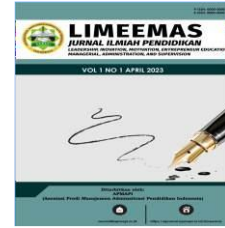


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SCHOOL MANAGEMENT STRATEGY IN ENSURING EARLY CHILDHOOD SAFETY IN RA SHAZIA PALEMBANG

Viana Febrianti¹, Gusti Wahyuni²

^{1,2}Universitas PGRI Palembang/RA Shazia
Palembang

E-mail: febrianti.viana@gmail.com

Abstract: This study aims to describe school management strategies in ensuring early childhood safety in the Raudhatul Athfal (RA) environment. The background of this research is based on the increasing cases of violence, accidents, and neglect against children in PAUD units, as well as the importance of the role of school management in building an effective and sustainable protection system. This study uses a descriptive qualitative approach with a case study method carried out at RA Shazia Palembang. Data collection techniques are carried out through in-depth interviews, observations, and documentation. The research subjects include school principals, teachers, and support staff. The results of the study show that although schools already have policies in the form of safety SOPs, implementation in the field has not been optimal. Teachers have not received special training, evacuation simulations have never been carried out, and incident reporting systems have not been actively functioning. Most of the physical facilities of the school have met the standards, but unsafe facilities are still found. Security evaluation and monitoring are still incidental and not yet system-based. This research contributes to the development of early childhood safety management and recommends the need for periodic training, facility audits, and parental involvement in risk prevention efforts.

Keywords: School management, child safety, early childhood education, prevention strategies, case studies

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan strategi manajemen sekolah dalam menjamin keamanan anak usia dini di lingkungan Raudhatul Athfal (RA). Latar belakang penelitian ini didasari oleh meningkatnya kasus kekerasan, kecelakaan, dan kelalaian terhadap anak di satuan PAUD, serta pentingnya peran manajemen sekolah dalam membangun sistem perlindungan yang efektif dan berkelanjutan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus yang dilaksanakan di RA Shazia Palembang. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Subjek penelitian meliputi kepala sekolah, guru, dan tenaga pendukung. Hasil penelitian menunjukkan bahwa meskipun sekolah telah memiliki kebijakan dalam bentuk SOP keamanan, implementasi di lapangan belum optimal. Guru belum mendapatkan pelatihan khusus, simulasi evakuasi tidak pernah dilakukan, dan sistem pelaporan insiden belum berfungsi secara aktif. Sarana fisik sekolah sebagian besar sudah memenuhi standar, namun masih ditemukan fasilitas yang tidak aman. Evaluasi dan pemantauan keamanan masih bersifat insidental dan belum berbasis sistem. Penelitian ini memberikan kontribusi terhadap pengembangan manajemen keamanan PAUD dan merekomendasikan perlunya pelatihan berkala, audit fasilitas, serta keterlibatan orang tua dalam upaya pencegahan risiko.

Kata kunci: Manajemen sekolah, keamanan anak, PAUD, strategi pencegahan, studi kasus

INTRODUCTION

Early childhood safety, both physically and psychologically, is a fundamental aspect in the implementation of education at the Raudhatul Athfal (RA) level. The rise of cases of violence, accidents, and neglect that occur in the PAUD/kindergarten environment shows that this issue has not been handled optimally. In fact, early childhood is in a very vulnerable developmental phase and requires comprehensive protection. School management has a key role as a systemic guarantor that regulates policies, supervision, and the creation of a safe environment for students. Based on this urgency, this study formulates the main question: what is the school management strategy in ensuring the safety of early childhood in Raudhatul Athfal (RA)?

Previous studies have shown several consistent patterns in security management in Raudhatul Athfal (RA). First, research by Yuliana et al. (2024) shows that the existence of security SOPs does not guarantee implementation in the field without training and supervision. Second, Netti Herawati et al. (2025) emphasized that parental involvement and monitoring of physical facilities have a great effect on incident prevention. Third, Fitria Marisya et al. (2025) underline the importance of emergency response management and incident reporting as part of a safe school culture. Fourth, the study by M Bambang Purwanto et al. (2025) emphasizes the importance of periodic evaluation to update security policies according to the development of children's needs. Nonetheless, most previous research has focused on formal policy aspects, and not many have delved into the comprehensive implementation of security management strategies in the field, especially in qualitative contexts.

This study aims to describe in depth the school management strategy in maintaining early childhood safety in the Raudhatul Athfal (RA) environment, both in terms of policy, implementation, supervision, and evaluation. The main focus is directed at a thorough understanding of how principals and teachers implement security systems in their daily activities, as well as how schools respond to the risk of violence and accidents that may occur (Achmad Leofaragusta K K et al., 2025).

Theoretically, this study contributes to enriching the literature on early childhood education security management, especially with a qualitative data-based approach. This research also opens up a new study space on the relationship between formal policy and field practice in PAUD institutions. From a practical perspective, the results of the research are expected to be policy input for Raudhatul Athfal (RA) school managers in designing a more comprehensive and responsive security system to the needs of children, teachers, and the learning environment in general.

METHODOLOGY

This study uses a descriptive qualitative approach with a case study

method, which aims to explore and understand in depth the school management strategy in ensuring early childhood safety in the Raudhatul Athfal (RA) environment. This approach was chosen because it is able to capture the complex and contextual dynamics of managerial practices in daily life in schools. The case study focuses on one early childhood education institution, namely RA Shazia Palembang, as a research location that is considered representative in illustrating the issues studied.

The research subjects consist of various parties directly involved in the school security system, namely principals, teachers, security officers, and parents who are considered to have relevant information. The data collection technique is carried out triangulatively, namely through in-depth interviews, direct observation of the school's physical environment, and analysis of institutional documents, such as Standard Operating Procedures (SOPs), event reports, and incident reporting.

The data collected was analyzed using the Miles and Huberman model analysis techniques in M Bambang Purwanto (2025), which includes three stages: data reduction, which is the process of filtering and summarizing important data; presenting data in the form of thematic narratives or tables; and drawing conclusions and verifications that are carried out repeatedly until consistent patterns and meanings are found. To ensure the validity of the data, the researcher used source triangulation techniques and techniques, by comparing the results of various informants and data collection methods. In addition, member checking is also carried out, which is the re-clarification of the results of interviews or field findings to the resource persons so that the accuracy and validity of the data can be guaranteed.

RESULT AND DISCUSSION

Result

Based on the results of in-depth interviews, direct observations at the location, and documentation studies conducted at RA Shazia Palembang, a number of findings were obtained that illustrate how aspects of policy, physical environment, violence prevention, and security evaluation system are carried out by the school management. The findings are grouped into the following four key aspects:

1. School Safety Policy

Early childhood safety is a crucial aspect that is the main concern in the management of children's educational institutions, including at the Raudhatul Athfal (RA) level. In an effort to create a safe and secure learning environment, RA Shazia Palembang has implemented a number of security policies that are formalized in the form of Standard Operating Procedures (SOPs). This policy not only regulates the mechanism for the arrival and pick-up of students, but also serves as a reference in limiting external access to the school environment.

The researcher conducted interviews with the principal and three

teachers from RA Shazia. The following is a summary of the findings of the relevant interview results: *"We have made a written SOP, especially regarding who can pick up children, there must be parental identity. We shared the SOP at the beginning of the school year."* The principal's statement shows that the school management has the initiative and managerial awareness to maintain the safety of students through the preparation of official documents in the form of Standard Operating Procedures (SOP). The main focus of the SOP is on the aspect of pick-up access control, which is a crucial element in protecting children from the potential risk of kidnapping, pick-up by foreigners, or administrative errors.

The step of distributing SOPs at the beginning of the school year also shows that the socialization process has been carried out, but it is still limited to one formal moment. This reflects that school management considers the presence of written procedures important, but has not fully implemented the principles of *continuous socialization* and *strengthening of a safety culture*. According to the principle of participatory and sustainable management (Sallis, 2002), the success of SOP implementation does not only depend on the documents, but also on the extent to which the documents are understood, implemented, and evaluated consistently by all school residents.

In addition, the sharing of SOPs without training or practical simulations can lead to a gap between written policies and practice in the field. This is supported by other findings that state that some teachers do not understand the details of the content of the SOP. Therefore, this strategy is still top-down and has not yet formed a school security system that is truly collaborative and adaptive to the real situation.

Then, the results of the interview with the teacher, *"I know that SOPs exist, but I have never participated in special training. Usually only know from seniors."* This statement indicates that teachers' knowledge of school safety SOPs is passive and unsystematic. Teachers know the existence of SOPs not through formal training from school management, but through informal channels, namely information passed down from senior teachers. This shows that the policy internalization process has not been running optimally, because it is not accompanied by a structured training approach.

This condition poses a risk of inconsistency in the implementation of SOPs in the field. When understanding is only acquired orally or "hereditary", there will be variations in the interpretation and application of security procedures. According to Robbins & Coulter (2012), in effective organizational management, procedural communication must be explicit, documented, and reinforced with operational training so that all members of the organization have uniform perceptions and actions.

In addition, the absence of special training also has implications for teachers' lack of preparedness to face emergency situations or threats to children's safety. This can hinder the effectiveness of risk management in schools, because teachers as the spearhead of the implementation of SOPs do not

have adequate competence to follow up on policies. So, from a managerial perspective, schools need to improve the training and periodic briefing system so that the SOPs are not only known, but also really understood and able to be carried out professionally by all educators. Another teacher added, *"We usually take care of ourselves in class. If there is something suspicious, we report it to the principal. But there has never been an evacuation simulation or an incident"*. Teachers carry out supervision functions on an individual basis and on personal initiative, but without systematic support from school management in the form of training or safety simulations. The sentence "there has never been an evacuation simulation or incident" confirms that schools have not implemented a preparedness-based preventive approach in dealing with potential security threats.

Although teachers are aware of their responsibility to the safety of children, handling suspicious situations is limited to reporting to the principal in the absence of clear protocols or technical training. In the context of risk management in educational institutions, this is a serious weakness. According to the Emergency Preparedness in Early Childhood Settings model (Bonar Siagian & M Bambang Purwanto, 2023), the success of a security system depends on periodic simulations and the active involvement of all personnel, not just on individual alertness when a situation occurs.

The absence of evacuation simulations also shows that school management has not established a learning environment that is responsive to emergency conditions, such as fires, earthquakes, or violence from external parties. It also means that children are not yet equipped with basic safety skills, whereas at an early age, concrete experiences through simulation are essential to form self-protection reflexes.

Managerially, these findings reinforce the conclusion that schools do not have an active safety training and testing system, so security responsibilities are still reactive and have not been thoroughly institutionalized.

Table 1. Teacher's Level of Understanding of School Safety SOPs

No	Aspects of the SOP Tested	Number of Teachers Understand (n=5)	Percentage
1	Student Pick-Up Procedure	5	100%
2	Procedure for Parents of Unregistered Guests	3	60%
3	Emergency Response Procedures (evacuation)	2	40%
4	Safety Reporting to Principal	4	80%

Source: Results of interviews and field observations, 2025.

Table one shows that although pick-up procedures are fairly generally understood, the understanding of exceptional scenarios such as the presence of unregistered guests or emergency response is still suboptimal. This is a concern because in the context of risk management, preparedness for abnormal conditions is actually the key to the success of the security system. In general, school security management at RA Shazia already has a good policy foundation, but it still needs to be strengthened in terms of technical implementation in the field. There needs to be regular training, periodic evacuation simulations, and refreshment of SOPs so that all school components understand and implement policies consistently.

2. Violence Prevention Strategy

Efforts to prevent violence against children in the school environment are managerial responsibilities that are not only administrative, but also educational and preventive. In the context of RA Shazia Palembang, violence prevention strategies have begun to be implemented through an approach that involves teachers as the main implementers in supervising children's behavior and communication with parents. The school shows concern for the issue of violence, both physical, verbal, and emotional, but its implementation is still limited to the initial stage.

The results of the interviews showed that teachers at RA Shazia had received general direction from the principal on the importance of recognizing the forms of violence that may occur in the school environment, especially among fellow children. One of the teachers said, *"We were directed to pay attention if any children often pulled their hair, hit their friends, or used harsh words. Usually, we give direct approaches and guidance."* The approach used by teachers is more direct and based on personal experience, because there are no written guidelines or modules for handling violent behavior systematically. Another teacher added: *"Sometimes we doubt, this includes violence or just child delinquency. There are no clear criteria yet."* This shows that despite efforts to monitor children's behavior, there is no clarity of standards and limits that can be used as a reference by educators.

From an institutional perspective, the principal stated that the school has provided a *complaint box* and incident reporting procedure that can be used by teachers, students, or even parents. However, until now there have been no reports that have come in through this mechanism. One teacher stated: *"The children don't know how to use the box yet, and the parents don't seem to know that there is one."* Another teacher added that there has never been any special training or simulation in dealing with verbal or emotional violence, both against students and between teachers. *"We only know in general from experience. But if there is training, we will definitely be interested in participating, so that we are more prepared."* In addition, parental involvement in violence prevention

programs has also not been part of the school's strategy. Socialization to parents is still general and has not touched on the topic of violence in depth. This shows that there is a gap between awareness of the importance of violence prevention and concrete steps taken by school management.

The violence prevention strategy implemented at RA Shazia Palembang is still in its early stages and has not been systematic. Although there has been awareness from schools and teachers about the importance of observing and following up on violent behavior, the lack of training, the lack of an active reporting system, and the lack of parental involvement indicate that the prevention approach is still partial. This underscores the need for more structured and comprehensive managerial planning in building a school culture that is safe and free from violence.

3. Physical Facilities & Environmental Safety

The physical facilities in the RA Shazia Palembang environment have generally been adjusted to the needs and characteristics of early childhood. The play area is equipped with foam mats, guardrails on the outside of the courtyard, and a low-sized children's toilet that is easily accessible. However, based on observations and interviews, it was found that some facilities looked worn and poorly maintained, such as swings without seat belts, yard floors that began to crack, and wooden games with peeling paint.

Teacher A said, *"The play area is safe in general, but some of the tools have not been updated for a long time. Sometimes we monitor more closely because we are afraid that children will fall from damaged equipment."* Teacher B added, *"We once reported a rather sharp iron in one of the corners of the toy, but it hasn't been fixed until now."* In addition, no signs of an emergency evacuation or clear evacuation route were found in the school area. The principal stated that the maintenance of the facility is carried out periodically, but it depends on the availability of the budget.

Table 2. Physical Facilities Conditions and Environmental Safety Features of RA Shazia Palembang

No	Component	General Conditions	Information
1	Mat and play floor area	Quite safe	Mattress available but starting to wear out
2	Playground equipment (slide, swing)	Need improvement	Swings without belts; some peeling paint
3	Safety Fence	Good	Protecting the play area from the highway
4	Children's toilet	Adequate	Child-friendly size, clean
5	Evacuation routes/signs	Not available	No evacuation directions
6	Handling of Damaged Facilities	Less responsive	Teacher's report was not immediately followed up

Source: Field Observations & Interviews, 2025

Based on the data in Table 2, in general, RA Shazia Palembang has provided physical facilities that support early childhood safety, such as mats in the play area, easily accessible children's toilets, and safety fences around the school environment. This shows that there is awareness from the school management of the importance of physical protection of children while in the educational environment. However, some components such as playground equipment suffer from wear and tear and do not fully meet safety standards, such as swings that are not equipped with seat belts and wooden games that have peeling off paint. This condition indicates that the maintenance of the facility has not been carried out regularly and thoroughly, so the potential for accidents remains.

Furthermore, the absence of evacuation signs or emergency exit routes is a significant shortcoming in the aspect of school preparedness for disasters or other emergency conditions. Meanwhile, the mechanism for reporting damages from teachers to management is considered ineffective, because some reports are not immediately followed up. This reflects weaknesses in surveillance systems and rapid response to environmental risks. Therefore, even though schools already have physical elements that support security, there is still a need to strengthen the maintenance system, facility audits, and emergency preparedness in order to create a truly safe and responsive learning environment for early childhood.

4. Monitoring and Evaluation

Monitoring and evaluation are an important stage in school management to ensure that safety policies and child protection systems are running as planned. In the context of RA Shazia Palembang, monitoring activities are carried out by the principal periodically, especially through internal evaluation forums with teachers. However, based on the results of interviews and observations, this evaluation system has not been specifically focused on the safety and security aspects of children.

Teacher A said, *"Usually we evaluate once a month, but it is more about lessons or learning activities. Security issues are rarely discussed unless there is an incident."* The principal also confirmed that the evaluation of security is more incidental, depending on whether there are cases that arise. There are no special instruments such as safety inspection checklists or periodic reports on the condition of facilities and SOPs. In addition, there is no documentation system that records minor incidents as analytical material or reflection on managerial improvements.

This analysis shows that the monitoring and evaluation of the security system at RA Shazia Palembang is still passive and not data-based. In fact, according to the theory of *Total Quality Management* in education (Sallis, 2002),

the success of management is greatly influenced by the continuity of evidence-based evaluation, not just a response to problems that arise. The absence of incident data or periodic reports can cause schools to miss potential risks that could have been prevented early.

From these findings, it can be concluded that security system monitoring has not yet become part of a strong managerial routine, so policy updates and facility improvements do not have a structured evaluative basis. Schools need to design periodic monitoring systems that cover all aspects of security—both policy, infrastructure, and behavioral—as part of a preventive and sustainable management system.

Discussion

The managerial strategy in ensuring the safety of early childhood in kindergarten has begun with the preparation of SOPs and the procurement of safe physical facilities. However, the implementation in the field still does not touch all components equally. Monitoring is passive and does not involve teachers thoroughly, while physical security infrastructure only includes basic preventive measures and has not fully met established security standards.

In addition, the violence prevention strategy is still partially running. Parental participation as an important part of the child protection ecosystem has not been optimal. Security evaluations are only conducted after an incident occurs, indicating that management is more reactive than proactive. The absence of an open reporting system is also an indication of a weak reporting culture and critical reflection in the school environment.

This research shows the importance of the preparation of a security system that is not only formal in documents, but also brought to life in daily practice by all elements of the school, including teachers and parents. Principals need to develop participatory supervision models and ongoing evaluation cycles to create a truly safe and child-friendly environment. This can be the basis for the formulation of internal school policies and the preparation of training programs for educators.

Field findings show that early childhood safety in kindergarten is greatly influenced by the school organizational structure which tends to be hierarchical and procedural, but has not been flexible in absorbing cross-role participation. The absence of integration between regulation, parental involvement, and institutional reflection shows the weakness of a transformative managerial culture (Fitria Marisya et al., 2024; Hidayad et al., 2024; Ridayani & Purwanto, 2024). The meaning that can be formulated is that child safety is not only a technical issue, but also highly dependent on the communication structure, reporting culture, and willingness of institutions to continue to adapt and innovate in child protection (Purwanto, 2024).

The results of this study are in line with the findings in a study by Irawan et al. (2024) which emphasized the importance of safety SOPs in PAUD

institutions but found that their implementation is often inconsistent in the field. Similarly, this study also found that security policies at RA Shazia Palembang already existed, but have not been optimally implemented due to weak training and periodic evaluations. A study by Muhammad Iqbal et al. (2025) shows that safe physical facilities, intensive monitoring, and parental involvement are key factors in the prevention of accidents and violence in RA. The study corroborates these findings, but also highlights that the absence of an incident reporting system and the lack of evacuation routes are weak aspects that have rarely been raised in previous studies.

This study also expands on the study of RA Rodia Fitri Indriani et al. (2024) which emphasized that child safety is not only a matter of physical but also about managerial responses to incidents. At RA Shazia Palembang, an emergency response system is not yet available and monitoring is reactive. This reinforces the urgency of a proactive approach in early childhood security management that has not been widely implemented (M. Bambang Purwanto, 2024; Purwanto & Umar, 2024).

This research makes an important contribution to the development of early childhood education management science, especially in identifying gaps between written security policies and their implementation practices in the field. The findings reinforce that the existence of SOPs alone is not enough without understanding, training, and periodic evaluation. Therefore, as an action plan, it is recommended that schools actively organize safety training for teachers, conduct regular inspections and documentation of facilities, establish a child-friendly incident reporting system, and involve parents in violence and accident prevention strategies (M. Bambang Purwanto et al., 2024; Purwanto, Despita, et al., 2024; Purwanto, Yuliasri, et al., 2024). The implementation of comprehensive and responsive security management is expected to create a learning environment that is safe, comfortable, and supports optimal children's growth and development.

CONCLUSION

This study revealed that the school management strategy in ensuring the safety of early childhood in RA Shazia has been started through the preparation of written SOPs and general supervision of children's activities. However, the implementation of the policy has not been optimal. Teachers have not fully understood the procedures in detail, there is no routine evacuation training or simulation, and the incident reporting system is not actively used. On the other hand, physical facilities such as play areas and school fences are enough to support security, but there is still playground equipment that are damaged or do not meet standards. Security evaluations are only done incidentally when problems occur, not as part of a systematic and preventive managerial cycle. Overall, security management at RA Shazia still tends to be reactive, and is not fully based on integrated risk management principles. This research contributes

to the development of knowledge in the field of early childhood education management, especially in raising real issues about the gap between written policies and implementation in the field. His scientific contributions lie in mapping concrete managerial strategies and identifying inhibiting factors in the operational context of RA schools. However, the limitation of this study lies in its scope which only includes one case study, so the results cannot be generalized for all PAUD institutions. In addition, this study has not delved deeper into the perspective of parents or students directly. Therefore, follow-up research with a broader scope and involving various parties is recommended to enrich understanding of the dynamics of school safety management as a whole.

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