

---

## Community-Based Human Resource Management in Quality Early Childhood Education

Abubakar<sup>1</sup>, Juhadira<sup>2</sup>, Yulinda Puspitasari<sup>3</sup>, Nasir<sup>4\*</sup>, Mulyani<sup>5</sup>, Rasid<sup>6</sup>, Ishak Bagea<sup>7</sup>

<sup>1,2,3,4,5,6,7</sup>Universitas Muhammadiyah Kendari, Kendari, Indonesia

<sup>1</sup>[abubakar@umkendari.ac.id](mailto:abubakar@umkendari.ac.id), <sup>2</sup>[juhadira@umkendari.ac.id](mailto:juhadira@umkendari.ac.id), <sup>3</sup>[yulinda.sari@umkendari.ac.id](mailto:yulinda.sari@umkendari.ac.id),

<sup>4\*</sup>[nasir@umkendari.ac.id](mailto:nasir@umkendari.ac.id), <sup>5</sup>[mulyani@umkendari.ac.id](mailto:mulyani@umkendari.ac.id), <sup>6</sup>[rasid@umkendari.ac.id](mailto:rasid@umkendari.ac.id),

<sup>7</sup>[ishakbagea41@gmail.com](mailto:ishakbagea41@gmail.com)

---

### Article Info

#### Article history

Received January 7, 2024

Revised February 13, 2024

Accepted February 19, 2024

#### Keywords:

Early childhood education;

Human resource;

Management;

---

### ABSTRACT

This research investigates community-based human resource management (HRM) in the context of Quality Early Childhood Education (ECE). The primary objective is to analyze the effectiveness of an HRM approach involving active community participation in enhancing the quality of Early Childhood Education services. This study examines community-based HRM in early childhood education through a literature review. The findings reveal that a community-based HRM approach can positively contribute to improving ECE quality. Active community involvement in decision-making processes, collaborative training, and ongoing mentorship for ECE teachers and educators create a more effective and inclusive learning environment. The implications of this research underscore the importance of community involvement in the development and strengthening of quality ECE. Additionally, the study guides policymakers and education practitioners to integrate community-based elements into ECE HRM strategies.

## 1. INTRODUCTION

Early Childhood Education (ECE) plays a crucial role in shaping the foundational development of children across cognitive, emotional, social, and motor aspects (Pahendra et al., 2021). Through ECE, children can optimally unfold their potential (Siswadi & Wiyani, 2018), underscoring the importance of ensuring effective human resource management (HRM) within the ECE environment. In this context, a community-based HRM approach has emerged as an intriguing paradigm in efforts to enhance the quality of early childhood education.

Early childhood education holds significant long-term implications for human and societal development. Research has demonstrated that early educational experiences have positive impacts on shaping the mindset, attitudes, and skills of children (Keumala, 2019). Therefore, the quality of education at this stage is paramount, with effective HRM identified as a crucial factor in supporting this quality.

In the realm of education, there has been a paradigm shift from traditional approaches to more collaborative and participatory methods. This shift is evident in the concept of community-based human resource management (HRM), where collaboration among various stakeholders, including teachers, parents, the local community, and government, is considered paramount in managing and enhancing the quality of education (Oktari, 2015). Community-based HRM places community participation as a central component in decision-making and planning within the context of Early Childhood Education (ECE).

### **1.1. Context of Community-Based Human Resource Management in Early Childhood Education**

In the context of early childhood education, community-based human resource management (HRM) possesses unique characteristics. Early Childhood Education (ECE) is not only responsible for formal learning aspects but also plays a crucial role in shaping the character of children and aiding their adaptation to the social environment. Therefore, involving the community in the HRM of ECE has a significant impact on the holistic development of children (Asmani, 2015).

Early childhood education is a result of collaboration among various entities. Teachers, as primary agents in the learning process, play a key role. However, teachers also need to collaborate with parents to ensure that the education provided at school is supported at home. Additionally, the local community possesses knowledge about the dominant culture and values within society, which can be integrated into the ECE curriculum.

One of the primary goals of community-based HRM in ECE is to create an inclusive and sustainable learning environment. This involves empowering all stakeholders, including teachers, support staff, parents, and community members, to collectively identify issues, plan solutions, and implement necessary actions. In this way, community-based HRM not only generates relevant policies but also accommodates diverse perspectives and interests.

### **1.2. Theoretical and Practical Implications**

This research aims to delve deeper into the concept of community-based human resource management (HRM) in the context of early childhood education. Various management theories, community participation theories, human resource development concepts, and early childhood education theories will serve as the foundation for analyzing this concept. This literature review will discuss how the concept of community-based HRM has been applied in different countries and its effectiveness in enhancing the quality of early childhood education.

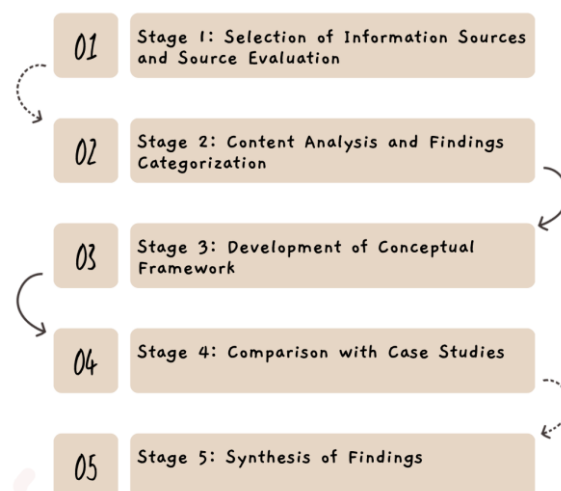
Practically, this research will provide valuable insights for education practitioners, policymakers, and relevant stakeholders in designing and implementing early childhood education programs that focus on community participation. The implications of this research are expected to contribute to the creation of an educational environment that is more inclusive, sustainable, and responsive to the needs of children and the community.

## 2. METHODS

This research employs a literature review approach to explore information, concepts, and findings related to community-based human resource management (HRM) in early childhood education (ECE). The literature review methodology facilitated the author in compiling a thorough understanding of community-based human resource management (HRM) in early childhood education (ECE). By employing this approach, the author accessed a diverse array of sources including scholarly journals, books, articles, and research reports (Levy & Ellis, 2006). One significant resource utilized was Google Scholar, a widely recognized academic database renowned for its extensive coverage of scholarly literature across various disciplines. Employing the keyword "manajemen sumber daya manusia di PAUD" (human resource management in early childhood education), the author conducted a systematic search to identify relevant resources. This search strategy aimed to gather a comprehensive selection of scholarly works addressing HRM practices specifically within the context of early childhood education. Google Scholar's advanced search functionalities were utilized to refine the results, ensuring relevance and reliability. The search yielded a collection of 20 articles that met the criteria for inclusion in the review. These articles provided valuable insights into the various aspects of HRM in ECE settings, including recruitment, training, performance management, and employee engagement. By synthesizing findings from these diverse sources, the author was able to gain a nuanced understanding of the challenges and opportunities associated with community-based HRM in ECE.

Furthermore, the literature review enabled the identification of key themes, trends, and gaps in existing research, informing the development of a conceptual framework for the study. Through critical analysis and synthesis of the literature, the author was able to construct a coherent narrative that advanced theoretical understanding and practical implications in the field of community-based HRM in ECE.

The research methodology steps are outlined in Figure 1.



**Figures 1.** Research Process Stages Literature Review (Kuhlthau, 2004)

### **2.1. Advantages and Limitations of the Method**

Choosing the literature review approach offers several advantages for this research: 1) Comprehensive Information Collection: The approach allows for the gathering of information from diverse sources, encompassing a global perspective on the research topic; 2) In-Depth Exploration through Content Analysis: By employing content analysis, the researcher can delve deeply into findings and concepts from existing sources, providing a nuanced understanding; 3) Development of Conceptual Framework: The methodology enables the development of a conceptual framework that can serve as a guide for education practitioners and policymakers.

Acknowledging the strengths of this approach, it's important to recognize its limitations. The researcher acknowledges that literature reviews may have constraints such as potential gaps in recent developments or untested empirical implications. In this study, efforts are made to address these limitations by selecting relevant and trustworthy sources and taking a comprehensive approach to analyze and synthesize findings.

## **3. RESULTS AND DISCUSSION**

The researcher embarked on a thorough search through scholarly journal databases, online libraries, and other reputable sources. Keywords such as "community-based HRM," "early childhood education," "community participation in ECE," and the like were strategically employed to identify relevant sources (yielding 20 published research results). After accumulating a substantial pool of sources, the researcher diligently performed a selection process based on relevance and quality, ensuring that only sources meeting rigorous criteria were included in further analysis.

Moving forward, the researcher delved into the content of the selected sources, conducting a meticulous analysis to identify key concepts associated with community-based HRM in early childhood education. Patterns, themes, and recurring findings (as depicted in Table 1) were discerned from diverse sources, paving the way for a comprehensive understanding of the landscape.

The identified findings have been systematically grouped based on specific topics or dimensions such as the role of teachers, parental participation, collaboration with the community, joint decision-making, and more. Table 1 provides a concise summary of the main findings from each study, illustrating how community participation, parental involvement, and collaboration play crucial roles in early childhood education.

As we move forward, let's explore these dimensions and unravel the multifaceted contributions of community-based HRM in shaping the landscape of early childhood education

**Table 1.** Results of content analysis and grouping of findings

No.	Researchers	Main Findings
1	Joo, et.al (2020)	Community involvement enhances the quality of the curriculum
2	Guo-Brennan & Guo-Brennan (2019)	Parent and community involvement enhances social interaction and inclusivity
3	Kartel, et.al (2022)	Collaboration between teachers and parents supports the development of the child
4	Mantovani, et.al (2021)	Collaboration between teachers, parents, and the community is crucial
5	Salta, et.al (2022)	Community and cultural involvement support learning
6	Gjelaj, et.al (2020)	Parents play a crucial role in education
7	O'Brien (2020)	The community contributes to education beyond the classroom
8	Iqbala & Sumarni (2020)	The teacher-parent relationship impacts the child's development
9	Putra & Suyatno (2021)	Inclusion of children with special needs requires cooperation
10	Lilianti, et.al (2023)	The community plays a crucial role in supporting education
11	Boldt, et.al (2020)	A father's role has an impact on a child's social interaction and development
12	Blattman, et.al. (2020)	Investing in the early stages has long-term impacts
13	Wardani, et.al. (2021)	A positive teacher-child relationship influences a child's development
14	Novianti & Garzia (2020)	Parental involvement correlates with academic achievement
15	Hakim (2023)	Collaboration among school, family, and community enhances quality
16	McCormick, et.al (2023)	Community involvement through activities enriches learning
17	Kasmawati, et.al (2023)	Collaboration supports inclusive education for all children
18	Byrne, et.al. (2020)	Soft skills are developed through community participation
19	Baber (2022)	Community support and collaboration enhance the effectiveness
20	Miller, et.all. (2019)	Community participation supports curriculum development

### 3.1. Conceptual Framework of Community-Based HR Management in the Context of Early Childhood Education

Building upon the content analysis and grouping of findings, the researcher has crafted a conceptual framework (Table 2) that encapsulates the concept of community-based human resource management in the context of early childhood education. This framework encompasses a spectrum of components and factors influencing the implementation of community-based HRM.

As we delve into Table 2, we'll navigate through the intricacies of these components and factors, gaining a holistic understanding of how community-based HRM shapes the landscape of early childhood education.

**Table 2.** Concept of Community-Based Human Resource Management in Early Childhood Education Context

Identifying Community Needs and Potentials	<ol style="list-style-type: none"> <li>1. Understanding the Characteristics, Culture, and Needs of the Local Community.</li> <li>2. Identifying the Potential of Human Resources, Facilities, and Community Support that can be Empowered in Education.</li> </ol>
Community Participation	<ol style="list-style-type: none"> <li>1. Involving the community in planning, curriculum development, and educational decision-making.</li> <li>2. Integrating local knowledge and culture into children's learning experiences.</li> </ol>
Parental Involvement	<ol style="list-style-type: none"> <li>1. Encouraging active parental participation in supporting children's learning at home and school.</li> <li>2. Building strong relationships between teachers and parents to support the holistic development of children.</li> </ol>
Collaboration Among Stakeholders	<ol style="list-style-type: none"> <li>1. Establishing close collaboration among teachers, parents, the community, and other supporting institutions.</li> <li>2. Integrating experiences and knowledge from various stakeholders to enhance the quality of education.</li> </ol>
Inclusive Curriculum Development	<ol style="list-style-type: none"> <li>1. Developing a curriculum that is responsive to the needs, interests, and abilities of children, as well as local values.</li> <li>2. Integrating inclusive approaches to meet the needs of children with diverse characteristics.</li> </ol>
Teacher Training and Development	<ol style="list-style-type: none"> <li>1. Providing training to teachers to understand and appreciate cultural diversity and manage inclusive classrooms.</li> <li>2. Developing teachers' competencies in communicating with parents and collaborating with the community.</li> </ol>
Continuous Evaluation	<ol style="list-style-type: none"> <li>1. Measuring the impact of community participation and parental involvement on child development.</li> <li>2. Conducting regular evaluations to ensure the effectiveness of programs and adapting them to changing needs.</li> </ol>
Support and Counseling	<ol style="list-style-type: none"> <li>1. Providing support and counseling services for children, parents, and teachers in the context of early childhood education.</li> <li>2. Offering a holistic approach to support the physical, emotional, social, and cognitive development of children.</li> </ol>
Advocacy and Community Participation	<ol style="list-style-type: none"> <li>1. Encouraging the community to support early childhood education as a shared responsibility.</li> <li>2. Organizing campaigns, events, and activities involving the community to support education.</li> </ol>
Reflection and Adjustment	<ol style="list-style-type: none"> <li>1. Adopting a cycle of reflection and continuous improvement to identify areas that need enhancement.</li> <li>2. Adjust strategies based on feedback from the community, parents, teachers, and children.</li> </ol>

The framework above encapsulates various components and factors influencing the implementation of community-based human resource management. The researcher, mindful of real-world applications, considered case studies or concrete examples of community-based HRM implementation in early childhood education. This approach helps illustrate how the concept manifests in everyday practice.

The conceptual framework underscores the paramount importance of collaboration, community participation, and parental involvement in fostering an educational environment conducive to the optimal development of young children. Community-based HRM in ECE is not merely about managing human resources but also about building strong partnerships among diverse stakeholders to create meaningful and sustainable learning experiences.

In the final stages, the researcher synthesizes findings from diverse sources and case studies, formulating them into a comprehensive conclusion regarding community-based HRM in ECE. We will identify the benefits, challenges, and practical implications of this approach, providing a well-rounded understanding of its impact.

### **3.2. The Critical Roles of Community Participation, Parental Involvement, and Collaboration in Community-Based Human Resource Management in Early Childhood Education**

Early Childhood Education (ECE) plays a key role in shaping the foundational development of children across various aspects. To ensure that the education provided in the ECE environment is effective and supports the holistic development of children, a management approach focusing on community participation, parental involvement, and collaboration is essential. The concept of Community-Based Human Resource Management in ECE emphasizes the importance of collaboration among teachers, parents, and the community in creating an inclusive and sustainable educational environment.

#### **3.2.1. Community Participation: Enriching the Context of Early Childhood Education**

Community participation is a crucial element in creating a rich and diverse learning environment in early childhood education. According to Cole & the Distributive Literacy Consortium (2006), active participation from the local community can bring diverse perspectives and cultural knowledge that enrich the learning experiences of children. Communities possess knowledge about values, traditions, and practices that are relevant to the children's environment. In this context, community participation can support the development of a more contextual and profound curriculum. For example, research conducted by Triastari et al. (2021) indicates that involving the local community in the planning and development of early childhood education curricula can enhance the relevance of learning materials. Through active community participation, the curriculum can be tailored to local values and the needs of children, creating more meaningful learning experiences.

#### **3.2.2. Parental Involvement: Active Support in Early Childhood Learning**

The role of parents in early childhood education cannot be overlooked. Parents are crucial partners in supporting their child's learning and development beyond the school

environment. According to Khajehpour and Ghazvini (2011), parental involvement has a positive impact on a child's academic achievement. Through engagement in school activities and supporting learning at home, parents contribute to building a strong foundation for a child's development. Research by Afolabi (2014) in Chile indicates that parental involvement in early childhood education plays a crucial role in creating an inclusive and interactive environment. Parents can provide insights into the needs and interests of the child, which can be integrated into learning strategies. This involvement also enhances communication between teachers and parents, ensuring that a child's development is supported both at school and at home.

### **3.2.3. Collaboration: Creating an Inclusive and Sustainable Learning Environment**

Collaboration is an integral element of the Community-Based Human Resource Management approach in Early Childhood Education. Findings from Bentley's research (2012) indicate that collaboration among teachers, parents, and the community can create a learning environment that extends beyond the classroom boundaries. This collaboration involves organizing activities, events, and projects that engage various stakeholders, resulting in a richer learning experience.

Rahayu et al. (2023), in their research, highlight that collaboration among schools, families, and communities can enhance the quality of education. This collaboration encompasses joint decision-making, policy development, and the exchange of ideas to improve children's learning. Through close cooperation, the goals of early childhood education can be more effectively achieved.

### **3.2.4. Practical Implications and Conclusion**

The practical implications of emphasizing community participation, parental involvement, and collaboration in Community-Based Human Resource Management in Early Childhood Education (ECE) are that early childhood education cannot succeed solely through school efforts. Active support and collaboration from all involved parties are required. Teachers need to integrate community knowledge into the curriculum, parents need to be involved in supporting their children's learning at home, and the community needs to be part of decision-making and education planning.

In conclusion, Community-Based Human Resource Management in ECE requires community participation, parental involvement, and close collaboration to create an inclusive and sustainable educational environment. This approach reflects the recognition of the importance of involving all stakeholders in efforts to provide quality education and support the holistic development of young children.

## **4. CONCLUSIONS**

In this research, it has been elucidated that Community-Based Human Resource (HR) Management plays a crucial role in optimizing early childhood education (ECE). An inclusive,



diverse, and sustainable learning environment can be established through community participation, parental involvement, and close collaboration among stakeholders. Community participation enables the development of more contextualized curricula, while parental involvement supports learning both within and outside the school. Collaboration allows the integration of resources and knowledge from various parties, resulting in a richer and more diverse learning experience. Overall, this approach forms a solid foundation for holistic early childhood education, ensuring optimal physical, emotional, social, and cognitive development. The implementation of Community-Based HR Management in ECE has long-term impacts on shaping a generation ready to face the future with solid skills, values, and attitudes.

## 5. REFERENCES

- Afolabi, O. E. (2014). Parents' Involvement in Inclusive Education: An Empirical Test for the Psycho-Educational Development of Learners with Special Education Needs (SENs). *International Journal of Educational Administration and Policy Studies*, 6(10), 196-208.
- Asmani, J. M. M. (2015). *Panduan Praktis Manajemen Mutu Guru PAUD*. Diva Press.
- Baber, H. (2022). Social interaction and effectiveness of online learning–A moderating role of maintaining social distance during the pandemic COVID-19. *Asian Education and Development Studies*, 11(1), 159-171.
- Bentley, T. (2012). *Learning beyond the classroom: Education for a changing world*. Routledge.
- Blattman, C., Fiala, N., & Martinez, S. (2020). The long-term impacts of grants on poverty: Nine-year evidence from Uganda's Youth Opportunities Program. *American Economic Review: Insights*, 2(3), 287-304.
- Boldt, L. J., Goffin, K. C., & Kochanska, G. (2020). The significance of early parent-child attachment for emerging regulation: A longitudinal investigation of processes and mechanisms from toddler age to pre-adolescence. *Developmental psychology*, 56(3), 431.
- Byrne, Z. S., Weston, J. W., & Cave, K. (2020). Development of a scale for measuring students' attitudes towards learning professional (ie, soft) skills. *Research in Science Education*, 50, 1417-1433.
- Byrne, Z. S., Weston, J. W., & Cave, K. (2020). Development of a scale for measuring students' attitudes towards learning professional (ie, soft) skills. *Research in Science Education*, 50, 1417-1433.
- Cole, M., & Distributive Literacy Consortium. (2006). *The fifth dimension: An after-school program built on diversity*. Russell Sage Foundation.

- Gjelaj, M., Buza, K., Shatri, K., & Zabeli, N. (2020). Digital Technologies in Early Childhood: Attitudes and Practices of Parents and Teachers in Kosovo. *International Journal of Instruction*, 13(1), 165-184.
- Guo-Brennan, L., & Guo-Brennan, M. (2019). Building welcoming and inclusive schools for immigrant and refugee students: Policy, framework and promising praxis. In *Education, immigration and migration: Policy, leadership, and praxis for a changing world* (pp. 73-93). Emerald Publishing Limited.
- Hakim, A. R. (2023). Konsep Landasan Dasar Pendidikan Karakter di Indonesia. *Journal on Education*, 6(1), 2361-2373.
- Iqbala, H. N., & Sumarni, W. (2020). Implementasi Pembelajaran Daring Pada Masa Covid-19 Terhadap Perkembangan Anak Di Sekolah Dasar. In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)* (Vol. 3, No. 1, pp. 973-979).
- Joo, Y. S., Magnuson, K., Duncan, G. J., Schindler, H. S., Yoshikawa, H., & Ziol-Guest, K. M. (2020). What works in early childhood education programs?: A meta-analysis of preschool enhancement programs. *Early Education and Development*, 31(1), 1-26.
- Kartel, A., Charles, M., Xiao, H., & Sundi, D. (2022). Strategies for Parent Involvement During Distance Learning in Arabic Lessons in Elementary Schools. *JILTECH: Journal International of Lingua & Technology*, 1(2).
- Kasmawati, K., Herlian, H., Adam, A., Deluma, R., Abubakar, A., & Mulyani, M. (2023). Transformation of Islamic Education: Fostering Exemplary Character through Integrated Curriculum in Islamic Elementary Schools. *Journal of Leadership, Management and Policy in Education*, 1(2), 45-52. Retrieved from <https://journal.umkendari.ac.id/index.php/jlmp-edu/article/view/427>
- Keumala, M., Yoestara, M., & Putri, Z. (2019, May). The impacts of gadgets and the internet on the implementation of character education in early childhood. In *International Conference on Early Childhood Education* (pp. 313-325).
- Khajehpour, M., & Ghazvini, S. D. (2011). The role of parental involvement affects children's academic performance. *Procedia-Social and Behavioral Sciences*, 15, 1204-1208.
- Kuhlthau, C. C. (2004). *Seeking meaning: A process approach to library and information services* (Vol. 2). Westport, CT: Libraries Unlimited.
- Levy, Y., & Ellis, T. J. (2006). A systems approach to conduct an effective literature review in support of information systems research. *Informing Science*, 9.
- Lilianti, L., Bian, Y., Jaya, A., Mokodompit, M., Juhadira, J., & Herlian, H. (2023). Transformasi Siaga Bencana: Membangun Safety Culture melalui Pendidikan Kebencanaan di Satuan PAUD. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(5), 6215-6223. doi: <https://doi.org/10.31004/obsesi.v7i5.5348>
- Mantovani, S., Bove, C., Ferri, P., Manzoni, P., Cesa Bianchi, A., & Picca, M. (2021). Children 'under lockdown': voices, experiences, and resources during and after the COVID-19

- emergency. Insights from a survey of children and families in the Lombardy region of Italy. *European Early Childhood Education Research Journal*, 29(1), 35-50.
- McCormick, A. C., Moore, J. V., & Kuh, G. D. (2023). Working during college: Its relationship to student engagement and education outcomes. In *Understanding the working college student* (pp. 179-212). Routledge.
- Miller, M. C., Boluk, K., & Johnson, C. W. (2019). 'Lift off!': Employing an integrated curriculum design to increase student, faculty, and community engagement. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 25, 100203.
- Novianti, R., & Garzia, M. (2020). Parental engagement in children's online learning during covid-19 pandemic. *Journal of Teaching and Learning in Elementary Education (Jtlee)*, 3(2), 117-131.
- O'Brien, L. (2020). Learning outdoors: the Forest School approach. In *Outdoor Learning Research* (pp. 238-253). Routledge.
- Oktari, R. S., Shiwaku, K., Munadi, K., & Shaw, R. (2015). A conceptual model of a school-community collaborative network in enhancing coastal community resilience in Banda Aceh, Indonesia. *International journal of disaster risk reduction*, 12, 300-310.
- Pahendra, P., Selman, H., Rohmania, R., Nasir, N., Said, H., Sasnita, U., & Rusli, T. I. (2021). Sirkuit Bola Keranjang: Permainan untuk Meningkatkan Kemampuan Motorik Kasar Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 2025-2036.
- Putra, R. Y. P., & Suyatno, S. (2021). Independent Character Building of Special Needs Children in Special Elementary School. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 7(4), 896-909.
- Rahayu, D., Endah, E., Ahmad, A., Intan, D., & Santika, T. A. (2023). Peran Keluarga, Sekolah, dan Masyarakat Dalam Meningkatkan Kualitas Belajar dan Pembentukan Karakter Peserta Didik. *ANTHOR: Education and Learning Journal*, 2(4), 551-554.
- Salta, K., Paschalidou, K., Tsetseri, M., & Koulougliotis, D. (2022). Shift from a traditional to a distance learning environment during the COVID-19 pandemic: University students' engagement and interactions. *Science & Education*, 31(1), 93-122.
- Siswadi, S., & Wiyani, N. A. (2018). Manajemen Program Kegiatan PAUD Berbasis Otak Kanan. *Awlady: Jurnal Pendidikan Anak*, 4(1), 98-118.
- Triastari, I., Dwiningrum, S. I. A., & Rahmia, S. H. (2021, November). Developing disaster mitigation education with local wisdom: Exemplified in Indonesia schools. In *IOP Conference Series: Earth and Environmental Science* (Vol. 884, No. 1, p. 012004). IOP Publishing.
- Wardani, I. K., Hafidah, R., & Dewi, N. K. (2021). Hubungan Antara Peran Guru Dengan Rasa Percaya Diri Anak Usia Dini. *Kumara Cendekia*, 9(4), 225-233.