

NATURAL SCHOOLS: ALTERNATIVE EDUCATION OF STUDENTS IN 21ST CENTURY LIFE SKILLS

Nanda Ayu Setiawati¹, Elvi Mailani², Fadhilla Syam Nst³, Edy Surya⁴
Universitas Negeri Medan¹²⁴ STIT Al-Hikmah Tebing Tinggi³

Email: nandaayusetiawati4@gmail.com, mailanielvi@gmail.com, dila1993nst@gmail.com,
edysurya@unimed.ac.id,

Abstract

These 21st-century skills must be developed early on in students through education, so that at their productive age they can live properly in the world community. School of Nature is used as an alternative education in 21st-century life skills. The purpose of this study is to inform Indonesian people, especially the government, educators, students and child observers about the importance of schools that carry child-friendly concepts, the existence of the JIGS Medan Nature School in providing educational facilities for students in 21st-century life skills. This research is an interpretative qualitative research. In this study, primary data was taken from observations and interviews at the Natural School from observations and interviews at the JIGS Natural School in Medan and secondary data was obtained from a literature study. The analysis of the text used is qualitative in nature. The results of the research are that the concept that is presented carefully makes Sekolah Alam worthy of being an offer solution for child-friendly schools consisting of anti-bullying programs such as Network People and Nursing which are implemented in almost all Natural Schools, for example, is a form of real in a child-friendly concept.

Keywords: *21st-century life skills; alternative education; nature school*

Abstrak

Kecakapan Abad ke-21 tersebut harus dikembangkan sejak dini pada diri peserta didik melalui pendidikan, supaya di usia produktif mereka dapat hidup dengan layak di lingkungan masyarakat dunia. Sekolah Alam dijadikan pendidikan alternatif dalam kecakapan hidup abad 21. Tujuan penelitian ini adalah untuk menginformasikan kepada masyarakat Indonesia khususnya pemerintah, tenaga pendidik, mahasiswa dan para pemerhati anak tentang pentingnya sekolah yang membawa konsep ramah anak, keberadaan Sekolah Alam JIGS Medan dalam memberikan fasilitas pendidikan peserta didik dalam kecakapan hidup abad 21. Penelitian ini adalah penelitian kualitatif interpretatif. Dalam penelitian ini, data primer diambil dari observasi dan wawancara di Sekolah Alam dari observasi dan wawancara di Sekolah Alam JIGS Medan dan data sekunder diperoleh dari studi kepustakaan. Analisis teks yang digunakan adalah bersifat kualitatif, Hasil penelitian adalah konsep yang disajikan secara matang ini menjadikan Sekolah Alam layak dijadikan sebuah tawaran solusi untuk sekolah ramah anak terdiri dari program anti *Bullying* seperti *Network People* dan *Nursing* yang diterapkan hampir disemua Sekolah Alam, misalnya, merupakan bentuk riil dalam konsep ramah anak.

Kata kunci: *kecakapan hidup abad 21; pendidikan alternatif; sekolah alam*

INTRODUCTION

In line with the era of globalization, science and technology are developing very fast and are increasingly sophisticated, with an increasingly broad role, teachers who have character are needed. A nation whose people are not ready will almost certainly fall due to the enormity of natural changes and the rapid progress of science and technology as a hallmark of globalization itself. Therefore, the quality of education must be improved. 21st century skills specifically arise because of the reality of global education which has not fully accommodated the needs of educational output in the digital era. The learning paradigm that is formed in general is to compete. Educators who unconsciously teach and educate them like to compete but forget to cooperate. For example, academic rankings are still valid, accelerated learning classes, and the rise of favorite schools. Making competitive thinking patterns only educate students in the cognitive domain. So forget the culture of cooperation and collaboration. This contrasts with the image of the 21st century that individuals live in an environment that is full of the use of technology, where there is easy access to an abundance of information, new patterns of communication and collaboration. So to support success in the digital era, a skill base is needed in the digital era, including critical thinking skills, problem solving, communication, and collaboration. where there is easy access to abundant information, new patterns of communication and collaboration. So to support success in the digital era, a skill base is needed in the digital era, including critical thinking skills, problem solving, communication, and collaboration. where there is easy access to abundant information, new patterns of communication and collaboration. So to support success in the digital era, a skill base is needed in the digital era, including critical thinking skills, problem solving, communication, and collaboration.

The reality above requires educators to present collaborative learning content to really prepare students to face the realities of the 21st century. We then know this 21st century learning content as the term 4C (Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation). Conceptually educators are professionals with quantity and quality capacity who are able to answer all the challenges and needs of education. The professional demands of 21st century educators are not on the ability of educators to know and be proficient about everything but educators have the expertise to find out together with their students, to become a role model of trust, openness, and perseverance for their students to face the realities of 21st century digital life.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 1 paragraph (1) states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself and society. Education implies the awareness of all parties involved in this case the awareness of the nation to educate each other and provide exemplary students, so that students grow and develop in an environment that is fertile, literate, competent and with character. through education,

The skills that future generations must have in order to live properly in the world community in the 21st century consist of 16 skills which are categorized into three broad categories, namely the category of basic literacy abilities (foundational literacies), the category of competencies (competencies) better known as 21st Century Competence, and character quality categories (Yuyun Yuningsih, 2019: 137). The category of basic literacy skills consists of six literacy skills, namely language and literature literacy, numeracy, science, finance, information and communication technology, and culture and citizenship. The 21st Century competency category consists of four skills (4C/4K), namely critical thinking and problem solving, creative thinking and innovation, communication, and collaboration. Whereas, the character quality category consists of six skills, namely curiosity, initiative, never giving up, adaptation, leadership, and social culture (World Economic Forum, 2015). These 21st Century skills must be developed from an early age in students through education, so that at their productive age they can live properly in the world community.

According to Rayinda Dwi Prayogi and Rio Estetika (2019: 145) in Binkley et al (2018) 21st century skills are globally described in 4 categories as follows: (a) Ways of thinking: Creativity and innovation, critical thinking, solving problems, making decisions, and learn to learn; (b) Ways to work: Communicate and cooperate; (c) Tools for work: General knowledge and skills of information and communication technology; (d) Way to live: career, personal and social responsibility including cultural awareness and competence. These definitions of 21st century skills relate to a wide variety of disciplines and many aspects of life. These 21st century skills do not have a special position in the curriculum. 21st century education involves aspects of skills and understanding, but also emphasizes the aspects of creativity, collaboration and speaking ability. Some also involve technology,

behavior and moral values, while also emphasizing critical thinking and communication skills which are more challenging in the process.

All skills can be possessed by students if educators are able to develop lesson plans that contain activities that challenge students to think critically in solving problems. Activities that encourage students to work together and communicate must appear in every lesson plan they make

Education in a broad sense is a process related to efforts to develop one's character in life. Efforts to develop these aspects of character can be found at school, outside of school and in the family. Activities in schools are planned and implemented strictly according to established principles. However, very often the teaching and learning methods used in schools do not build character that awakens a critical attitude towards reality. In facing the future, education is directed not only at verbal abilities, but also towards behavioral education that is based on professional abilities. To have this ability, of course, one must be stimulated by a critical attitude towards the realities around him. Education should be an instrument for self-empowerment, which aims to liberate humans from the shackles of human oppression over other humans. Humans who have freedom are characterized by their ability to maximize their potential in the life they live. As an expert in the field of community development, education has noble goals. Education that is carried out does not only give birth to someone who is an expert in a certain field, but also has good character and behavior, can place himself in a social, national and state environment in accordance with applicable norms and rules. which aims to free humans from the shackles of human oppression of other humans. Humans who have freedom are characterized by their ability to maximize their potential in the life they live. As an expert in the field of community development, education has noble goals. Education that is carried out does not only give birth to someone who is an expert in a certain field, but also has good character and behavior, can place himself in a social, national and state environment in accordance with applicable norms and rules. which aims to free humans from the shackles of human oppression of other humans. Humans who have freedom are characterized by their ability to maximize their potential in the life they live. As an expert in the field of community development, education has noble goals. Education that is carried out does not only give birth to someone who is an expert in a certain field, but also has good character and behavior, can place himself in a social, national and state environment in accordance with

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Education is not just a matter of increasing the contents of the brain's memory or finding out something, seeking knowledge that was not known before. But more than that is an attempt to connect all that is known with things that are still a mystery" (Anatole France, 1817-1895 Nobel Prize in Literature, France.

The term alternative education is a generic term for various educational programs that are carried out in a different way from the traditional way. In general, alternative education has similarities, namely: the approach is individual, pays great attention to students, parents/families, and educators and is developed based on interests and experience.

This idea of alternative education stems from Romo Mangun's criticisms of the form of education which, since the 1974 curriculum came into force, has developed into the 1994 curriculum. Alternative education is not interpreted as a substitute for formal schools, but instead looks for new material and didactic methods to add to the new curriculum. According to Nunuk Murniati, education should be contextual, it must be adapted to the environment. Education for the marginalized is the same. Where the concept of link and match that was heralded by the New Order government in education only produced capitalist screws that were made only to adjust to the needs of labor in industrial machines.

At this time the development of education in the school environment is characterized by various characteristics that can create a sense of comfort for students. These characteristics include the presence of child-friendly schools, integrated schools, international schools, multiple intelligence schools, and so on. The purpose of using the slogan is as a trigger for the school to be superior. Furthermore, referring to article 4 of Law no. 23 of 2002 concerning Child Protection which reads that every child has the right to be able to live, grow and develop and participate fairly in accordance with human dignity and dignity and to receive protection from violence and discrimination. One of the basic rights

of the child is the right to participate which is defined as the right to express opinions and have their voices heard.

School as an educational institution, also determines civilization in the future. According to Ahmad Hamdani (2015: 88) school is a place friendly for students, can provide guarantees to carry out the learning process. That is, schools must provide pleasure, freedom or freedom to children but are monitored to carry out optimal self-development. This will give birth to a sense of liking and children will be motivated to be creative according to their talents and interests, so that in the end they can build critical awareness as a way to create children's independence.

In Indonesia, Natural Schools are an alternative choice of education that parents choose for their children (Willy Ramadan, 2019: 40). Natural school is a school built for educational development efforts carried out in nature with direct learning from all living things in nature. In natural schools, students are freed of time in interacting with the outdoors, so that direct learning is formed in the material and experiential learning. Nature School is basically an alternative form of education that uses the universe as a place of learning, teaching materials as well as learning objects. With this educational concept, students are expected to be able to learn from the natural environment around them and relate lessons and apply the knowledge gained to real life every day.

The presence of the Natural School is able to bring fresh air in the midst of the condition of education in Indonesia. Its presence turned out to reap a pretty good response. Although Natural Schools are usually inclusive schools, meaning schools that provide places for students with special needs. Until now, Nature Schools have been able to spread in many cities in Indonesia. With the principle of education for all, Sekolah Alam believes that by bringing together ordinary students and students with special needs, each party will be able to learn from one another. Students with special needs will get a normal spectrum, while ordinary students will grow more empathy for others.

The concept of learning in the Natural School applies a learning by doing system, in which students are directly involved in seeing real events that are related to things related to subject matter. Students are given the freedom to explore with natural materials available at the Nature School. Nature-based schools utilize nature as one of the main learning resources and use a thematic approach which combines theory with direct observation and practical

experience in the field so that students can freely and broadly construct their learning understanding.

Nature School is a school with the concept of universe-based education. Observing the natural school is seeing a unique school. The environment at Sekolah Alam really feels natural with the school building being just a stilt house commonly referred to as a hut surrounded by various orchards, vegetables, flowers and even a farm area. Not the atmosphere of a high-rise building and magnificent as a classroom. From an early age, children are introduced to the real world. The Alam School children are freed not to wear uniforms, instead to wear play clothes complete with boots which frees them to explore their environment. Diversity is seen as something unique in the Nature School, and uniformity is not seen in what is worn, but in morals,

Hideo (2020) In today's Japan, the importance of nature experience activities (NEA) has been recognized in schools and social education is carried out as part of the school curriculum. In addition, Sineenart (2018) with the research title Cross-Cultural Study in Local Wisdom for Creative Food Package Development in Secondary School in the results of his research to study the wisdom of Thai food packaging with packaging and packaging techniques in order to preserve their food culture

All learning processes that take place at the Natural School are in a fun learning atmosphere. Studying in the open, will instinctively create that atmosphere, without pressure and far from boredom. By using the concept of fun learning, SA has turned the school into a miniature life that is not only natural and real, but also beautiful and comfortable. The learning process turns into real life activities that are lived with joy. In this way, awareness will grow in children that learning is fun and school will become synonymous with joy.

Education in the 21st Century is an education that integrates knowledge, skills and attitudes, as well as mastery of Information and Communication Technology (ICT). These skills can be developed through various models of learning activities based on activities that are in accordance with the characteristics of competencies and learning materials. Apart from that, the skills needed in the world of education in the 21st Century are Higher Order Thinking Skills (HOTS) which are very much needed in preparing students to face global challenges, or in other words education can create an educated society that in the future can compete with other countries.

21st century skills will grow and develop in the golden generation candidates in 2045 through 21st century skills education. Three concepts of 21st century skills education have been adapted by the Ministry of Education and Culture of the Republic of Indonesia through the 2013 curriculum for Elementary Schools (SD/MI), Junior High Schools (SMP/MTs), High Schools (SMA/MA) consisting of 21st Century Skills (Triling and Fadel, 2009), scientific approach (Dyer, et al, 2009) and authentic assessment (Wiggins and McTighe, 2011; Ormiston, 2011; Aitken and Pungur, 1996; Costa and Kallick, 1992). These three concepts are adapted to develop education towards Creative Golden Indonesia in 2045 which is carried out to achieve conformity of the concept with the capacity of students and the competence of educators and education staff.

21st century skills in particular also emerge because of the reality of global education which has not fully accommodated the output needs of digital era education. The learning paradigm that is formed is generally to compete. Educators who unconsciously teach and educate them like to compete but forget to cooperate. For example, academic rankings are still in effect, accelerated learning classes, and the rise of favorite schools. Making competitive thinking patterns only educate students in the cognitive domain. So forget the culture of cooperation and collaboration. This contrasts with the image of the 21st century that individuals live in an environment that is full of the use of technology, where there is easy access to an abundance of information, new patterns of communication and collaboration.

21st Century Skills integrated into Knowledge, Skills and Attitudes as well as ICT mastery can be developed through: (1) Critical Thinking and Problem Solving Skills; (2) Communication Skills; (3) Creativity and Innovation Skills (Creativity and Innovation) and (4) Collaboration Skills The four skills have been packaged in the 2013 curriculum learning process.

Learning in the 2013 Curriculum has the aim of developing the talents, interests and potential of students so that they are characterized, competent and literate. To achieve these results, various learning experiences are needed, ranging from simple to complex learning experiences. In these activities the teacher must carry out learning and assessments that are relevant to the characteristics of 21st century learning. In an effort to achieve the goal of

national education, namely "to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible state (UU No. 20 of 2003 concerning National Education) and in an effort to create an Indonesian society that is able to compete in global challenges, it is necessary to have a policy from the government, both the central government and the regional government, to implement a system in the world of education that is able to answer problems regarding skills in the 21st century.

RESEARCH METHODOLOGY

According to Sugiono (2010) this research is a qualitative research which is a process of research and understanding based on a methodology that investigates a social phenomenon and human problems. In this approach, the researcher creates a complex picture, examines words, reports detailed views of respondents, and conducts a study of Creswell's natural situation. This research is interpretive using a qualitative approach, qualitative methods allow researchers to approach the data so that they are able to develop analytical, conceptual and categorical components of information from the data itself and not techniques that have been previously conceptualized. Rigidly structured and highly quantified which includes empirical social world into operational definitions that have been compiled by researchers.

This research is interpretative in nature, namely research in which the data is stated in a natural state or as it is, by applying a method of work that is systematic, directed and accountable, so that it does not lose its scientific character. In this study, primary data was taken from observations and interviews at the Natural School from observations and interviews at the Medan JIGS Natural School and secondary data obtained from a literature study. The text analysis used is qualitative in nature, which is a process of simplifying data into a form that is easy to understand and read.

The purpose of this research is to inform the Indonesian people, especially the government, educators, students and child caretakers about the importance of schools that carry a child-friendly concept, the existence of JIGS Medan Natural School in providing educational facilities for students in 21st century life skills.

RESULTS AND DISCUSSION

According to Ki Hadjar Dewantara, education is divided into two, namely general education and special education. General education teaches students to be able to live in society, nation and state (knowledge for life), while special education teaches students to be ready to work. According to him, the levels of PAUD, SD, SMP, and SMA are forms of formal education that organize general education so that what is taught is knowledge about how students can live properly. The knowledge taught to students must be applicable in their lives so that it becomes meaningful, not only materially oriented (materialistic and intellectual), but also value oriented and life skills so that students can live in prosperity not only physically but also mentally.

Nature School seeks to build children's basic abilities that make them proactive and adaptive to environmental changes. The ability to think logically for example. A child who is able to think logically is more important than just getting a high score in math. Because that ability gives the power to "digest" his life's problems. Like wise outbound training, which trains courage, patience, tenacity, teamwork and leadership. This practice builds their strong mental structure which makes them resistant to the shocks of life. All stake holders have a big role and meaning in the educational process. Education is truly a shared responsibility between foundations, teachers and parents. Learning opportunities are open to all. Both financially and intellectually. There is no discrimination and capitalism in the administration of education. To provide opportunities for those who are financially less able, a proportional subsidy system is implemented. There is no IQ test as a condition for entering school at the Alam School.

The intelligence of students is not only seen from the mere mastery of exact and social sciences, but must be seen as a unified whole. Prospective students were instead given the opportunity to try (sit-in) study at the Nature School before deciding and it was decided that they could study at the Nature School. School Nature student report cards contain all aspects of student development presented as is, complete with tables and graphs. This school removes the ranking system that will only form a new caste based on intelligence, but views the potential of all students as the same and ignores individual uniqueness and differentiation in talents, interests and intelligence. School is not a horse race with students as participants. Here students are encouraged to grow optimally in their center of

intelligence excellence which blends with their talents and interests. There is no competition among students conducted with the same standard. Because the purpose of learning is to build scientific traditions, not just trigger learning achievements.

In Nature School, not only students learn. Teachers also learn from students, even parents also learn from teachers and students. Students do not only learn in class, they learn anywhere. They not only learn from books, but from what they see around them. They are directed to learn actively and independently, the teacher acts more as a facilitator. What is clear, they do not learn to pursue grades, but to be able to use their knowledge in everyday life. In Norwaliza's research (2020) with the title *Construction of The Forest School Framework Based On Indigenous Knowledge In Malaysia*, stated that the results of his research indicated five elements that needed to be included in the syllabus, namely music, herbs and medicines, crafts, tools for hunting and forestry. In addition, Silvia (2018) with the research title *natural school culture for creating a child-friendly education*, stated the results of her research. This research analyzes (1) the concept of natural school culture contained in the school's vision and mission to organize child-friendly education, (2) school environment that supports the educational model, and (3) the learning process. The learning process developed is in accordance with the nature-based paradigm, namely the concept of knowing, understanding, and loving nature and the environment. Therefore,

In order to create child-friendly education, the Nature School emerged. In the teaching and learning process at the Nature School, they are not confined in the classroom, but turn into real-life activities that are lived with joy because the concept is directed to make students feel comfortable. This really helps children enjoy the early stages of growth, and builds a positive picture of life and the earth they live in, especially at the age of children whose knowledge is at the concrete operational level. In addition, the combination of class lessons, outbound training, field research (outing), market day, and others, has provided a relatively more complete understanding and awareness about life, formed a more stable emotional structure and mentality, and built daily attitudes. getting better over time. Program *bullyings* such as Network People and Nursing which are implemented in almost all Natural Schools, for example, are real forms of child-friendly concepts. Network people programs are usually focused on young students. Students were asked to write down who their network people were. These network people can be the people closest to the child, for example relatives or teachers, to whom the child feels comfortable telling stories if

something happens to them. So this network of close people doesn't have to be from the school environment or parents. Through this program, educators will know more deeply about the social and emotional conditions of children.

While programs *nursing* or buddy system is mentoring. At the Natural School, students really get intensive attention from the teaching staff. If in an ordinary school, one class of students is only handled by one or two teaching staff, it is different from the Natural School where there can be up to 7 teaching staff. In the Indonesian context, children have a strategic role, namely as successors to the success of a nation that aspires to be able to realize the ideals of a country. This is where the urgency of child-friendly education is realized in Indonesia. According to Ahmad Hamdani several things must be considered in pursuing child-friendly education, namely: 1. Schools are required to be able to present themselves as a medium, not just a fun place for children to learn. 2. Schools need to create space for children to talk about positive values. The goal is for a dialectic to occur between the values given by education to children. 3. Do not ignore the concept "the world of children is play". This means that schools are able to become a playground that introduces healthy competition in a learning-teaching process. This is because at a child's age, it is through play that there is a complete package, namely the learning process of learning and working. 4. Students are involved in various activities that develop competence by emphasizing the learning process through doing something (learning by doing, demos, practice, etc.). 5. Class Arrangement Creation. To realize this, students must be involved in the arrangement of benches, decorations and illustrations depicting science, etc. Innovation can also be done in the arrangement of study benches. This is because, usually the arrangement of chairs in a classical manner (lined backwards) might limit student creativity. 6. Schools must have clean water and sanitation facilities, as well as health facilities. Sanitary facilities such as toilets and washing places are adjusted according to the child's posture and age. Schools also implement policies or regulations that support cleanliness and health. These policies or regulations are agreed upon, controlled, and implemented by all students (from-by-and for students). 7. Natural Schools must be able to create the impression of a community-based school. That is, being able to encourage local partnerships in the development of child-friendly education

The presence of the Nature School is a form of concern in the framework of realizing child-friendly education. Therefore, its presence must be put to good use. The

government as the holder of authority is also expected to pay attention and establish a harmonious relationship with the Natural School. Thus, its role as an educational institution can be optimized. The 21st century educator who is instilled in the first natural school is knowledge, namely the intellectual abilities possessed by an educator which includes mastery of subject matter, knowledge of how to teach, knowledge of learning and individual behavior, knowledge of guidance and counseling, knowledge of society and general knowledge. How an educator is required to prioritize the mastery of knowledge being taught as an important part in the transfer of knowledge process. Knowledge in this field now needs to be supplemented with digital mastery, the main of which is information. This information then becomes the main material/presentation material for children to develop their way of thinking, behaving and learning.

These digital profiles and competencies in the learning process. The current 21st century learning design is product based and problem solving. So it really needs active collaborations of students, especially in creating and innovating high-value product creativities and systematic and easy problem solving. So through the profile of 21st century educators and their alignment with digital competence which is then directed at the formation of product creativity and problem solving, it is very easy to provide the best learning by fulfilling the abilities of 21st century students

CONCLUSION

Based on the literature study that has been done, it can be seen that 21st century skills will require educators to always actively develop their abilities so that active learning can be realized. Active learning will run smoothly if it is supported by the strategies used by educators. The education needed by future generations is 21st Century skills education which requires future generations to be literate, competent, and have quality character. The education in question is education that grows, not shapes, so that every student can grow according to his nature and nature to become part of the world community without forgetting the originality of his national culture. Friendly schools are interpreted as a condition of educational institutions that are far from various acts of violence against children, both physical and non-physical. A school like this will ideally be a friendly place for students, providing fun, freedom or freedom to children, but still supervised to carry out optimal self-development. This will directly give birth to a sense of liking and children will

be motivated to be creative according to their talents and interests, so that they can finally build critical awareness as a way to create children's independence.

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