

STRATEGY FOR IMPLEMENTING THE KAS-RPA PROGRAM (KAMPUNGE AREK SUROBOYO RAMAH PEREMPUAN DAN ANAK) KAMPUNG BELAJAR IN GUNUNG ANYAR DISTRICT

Fisqiyyah Azaliyyah Rahma^{1)*}, Indira Arundinasari¹⁾

Universitas Pembangunan Nasional “Veteran” Jawa Timur, Indonesia¹⁾

*Email: fisqiyazlrhma@gmail.com **

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Abstract

The Surabaya City Government has implemented the KAS-RPA (Kampung Arek Surabaya Friendly to Women and Children) Program as an effort to achieve equal rights for women and children at the most basic community level. The KAS-RPA program has five indicators in educating them, namely safe villages, foster villages, learning villages, creative-productive villages, and healthy villages. The implementation of the Learning Village in Gunung Anyar Village is one of the efforts to provide equal access and opportunities for women and children to get quality education in the area. This program focuses on non-formal learning assistance activities that involve the active participation of Gunung Anyar Village residents, especially children, as well as handling the problems of children who are indicated as vulnerable to dropping out of school. However, in its implementation there are still some shortcomings. The findings in this study are expected to describe the strategy for implementing the learning village in filling the KAS-RPA Program indicators in Gunung Anyar Village. The research was conducted using a qualitative method, namely through observation and interviews. The purpose of writing this research is to describe the strategies carried out to overcome shortcomings in the implementation of learning village activities to turn on the KAS-RPA Program indicators in Gunung Anyar Village.

Keywords: Kampung belajar, Program KAS-RPA

A. INTRODUCTION

Learning in Indonesia plays a very important role in shaping individuals and society (Judrah, 2024). Education is not only a process of transferring knowledge, but also a means to build character, improve quality of life, and strengthen national identity (Somayana, 2020). The learning process is not only limited to the classroom, but also occurs in various environments, both formal and non-formal. The continuous education process allows individuals to continue to develop themselves and adapt to dynamic changes (Nurhayati & Lahagu, 2024). Education in Indonesia itself still faces several challenges, one of which is inadequate facilities, another challenge faced is the quality of Indonesian education which is still far behind other countries (Alifah, 2021). This is evidenced by the Programme for

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International Student Assessment (PISA) analysis which is an important benchmark in assessing the quality of global education. PISA 2022 shows that Indonesia is ranked 72nd out of 79 countries, indicating that improvements in the quality of education in Indonesia are still needed (Siregar et al., 2024). To overcome this, a strategy is needed as a joint effort from the government, schools, families, and communities to improve the quality and access to education for all children in Indonesia.

In response to this problem, the KAS-RPA Program (Kampung Arek Suroboyo Friendly to Women and Children) initiative aims to encourage the creation of villages that have characteristics that are friendly to women and children, one of which is the Learning Village which provides equal access and opportunities for women and children to get quality education, both formal and non-formal (Avisena & Hardjati, 2024). In the implementation of the KAS-RPA Program Learning Village (Kampung Arek Suroboyo Friendly to Children and Women) there are several program initiatives to meet the Learning Village indicators including 1) Free from children dropping out of school 2) Facilitating children's learning assistance.

The Surabaya City Government has implemented the KASRPA Program (Kampung Arek Surabaya Friendly to Women and Children) as an effort to achieve equal rights for women and children at the most basic community level, namely the village. The implementation of the KAS-RPA (Kampung Arek Suroboyo Friendly to Women and Children) Program is based on the Regulation of the Minister of Women's Empowerment and Child Protection Number 1 of 2017 concerning "General Guidelines for Gender Responsive Cities, which regulate the concept, principles, indicators, mechanisms, and evaluation of gender responsive cities, as well as the duties and responsibilities of local governments and related parties in its implementation". And Surabaya City Regional Regulation Number 6 of 2011 concerning "Implementation of Child Protection explains that in order to protect children optimally, there needs to be real action from the local government and the participation of the community as a whole", with that the Surabaya city government formed the KAS-RPA program or (Kampung Arek Suroboyo Friendly to Women and Children) with the concept of forming five village indicators, namely safe villages, foster villages, learning villages, creative-productive villages, and healthy villages with program implementation mechanisms at the sub-district and village levels. The objective of the KAS-RPA (Kampung Arek Suroboyo Friendly to Women and Children) Program is to increase the empowerment of women and children at the sub-district and district levels, to be more responsive in handling problems involving women and children, such as violence, discrimination, poverty, health, education, and participation (Siwi, 2025). The idea behind KAS-RPA (Kampung Arek Suroboyo Friendly to Women and Children) is to create a village that cares about women and children (Aji et al., 2024). The goal of this program is to provide a friendly, accommodating, responsive, and livable environment (village) to protect children's rights and strive to achieve maximum women's empowerment. It is also hoped that the implementation of this program will transform Surabaya from a gender-sensitive city to a child-friendly city (KLA). Sub-districts and RW are the targets of this program (Arrohmati & Pertiwi, 2024). One of the sub-districts in the city of Surabaya that is participating in implementing the KAS-RPA (Kampung Arek Suroboyo Friendly to Women and Children) Program is Gunung Anyar Sub-district.

The implementation of the Learning Village in Gunung Anyar Village is an effort to provide equal access and opportunities for women and children to obtain quality education in the area (Putri, 2020). This program focuses on non-formal learning assistance activities that involve the active participation of Gunung Anyar Village residents, especially children, as well as handling the problems of children who are indicated as vulnerable to dropping out of school.

However, in its implementation there are still several shortcomings, such as the lack of provision of learning assistance facilities for children, the presence of children who are vulnerable to dropping out of school, and the lack of information for residents regarding learning village activities. Based on these problems, this study aims to describe the strategy of the KAS-RPA Program (Kampung Arek Suroboyo Friendly to Women and Children) in Gunung Anyar Village to overcome the problem of the lack of provision of learning assistance facilities for children and handling children who are indicated as vulnerable to dropping out of school in the implementation of the KAS-RPA Program (Kampung Arek Suroboyo Friendly to Women and Children) in Gunung Anyar Village.

B. LITERATURE REVIEW

Strategy

In the Great Dictionary of the Indonesian Language, it is stated that strategy is the science and art of using the resources of nations to implement certain policies in war and peace, or a careful plan of activities to achieve specific goals (Tang, 2018). Strategy is an overall approach related to the implementation of ideas, planning, and execution of an activity within a certain period of time (Sahputra, 2020). Strategy is a plan designed to achieve long-term goals by allocating resources effectively (Kautsar & Julaiha, 2023). In the context of management, strategy includes two important aspects, namely formulation and implementation. Strategy formulation involves analyzing the situation to determine strengths, weaknesses, opportunities, and threats (SWOT analysis), while strategy implementation relates to the implementation of plans that have been prepared (Akay et al., 2021). Strategic management is a technique and knowledge used to formulate, implement, evaluate, and monitor various functional decisions in organizations, both business and non-business (Nababan et al., 2023). This process is influenced by the dynamics of the internal and external environment that are constantly changing, thus enabling the organization to achieve its stated goals (Setiawati, 2020). This study uses the strategy theory (Hunger & Wheelen, 2003) in (Priatin & Humairoh, 2023) which states that in analyzing a strategic management, four basic elements of the strategic management process are needed, including environmental observation, strategy formulation, strategy implementation and strategy evaluation.

- a. Environmental Observation: Analysis of external and internal factors that affect policy implementers. This includes identifying opportunities and threats from the external environment as well as strengths and weaknesses.
- b. Strategy Formulation: Establishing long-term goals and policy objectives. Here a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis is also carried out to choose the right strategy.

- c. Strategy Implementation: Developing a concrete action plan to implement the formulated strategy.
- d. Evaluation: Monitoring the progress of the strategy and evaluating the achievement of goals and making adjustments if necessary. This is important to ensure that the strategy remains relevant and effective in achieving goals.

KAS-RPA Program

KAS-RPA is an abbreviation of Kampunge Arek Suroboyo Ramah Perempuan dan Anak, which is a program of the Surabaya City Government to create a friendly, safe, and comfortable environment for women and children in the city (Cahyati et al., 2024). KAS-RPA (Kampunge Arek Suroboyo Ramah Perempuan dan Anak) is part of the translation of Surabaya Kota Responsif Gender, which means a city that accommodates the needs, aspirations, and rights of women and children in every aspect of development (Arindi et al., 2024). KAS-RPA has five indicators in its fulfillment, namely safe villages, foster villages, learning villages, creative-productive villages, and healthy villages. To fulfill these five indicators, there are initiation activities carried out, namely,

Table.1 KAS-RPA Indicators

Indicator	Program Initiation
Safe Village	1. Safe from crime 2. Safe from the dangers of accidents 3. Disaster preparedness 4. Handling juvenile delinquency 5. Handling domestic violence
Foster Village	1. Risk reduction and family risk management systems 2. Alternative care 3. Child rights-based and gender equality care
Learning Village	1. Free from school dropouts 2. Facilitate learning assistance for children and women
Creative-Productive Village	1. Children and women's expression/aspiration space 2. Women's participation 3. Women's MSMEs
Healthy Village	1. Free from malnutrition and stunting 2. Free from cigarette smoke 3. Drug-free village 4. Prevention of child marriage

Source: (Document of KAS-RPA DP3APPKB Surabaya City)

C. RESEARCH METHODOLOGY

The research method is the process by which data is collected and processed to address research problems. This study uses a qualitative research method, namely by examining the quality of relationships, activities, conditions, or various materials known as qualitative research. This means that rather than comparing the effects of various therapies or explaining people's attitudes or behavior, qualitative research emphasizes comprehensive descriptions that can provide detailed information about the activities or events that occur (Malahati et al., 2023). The research method used is qualitative to collect data including interviews with related parties, as well as direct observation in the field (Achjar et al., 2023). Researchers can find out the meaning, perspective, and experience of the parties directly involved in the Kampung Belajar activities using qualitative methodology. Through qualitative methodology, it can reveal social dynamics, obstacles, and opportunities that cannot be measured by focusing on descriptive data and contextual analysis (Safrudin et al., 2023).

D. RESULT AND DISCUSSIONS

Environmental Observation

Gunung Anyar Urban Village in the context of implementing the Learning Village as part of the KAS-RPA Program, one of the activity initiatives to fulfill the Learning Village indicators is facilitating children's learning assistance, previously in Gunung Anyar Urban Village itself, learning assistance called "sinau bareng" accompanied by teachers assigned by the Surabaya City Government had been carried out but in its implementation it was less than optimal, such as the lack of information to residents when there were learning assistance activities so that not many children participated in the activities. Initiation of activities to fulfill the second indicator of a learning village, namely free from children dropping out of school, in Gunung Anyar Village itself there are no children who have dropped out of school, this was confirmed by Kesra (Community Welfare and Empowerment) of Gunung Anyar Village, but there are still children who are vulnerable to dropping out of school, vulnerable to dropping out of school in question is the potential to drop out of school such as often not coming to school, this is due to the lack of assistance by the child's parents which causes the child to often not go to school, Gunung Anyar Village itself handles this by conducting home visits to the homes of children who are vulnerable to dropping out of school to resolve the problem by accompanying the child to school by the RW 4 assistant, this has been proven to be able to make children who are vulnerable to dropping out of school continue to go to school. From these observations, Gunung Anyar Village has the potential to optimize the Learning Village as a fulfillment of the KASRPA (Kampung Arek Suroboyo Friendly to Women and Children) indicator, although the learning assistance activities are not optimal, but Gunung Anyar Village plays an active role in overcoming the potential for children who are vulnerable to dropping out of school. Therefore, to fulfill the indicators of a learning village, it is necessary to strengthen supporting facilities, such as socialization activities to the community about the importance of education, and information on learning assistance activities.

Strategy Formulation

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The purpose of KAS-RPA is to increase the empowerment of women and children at the sub-district and district levels, so that they are more responsive in handling problems involving women and children, such as violence, discrimination, poverty, health, education, and participation (Seftiana et al., 2024). In addition, KAS-RPA also aims to encourage the creation of villages that have characteristics that are friendly to women and children, namely safe villages, foster villages, learning villages, creative-productive villages, and healthy villages.

The learning village itself aims to be a village that provides equal access and opportunities for women and children to get quality education, both formal and non-formal, according to their interests and talents (Septiani & Zidan, 2023). So according to the KAS-RPA DP3APKB Surabaya City document to fulfill the learning village indicators, namely by initiating a program to free children from dropping out of school and facilitating learning assistance for children. In Gunung Anyar Village, the implementation of the learning village as an indicator of the KAS-RPA Program was carried out in RW 4, Gunung Anyar Village, with the consideration that the RW with the largest number of RTs in Gunung Anyar Village, namely 19 RW, and the large number of residents in RW 4 will support the implementation of the learning village. The initiation of the learning village activities, namely:

1. Free from children dropping out of school: in line with what has been done by the Gunung Anyar Village regarding this matter, in the implementation of the learning village, routine home visits are carried out to the homes of children who are vulnerable to dropping out of school for assistance so that children remain motivated to go to school. This effort involves KAS-RPA assistants, RW assistants or the Gunung Anyar Village.
2. Facilitation of children's learning assistance: this activity is carried out in RW 4, Gunung Anyar Village by maximizing the participation of the local community, namely children and youth organizations.
2. The implementation of learning assistance activities is carried out every Tuesday and Wednesday from 18.00 WIB to 20.00 WIB which takes place at the Gunung Anyar Rusunawa, this is in accordance with the considerations of the Head of Karang Taruna RW 4, Head of RW 4, RW 4 Assistants, Gunung Anyar Village. Children are given regular tutoring while Karang Taruna plays an active role as a companion and driver of activities. In addition, socialization was also carried out for PKK and KSH mothers regarding the existence of learning assistance activities or joint study, this was so that the community would know and could inform their children to take part in the activities..

SWOT analysis is used to determine the opportunities, threats, weaknesses, and strengths of an organization or program. In order for goals to be achieved and sustainable, it is necessary to make appropriate plans, maximize available resources, and overcome obstacles (Irfani et al., 2021)

Tabel. 2 Analisis SWOT

<i>STRENGTHS</i>	<i>WEAKNESSES</i>
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1. Commitment and active support from Gunung Anyar Village, namely the Head of RW and Karang Taruna. As well as the participation of the local community in the implementation of the learning village 2. There is socialization to PKK and KSH mothers who act as agents of information dissemination to increase children's participation.	1. Limited resources for the implementation of learning activity assistance 2. Not all communities are aware of the importance of education, so not all parents encourage their children to participate in this activity. 3. The learning activity schedule is only twice a week, which may not be enough for children with large learning gaps.
<i>OPPORTUNITIES</i>	<i>THREATS</i>
1. Active support from the community, Karang Taruna, or the village office can decrease over time if there is no clear reward or incentive program. 2. Inconsistent learning motivation of children to participate in learning assistance activities	1. Active support from the community, Karang Taruna, or the village office can decrease over time if there is no clear reward or incentive program. 2. Inconsistent learning motivation of children to participate in learning assistance activities

Source: (Document of KAS-RPA DP3APPKB Surabaya City)

Implementation

The implementation of the learning village as a fulfillment of the KAS-RPA (Kampung Arek Suroboyo Friendly to Women and Children) indicator in Gunung Anyar Village aims to support the creation of quality education access for children in the Gunung Anyar Village area. The implementation of the learning village activities, namely:

1. Preparation stage: coordination was carried out with the Kesra of Gunung Anyar Village which suggested that the implementation of the learning village be carried out in RW 4 of Gunung Anyar Village, then coordination was carried out with the head of RW 4 and RW 4 assistants to find out the environmental conditions related to the needs of the community of RW 4 of Gunung Anyar Village related to education, namely that there are still children at risk of dropping out of school but have been handled by the village, and coordinating regarding the activities that will be carried out for the learning village activities, namely learning assistance for children and the implementation of home visits for children at risk of dropping out of school which will be carried out with the Puspaga Facilitator of Gunung Anyar Village. As well as coordination with the youth organization to participate as drivers of the learning village in RW 4 of Gunung Anyar Village.

2. Planning Stage: preparation of a schedule for learning assistance activities in RW 4, Gunung Anyar Village, which is carried out every Tuesday and Wednesday at 18.00 WIB to 20.00 WIB in the Gunung Anyar Rusunawa, and a schedule for assistance by the youth organization of RW 4, Gunung Anyar Village. As well as implementing socialization to PKK and KSH mothers regarding the existence of learning assistance activities for children, this is done so that the community is aware of the learning village activities and participates in its implementation. Planning for home visit activities for children at risk of dropping out of school is carried out once a week with RW 4 assistants and Puspaga Facilitators in Gunung Anyar Village.
3. Implementation Stage: Implementation of learning assistance activities for children in Rusunawa Gunung Anyar every Tuesday and Wednesday at 18.00 WIB to 20.00 WIB with the involvement of Karang Taruna RW 4, Gunung Anyar Village, the participation of children who participated in the learning assistance activities together was around fifteen to twenty children, this shows that the learning assistance activities in Gunung Anyar Village are in accordance with the objectives. The implementation of home visits for children at risk of dropping out of school was also carried out and at the time of the assistance, the children had never missed going to school.

Evaluation

Evaluation of the Kampung Belajar activities in the KAS-RPA Program in Gunung Anyar Village was carried out to ensure that the program was running according to its objectives and providing real benefits. The evaluation includes the success of the activities, such as the number of children who participated in the learning assistance and their regular attendance, as well as the effectiveness of the program in handling children who are vulnerable to dropping out of school. By conducting regular supervision of how the activities were carried out and how the participants of the activities developed, this involved the village to monitor to ensure that the activities were running according to plan. Evaluations need to be carried out at least once a month to review the activities that have been carried out. Community participation is also assessed through the active involvement of residents, especially Karang Taruna, in implementing activities. In addition, the sustainability of the program is evaluated based on support from the village, such as the provision of facilities, budget, and assistants. The evaluation results are used to improve and adjust the program, such as adding facilities or improving coordination, so that the Kampung Belajar activities can continue to provide optimal benefits for children in Gunung Anyar Village.

E. CONCLUSION

The Learning Village activity to fulfill the KAS-RPA (Kampung Arek Suroboyo Friendly to Women and Children) indicator in Gunung Anyar Village is a strategic effort to provide access to quality education for children at the RW level. The implementation of this program is carried out through the preparation, planning, and implementation stages involving active community participation. The learning village activity has provided space for children to receive regular learning assistance and access to more inclusive non-formal education. One important aspect of this program is the implementation of home visits to children who are indicated as vulnerable to dropping out of school. This activity aims to monitor the condition

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of children directly at their homes, provide emotional support, and ensure that they remain motivated to continue their education. To achieve the success of the learning village activity to fulfill the KAS-RPA (Kampung Arek Suroboyo Friendly to Women and Children) indicator, further strengthening is still needed, especially in the provision of supporting facilities, increasing the capacity of assistants, and improving the coordination mechanism between stakeholders. Consistent evaluation and supervision are also important elements to ensure the sustainability and effectiveness of the program. With the cooperation of all elements of society and government, the Learning Village activities can make a significant contribution to creating educational equality and empowering women and children in the city of Surabaya..

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