



The implementation of child-friendly schools on students' character building at SMAN 3 Makassar

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ABSTRACT

This study aims to investigate the strategies employed in implementing child-friendly schools for students' character development at SMA Negeri 3 Makassar. The research methodology employed is qualitative, utilizing theological, pedagogical, and sociological approaches. Both primary and secondary data sources are utilized, with data collection techniques including interviews and observations. The research findings include: the Child-Friendly School (CFS) program has been successfully implemented in accordance with the planned objectives. This is further reinforced by the selection of SMA Negeri 3 Makassar as one of the exemplary schools in Makassar, exemplifying the pursuit of a student-friendly and conducive learning environment. The implementation of the CFS at SMA Negeri 3 Makassar involves several stages, including (a) Developing internal school policies based on CFS guidelines from the central authority, (b) Engaging all teachers and educational staff actively in supporting and overseeing the realization of CFS implementation, and (c) Involving intra-school student organizations in CFS implementation and encouraging students to contribute to the success of CFS by fostering spirituality, cooperation, and building a sense of togetherness amidst diversity. It implies that implementing CFS is a fundamental requirement for students and educational administrators to fulfil. Therefore, support from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in realizing CFS implementation within the education sector is highly needed. It is expected that all schools, both public and private, prioritize the fulfilment of students' basic needs and ensure their comfort during classroom learning and school activities.

Keywords: Child-friendly school; character; students

1. INTRODUCTION

Schools play a pivotal role in shaping the character of students. Implementing the child-friendly school concept is a highly relevant approach to achieving this objective. The concept of a child-friendly school aims to create a safe, comfortable, and supportive learning environment that facilitates students' optimal growth.

Education is not solely about imparting academic knowledge but also about fostering strong and positive character traits in students. One approach to achieving this goal is implementing the child-friendly school concept. A child-friendly school is an educational environment where students feel safe, respected, and supported in their growth and development. At SMAN 3 Makassar, implementing this concept is crucial for positively shaping students' character.

The Child-Friendly School (CFS) program is carried out in accordance with the Regulation of the Minister of Women Empowerment and Child Protection of the Republic of Indonesia (*Permenpppa*) No. 8 of 2014 concerning Child-Friendly School Policy. This regulation governs the relationship between Child-Friendly Schools (CFS) and the Child-Friendly City (KLA) Policy, where a child-friendly school is one of the leading indicators of its implementation. The policy is intended to provide guarantees for the protection and fulfillment of children's rights in accessing education and services.

Based on this regulation, each region, in this case, cities/counties, must follow up by creating local regulations, such as mayoral regulations (*perwali*) or regent regulations (*perbup*), to implement the Child-Friendly School (CFS) program. The Ministry of Women Empowerment and Child Protection of the Republic of Indonesia (Kementerian PPPA RI) explains that there are four (4) concepts of Child-Friendly Schools (CFS): (1) Shifting the approach/paradigm towards students from teachers to mentors, parents, and children's friends, (2) Providing correct behavior models in day-to-day interactions within the educational unit, (3) Ensuring that adults in the educational unit are fully involved in protecting children from threats within the educational unit, and (4) Ensuring that parents and children actively participate in fulfilling the 6 (six) components of CFS.

These four concepts are crucial, especially because students spend half ($\frac{1}{3}$) of their day or eight hours in school. This underscores the urgency of a school environment that is friendly and healthy, which, in the terminology of Jumari and Suwandi, is referred to as "BARIISAN" – clean, safe, friendly, beautiful, inclusive, healthy, green, comfortable, and pleasant. Therefore, the Child-Friendly School (CFS) concept is highly significant in fulfilling children's rights. To establish and develop Child-Friendly Schools (CFS), several

stages need to be followed, referred to as "T3MU MESRA." To better understand these stages, the following diagram illustrates the T3MU MESRA process.



Figure 1. Diagram of Stages in forming and developing
(Source: Pedoman SRA Kemen PPPA RI, 2021: 27)

Based on the chart provided, the stages of formation commence with the "WANT" phase. This stage can originate from the initiative (desire) of educational institutions (schools) as well as the initiative (request) of local governments. These initiatives manifest in the form of (1) decrees issued by both schools and local governments, (2) declarations by local governments, and (3) signage/banners at schools and within local governments. Subsequently, after the formation stage, there are the developmental stages referred to as "ABLE" and "ADVANCE."

The "ABLE" stage is carried out at the level of local government and educational institutions. The local government level achieves this through training, mentoring, workshops, monitoring, evaluation, and reporting. Meanwhile, at the educational institution level (schools), it involves (1) the process of fulfilling the 6 (six) components of child-friendly schools, (2) training, mentoring, and workshops for the Child-Friendly School (SRA) team, (3) monitoring, evaluation, and reporting of SRA, and (4) receiving assistance from the regional government.

The SRA implementation team is formed by involving parents and students based on the Decree of the School Principal, followed by adjusting the school rules and creating a checklist of potential violations. The school rules referred to here are those that have eliminated elements of punishment, threats, and sanctions, replacing them with guidance and persuasive approaches. Agreements for cooperation are made with the nearest

service institutions such as the Health Center, Police, P2TP2A (Women and Children's Empowerment and Child Protection Agency), Fire Department, Community Organizations, Business World, Mass Media, etc.

The six components of a Child-Friendly School are (1) SRA policy, (2) trained educators and education personnel in Child-Friendly Schools and Child-Friendly Schools' principles, (3) the implementation of child-friendly learning processes, (4) child-friendly facilities and infrastructure, (5) child participation, and (6) participation of parents, alumni, community organizations, and the business community. In the "ADVANCE" developmental stage, at least three things are carried out: (1) the achievement and fulfillment of the 6 components of SRA, (2) habituation or acculturation, and (3) dissemination to other schools.

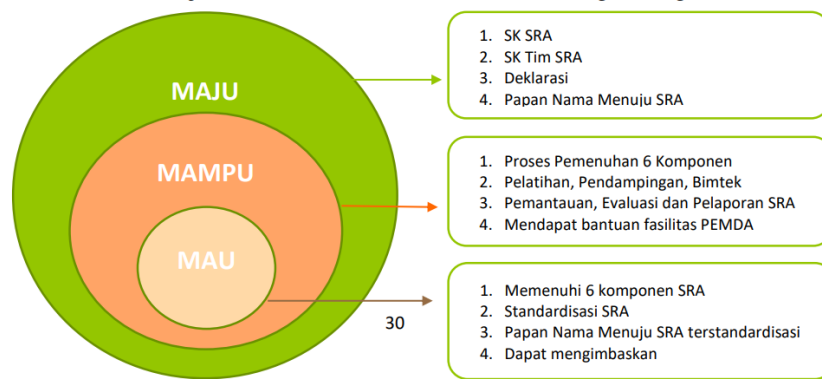


Figure 2. The description of the Indicator of forming developing SRA (Source: Pedoman SRA Kemen PPPA RI, 2021: 30)

Given the importance of implementing Child-Friendly Schools, SMAN 3 Makassar has taken the initiative to adopt this approach. The concept of developing a child-friendly school is seen as a solution to address various phenomena experienced by children. In this context, SMAN 3 Makassar has emerged as an educational institution committed to implementing the Child-Friendly School (SRA) concept.

The primary objective of this research is to investigate how the implementation of Child-Friendly Schools contributes to the character development of students at SMAN 3 Makassar. Specifically, the research aims to elucidate the strategies employed in implementing Child-Friendly Schools and their role in shaping students' character at SMAN 3 Makassar.

2. METHODS

A. Research Design

The research design employed in this study is qualitative research aimed at investigating phenomena occurring within educational institutions, specifically secondary schools. Kirk and Miller define qualitative research as a mental tradition that relies on human interpretation both within its domain and terminology¹. Qualitative research methods are often called naturalistic research, as they are conducted in natural settings². Consequently, this research aims to examine various aspects of the on-site conditions using a descriptive approach concerning child-friendly schools and character formation.

In this research, the researchers adopt a qualitative approach with a descriptive method. The choice of a qualitative descriptive method as the research approach is based on the issues to be examined in this study, which focus on implementing child-friendly schools in shaping students' character. This aligns with the understanding of qualitative research, as defined by Bogdan and Taylor, as "an approach expected to produce a profound description of speech, writing, and/or behaviors observable in individuals, groups, societies, and/or specific organizations within a particular contextual setting, viewed from a comprehensive, holistic, and comprehensive perspective."

In line with this, Moleong defines qualitative descriptive research as research aimed at understanding phenomena such as the experiences of research subjects, including behaviors, perceptions, motivations, actions, etc., holistically and descriptively through words and language in a specific natural context, utilizing various natural methods³. In qualitative research, the researchers themselves serve as the instrument or tool for research. Therefore, the researcher as the instrument must also be validated to what extent they are prepared to conduct further fieldwork. The source of data is the subjects from whom the data is obtained.⁴

B. Research Participants

The data utilized in this research encompass both primary and secondary sources. Primary data in this study comprises inputs from supervisors, school principals, and teachers. The researchers employ this primary data to gain insights into implementing child-friendly school principles and development models within the school. The secondary data, on the other hand, functions as supplementary information to enhance the primary dataset. In the context of this research, the secondary data includes inputs from the school committee, security personnel, cleaning services, and administrative staff.

¹ Lexy J. Moleong, *Metodologi Penulisan Kualitatif*, edisi revisi (Cet. XXVI; Bandung: PT Remaja Rosdakarya, 2009), p. 4.

² Sugiyono, *Metode Penulisan Kuantitatif, Kualitatif dan R&D* (Cet. VI; Bandung: Alfabeta, 2009), p. 8.

³ Moleong, L. (2010). *Metode penelitian*. Jakarta: Rineka Cipta.

⁴ Suharsimi Arikunto, *Prosedur Penulisan, Suatu Pendekatan Praktek* (Cet. XI; Jakarta: Rineka Cipta, 1998), p. 114.

Meanwhile, the participants in a research study are commonly referred to as research subjects. These subjects or participants play a pivotal role in the research process. To conduct an in-depth investigation, it is imperative to identify subjects who can provide the required information. In this study, subject identification was carried out using purposive sampling, a deliberate selection of participants based on specific criteria. Consequently, the participants in this research are as follows:

Table 1.1 Research Participants

Number	Research Subject	Total	Description
1.	School management	2	1. Headmaster 2. Vice Headmaster
2	Educator	8	Teachers
3	Staff	2	Staffs
4	School Committee	3	School Committee Members
5	Security	2	Security
6	Fasilitator of SRA	2	Fasilitators
7	Student's parent	10	Parents
8	Students	19	Selected randomly
	Total	48	

Source: data processed by researchers, 2023

C. Research Procedures

Bogdan (in Moleong, 2007) delineates three phases in research, namely: 1) pre-fieldwork, 2) field activities, and 3) intensive analysis. To achieve optimal research outcomes and ensure adherence to the research plan, the researchers have established the research procedures as follows:

1. Pre-Fieldwork

During this phase, the researchers undertook several activities related to research preparation before entering the field. Firstly, the researchers formulated the research design. Secondly, the researcher selected a suitable research site aligned with the research topic. Thirdly, the necessary permits for the duration of the research were secured. Fourthly, field exploration and evaluation were conducted to understand all elements of the social, physical, and natural environment. After familiarizing themselves with the field, the researcher could prepare everything required during their time in the field.

2. Field Activities

This phase is also known as the fieldwork phase. It is divided into three parts: (1) understanding the research context and self-preparation, (2) entering the field, and (3) active participation while collecting data. During this stage, the researchers began their actual research in the field while collecting the necessary data.

3. Intensive Analysis

This phase represents the final stage, in which the researcher analyzed previously collected data. In this stage, the researchers organized, categorized, and linked the data to derive its significance. The data were obtained through observation, questionnaires, interviews, and documentation.

D. Data Collection Methods

This study's data collection method involves interviews, observations, and documentation. Research instruments are tools utilized to measure observed natural or social phenomena. In this research, the primary instrument is the researchers themselves, who collected the data related to the research title using research instruments such as interview guidelines, observation guidelines, and documentation guidelines.

Following the data collection from both primary and secondary sources during the research period, the collected data is subsequently analyzed through qualitative analysis. Data analysis is a crucial phase in research, as it is through data analysis that the researcher can obtain the substance of the research being conducted. The analysis is an effort to dissect something into its constituent parts so that the structure or arrangement of the dissected entity becomes clear and, therefore, its meaning can be better understood⁵. The data processing follows the theory proposed by Miles and Huberman, as cited by Sugiyono, which involves three stages: data reduction, data display, and data verification or drawing conclusions.⁶

3. RESULTS AND DISCUSSION

A. The Implementation of Child-Friendly School at SMAN 3 Makassar

Schools are educational institutions that play a vital role in shaping students' character. Implementing the child-friendly school concept is a highly relevant approach to achieving this objective. The child-friendly school concept aims to create a safe, comfortable, and supportive learning environment conducive to students' optimal growth.

Education is not solely about imparting academic knowledge; it also involves cultivating students' strong and positive character traits. One approach that can be employed to attain this goal is through the implementation of the child-friendly school concept. A child-friendly school is an educational environment where students feel safe, respected, and supported in their growth and development. In the context of SMAN 3 Makassar, implementing this concept is essential for shaping students' character.

⁵Djam'an Satori, *et al.*, *Metodologi Penulisan Kualitatif* (Cet. II; Bandung: Alfabeta, 2010), p. 97.

⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, p. 246.

First and foremost, implementing child-friendly schools at SMAN 3 Makassar emphasizes creating a safe and comfortable environment for students. An environment free from physical and psychological threats provides a sense of security to students, enabling them to learn with focus and tranquility. The school administration must actively maintain safety and involve students in decision-making related to the school environment. Consequently, students will feel a sense of ownership in maintaining the school's security and feel valued.

Secondly, child-friendly schools at SMAN 3 Makassar encourage the formation of positive relationships between students, teachers, and school staff. Teachers and school staff who adopt a friendly and respectful approach toward students help build strong bonds between them. Open communication and empathy from the school will encourage students to feel comfortable sharing their thoughts, concerns, or problems. Students learn how to interact positively with others and develop healthy relationships in this environment.

Furthermore, child-friendly schools at SMAN 3 Makassar prioritize an inclusive and student-centered approach to learning. Every student is regarded as unique with their own needs and potential. Teachers at SMAN 3 Makassar who embrace this approach strive to understand and cater to each student's learning needs. In an inclusive environment, students are also taught to respect differences and embrace diversity positively. Consequently, students' character development occurs within a framework that values diversity and individuality.

Lastly, child-friendly schools at SMAN 3 Makassar also pay attention to student's physical and mental well-being. Education is not just about academic achievements but also balancing academic success and students' health. Therefore, child-friendly schools at SMAN 3 Makassar provide facilities and programs supporting physical health, such as sports facilities and promoting healthy eating habits. Additionally, psychological support is a focal point in implementing child-friendly schools at SMAN 3 Makassar. Students have access to professionals such as counselors or school psychologists who are ready to assist them in dealing with emotional issues, stress, or other difficulties. With this support, students feel heard understood, and receive the assistance they need to develop good mental health.

Implementing child-friendly schools at SMAN 3 Makassar also involves the engagement of parents or guardians in the education process. Close cooperation between the school and parents is crucial in character development. Child-friendly schools encourage open communication between the school and parents through regular meetings, progress reports, or activities involving parental participation. With parental involvement, character education can be strengthened both at school and at home.

Furthermore, the implementation of child-friendly schools at SMAN 3 Makassar also includes the development of diverse extracurricular programs that consider students' interests and talents. With various extracurricular programs available, students can

develop creativity, leadership, collaboration, and other positive values outside the classroom environment. These activities help holistically shape students' character and train them to face challenges, manage their time, and work with others.

In implementing child-friendly schools at SMAN 3 Makassar, periodic evaluation and monitoring are also crucial. The school administration needs to evaluate the success of implementing the child-friendly school concept and its impact on students' character development. Feedback from students, parents, and school staff will help identify strengths and weaknesses and improve existing programs.

Overall, implementing child-friendly schools at SMAN 3 Makassar plays a significant role in shaping students' character. By creating a safe environment, fostering positive relationships, promoting an inclusive approach, prioritizing physical and mental well-being, involving parents, and providing diverse extracurricular programs, students have the opportunity to develop optimally. Child-friendly schools serve as a supportive environment that shapes and nurtures good character, preparing SMAN 3 Makassar students to face life's challenges and become quality individuals.

In applying the concept of child-friendly schools at SMAN 3 Makassar, it is also essential to ensure strong commitment from all stakeholders within the school, including the principal, teachers, staff, and students. All parties must recognize the importance of creating a positive, inclusive learning environment that supports character growth.

The school's principal plays a crucial role in overseeing the implementation of child-friendly schools at SMAN 3 Makassar. They must communicate the school's vision and values to all members and ensure that policies and programs supporting the child-friendly school concept are well-implemented. The principal can also facilitate training and professional development for teachers and school staff so they can integrate child-friendly school principles into their daily practices.

Teachers are crucial in applying the child-friendly school approach in the classroom. They must employ inclusive teaching strategies, provide personal attention to students, and create a positive classroom atmosphere. Teachers can also utilize active student engagement techniques like group discussions, collaborative projects, or problem-based learning. In this way, students can feel engaged in learning and develop character traits such as creativity, teamwork, and problem-solving skills.

Students also need to be empowered in implementing child-friendly schools at SMAN 3 Makassar. They can be encouraged to participate in school policy-making, establish student clubs or organizations, or organize social activities. Giving space for students' voices will make them feel valued and have an active role in shaping the school's character. Students should also be involved in decision-making activities that impact their learning environment, allowing them to learn the values of democracy, responsibility, and independence.

Furthermore, the school needs to establish close partnerships with the surrounding community. Collaboration with external organizations or institutions, such as social agencies, healthcare institutions, or cultural organizations, can allow students to interact with the world beyond the school environment. This will help broaden their perspectives, enrich their learning experiences, and shape their character with a focus on social and humanitarian values.

B. Strategies in Implementing Child-Friendly Schools at SMAN 3 Makassar

SMAN 3 Makassar is recognized as one of the premier high schools in Makassar and has also been designated as a Child-Friendly School under the auspices of South Sulawesi Province. The school commenced preparing to become a Child-Friendly and Gender-Responsive School in 2016 and formally attained this status in 2017. Within this framework, the institution has developed programs aimed at creating a safe, comfortable, and conducive learning environment for children. These programs encompass the following initiatives: (1) Training and socialization on child rights and protection; (2) Formation of the Child-Friendly School task force; (3) Enhancement of school facilities and infrastructure; (4) Enhancement of the quality of teachers and education personnel in delivering child-friendly services.

The strategies employed by SMAN 3 Makassar in the implementation of Child-Friendly School initiatives are delineated as follows:

1. Child-Friendly School Facilities and Infrastructure

Creating facilities and infrastructure that are comfortable, safe, and non-hazardous for children is paramount in realizing Child-Friendly Schools. Ensuring that school facilities and infrastructure meet safety and comfort standards for children is critical. SMAN 3 Makassar has successfully addressed several aspects of this endeavor, including (1) Comfortable and safe classrooms; (2) Confidential and comfortable counseling rooms; (3) Clean and secure restroom facilities; (4) Well-maintained and safe play areas; (5) Adequate healthcare facilities.

2. Training and Socialization on Child Rights and Child Protection

Training and socialization on child rights and protection play a pivotal role in the operation of Child-Friendly Schools. These activities are designed to raise awareness and understanding of child rights and protection among teachers, education personnel, and parents. Some of the measures undertaken include (1) Training on child rights and child protection; (2) Socialization on child rights and child protection; (3) Establishment of the Child-Friendly School task force; (4) Enhancement of the capacity of teachers and education personnel to provide child-friendly services.

3. Formation of the Child-Friendly School

Task Force Establishing a dedicated Child-Friendly School task force is instrumental in implementing Child-Friendly Schools. This task force coordinates and facilitates activities related to Child-Friendly Schools within the institution. Initiatives undertaken by SMAN 3 Makassar in this regard encompass (1) Selection of competent and committed task force members, (2) Training and socialization on Child-Friendly Schools, and (3) Defining the roles and responsibilities of task force members.

4. Enhancement of Teacher and Education Personnel Quality in Providing Child-Friendly Services

Improving the quality of teachers and education personnel in delivering child-friendly services is crucial in Child-Friendly School implementation. Teachers and education personnel need to possess a strong understanding of child rights and child protection and the ability to provide child-friendly services. While there is still room for improvement due to the prevailing perception that only officially appointed staff are obliged to uphold these standards, SMAN 3 Makassar has undertaken several measures, including (1) Training and socialization on child rights and child protection; (2) Training and socialization on child-friendly services; (3) Enhancing the capacity of teachers and education personnel in delivering child-friendly services.

5. Written Commitment Regarding Child-Friendly School Policies

A written commitment concerning Child-Friendly School policies is pivotal in program execution. This commitment encompasses school policies that ensure children's rights and provide specific protection for children. These policies are documented and disseminated to all school community members, including students, teachers, and parents. The policies outline actions to be taken in case of child rights violations or incidents of violence within the school. At SMAN 3 Makassar, this written commitment is formalized through a decision letter.

6. Child-Friendly Teaching and Learning Processes

Child-friendly teaching and learning processes are essential components of Child-Friendly School implementation. These processes should consider the needs and rights of children while providing specific protection for them. Observations made at the research site, SMAN 3 Makassar, include (1) Enjoyable and engaging learning experiences for children; (2) Utilization of teaching methods that align with the characteristics of children; (3) Utilization of appealing and easily comprehensible teaching materials for children; (4) Assignment of tasks and homework suitable for children's abilities; (5) Recognition and acknowledgment of children's achievements.

By adhering to these strategies, it is anticipated that SMAN 3 Makassar will serve as a pioneering example of Child-Friendly School implementation at the high school level in Makassar, South Sulawesi, yielding substantial benefits for children.

C. The Implications of the Child-Friendly Schools Implementation at SMAN 3 Makassar

Implementing a child-friendly school in SMAN 3 Makassar is a process that takes time and effort but requires commitment, collaboration, and consistent awareness from the entire school community. Through this approach, SMAN 3 Makassar can become a place that fosters character development and assists students in holistic growth. The implementation of a child-friendly school in SMAN 3 Makassar brings significant benefits to shaping the character of its students.

In a child-friendly school environment, students can cultivate empathy, cooperation, discipline, integrity, and leadership values. They are taught to appreciate differences, address conflicts constructively, and communicate effectively. This has a positive impact on their lives within the school and instills these values in their everyday lives outside of school.

The cultivation of strong character in students also has a positive impact on preparing them for future challenges. In a complex and ever-changing world, possessing good character is vital for success. Students with integrity, the ability to collaborate, mental resilience, and adaptability will be better prepared to face the changes and challenges they may encounter in the future.

Furthermore, implementing a child-friendly school in SMAN 3 Makassar also helps reduce negative behaviors such as bullying, discrimination, or violence within the school. Students feel respected and accepted by creating a safe, inclusive, and supportive environment. This reduces the risk of conflicts and promotes better interactions with peers.

To implement a child-friendly school in SMAN 3 Makassar, the school must engage all stakeholders, including teachers, staff, students, parents, and the surrounding community. Strong collaboration and cooperation will reinforce the positive impact of the child-friendly school concept in shaping students' character.

Overall, implementing a child-friendly school in SMAN 3, Makassar plays a crucial role in character development among its students. By creating a safe, comfortable, and inclusive environment and involving all stakeholders, SMAN 3 Makassar can serve not only as an educational institution but also as a place where students grow and develop as individuals of quality, morality, and readiness to face life's challenges in the future.

CONCLUSION

The Child-Friendly School (CFS) is a government program in Indonesia that establishes a safe, comfortable, and conducive learning environment for children. The CFS program's primary objectives are to safeguard children's fundamental rights and prevent acts of violence within school premises. In the implementation of the Child-Friendly School at SMAN 3 Makassar, South Sulawesi, Indonesia, it is acknowledged that while the

efforts made thus far may not be deemed flawless or optimal, there has been a concerted endeavor to adhere to all the fundamental concepts and components of a Child-Friendly School. These include: (1) Provision of school facilities and infrastructure that are child-friendly, secure, and devoid of potential hazards.; (2) Training and socialization programs concerning children's rights and child protection; (3) Formation of a dedicated Child-Friendly School coordinating team; and (4) Enhancement of the quality of teachers and educational staff in delivering child-friendly services. It is important to note that, despite any imperfections or limitations, the school has shown commendable dedication to the ideals and principles of the Child-Friendly School program.

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