic functions of the family (Prasetiyo & Siam 2020).

h. Functions of environmental construction

One of the roles possessed in the family is to manage life while maintaining the surrounding environment, both in the physical environment and the social environment and the microenvironment, the meso environment and the macro environment (BKKBN, 2017).

The purpose of this study was to analyze the needs of the parenting program in implementing family functions in Kutorejo Village, Kutorejo District, Mojokerto Regency.

2. METODE

This study used a descriptive method in the form of percentages and SWOT analysis methods. Descriptive statistical method is a statistical method that serves to describe an object from the variable studied through sample or population data without conducting analysis and making general conclusions. The percentage form will be calculated by the following formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

- P = Percentage of answers
 F = The frequency of each alternative answer
 N = Number of samples/respondents

To facilitate the assessment criteria, researchers adopted the assessment guidelines put forward by (Kusmiati; Yuriawati, 2014).

Table 1. Assessment Guidelines

Grade	Criteria
0%	Interpreted as missing
1%-24%	Interpreted in small parts
25%-49%	Interpreted almost half
50%	Interpreted in half
51%-74%	Interpreted mostly
75%-99%	Interpreted almost entirely
100%	Interpreted in its entirety

3. RESULT AND DISCUSSION

The characteristics of respondents in this study include gender, age, occupation, and the last education of the respondents, namely mothers of children aged 0-2 years in Kutorejo Village, Kutorejo District, Mojokerto Regency. Researchers obtain data on the independent variable (X) and dependent variable (Y) through primary data in questionnaire results distributed to respondents. The questionnaire data will be calculated in percentage form.

To identify the needs of parenting programs in implementing family functions in Kutorejo Village, Kutorejo District, Mojokerto Regency, there are two variables, namely the identification of learning needs and family functions. According to Hermawan & Muryati (2022) and Kia & Murniarti (2020), parenting is a condition and attitude of parents in influencing children, educating and directing children in situations where children make mistakes. Parental participation in parenting programs is useful in helping parents know how to educate, care for, and nurture children well according to their age. Figure 1 presents the number of respondents who have participated in parenting programs and obtained 44 respondents (52%), interpreted as most respondents who have participated in parenting programs before. This shows that mothers of children aged 0-2 years have realized the importance of parenting programs in educating, caring for, and nurturing children.

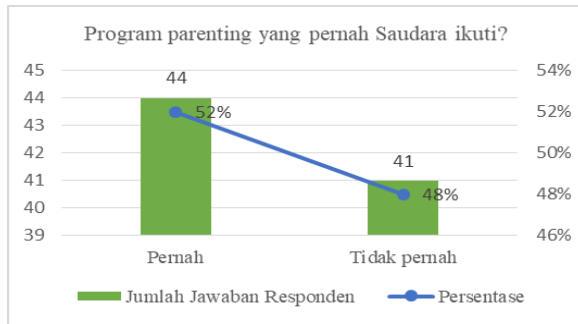


Figure 1. Data on Respondents Participating in Parenting Programs

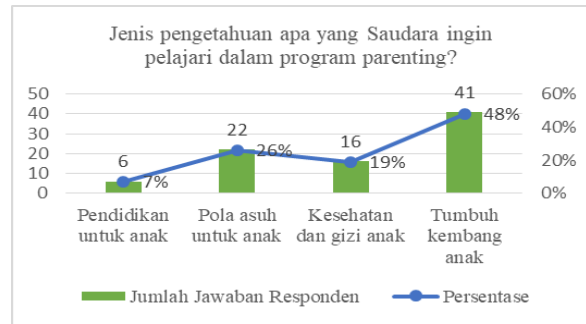


Figure 2. Knowledge to Learn

Figure 2 shows that 48% of respondents, or almost half, are interested in studying child growth and development, 26% of respondents are interested in learning about parenting for children, 19% of respondents are interested in learning about child health and nutrition, and 7% of respondents are interested in learning education for children. This shows that mothers of children aged 0-2 years are more interested in learning about child growth and development in parenting programs. According to [Bustan et al. \(2017\)](#), optimization of early childhood growth and development is very important because it helps lay the foundation for developing attitudes, behaviors, knowledge, skills, or creativity of children needed for self-adjustment to the environment and for further growth and development.

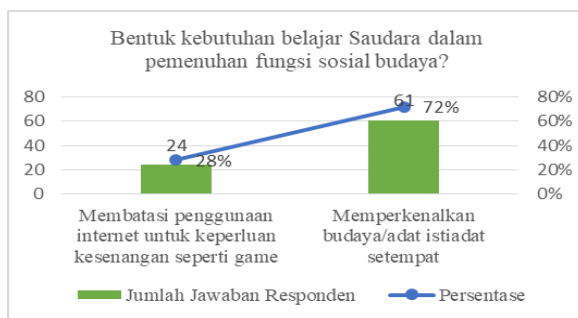


Figure 3. Learning Motivation for Parenting Programs

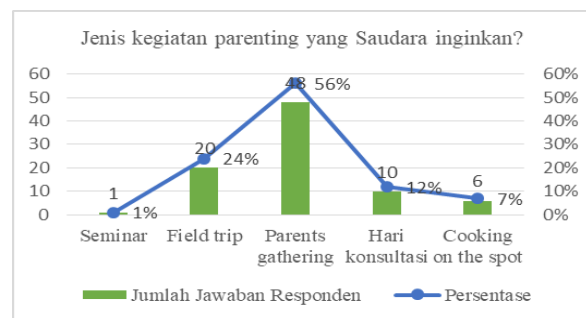


Figure 4. Parenting Program Activity Type Needs

Learning motivation is important, and it is in line with the opinion of [Imsiyah et al. \(2018\)](#), who states that motivation is one of the most important dynamic aspects of the learning process.

Figure 4 shows that 56% of respondents, or interpreted as large as respondents, are interested in *parent-gathering activities*. *Parents gathering* is a gathering of parents who discuss and find solutions together to problems assisted by parenting experts; it has the advantage that parents will know various kinds of children's problems, children's growth and development, and solutions to overcome them ([Anisyah et al., 2021](#)). Based on Figure 5, it is presented that 39% of respondents, or almost half of respondents, want to study 2 times a year.

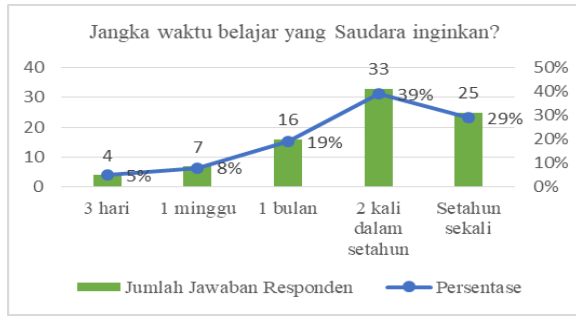


Figure 5. Study Period Needs

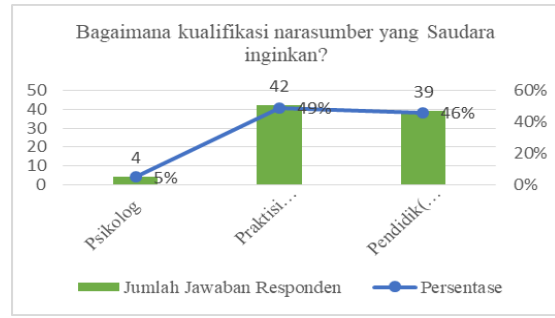


Figure 6. Parenting Program Resource Person Needs

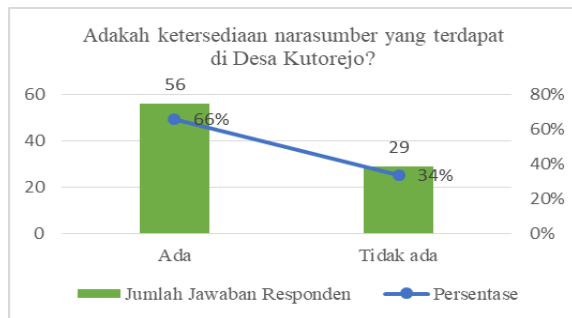


Figure 7. Resource Availability

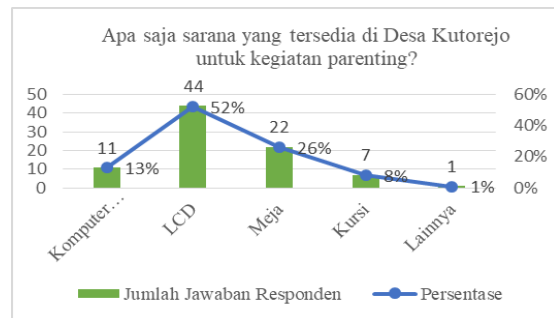
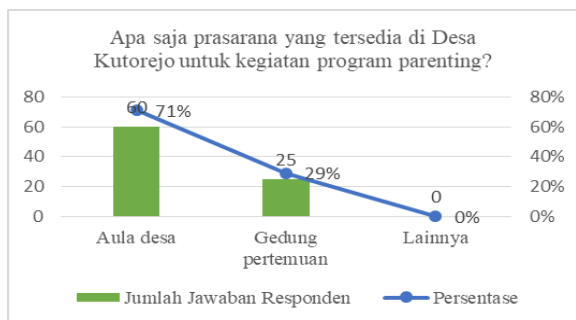


Figure 8. Facility Availability

Based on Figure 6, 49% of respondents, or almost half of respondents, chose parenting program resource persons with backgrounds as parenting practitioners. This shows that respondents want a parenting practitioner who is indeed in parenting or a parenting expert to provide them with new knowledge. Meanwhile, based on Figure 7, it is shown that 66%, as interpreted by most respondents, stated that there were resource persons in Kutorejo Village, Kutorejo District, Mojokerto Regency, namely PAUD educators and village midwives.

Facilities and infrastructure are important resources that support the learning process (Fatmawati et al., 2019; Sinta, 2019). This also applies to parenting programs. Adequate facilities and infrastructure will greatly support the running of the parenting program. Based on Figure 8 and Figure 9, it is known that the facilities and infrastructure in Kutorejo Village, Kutorejo District, Mojokerto Regency are adequate. These facilities and infrastructure include 52% of respondents or interpreted by most respondents stating that there is an LCD and 71% stating that they can use the village hall.



Gambar 9. Availability of Infrastructure

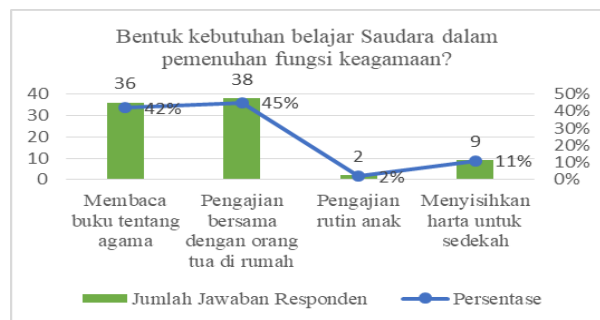


Figure 10. Fulfillment of Religious Functions

The family has an important role in religious education for its children, especially the formation of personality (Rufaedah, 2020 ; Wijayanti & Berdame, 2019). Based on Figure 10 , it can be seen that the form of application of religious functions in the form of recitation together with parents at home is 45% or interpreted by almost half of respondents. Quran is better taught from an early age to children besides that reciting together with parents at home will also help children to get closer to their parents.

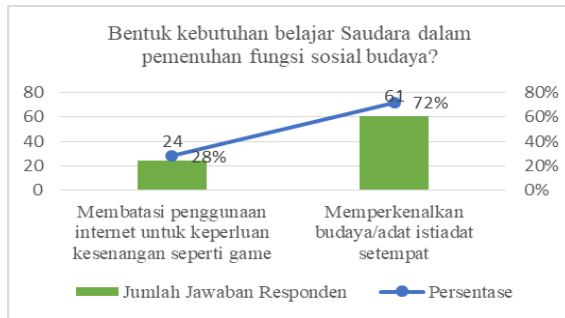


Figure 11. Fulfillment of Socio-Cultural Functions

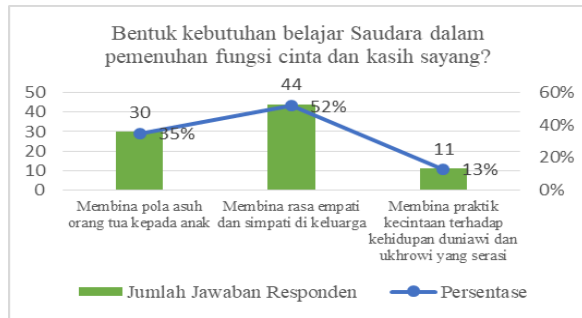


Figure 12. Fulfillment of the Function of Love and Affection

The application of socio-cultural functions can be seen in Figure 11, namely introducing local culture/customs, which is 72% or interpreted by most respondents. Regional culture must be preserved to avoid becoming extinct. It aims to help the next generation learn about the local culture and the ancestors' heritage (Wijayanti & Berdame, 2019). Regional culture or customs can be preserved from the smallest environment, namely the family, by introducing local culture/customs early (Iswatiningsih, 2019).

The family's embodiment of love and affection is carried out through various means. Based on Figure 12 of 52% or interpreted, most respondents show love and affection in the family through fostering empathy and sympathy. Feelings of empathy and sympathy in the environment are necessary to build good family relationships. Maintaining harmony in the family will impact peace in the community environment and minimize conflicts (Wijayanti & Berdame, 2019).

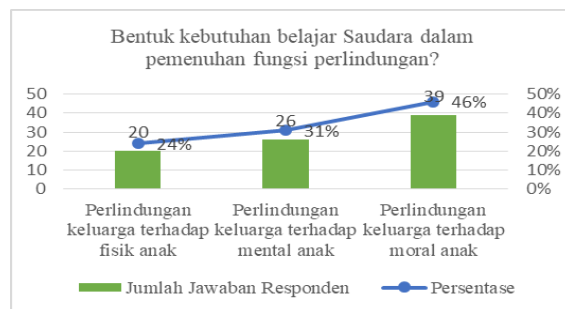


Figure 13. Fulfillment of Protection Functions

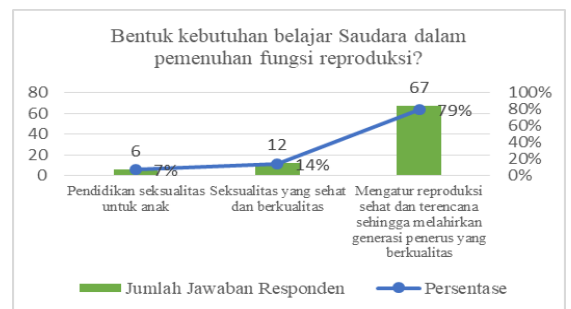


Figure 14. Fulfillment of Reproductive Function

The application of the value of the protection function in the family in Kutorejo Village, Kutorejo District, Mojokerto Regency based on Figure 13 is 72% or interpreted as mostly choosing to protect children's morals. Mufarochah (2020) explaining the importance of good

morals in the child's development period will help the child adjust to any environment. Morals become very important in today's life because morals are getting worse and not in accordance with the norms of society. Declining children's morale often occurs because children model the use of social media that is not supervised by parents.

The fulfillment of the reproduction function is described in Figure 14 by 79% or interpreted as almost all respondents regulate healthy and planned reproduction so as to give birth to quality successor generations. One way to make reproduction healthy is not to promiscuity which can later lead to HIV and AIDS.

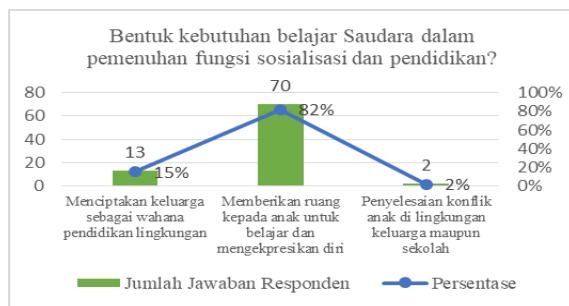


Figure 15. Fulfillment of Socialization and Education Functions

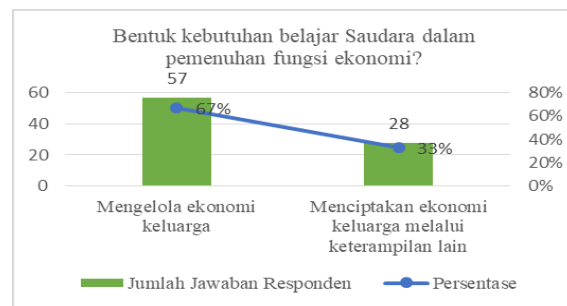


Figure 16. Fulfillment of Economic Functions

Based on Figure 15, the application of socialization and education functions amounted to 82% or interpreted that almost all respondents chose to provide space for children to learn and express themselves. The family environment is the first and foremost education for children, so the family has a role in providing a way of expression and creation (Yosada & Kurniati, 2019). As many as 67% interpreted that most respondents chose to manage the family economy by implementing economic functions in the family in Kutorejo Village, Kutorejo District, and Mojokerto Regency. According to Ratnasari et al. (2021), the most common problem in the family is related to economic problems and is very related to how to manage the family's economy well. In line with this opinion, Ratnasari et al. (2021) suggest that managing the economy is very important and determines the success of a family. However, it would be better if a family could create an economy through other skills to be more empowered in the economy.

Implementing the function of environmental development in the family by 42%, or interpreted by almost half of the respondents, fostered awareness, attitudes, and practices of environmental conservation in the family. Environmental conservation can be started early through the family, considering that the insight into early childhood science is not yet deep (Wijaya, 2019). The first and foremost place in child development is the role of the family; therefore, preserving the environment can provide insight that can be started by the family (Febriani, 2022).

After presenting the data analysis results in descriptive percentages, researchers will analyze using SWOT (*Strengths, Weaknesses, Opportunities, Threats*). Here is the SWOT matrix:

Table 1. SWOT Matrix

F. Internal	Strengths (S)	Weakness (W)
	<ul style="list-style-type: none"> • 52% of respondents have attended a parenting program • 85% of respondents have motivation from intrinsic factors • 39% of respondents want a period of time to study parenting programs 2 times a year 	48% of respondents have never attended a parenting program
F. Eksternal	<ul style="list-style-type: none"> • 48% of respondents want to learn about children's growth and development 	
Opportunities (O)	Strategi SO	Strategi WO
<ul style="list-style-type: none"> • 66% of respondents stated that there were resource persons in Kutorejo Village • Have supporting facilities and infrastructure 	<ul style="list-style-type: none"> • Utilizing the availability of resource persons as well as facilities and infrastructure in Kutorejo Village • Planning the period of parenting program • Organizing parenting programs with appropriate themes 	<ul style="list-style-type: none"> • Expanding parenting program goals • Give announcements to targets
Threats (T)	Strategi ST	Strategi WT
15% of respondents have motivation from extrinsic factors	Plan parenting activities interestingly	<ul style="list-style-type: none"> • Maximizing parenting program activities • Provide knowledge that is always new and needed

From the information in **Table 2**, it is known that the right strategy to be implemented is as follows:

a. *Strategi Strengths Opportunities (SO)*

They utilized the availability of resource persons, facilities, and infrastructure in Kutorejo Village, Kutorejo District, and Mojokerto Regency to implement parenting programs. As many as 66% of respondents stated that there were resource persons in Kutorejo Village, Kutorejo District, Mojokerto Regency; the available resource persons were PAUD educators and village midwives. In addition, there are supporting facilities and infrastructure such as computers/laptops, LCDs, tables, chairs, village halls, and meeting halls. Parenting program organizers can use this.

Plan the period of the parenting program. As many as 39% of respondents want a period of learning parenting programs for 2 times a year. This is inversely proportional to the implementation of parenting programs at the previous time, which was only once a year. This can be an opportunity in the procurement of parenting programs so that targets can get more knowledge. We are organizing parenting programs with appropriate themes. This helps the target to gain the required knowledge.

b. Strategi *Strengths Threats* (ST)

Plan interesting parenting program activities. There 15% of respondents who do not have the self-awareness to participate in the printing program or have to learn motivation influenced by extrinsic factors. Namely, there are rewards, interesting learning activities, and encouragement from others. Therefore, parenting activities are needed to attract the target's desire to follow the parenting program.

c. Strategi *Weakness Opportunities* (WO)

It is expanding parenting program goals. There are 41 respondents, or 48%, who have never participated in a parenting program, which shows that there are still many parenting program targets in Kutorejo Village, Kutorejo District, Mojokerto Regency that the program has not touched. This must be given more attention so that the program targets are more evenly distributed and each target can educate, care for, and nurture children well.

Provide announcements to targets. Always provide information to the program target regarding the implementation of the parenting program so that the target can know when, where, and what kind of parenting activities are carried out.

d. Strategi *Weakness Threats* (WT)

Maximize parenting programs. The implementation of parenting programs must be maximized so that the target has new knowledge, and it is hoped that motivation will arise from self-awareness (intrinsic factors) about the importance of parenting. Provide knowledge that is always new and needed. Provide knowledge that is always updated and interesting and based on the urgency of the program objectives, which provides an understanding of the importance of implementing family functions.

4. CONCLUSION

Based on the results of data analysis and discussion, it was concluded that the implementation of identifying learning needs in the program target would greatly assist the fulfillment and will help achieve the goals of the parenting program well, such as the type of parenting activity, the desired knowledge of the program target, the desired learning period of the program target, the desired qualification of resource persons, the availability of resource persons in the village and the availability of facilities and infrastructure. Implementing family functions in Kutorejo Village, Kutorejo District, Mojokerto Regency is quite good because it is a family function. However, the application of economic functions needs more attention because there are still many respondents who only manage the family economy without creating the economy through other skills. This aims to empower the family in the economy. Some strategies have been identified so that they can be considered and implemented. These strategies are *strengths opportunities* (SO) strategy, *strengths threats* (ST) strategy, *weakness opportunities* (WO) strategy, and *weakness threats strategy* (WT).

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