The Development of Creative Dance Based Anti Bullying Educational Media to Foster Children's Empathic Imagination in the Laboratory Kindergarten of Universitas Negeri Malang

Winda Istiandini [1], **Wida Rahayuningtyas** [2], **Ari Wibowo Kurniawan** [3]

Department of Art and Design Department, Universitas Negeri Malang, Indonesia.

Abstract

The phenomenon of bullying in early childhood, especially among Generation Alpha who have minimal direct interaction, requires creative and interactive educational media to develop empathy. Although dance has proven to be effective in social development, the specific implementation of creative dance as an anti-bullying medium in Indonesia is still very limited. This study aims to develop and test the feasibility (validity and practicality) of creative dance-based anti-bullying educational media to foster empathic imagination in children in KB-TK Lab UM. This research uses a Research and Development (R&D) approach by adopting the ADDIE *(Analysis, Design, Development, Implementation, Evaluation) model.* The product developed is in the form of a creative dance video with the song "Kita Teman Kita Hebat." The research subjects involved experts (materials, media, early childhood education) and 88 students of the UM Lab Kindergarten. The data was analyzed in a quantitative descriptive percentage. The results of expert validation show that the feasibility of the product is very high with an average of 90.47% (Very Valid). Meanwhile, the field trial recorded a practicality level of 89.85%. Dance art media facilitates children to imagine anti-bullying situations through movement and expression. This encourages the simultaneous development of cognitive and affective aspects of empathy. By dancing and playing, children learn to be aware of the differences in perspectives and feelings of friends, fostering mutual respect and solidarity. This medium is effective for strengthening the empathic imagination, a crucial skill to prevent bullying and support social-emotional development.

✉ Correspondence Author:
Email: 1. windaistiandini.fs@um.ac.id
2. wida.rahayuningtyas.fs@um.ac.id
3. ari.wibowo.fik@um.ac.id

INTRODUCTION

The phenomenon of bullying among children has become a global concern because of its significant impact on social and emotional development and is even very influential until adulthood. Bullying is an aggressive act that occurs at school age, causing a real power imbalance, besides bullying shows hurtful and oppressive behavior of a weaker person both physically and non-physically. This is prone to occur in the world of education from the high school level and even kindergarten. Students in Kindergarten enter the pre-school stage which is still in the stage of forming emotions, character, and intelligence. Even though it is in the early age category, cases of aggressive behavior in children are not impossible to occur in this age range. Furthermore, 4-year-olds are already able to show aggressive behavior that resembles bullying (Monks et al., 2005; Saracho, 2016).

Basically, all early childhood naturally has aggressive behavior towards their peers (Hay, 2016). Although it is still classified as an early age, cases of aggressive behavior in children are not impossible to occur in this age range. On the other hand, labeling aggressive behavior or bullying also needs to be done with strict governance (Einstein & Indrawati, 2016; Gading et al., 2017). Notification of bullying acts, ranging from the mildest forms such as words to physical violence, has a negative impact, especially on children who are victims and needs to be minimized prevention with various child-friendly educational actions.

The Alpha generation, which is children born after 2010, grew up in an environment dominated by technology and digital media, this generation includes students from kindergarten to high school. Although access to information is wide-open, they also face new challenges in developing empathy due to more interactions that occur online than in person. Empathetic imagination is the closest term to the combination of empathy and creativity. Empathetic imagination raises the idea that children not only empathize, but also use their imagination and creativity in the process of understanding and responding to the feelings of others. They imagine themselves in the shoes of others in depth and come up with a unique and thoughtful solution or response.

In the context of early childhood education, Suyadi (2014) stated that playing, singing, drawing, dancing (movement and song) activities are very basic art activities. The dances and body movements during play are able to develop gross motor skills. Therefore, gross motor development can be trained by learning dance art for kindergarten children.

Creative dance, as an expressive art form, has proven to be an effective medium in developing empathy and social skills in children. Research shows that dance art allows children to express emotions, understand other people's perspectives, and build social sensitivity through movement and interaction. The process framed in the meaning of art education, better known as "aesthetic experience" according to the opinions and research results of education experts (Plato, Herbert Read, Victor Lowenfeld, Malcom Ross, Elizabeth Hurlock, Ki Hadjar Dewantara), turns out to have a positive correlation with the development of various individual potentials, for example: imagination, intuition, thinking, creativity, and also a sense of sensitivity (Kusumastuti, 2009). However, the application of creative dance specifically to educate against bullying in the Alpha generation in Indonesia is still very limited.

Some of the problems faced include the lack of relevant educational media, anti-bullying educational media is often less attractive for early childhood children who tend to require a creative and interactive approach. In addition, the lack of art-based approaches such as creative dance has not been widely utilized in the context of developing empathy and preventing bullying in children. Many educational media are adapted from abroad without considering the cultural context and specific needs of children in Indonesia, especially in the kindergarten environment.

This study proposes the development of anti-bullying educational media through creative dances designed specifically for kindergarten children, with a focus on developing empathy for the Alpha generation. The program is designed to provide creative and engaging educational media, enhance children's empathy through active, creative, and participatory learning experiences, and integrate local cultural values in learning for better relevance. The urgency of this research lies in the increasing cases of bullying at an early age which can have a long-term impact. Given the importance of character formation at an early age, the use of innovative approaches such as creative dance can be an effective and enjoyable solution. In addition, this research also supports arts and culture-based learning development programs that are in accordance with the needs of the Alpha generation. Through this research, it is hoped that educational media will be created that is not only effective in overcoming bullying but also contributes to the development of empathy, creativity, and appreciation for cultural arts in children in UM Kindergarten Lab.

RESEARCH METHOD
A. Instructional Stage of Implementation

This research method uses the ADDIE Model *(Analyse, Design, Development, Implementation, and Evaluation) approach and instructional stage.* It is a widely used instructional design framework to design and develop effective products and achieve goals holistically. In more complete and detail, the following are the stages of ADDIE Model:

Figure 1. ADDIE Model Stages

In detail, the instructional stages of the ADDIE Model can be explained including 5 (five) main stages in the following research instructional design process:

1. The analysis, this stage begins by identifying the research product design needs of the target audience, namely early childhood in KB-TK Lab UM as a PPG research partner. Then analyze the needs of kindergarten students related to anti-bullying and the development of empathic imagination. Identify the psychological and developmental characteristics of kindergarten children so that the media is in accordance with their abilities and interests. As well as determining the competencies to be achieved, such as understanding anti-bullying and the ability to express themselves creatively through dance.

2. Design, this stage is carried out by designing educational media in the form of creative dance choreography that integrates anti-bullying messages and the development of empathic imagination. Prepare teaching materials and dance activities that are in accordance with the learning goals and characteristics of children.

3. Development, this stage involves developing the design of research products, including creating content, and producing the final product. The initial stage is by developing creative dance media based on the design of a dance video from the song "Kita Teman Kita Hebat". Then media validation is carried out by material experts, early childhood education experts, and media experts to ensure the quality and suitability of the content. Revise the media

according to feedback from validators so that the final product meets the standards.

4. Implementation, this stage is to apply educational media to kindergarten children in the UM Laboratory on a small scale or experimental class. Then conduct observation and assistance during the use of media to see the child's response and learning effectiveness.

5. Evaluation, this stage involves evaluating the effectiveness of media in developing empathic imagination and anti-bullying understanding in children, collecting feedback through questionnaires, teacher interviews, observations, and reflection of children with the aim of identifying areas that need improvement. As well as making media improvements based on the results of the evaluation for further development.

The subjects used in this research and development are as follows: (a) The initial research subjects (needs analysis) are teachers and students of the UM KB-TK Lab class, namely 10 teachers and 88 students, (b) The subject of expert evaluation is an expert in dance and music, namely Dr. Tri Wahyuningtyas, M.Si., and Dr. Rully Aprilia Zandra, M.Pd., 1 learning media expert, namely Abdul Rahman Prasetya, M.Pd. who is a lecturer in fine arts at UM, and 2 experts in early childhood education, namely Rahayu Ashari, M.Pd., and Retno T W, M.Pd., (c) Small group trial subjects, using 10 students in KB-TK Lab UM whose method of randomizing subjects was using the random sampling method, (d) Large group trial subjects, using 88 student trial subjects.

The data analysis technique in development research is a quantitative descriptive analysis technique with percentages. Quantitative data analysis was obtained from evaluations from experts and subjects regarding the results of the products developed.

According to Akbar and Sriwiyana (2010), the formula for processing data in the form of quantitative descriptive analysis of percentages is as follows:

$$V = \frac{TSEV}{S - max} \; x \; 100\%$$

Description:
V   : Validity
TSEV   : Total Empirical Score of Validators
S-max   : Maximum Expected Score
100%   : a constant number.

To make it easier to conclude the results of percentage analysis, the data obtained are then

classified according to the percentage obtained. According to Akbar and Sriwiyana (2010:153).

Table 1. Product Quality Criteria (Source: Akbar and Sriwiyana, 2010)

Percentage	Remarks	Meaning
86-100%	Highly Valid	Used Without Revision
70-85%	Quite Valid	Used with minor revisions
60-69%	Less Valid	Less Suitable for Use Recommended Not to Use
00-50%	Invalid	Unusable

RESULTS AND DISCUSSION

This research resulted in a learning innovation that combines creative dance art with an educational approach to instill the values of empathy and reject bullying from an early age. The product consists of three main components that are integrated: a song titled "Kita Teman Kita Hebat," a children's dance choreography that accompanies the song, and a video clip that visualizes the entire series of activities.

The song "Kita Teman Kita Hebat" is specially made with simple, memorable and positive lyrics about friendship, helping each other, and respecting differences. The melody of the song is designed to be cheerful and interactive to get kindergarten children interested in singing it along, reinforcing the anti-bullying message in a fun and easy-to-understand way. This song invites children to realize the importance of supporting each other and how to be a great friend without ostracizing or hurting each other.

The children's dance choreography that accompanies this song is specially designed with simple, expressive, and easy movements for kindergarten children. This dance movement aims to invite children to express positive emotions such as empathy, affection, and solidarity through body language. This creative dance also develops children's imagination by providing space for them to interpret the song personally through movements that blend with the rhythm of the music, while strengthening their understanding of the anti-bullying message. This choreography learning process can be done in groups or individually, so as to give children the opportunity to collaborate and get to know the value of togetherness.

The video clip that complements this product contains a visualization of the dancing activities of children who choreograph with enthusiasm, accompanied by a storyline that reinforces the message of anti-bullying and empathy. This video serves as an interesting and effective audiovisual learning medium to accelerate children's acceptance of the values they want to convey. In addition, this video clip can be used by teachers at UM Lab Kindergarten as an interactive teaching tool and evaluation material in anti-bullying education programs.

Overall, this anti-bullying educational media product through dance art was developed to facilitate kindergarten students to not only understand theoretically the dangers of bullying, but also internalize the value of empathy through artistic and creative experiences. With a fun, interactive, and innovative approach, this product supports the growth and development of children's characters who are more caring, tolerant, and loving in the school and community environment.

1. *Analize* **(Needs analysis)**

Initial observations and in-depth interviews with cultural arts teachers and a number of students show that child-friendly dance learning resources are still difficult to obtain. In fact, the material available online is very limited and the truth is not guaranteed. This initial study involved distributing questionnaires to 10 teachers of KB-TK Lab UM to understand the process of teaching and learning dance arts in schools and the benefits of the educational media developed. The following is the conclusion of the results of the analysis of teacher needs:

Table 2. Needs Analysis Results

Questions	Answer (%)
Do you think there are many child-friendly anti-bullying educational media available?	80% answered No Much
Do you have any learning resources about anti-bullying in the form of artworks?	100% answered No
Do you agree that one way of approaching anti-bullying to early childhood with art education?	100% answered Yes
Have you ever used other media to instill an anti-bullying attitude in students?	60% answered Never
	40% answered Not yet
Do you agree that researchers develop anti-bullying educational media through learning dance and music?	100% Agree
Is it necessary to develop	100% Necessary

anti-bullying educational media to increase children's empathic imagination?

2. *Design*

In this stage, media design planning is carried out which includes the stage of making music/song compositions, compiling children's dance choreography, making educational media storyboards in the form of video clips.

The process of composing the music composition "Say No To Bullying"—which was designed as an educational medium for early childhood (5–6 years old)—involved eight systematic stages, from concept formulation to final presentation.

a. Identify Objectives and Concepts

The first step is to formulate artistic and thematic goals. This composition aims to internalize the moral values of avoiding bullying from an early age through a fun musical approach. Target audiences of children demand simple, repetitive, and memorable lyrics, using positive diction. Its musicality uses a major scale to create an upbeat atmosphere, with light melodies and energetic rhythms that are suitable for accompaniment. This composition is a hybrid (vocal and instrumental), a popular mixed ensemble instrument for children—drums, guitar, bass, and piano—with the lead vocals filled in by children's voices to make them more authentic and relatable.

b. Exploration of Ideas

The exploration stage focuses on lyric design. Although the nuances raised are cheerful, the main message is the prevention of bullying through the formation of positive character. Language selection takes into account the pedagogical and psychological aspects of the child, using communicative diction and harmonized rhymes so that they are easy to imitate. Vocabulary is selectively chosen (e.g. "stars," "rainbow") to build a positive and inspirational atmosphere. The music genre chosen is Popular (Pop) because it has a simple structure, easy-to-digest melodies, and sound characters that are friendly to children's ears, maximizing the acceptance of the target audience.

c. Arrangement of Musical Structure

The composition structure is designed to systematically include intro, verse, chorus, bridge, and outro, with repetition in several parts to reinforce the impression. This format was chosen based on pedagogical and aesthetic considerations, effective in supporting children's musical memory due to its repetitive and easily recognizable patterns. The use of a powerful chorus and a refreshing bridge aims to stimulate the musical response and keep the child's attention.

d. Development of Musical Materials

This stage focuses on developing the main melody (vocal) as the center of the message. Vocal variations such as harmonization of background and spoken *chant* are added to enrich the texture and avoid monotony. The instrumental accompaniment is designed to be harmonious and rhythmic, with *groove patterns* for bass, piano *(grand piano),* guitar *(electric guitar* with *clean effects),* and drums (acoustic). The sound *effects of* the instruments are carefully chosen to support the emotional atmosphere of the energetic but gentle children's song.

e. Perekaman (Recording)

The process begins with recording the lead vocals (guide track), followed by the addition of layers of accompanying instruments (bass, piano, guitar, drums). This step also includes the arrangement of the supporting instrumental parts (intro, fill-in, outro) with the addition of elements of musical ornamentation for a richer and more interesting texture.

f. Revision

Revisions include improvements to instrument patterns, chord progressions, or vocal quality (articulation, intonation). Changes can be in the form of adding, subtracting, or replacing segments, or even re-recording if the technical results do not meet quality standards.

g. Mixing dan Editing

This post-production process enhances the audio quality. Mixing focuses on setting the frequency balance (high, mid, low) so that they do not collide, creating a clear sonic space, and adjusting sound effects (reverb, delay). Editing functions to correct technical imperfections (false tones, inconsistent rhythms) through cutting or pitch correction techniques, maintaining musical coherence.

h. Presentation

The final stage is a final listening presentation to evaluate the quality of the final results on various playback media (*earphones, smartphones, sound systems).* The goal is to ensure consistency of audio quality and sound clarity in a variety of conditions. If all technical and artistic aspects have met the standards, the composition "Say No To Bullying" is declared complete and ready to be used as an educational medium.

The next stage is to compile the choreography of the children's dance used to support the song "Kita Teman Kita Hebat". The purpose of learning dance art is dance education

to meet the basic needs of children in order to actualize themselves. Creative/creative dance materials are dance forms that emphasize cheerfulness, combining beautiful and funny movements with appropriate musical accompaniment. The movements in this dance usually involve elements such as hip wigging, footsteps (walking and tipping), hand rotations, etc.

Meanwhile, expressive dance material is a dance that is also joyful, but focuses on certain games and gives freedom of expression to children. This expressive dance is often used as a guide by teachers in composing a dance because it allows the child's natural expression to appear. The creation of expressive dance is largely determined by the child's condition and situation when learning and playing. In this dance, children's expressions are really poured out through movements that symbolize students' daily lives, mutual help, and rejection of bullying.

Figure 1. Developing dance movements and practicing with UM Lab Kindergarten students
(Source: Dewi, 2025)

The final stage is tocreate an educational media storyboard in the form of video clips. Anti-bullying video clips have a very effective role and function, especially because they combine audio and visual elements that attract attention, especially for the younger generation and children. As an audiovisual medium, video makes it easier to understand and remember information than just texts or lectures. Research shows the effectiveness of videos in increasing students' knowledge of anti-bullying attitudes. This video clip was then uploaded to social media youtube. Social media algorithms allow powerful messages to go viral and reach thousands of users in a short period of time, especially the younger generation who are vulnerable to this issue.

3. Development

At this stage, creative dance media was developed in the form of a dance video from the song "Kita Teman Kita Hebat". The video clip can be seen at the following youtube link: https://www.youtube.com/watch?v=d25D8T0C 3jQ

After the product is completed, media validation is carried out by material experts, early childhood education experts, and media experts to ensure the quality and suitability of the content. The following is a presentation of data from the validation results of media experts, dance experts, and early childhood education experts on product development design

Table 3. Validation results of anti-bullying educational media product experts

Members	Minimum Score	Maximum Score	Result Score	Presentase
Media Member	40	160	140	87,5
Dance Expert	45	180	164	91,1
Early Childhood education expert	45	180	167	92,8

Data from the table shows that the average percentage of expert validation reaches 90.47%, which is classified as a very valid category. The experts involved are selected based on their competencies relevant to their educational background, research experience, and work as lecturers and teachers.

4. *Implementation* (Field Trial Implementation)

After expert validation of the product, the researcher revised it according to the expert's advice and edited the video again and uploaded it to the youtube channel. The field trial activity was carried out twice, namely a small group trial of 10 students and a large group trial of 88 students. The table below shows the results of data analysis from small group and large group trials of anti-bullying educational media products through creative dance. The data collection instrument used in the two trials was a questionnaire consisting of 10 questions.

Table 4. Data analysis results from small and large group trials

Components	Min Score	Max Score	Result Score	Percentage
Small Group Trials	100	400	352	88

with n = 10				
Small Group Trials with n = 88	880	3520	3230	91,7
Average				89,85

Figure 2. Small group trials (Source: Faihaa, 2025)

Figure 3. Large group trials (Source: Faihaa, 2025)

5. Evaluation (Evaluation and final revision of the product)

In general, the evaluation stage in the R&D research of anti-bullying educational media aims to measure whether the media (Creative Dance) has achieved its development goals, which are to develop children's empathic imagination and provide anti-bullying education.

a. Evaluation of Product Trial Results

Collecting data on the level of empathetic imagination and anti-bullying understanding of children after they use/perform creative dance media. The instrument used was in the form of interviews with teachers.

b. Analysis of Validation and Practicality Results

Analyze the results of questionnaires from teachers and possibly parents regarding the ease of use of creative dance media, attractiveness, and suitability with the characteristics of kindergarten children. Objective: To ensure that the media is feasible and practical for use in the kindergarten environment.

c. Final Finalization and Revision

If minor defects are found in the product or instructions for use based on feedback from the test, the final revision will be made to improve the product

The Development of Children's Empathetic Imagination through Creative Dance Education Media

Anti-bullying educational media through creative dance at UM Lab Kindergarten is a learning approach that uses dance movements as a medium to teach children about the importance of respecting the feelings of others, cooperating, and rejecting bullying. Through creative dance, children are encouraged to develop their empathic imagination, which is the ability to understand and feel what others are experiencing emotionally and cognitively. According to Davis, empathy is a person's awareness of putting themselves in the shoes of others by equating thoughts and feelings and understanding the condition that the person is experiencing. Empathy is not just knowing what the other person is feeling, but it also involves expressing those feelings in the right way and attitude, having knowledge and understanding of the other person's emotional experiences. Empathy needs to be nurtured from an early age by including it in art activities so that children can imagine these feelings of empathy.

Davis' theory of empathy with cognitive and affective components is very relevant to this study (1) Cognitive components such as *Perspective Taking and Fantasy* (imagination) support children to learn to put themselves in the shoes of others and imagine situations experienced by others, which can be facilitated through creative dance experiences that raise the theme of anti-bullying. (2) Affective components such as *Empathic Concern* help children develop a sense of care and sympathy for victims of bullying, while *Personal Distress* must be managed

so as not to hinder children's ability to socialize. (3) Dance as an educational medium not only moves children's physiques, but also encourages the development of cognitive and affective aspects of empathy, especially empathic imagination which is reflected in dance movements and expressions that describe anti-bullying experiences. Thus, creative dance media can be an effective means to hone children's abilities in perspective of taking perspectives, arouse emotional empathy, and foster social awareness through their imaginative experiences. Thus, the combination of Davis' theory and dance media in this study provides a strong basis for the development of children's empathic imagination to prevent bullying through creative and interactive education.

Hurlock states that empathy is the ability to understand the feelings of others and imagine themselves in their shoes. This ability begins to be possessed since children are about 6 years old, so that each individual has a basis for empathy, although the way of actualization is different, especially when adolescents are supposed to have this empathy.

In summary, "empathic imagination" is the ability to cognitively and emotionally imagine the lives and feelings of others, and through this ability can emerge a universal respect for the diverse choices and interests of other individuals.

In UM Lab Kindergarten, this creative dance media is used to develop children's empathetic attitudes by inviting them to play and dance together in fun activities. By moving and acting through dance, children learn to be aware of the different perspectives and feelings of their peers, thus encouraging the formation of mutual respect and solidarity between children.

This method is not only effective for educating anti-bullying, but it also strengthens the ability of the child's empathic imagination which is very important in their social-emotional development, helping them to be more sensitive and caring towards their social environment.

CONCLUSION

The conclusions of the research on Anti-Bullying Educational Media Through Creative Dance have proven to be very valid, very practical, and effective as a learning innovation to develop the empathic imagination of early childhood in UM Kindergarten Lab. The educational media products, consisting of the song "Kita Teman Kita Hebat," dance choreography, and video clips, have met R&D quality standards. This product successfully answered the needs of teachers at UM Lab Kindergarten, where 100% of teachers previously did not have anti-bullying learning resources in the form of artworks and 100% agreed with the dance approach to instill anti-bullying attitudes. The results of the field trial (small and large groups) showed an average practicality score of 89.85%. This shows that this creative dance media is very well received by students and is practically applied by teachers.

This media that combines audio (cheerful songs) and visual elements (expressive dance movements) effectively facilitates children to internalize the values of empathy and friendship through artistic and creative experiences. The dance movements in the video clip specifically encourage the cognitive and affective components of empathy, namely empathic imagination (Perspective Taking and Fantasy), according to Davis' theory, which is a strong basis for preventing bullying behavior. This product is an innovation that is highly recommended for widespread use because it is able to present anti-bullying education in a fun, interactive, and in accordance with the characteristics of kindergarten-age children.

REFERENCES

Aprianti, E. (2018). Application of Bcm Learning (Play, Story, Sing) in the Context of Early Childhood Social-Emotional Development in Kober Baiturrohim, West Bandung Regency. Tunas Siliwangi: Journal of the Early Childhood Education Study Program STKIP Siliwangi Bandung, 3(2), 195–211.

Arumsari, A. D., & Dedi, S. (2018). The Role of Teachers in Bullying Prevention in Early Childhood Education. Media of Teaching Oriented and Children, 2(1), 34–43. https://doi.org/10.31090/paudmotoric.v2i1.739.

Bili, F. G., & Sugito, S. 2020. Parents' Perspectives on Bullying Behavior in Kindergarten Children: reviewed from the Education Level. Journal of Obsession: Journal of Early Childhood Education, 5(2), 1644–1654. https://doi.org/10.31004/obsesi.v5i2.939.

Einstein, G., & Indrawati, E. S. (2016). Parental Education and Personality Aspects in Children's Disruptive Behavior. Empathy, 5(3), 491–502.

Elizabeth B. Hurlock, (1978). Child Development Volume I, Sixth Edition. Jakarta: Erlangga.

Gusti, K.A.A&Arie Rakhmat Riyadi. (2018). Creative Dance Learning Model to Increase Kindergarten Age Children's Confidence. Golden Age: Journal of Early Childhood

Education, Vol. 2, No. 1 (June 2018), 25-34.

Maghfiroh, N. ., & Sugito. 2022. Bullying Behavior in Children in Kindergarten. Journal of Obsession: Journal of Early Childhood Education, 6(3), 2175–2182.

Mark H. Davis, (1983). "Measuring Individual Differences In Emphaty", Journal Personality and Social Psychology, Vol.44, No.1.

Rachmawati, Yeni and Euis Kurniati. 2010. Strategies for Developing Creativity in Early Childhood Kindergarten First Edition. Jakarta: Kencana.

Setyowati, S. 2007. Dance and Choreography Education for Kindergarten Children. Surabaya: Unesa University Press.

Steven R. Smith. (2011). Three Empathic imagination and its limits,, Book Chapter Pages 59–82. https://academic.oup.com/policy-press-scholarshiponline/book/22402/chapter/182668012?login=false

Sugiarto, Eko. 2019. Art Creativity & Its Learning. edited by T. R. Rohidi. Yogyakarta: LKIS.

Sugiarto, Eko, and Tjetjep Rohendi. Rohidi. 2021. Community-Based Art Education: A Paradigmatic View for the Direction of Art Education. 1st ed. Semarang: LPPM Unnes.

Suyadi. (2014). Early Childhood Learning Theory in Neuroscience Studies. Bandung: PT Remaja Rosdakarya.

Triyanto. 2017. The Ideological Spirit of Art Education. Semarang: Cipta Prima Nusantara.

Taufik. (2012). Empathy Social Psychological Approach. Jakarta: PT. Rajawali Press.

Uce, L. (2017). The golden age: The effective period of designing the quality of children. Bunayya: Journal of Child Education, 1(2), 77–92.