



Improving Village Officials' Understanding of Duties and Functions: A Case Study in Kawe Village, Kontuar District, Merauke Regency

Marthen Luter O. Wambarop¹, Jeane Stevani Risdianto², Esau Hombore³, Pulung Ariyanto⁴, Antonius Edoardo Mote⁵, Egedius J Xaverius⁶, Robertus Pecamuya⁷, Beatus Tambaip^{8*}

^{1,2,3,4,5,6,7}Program Studi Ilmu Pemerintahan, Sekolah Tinggi Ilmu Sosial dan Ilmu Politik Yaleka Maro Merauke, Indonesia

⁸Program Studi Administrasi Publik, Universitas Cenderawasih, Indonesia

Corresponding Author: Beatus Tambaip beatus229@gmail.com

ARTICLE INFO

Keywords: Understanding of Apparatus, Village Government, Duties and Functions, Human Resource Capacity

Received : 20, May

Revised : 22, June

Accepted: 25, July

©2026 Wambarop, Risdianto, Hombore, Ariyanto, Mote, Xaverius, Pecamuya, Tambaip: This is an open-access article distributed under the terms of the [Creative Commons Atribusi 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/).



ABSTRACT

This study examines the extent to which officials in Kawe Village, Kontuar District, Merauke Regency, understand their duties and functions according to Law Number 6 of 2014 concerning Villages, and the factors that shape this understanding. The study used a qualitative descriptive approach with nine informants traced through in-depth interviews, observation, and documentation in June 2026. The results showed that officials' understanding of their main duties and functions was still limited, influenced by minimal training and the absence of a standard performance evaluation system. This condition was reflected in a number of development programs that were not achieved as planned. The study recommends ongoing training tailored to the geographical conditions of remote villages, strengthening the internal evaluation system, and mentoring patterns that accommodate local customary structures.

INTRODUCTION

Law Number 6 of 2014 concerning Villages establishes villages, or *kampung*s as they are called in Papua, as legal community units authorized to regulate and manage the interests of their citizens based on ancestral and traditional rights recognized in the governmental system of the Unitary State of the Republic of Indonesia. This authority places village governments at the forefront of public service, as residents interact with village officials first and more frequently than with higher levels of government.

This leading position carries consequences. Village governments are at the lowest level of government, so the success of national and regional programs ultimately hinges on the ability of village officials to translate policies into concrete services. These core duties include managing government, maintaining order, and assisting residents in addressing their needs, all of which require officials to clearly understand their responsibilities.

In practice, this understanding is not always available. When officials do not master the regulations governing their duties, the risks that arise are not only delayed work, but also the potential for budget misuse that deviates from its intended purpose and misuse of village funds, exacerbated by the low ability to operate information technology devices that are actually needed for administration and reporting. Sidik (n.d., p. 134) notes that village government officials are often in a difficult position: citizen demands for services continue to increase, while the available resource capacity to meet them is not always adequate.

Similar issues were found in areas administratively adjacent to the research location. Ipijei et al. (2021) studied Poo Village in Jagebob District, also in Merauke Regency, and found that the preparation of financial reports on village fund usage and the implementation of office administration were still hampered by staff's limited skills in using electronic equipment. These findings suggest that the gap in understanding tasks and functions is not an isolated issue within a single village, but rather a recurring pattern across villages with similar geographic characteristics and resources.

Initial observations in Kawe Village, Kontuar District, revealed similar symptoms. Village officials faced difficulties ranging from the most basic steps, namely knowing how to perform administrative tasks, to a more comprehensive understanding of the boundaries of the duties and functions of each position. Available human resources were not yet capable of translating written regulations into daily work practices, the ability to operate electronic equipment was still low, access to information was difficult due to the village's remote location, administrative governance was not well organized, and environmental conditions also limited the room for officials to maneuver in carrying out their duties. This combination of factors is thought to have prevented the village's tasks from being carried out properly, even though orderly administration is only possible if officials carry out good governance, and that begins with their own commitment and understanding of their roles.

Based on this description, this study was designed to answer two questions. First, to determine the level of understanding of Kawe Village officials regarding

their duties and functions as stipulated in Law Number 6 of 2014. Second, to determine the factors that shape this understanding. The study focused specifically on Kawe Village, Kontuar District, Merauke Regency, South Papua Province, with the aim of providing a sufficiently detailed overview to serve as a basis for formulating policies to strengthen the capacity of village-level officials.

Kawe Village was chosen for a reason. Its location on the western tip of Kimaam Island, with a travel time of tens of hours to the district capital, makes it representative of the many villages on Papua's southern coast that face similar access limitations. Such conditions are rarely captured in village governance studies, which generally focus on areas with more adequate infrastructure. Therefore, this research is expected to complement this underrepresented picture and provide more contextual input for the Village Community Empowerment Office and the Kontuar District government in designing capacity-building programs tailored to local geographic conditions.

LITERATURE REVIEW

Concept of Improvement and Understanding

The Great Dictionary of the Indonesian Language (2002, p. 1198) defines improvement as the process of raising, enhancing, or strengthening something towards a better direction. Rianto (2002) adds a behavioral dimension to this concept: improvement is reflected in changes in cognitive, affective, and psychomotor behavior that are formed gradually through practice, training, and reinforced experience. S. (2016) emphasizes the sustainability aspect of a business, namely that improvement requires interconnected planning and execution so as not to deviate from the established goals, while Moeliono (2005) interprets it more broadly as increasing the degree, quality, or quantity of a skill or ability.

Understanding, derived from the word understand, is defined by Sudaryono (2009, p. 50) as a person's ability to grasp the meaning of the material being studied, which is apparent when someone is able to describe the main content of a reading or change data from one form of presentation to another. Daryanto (2008) places understanding as an ability that requires students, or in the context of villages, officials, to understand what is taught or regulated and utilize the content without having to relate it to anything else. Sudjana (2004) distinguishes three levels of understanding, starting from the most basic level of translation understanding, interpretive understanding that connects parts of information with what is already known, to extrapolation understanding at the highest level, which allows someone to estimate the consequences of a provision beyond what is written literally. Poesprodjo provides a different emphasis by saying that understanding is not just a thinking activity, but a process of placing oneself in the situation or position of another party, so that someone truly finds meaning from the perspective that he understands.

Three frameworks of developmental psychology and learning help explain how such understanding is formed. Piaget viewed understanding as the result of an individual's construction of knowledge through assimilation, integrating new information into existing schemas, and accommodation, modifying those schemas to accommodate new information; understanding increases with active

engagement in learning and reflection on experiences. Vygotsky added a social dimension through the concept of the zone of proximal development, which states that optimal understanding is achieved when an individual is assisted by a more experienced person in performing tasks slightly beyond their own capabilities—a situation relevant to village officials working without adequate technical assistance. Bandura complements this framework by demonstrating the role of observation and imitation of models in social learning and emphasizing that an individual's belief in their own abilities, or self-efficacy, contributes to the extent to which that understanding translates into actual performance.

Village/Sub-district Government according to Law Number 6 of 2014

Article 1, paragraph 2 of Law Number 6 of 2014 concerning Villages defines the village government as the village head, or village head in the Papuan context, assisted by village officials as elements of the village government administration. The village head is directly elected by the residents and is responsible for the overall administration of government, while the village officials, consisting of the secretary, head of affairs, head of sections, and head of hamlets, assist him in carrying out these duties and functions on a daily basis.

This law details four groups of village government tasks. First, village governance, encompassing administration, drafting village regulations and village head decrees, holding village deliberations, and internal development and oversight. Second, village development, encompassing development planning for community welfare, sustainable natural resource management, and the provision of basic infrastructure. Third, community development, encompassing strengthening community capacity, developing socio-cultural values, maintaining order, and supporting health, education, and social services. Fourth, community empowerment, encompassing developing local economic potential, mentoring community groups, and expanding access to education, health, and social services.

These five functional groups—administrative, development, service, empowerment, and oversight—are implemented with funding support from village fund allocations sourced from the state budget, original village revenue, regional assistance, and other legitimate sources. The Village Consultative Body, or Village Consultative Body in Papua, serves as a supervisory partner, accommodating residents' aspirations and holding village heads accountable. This legal framework provides a fairly detailed basis for village officials to work, but that detail itself demands the capacity to read and interpret regulations that are not always available in villages with limited access to education and information—a gap that is the focus of this research.

The details of these duties and functions are not simply administrative checklists. The administrative function requires officials to be able to formulate village regulations and manage population, financial, and asset data in an orderly manner, something that requires the ability to read reporting formats and, in many cases, operate simple software. The development function requires the ability to translate community proposals into realistic work plans within the available budget, while the oversight function requires officials to understand

accountability mechanisms so that the use of village funds can be accounted for to residents through village deliberations. When one of these functions is not well understood by its incumbent, the impact rarely stops at that function itself, as the other four functions are interdependent on the smooth operation of the administrative function as their basic support.

METHODOLOGY

This study used a qualitative descriptive approach, chosen because its goal was to describe in detail and systematically the understanding of Kawe Village officials regarding their duties and functions, rather than to examine causal relationships between variables. This approach allowed researchers to explore the roles, functions, and performance of village officials from a more holistic perspective, combining observation, interviews, and document analysis to understand the factors that shape these conditions.

The research was conducted in Kawe Village, Kontuar District, Merauke Regency, South Papua Province, from June 12 to 24, 2026. Primary data were obtained directly from the source through interviews, observations, and discussions with informants, while secondary data were collected from village documentation, including decisions, reports, and administrative archives related to village government and financial management (Masturoh & Anggita, 2018).

Primary data collection was conducted using three techniques. Participatory and non-participatory observation were used to observe the interactions and work practices of officials in their natural environment. In-depth interviews were semi-structured, using a core question guide while allowing for the development of follow-up questions following the informant's responses. Documentation included searching for official village documents and visual data relevant to the research context.

Nine informants were selected because they were considered capable of providing answers that reflected real conditions in the field, consisting of the village head, village secretary, two heads of affairs, and five village residents.

Data validity was achieved through source triangulation, which involved comparing answers between groups of government officials and groups of residents on each question theme, and technical triangulation, which involved matching informant statements to observation notes and available village documents, such as population data and development program reports. When answers across informant groups showed consistent patterns, as was often found in this study, conclusions on that theme were considered strong enough to be presented as findings.

The collected data were analyzed using qualitative descriptive techniques, which emphasize detailed explanations and interpretations of data related to the apparatus' understanding of their duties and functions. Nursalam (2017) emphasized that data analysis is a crucial stage in research, because raw data collected in the field does not automatically answer the research questions until it is organized and interpreted. In this study, informant responses were grouped according to recurring themes, namely training availability, performance evaluation systems, resource availability, education level, work experience, policy support, community participation, and customary influence, before being

interpreted together with geographic, demographic, and village institutional data.

RESEARCH RESULTS

Overview of Kawe Village

Kawe Village is located on the western tip of Kimaam Island and is administratively within the Kontuar District. It was previously relocated during the district expansion, from Kimaam to Waan District, and finally became part of the current Kontuar District. The villagers are indigenous Papuans from the Marind Bob sub-tribe, predominantly Catholic, and still adhere closely to traditional customs in their daily lives.

Distance is a challenge for Kawe Village. The journey to the district capital takes about four hours by speedboat for a distance of 70 to 80 kilometers, while the journey to the regency capital, about 1,500 kilometers away, can take 24 to 28 hours depending on weather and sea waves. The village's 600,000 hectares are largely forest and unused land, with settlements, rice fields, and plantations occupying only a small portion. The tropical climate, with a seven-month rainy season and an average daily temperature of 30 degrees Celsius, supports a system of rotational farming, a traditional practice of shifting cultivation that has been practiced for generations to maintain soil fertility.

The population of Kawe Village in 2024 was recorded at 763, consisting of 348 men and 415 women, spread across three neighborhood units. Age data shows that the productive age group of 26 to 45 years dominates the population structure with 431 people, while the elderly group over 70 years old was recorded at 45 people. In terms of education, most residents over the age of 15 have never attended school or have not completed primary education, and only one person is recorded as having completed a diploma, while no residents have completed a bachelor's degree or higher.

Educational facilities in the village are limited to one elementary school with three classrooms and eight teachers, with no secondary school, so residents wishing to continue their education must leave the village. Formal health facilities, such as sub-health centers or integrated service posts, are not yet available; healthcare relies on regular visits from the Waan District Health Center, which has an irregular schedule. Malaria, colds, and skin diseases are the most common ailments suffered by residents. Economically, the residents' primary livelihoods are agriculture, fishing, and areca nut plantations, but these businesses are hampered by the lack of extension assistance, market prices controlled by middlemen, and high sea transportation costs to the marketing center in Merauke Regency.

The village's economic conditions place additional pressure on its governmental capacity. The areca nut plantation business, a commodity with geographical potential for development in Kawe Village, is hampered by the lack of assistance from agricultural extension workers and prices determined primarily by middlemen rather than fair market mechanisms. Village cooperatives, once pioneered as an alternative way to strengthen the community's economy, are ineffective, according to village records, due to residents' limited knowledge of business management. This situation is relevant

to this research because village officials, who should ideally be the driving force behind community economic empowerment, as mandated by Law Number 6 of 2014, face the same limited understanding as the residents they are supposed to support.

Village Government Structure and Institutions

The Kawe Village government is run by a village head directly elected by the residents, assisted by a secretary, a treasurer, five village officials, and a five-member Village Consultative Body. The village apparatus structure includes a head of government affairs, a head of service affairs, a head of public welfare affairs, a head of development affairs, and a head of general affairs. In addition to government institutions, the village has traditional institutions, a church, and an elementary school that residents believe have a significant influence on daily life. While institutions from outside the village, such as the district government and the community health center, are considered to have a more limited influence due to their infrequent presence.

The Village Consultative Body, which is supposed to oversee the administration, formulate village regulations with the village head, and hold them accountable periodically, is reportedly not functioning as intended because its members lack a clear understanding of its duties and functions. This situation is an early indication that the problem of understanding these duties and functions extends beyond the village head and his staff to the oversight body that is supposed to act as a check and balance.

Civil Servants' Understanding of Duties and Functions

Interviews with nine informants produced a fairly consistent pattern of responses across the themes explored, although with differing emphases between officials and residents.

1. Training and education. All informants from the apparatus, from village heads to heads of general affairs, stated that training on the duties and functions of village officials had never been adequately implemented. Village heads explained that the remote geographical location and high travel costs made it difficult for relevant agencies to reach their villages for training activities. Heads of general affairs echoed this sentiment, stating that the lack of training programs had resulted in officials' working conditions remaining unchanged without significant change. Interviewees reinforced this sentiment, believing that the quality of village officials' services was substandard precisely because of the lack of training from the village, district, or regency governments.
2. Performance evaluation and monitoring. A formal evaluation system to assess staff's understanding of their duties and functions is reportedly non-existent. The village head acknowledged that his performance evaluations have been direct and situational. For example, when he requests government or development data, the secretary or treasurer provides it, not the responsible department head, indicating that the division of duties is not yet properly understood by each office holder. The village secretary stated that existing evaluations consist of only light

discussions and verbal warnings, without a structured mechanism, resulting in almost all activities ultimately being handled jointly by the village head and secretary without a clear division of roles.

3. Resource availability. Both officials and residents agreed that supporting resources, including books, manuals, and technological devices, were very limited. The village head and the head of government affairs stated that administrative work was still being done manually because the village lacked telephone or internet access. One resident informant mentioned the existence of laptops in the village, but these devices were used more frequently by external program facilitators than by village officials themselves, thus not significantly improving their understanding of their duties.
4. Education level. Nearly all informants considered formal education level to be the most important factor in determining officials' ability to understand regulations. The village head described a gap between the legal language in laws, which were drafted by highly educated individuals, and the educational background of village officials, most of whom had only completed elementary school or junior high school. The head of government affairs added that this limitation left village officials feeling left behind by other village officials who were accustomed to using computers to learn regulations related to their duties. One resident informant noted that of the entire village government structure, only the village head had a high school diploma, while those below him generally had junior high school educations, a situation he believed contributed to the gap between the understanding of the village head's instructions and their implementation in the field.
5. Work experience. Civil servant informants consistently stated they had no government work experience before taking office in their villages, and most had never worked outside their villages at all. This situation, they said, left their work methods relatively unchanged over time, as there were no practical references from elsewhere to compare or learn from.
6. Support from higher-level government policies. Support received from the district and regency governments was considered to be more in the form of budget transfers than technical assistance. The village secretary stated that the funds received by the village were not accompanied by financial management training, so their use tended to be focused solely on physical development. The village head added that training proposals submitted to the Kontuar District and the Village Community Empowerment Office had never been realized. One resident even mentioned the infrequent visits by the regency government, which he said only occurred once every two to three years, while district patrols occurred every three to six months.
7. Citizen participation. Citizen involvement in village governance processes is reportedly still limited to meetings about budgets and work programs, and has not yet reached discussions about the duties and

functions of the apparatus itself. Village heads believe that the apparatus' limited understanding actually impacts relations with residents, as misunderstandings arising from poor communication often trigger conflict at the village level. Residents generally express their readiness to support the apparatus, but this support has not been matched by adequate participation from the village government.

8. The influence of customs and traditions. Local customs and traditions emerge as a reference, often stronger than formal rules, in daily decision-making in Kawe Village. The village head explained that what is considered good according to custom becomes the primary reference for officials' actions, even when it differs from statutory provisions. The village secretary acknowledged a similar tendency, that customary values often take precedence over government regulations in daily work practices. The head of government affairs added that every important policy still requires coordination and agreement with customary leaders before it can be implemented, a mechanism that reflects the strong position of customary structures in this village.

DISCUSSION

The above findings, when interpreted through Piaget's framework, demonstrate a knowledge construction process that has been hampered from the earliest stages. Kawe Village officials lacked sufficient opportunity to assimilate new information regarding their duties and functions, as training, the primary channel for such information, was virtually non-existent. Without adequate assimilation, their understanding of their core duties remained underdeveloped, and accommodation, the adjustment of their existing understandings to the new provisions of Law Number 6 of 2014, became difficult.

Vygotsky's framework explains why this condition persists. The zone of proximal development demands the presence of more experienced individuals to assist officials in carrying out tasks that slightly exceed their individual capabilities. However, such support, whether from the district government, the regency government, or non-governmental organizations, is virtually non-existent in Kawe Village. The support available mostly consists of financial transfers without technical assistance, thus widening the gap between the officials' independent capabilities and the demands of the tasks assigned to them.

The self-efficacy factor within Bandura's framework also appears relevant. When officials lack models or examples of work practices to observe and emulate, either from their own experience or from other villages, their confidence in their ability to perform their duties tends to remain low. This is consistent with repeated admissions from informants that their working conditions have not changed significantly over time, despite their lengthy tenure.

This gap in understanding has consequences that can be directly observed in the achievement of village development programs. Of the target of creating 50 hectares of new rice fields, only 15 hectares have been realized. Of the planned construction of seven units of housing for residents, only three units have been completed. Other programs, such as church rehabilitation, construction of community wells, washing and toilet facilities, and repair of boat moorings, have

also not been implemented as planned. This pattern of not achieving targets is consistent with the picture that officials do not fully understand how to prepare work plans, allocate budgets according to community priorities, and manage program implementation to completion, as mandated in the development function according to Law Number 6 of 2014.

The strong influence of custom adds another layer to this issue. Customary structures in Kawe Village enjoy strong legitimacy in the eyes of residents, so officials often prioritize customary considerations over formal provisions when the two conflict. This situation aligns with the finding that customary institutions and churches are perceived by residents to have far greater influence than formal government institutions. For policymakers developing capacity building, this finding suggests that an effective training approach for Kawe Village will likely require involving customary leaders as part of the process, rather than treating understanding tasks and functions as merely a technical administrative issue that can be resolved through formal training alone.

Compared with the findings of Ipijei et al. (2021) in Poo Village, Jagebob District, this study reveals a pattern that aligns with and extends it. Both villages are located in Merauke Regency and face challenges in terms of staff skills in preparing financial reports and operating electronic equipment. The difference is that in Kawe Village, these limitations are more closely linked to strong customary structures and far more extreme geographic distance, two factors not prominent in Ipijei et al.'s account of Poo Village. This comparison suggests that while villages in Merauke Regency share similar staff capacity issues, strengthening strategies need to be tailored to each village's context, rather than standardized in a single policy package.

This study also has limitations that need to be taken into account when interpreting its findings. The limited number of informants, nine in total, while sufficient for a qualitative descriptive approach in one village, does not allow for direct generalization to other villages in Kontuar District without further field verification. The twelve-day data collection period also limits the possibility of observing changes in village officials' understanding over time. Therefore, further longitudinal research, following the same village officials before and after the training, would complement the picture produced by this study.

CONCLUSION AND RECOMMENDATION

This study found that the understanding of Kawe Village officials regarding their duties and functions according to Law Number 6 of 2014 concerning Villages is still inadequate, and this condition is reflected in a number of village development programs that have not been achieved as planned. This gap in understanding is not a single problem, but rather the result of eight interrelated factors: minimal training and education for officials, the absence of a structured performance evaluation and monitoring system, limited administrative and technological resources, low levels of formal education for officials, the lack of previous government work experience, support for supra-village policies that have not yet touched on aspects of capacity building, low community involvement in government processes, and the strong influence of local customs and traditions in daily decision-making.

For village governments and their higher-level supervisory agencies, these findings demonstrate the need for comprehensive reform of the human resource capacity of village officials, starting with ongoing training and education specifically designed for the geographical conditions of remote villages like Kawe, rather than just one-off training that is difficult to access due to distance and cost. Village governments also need to comprehensively address inhibiting factors, including establishing a simple but consistent internal performance evaluation system, expanding community involvement in decision-making, and designing a capacity-building approach that accommodates, rather than ignores, the position of customary structures that remain the primary reference point for residents in their daily lives.

More concretely, three steps can be considered as starting points. First, the Village Community Empowerment Office, together with the Kontuar District government, could explore conducting field-based training directly in Kawe Village, considering that the cost and travel time for residents to the district and regency capitals are major obstacles repeatedly mentioned by informants. Second, developing a task and function guide in simpler language, accompanied by concrete case studies from daily work practices in the village, would be easier to understand than direct reference to the text of laws drafted in formal legal registers. Third, formally involving traditional leaders in village deliberation forums discussing the division of apparatus duties has the potential to reduce the conflict between formal regulations and customary norms, which have often been implemented separately.

ADVANCED RESEARCH

One limitation of this research lies in its focus on a single research location, Kawe Village. Therefore, the findings are more reflective of the institutional, social, and cultural dynamics unique to that village. The geographical characteristics of remote areas, the strong influence of traditional institutions, and the capacity of local officials may differ from those in other villages in Tambrau Regency and other regions in Indonesia. Therefore, a contextual understanding of this research can serve as a basis for further research with a more diverse scope and a comparative approach to test the consistency of findings across different village governance contexts.

REFERENCES

- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Bungin, B. (2007). *Metodologi penelitian kualitatif: Aktualisasi metodologis ke arah ragam varian kontemporer*. RajaGrafindo Persada.
- Daryanto. (2008). *Evaluasi pendidikan*. Rineka Cipta.
- Ipijei, I., Bame, ..., & Rekan. (2021). Analisis penyelenggaraan administrasi keuangan kampung: Studi pada Kampung Poo, Distrik Jagebob, Kabupaten Merauke. *Musamus Accounting Journal*, 4(1), 15–24.
- Kamus Besar Bahasa Indonesia. (2002). Balai Pustaka.
- Masturoh, I., & Anggita, N. T. (2018). *Metodologi penelitian kesehatan*. Kementerian Kesehatan Republik Indonesia.
- Moeliono, A. M. (2005). *Kamus besar bahasa Indonesia*. Balai Pustaka.

- Nursalam. (2017). Metodologi penelitian ilmu keperawatan: Pendekatan praktis (Edisi 4). Salemba Medika.
- Piaget, J. (1970). Science of education and the psychology of the child. Orion Press.
- Poesprodjo, W. (n.d.). Interpretasi: Beberapa catatan tentang pemahaman. Remadja Karya.
- Rianto, M. (2002). Pendekatan, strategi, dan metode pembelajaran. Departemen Pendidikan Nasional.
- S., A. (2016). Konsep peningkatan dalam pembelajaran. Jurnal Pendidikan Indonesia, 5(2), 10–18.
- Sidik, F. (n.d.). Otonomi daerah dan tantangan penyelenggaraan pemerintahan desa (h. 134).
- Sudaryono. (2009). Dasar-dasar evaluasi pembelajaran. Graha Ilmu.
- Sudjana, N. (2004). Penilaian hasil proses belajar mengajar. Remaja Rosdakarya.
- Undang-Undang Republik Indonesia Nomor 6 Tahun 2014 tentang Desa. (2014). Lembaran Negara Republik Indonesia Tahun 2014 Nomor 7.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.