

The Influence of School Well-Being on Learning Achievement of Full Day School of Elementary Students

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Abstract

The implementation of full-day school is considered one of the school's strategies to increase students' enthusiasm, motivation, and commitment to learning so that students' study time is used more meaningfully and productively through positive activities so as to form school habits and a culture that are implemented in each student's environment. This study aims at investigating the correlation between school well-being and academic performance among full-day students enrolled at *Madrasah Ibtidaiyah (MI) Muhammadiyah PK Wirogunan Kartasura*. Researchers used qualitative research to carry out this research. The sample comprised 127 upper-class students enrolled at MI Muhammadiyah PK Wirogunan Kartasura during the academic year 2022–2023. The research employed a total sampling technique to select the sample, resulting in 127 samples utilised for the study. This research used documentation, questionnaires, and observation as instruments. Simultaneously, a questionnaire comprising 25 items was employed as the data collection instrument in this study. This study employed a variety of data analysis techniques, including tests of research instruments' validity and reliability, tests of classical assumptions, and hypothesis testing via simple linear regression analysis. The findings of this research indicated that student learning achievement at MI Muhammadiyah PK Wirogunan Kartasura was significantly impacted by school well-being. The t-count value (3.7788) exceeded the critical t-value (1.657) from the t-table, and the p-value (0.000) was less than 0.05. In short, according to the findings of the study, the indicator of belonging in school well-being has the highest mean value.

Keywords: school well-being, learning achievement, full day school

INTRODUCTION

Educational advancement is an absolute necessity for a nation to enhance its educational standard. The cultivation of human personalities is significantly influenced by education (Rohana, 2017). A nation devoid of education will be incapable of advancing its society so that it continues to move forward to fix existing problems. By determining appropriate teaching and learning activity methods, quality development goals and learning achievements can be met. For this reason, determining educators' skills in preparing, designing, realizing, evaluating, and implementing feedback is an important component for creating the hope of successful teaching and learning activities (Hendra, 2023). According to Soifidah & Nastiti (2021), the school environment is important in influencing student happiness. Schools should create an environment that makes children comfortable and enthusiastic about learning and training full-day school students.

Full-Day School is a school model that extends student study hours until the afternoon. The additional study hours are used to increase religious understanding and strengthen religious values or high morality so that they do not become victims of the global flow of information (Wicaksono, 2018). Full-day school is usually carried out by religious schools, with the aim being that teachers can teach spiritual values more often, such as Dhuha prayers, midday prayers, and Asr prayers in congregation (Siregar, 2017). The implementation of full-day school is considered one of the school's strategies to increase students' enthusiasm, motivation, and commitment to learning so that students' study time is used more meaningfully and productively through positive activities so as to form school habits and a culture that are implemented in each student's environment. Therefore, educational institutions that implement a full-day school system must be able to provide welfare to students so that their learning goals are achieved.

The length of time students is at school requires an environment that supports their activities. Without good environmental support, child welfare cannot be achieved (Rahma et al., 2020). Therefore, it is important for schools to create a good school environment. Because a good school environment will increase and create student motivation, positive social relationships, good and effective learning processes, and high learning outcomes (Rahma et al., 2020). School welfare is divided into four aspects, namely, having, loving, being, and health. First, the having aspect (school conditions) is a condition where the school provides good facilities such as a clean environment, good classrooms, a conducive atmosphere, and complete learning infrastructure support. According to Rachmah (2016), the learning atmosphere related to the condition of the school building, classroom layout, and learning tools has an influence on learning activities. Having school conditions influences learning activities, student concentration, and student comfort. However, the reality of schools in Indonesia is that some of them do not fulfill the aspect of belonging (school conditions). This includes improving educational facilities and infrastructure. Until now, we have often found schools with inadequate facilities. In remote schools, there are many inadequate facilities, such as leaky classrooms, broken benches and tables, and so on. Research from Rismayani et al. (2021), found that some schools still lack facilities, and some even have no reading resources at all. Even the main facilities, such as tables and chairs, become obstacles to carrying out learning activities.

Numerous factors, such as difficulty in allocating funds, misuse of school funds, poor maintenance of facilities and infrastructure, oversight by school officials who are unconcerned with facilities and infrastructure, and others, can contribute to the issue of low quality of educational facilities and infrastructure (Kurniawati, 2022). As a result, many students cannot enjoy the facilities at school properly. By looking at the current

reality, Indonesia needs to continue to do its best to realize education that is in line with national education goals. According to Pribadi (2017), it was found that schools far from the capital were in an unfit condition for school buildings so they were not suitable for carrying out teaching and learning activities. According to Winandar, et al (2022), it was found that from 23 elementary schools in villages and cities, 52.2% of elementary schools had adequate facilities and infrastructure, and the remaining 47.8% of elementary schools were still inadequate in terms of room arrangement, health room conditions, library, and school grounds.

Second, the loving aspect (social relationships) is also no less important in determining students' welfare at school. Ideally, this social relationship includes the relationship between students and teachers, students and other students, and also includes the relationship between the school and their parents. Ideally, social conditions are good and create a peaceful atmosphere, so students can participate fully in the teaching and learning process. On the other hand, students feel uncomfortable in the school environment when violence occurs. It can be seen that education in Indonesia is still faced with the problem of relationships between students and students, namely bullying. Bullying is a manifestation or perpetration of aggressive or violent conduct by an individual against another person with the aim of hurting someone mentally or physically (Yunika et al., 2013).

The third aspect is being (students' self-fulfillment at school). Every student has the same rights to develop their potential in accordance with the Child Protection Law No. 23 of 2002, Article 9, paragraph (1), which states that "Every child has the right to receive education and teaching in the context of personal development and their level of intelligence in accordance with their interests and talents." One example of student self-development at school is in extracurricular activities. Research conducted by Magdalena et al. (2020) states that the means for personality development are not only structured learning in the curriculum but also extracurricular activities, which are learning activities held outside of class hours. This shows the importance of extracurricular activities for students so they can develop their potential according to their interests. In reality, there are still many aspects of student self-fulfillment that are not fulfilled, such as teacher inconsistency in providing free time outside of class, unscrupulous teachers who show favoritism to students, teachers who punish students with verbal violence, teacher inconsistency in using appropriate learning methods, and a lack of provision of various resources. learning, and teachers who expect too much from students in terms of learning (Ekawati & Saputra, 2021).

The fourth aspect, which is no less important, is health (student health). Students who are physically healthy can certainly participate more actively in learning, which has a positive impact on the learning outcomes obtained. Ideally, students should be given attention regarding health problems at school. Schools should improve and support the UKS program, which focuses on improving student health so that students can study in a physically and mentally healthy condition (Rasyid, 2020). According to Apriani & Gazali (2018), school health services are currently only being implemented modestly because it turns out that many elementary schools do not have UKS rooms. If there are students who need first aid, they are temporarily placed in the teacher's room. Equipment and other equipment are also not properly cared for. Apart from that, the lack of expertise and knowledge of physical education teachers or UKS managers also affects student health services.

Students can accomplish their academic objectives and a conducive learning environment can be fostered by the aforementioned four facets of school well-being. Educational institutions may employ the notion of school well-being to gain insight that can make students feel comfortable, prosperous, and happy to receive lessons at school so that they can achieve good achievements. According to Sebastian (2022), achievement is an activity that has been carried out, created either individually or in a group. Learning achievement can be said to be a measure of the abilities that a person acquires, achieves, or displays as evidence of the efforts they make in learning (Andriani, 2014).

According to research by Anggreni & Immanuel (2020), student welfare has a positive impact on both the learning process and the learning outcomes. Students who are satisfied with school will develop a positive attitude towards the teaching and learning process and improve their achievement. The achievements achieved by students contribute to high levels of school well-being, involvement with school, and low levels of violations committed, so that in the future, students' achievements can be increased. On the other hand, students who do not feel comfortable, are stressed, have low involvement in school activities, and violate school rules will fail to achieve their achievements. This is supported by research from Apriani & Gazali (2018) which also explains that the welfare of the school environment has a great influence on students. Welfare can realize good learning achievement, so that students with low school well-being will have poor achievement at school and be vulnerable to social problems.

The concept of school well-being is used to get an idea of how to improve the welfare of students at school. The main goal is not only to fulfill students' welfare but also to fulfill students' achievements, potential, and physical and mental abilities. As supported by research from Apriani & Gazali (2018), the feeling of prosperity and comfort experienced by students at school causes them to feel comfortable studying, which ultimately has a positive impact on increasing their learning achievement. A number of influencing factors contribute to the process by which learning achievement is produced; the level of student learning achievement is determined by these factors (Jannah et al., 2021).

The educational atmosphere significantly influences a student's academic achievement. According to Allardt Anggraeni (2020), well-being refers to a state in which a person is capable of satisfying their fundamental requirements, including both tangible and intangible demands. Konu and Rimpela Anggraeni (2020) introduced the notion of school well-being, defining it as the subjective fulfillment of fundamental requirements within the educational setting. Students' well-being may be gauged by their evaluation of their school's condition and its impact on their learning process (Amalia, 2020).

Konu and Rimpelä (Nanda, 2015) provide a definition of school well-being as the state in which people are able to fulfill their demands pertaining to school circumstances, social interactions, self-fulfillment, and health status. This notion offers optimism about the significance of students' school well-being, namely their emotions while evaluating the appropriateness of the school as a conducive learning environment that may provide assistance, assurance, and solace (Khatimah, 2015). In addition to that, the state of the student's residence and surroundings also impacts the student's educational experience, thereby establishing a model for school welfare.

In an effort to develop Indonesian people as a whole, the teacher or educator factor is very important because teachers are tasked with developing humans themselves. Optimal learning outcomes may be indicative of a successful learning style, as students can optimise their learning experience by recognising and comprehending their preferred

learning style (Marpaung, 2016). Thus, academic achievement is the outcome of a complex process in which a variety of factors exert an influence on students' learning. Based on the explanation above, it was found that the four aspects of school well-being often occur in schools in Indonesia, so they have an impact on the learning process. Therefore, it is necessary to conduct a study to look at these four aspects in schools, especially in the Surakarta area.

For this reason, researchers will examine the influence of school well-being on student learning achievement in full-day elementary schools where students stay at school longer, so that school well-being on student learning achievement should be better. Therefore, researchers are interested in studying the influence of school well-being on the learning achievement of full-day school students at MI Muhammadiyah PK Wirogunan Kartasura.

METHOD

This research was a descriptive quantitative research with an explanatory research approach. Descriptive quantitative research can be interpreted as research that uses a lot of numbers, starting from the process of data collection, data analysis, and data results, so as to test certain theories by examining the relationships between variables (Marihot et al., 2022). Meanwhile, the explanatory research approach is a type of approach used to explain a social phenomenon or symptom that occurs in society (Sugiyono, 2021). Madrasah Ibtidaiyah Muhammadiyah PK Wirogunan Kartasura, which is located at Jalan Kranggan Kulon RT.001 RW.002, Dusun I, Wirogunan, Kec. Kartasura, Sukoharjo Regency, Central Java, for 6 weeks.

The population in this study were all upper-class students (4,5,6) at MI Muhammadiyah PK Wirogunan Kartasura for the 2022–2023 academic year, totaling 127 students. The sample in this study was selected using a total sampling technique. According to Bagus (2016), the total sampling method entails sampling every individual that comprises the population. The total number of students utilised as samples for this study was 127. The instrument used in this research was a questionnaire. The data collection technique uses triangulation techniques involving observation, questionnaires, and documentation methods. The data analysis technique will use validity and reliability tests on the data obtained.

FINDINGS AND DISCUSSION

Findings

The following are the results of descriptive analysis of data from descriptive statistical processing of school well-being variables for full day school students at MI Muhammadiyah PK Wirogunan Kartasura.

Table 1. Descriptive Statistics of School Well Being (X)

| Information | Statistical Descriptive |
|-------------------------|-------------------------|
| Mean | 72,5433 |
| Median | 73,0000 |
| Modus | 78,00 |
| Standard Deviation (SD) | 9,76612 |
| Minimum | 51 |
| Maximum | 89 |

The school well-being data in the research was obtained using a questionnaire method consisting of 25 questions. Based on the results of the data analysis, it is known that the highest score obtained was 89 and the lowest score was 51, with a mean value of 72.5433, a median of 73, a mode of 78, and a standard deviation (SD) of 9.76612. The following are the results of descriptive analysis of data from descriptive statistical processing of full day school student learning achievement variables at MI Muhammadiyah PK Wirogunan Kartasura.

Table 2. Descriptive Statistics of Learning Achievement (Y)

| Information | Statistical Descriptive |
|-------------------------|-------------------------|
| Mean | 81,7244 |
| Median | 82,0000 |
| Modus | 82,00 |
| Standard Deviation (SD) | 2,28757 |
| Minimum | 78 |
| Maximum | 86 |

Learning achievement data is obtained from the end-of-year assessment (PAT) scores. Based on the results of the data analysis, the highest score was 86 and the lowest score was 78, with a mean value of 81.7244, a median of 82, a mode of 82, and a standard deviation (SD) of 2.28757. Based on the results of the data normality test, the following results were obtained:

Table 3 Normality Test Results

| | Kolmogorov-Smirnov | | |
|-------------------------|--------------------|------------|------------------------|
| | N | Statistics | Significance (P-Value) |
| Unstandardized Residual | 127 | 0,078 | 0,058 |

The significance value of the p-value from the Kolmogorov-Smirov test is 0.058, as shown in the table above for the data normality test. Since the value is greater than 0.05 ($0.058 > 0.05$), it can be inferred that the research data follows a normal distribution and can be utilised for the subsequent test. The following are the outcomes of the linearity test that was conducted.

Table 4. Multicollinearity Test Results

| Variable | F | Sig. | Information |
|---|-------|-------|-------------|
| Learning achievement * <i>School Well Being</i> | 3,013 | 0,000 | Linier |

According to the outcomes of the linearity test presented in the aforementioned table, the p-value acquired possesses a significance level of 0.000. Based on the obtained significance value of the p-value in the linearity test being below 0.05 ($0.000 < 0.05$), it is possible to deduce that the data utilised in this study exhibits a linear association. The following are the results of the basic linear regression analysis test, as determined by the analysis results.

Table 5. Simple Linear Regression Test Results

| Variable | Regression Coefficients | t _{count} | Sig. |
|--------------------------|-------------------------|--------------------|-------|
| (Constant) | 72,012 | 57,233 | 0,000 |
| <i>School Well Being</i> | 0,134 | 7,788 | 0,000 |
| F _{count} | 60,661 | | |
| R ² | 0,327 | | |

Based on the regression equation above, the interpretation of the coefficient of each variable is as follows:

- 1) Based on the table above, it is known that the constant value is 72.012. This shows that if the school well-being variable (X) is considered constant, then learning achievement (Y) will be positive.
- 2) The magnitude of the regression coefficient on the school well-being (X) variable is 0.134. This means that for every additional school well-being score, the learning achievement score will increase by 0.134.

Based on that the results of the t test can be seen in the table below:

Table 6. T-test results

| Variable | t _{count} | Sig. |
|--------------------------|--------------------|-------|
| <i>School Well Being</i> | 7,788 | 0,000 |

From these calculations, the results obtained are $t_{\text{count}} = 7.788 > t_{\text{table}} = 1.657$ and the p-value is $0.000 < 0.05$, H_0 is rejected. So, it can be concluded that there is a significant influence of School Well Being on learning achievement. These results show that the hypothesis which states "There is an influence of School Well Being on learning achievement" is proven to be true. The results of the Coefficient of Determination (R^2) test are as follows.

Table 7. Regression Coefficient Analysis Results

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------|----------|-------------------|----------------------------|
| 1 | 0,572a | 0,327 | 0,321 | 1,88451 |

From the results of the table above, the influence of the school well-being variable on learning achievement is 32.7%, while the remaining 67.3% is influenced by other variables outside the research.

Based on the analysis results, it is known that the t-value obtained is $7.788 > t_{\text{table}} = 1.657$ and the p-value is $0.000 < 0.05$, H_0 is rejected. So, it can be concluded that there is a significant influence of school well-being on student learning achievement at MI Muhammadiyah PK Wirogunan Kartasura.

Discussion

School well-being refers to pupils' subjective perceptions of how schools can provide their basic requirements. As Sholihah (2022) states that school well-being is students' subjective view of how school can meet their basic needs. The application of the concept of school well-being is an important aspect that can be used to understand what things can make students feel happy and prosperous while at school (Ahkam et al., 2020). Furthermore, Faizah et al. (2018) explains that when students feel comfortable, safe, and connected to the school environment, they will be more motivated to learn and improve academic achievement. The higher a student's school well-being, the greater the increase in academic achievement.

Consistent with the findings of Azhari & Situmorang (2019), the present study's results indicate that school well-being has a number of positive effects on students, including students feeling at ease and motivated to learn, students perceiving challenges as opportunities for growth (high self-efficacy), students achieving academic success, and students readily adjusting to challenging environments, which can diminish the level of In addition to this, additional research conducted by Palupi (2020) revealed a statistically significant and positive correlation between student learning achievement and school well-being. An increase in the value of the school well-being variable will correspondingly lead to an increase in the student learning achievement variable. On the contrary, a decline in the school well-being variable will result in an equivalent reduction in the student learning achievement variable.

Additionally, based on the research results, it is known that the indicator of belonging in school well-being is the indicator with the highest average value found. Having a good school condition is one of the indicators of school well-being, which includes material and non-material aspects such as the physical environment around the school, the learning environment, and services at the school (Siagian, 2021). The influence of having indicators on learning achievement in this research is because the school at MI Muhammadiyah PK Wirogunan Kartasura has various facilities and infrastructure, such as air-conditioned classrooms, clean school toilets, and other facilities that make students feel comfortable in the school environment. So, when students feel comfortable with school conditions, they will tend to be motivated to study and improve their learning achievements. According to the findings of research by Chasanah (2023), there was a magnitude of 19.8% influence of the belonging component of the school well-being variable on academic achievement. In this aspect, students have a special pride in the school, which has adequate facilities so that they feel comfortable when they are at school.

CONCLUSION

Based on the results of the research and discussions that have been carried out, researchers found that there is a significant influence of school well-being on student learning achievement at MI Muhammadiyah PK Wirogunan Kartasura. The results of this research also found that the belonging indicator in school well-being was the indicator with the highest average value found and was followed by the loving, being, and health indicators. The limitation of this research is the use of one factor, namely school well-

being. Meanwhile, factors that influence other learning outcomes, such as student interest and motivation, were not revealed in this research, so it is hoped that future research can reveal how learning achievement is based on other factors. The scope of this research is only limited to upper-class students at MI Muhammadiyah PK Wirogunan Kartasura, so the results cannot be generalized; therefore, there is a need for similar research with a different scope and subject.

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