

Implementation of Independent Learning according to the Views Ki Hadjar Dewantara in Establishment Pancasila Student Profile

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ABSTRACT: Education is one of the basic human rights. Because humans are human beings who are gifted with reason, humans need education in the process of their lives. The idea of independent learning is a very good idea where the idea has given the freedom of teachers and students in determining the learning system. In a learning is determined by the teaching itself. The influence of teaching generally liberates man from his life from birth, while the freedom of inner life is found in education. Free humans are humans whose lives do not depend on others, but rely on their own strength. Meanwhile, Indonesian students are lifelong students who are competent, have character, and behave according to the values of Pancasila. In the process of implementing independent learning, of course, there will be obstacles and obstacles. This research is a qualitative research that uses a literature study approach by reading various relevant literature in the form of books, journals, newspapers, magazines, internet, and other important notes. While this study aims to describe independent learning according to Ki Hadjar Dewantara's view in the formation of the Pancasila student profile, to describe the supporting and inhibiting factors in the formation of the Pancasila student profile in schools and the solutions sought in learning that takes place in schools in the formation of the Pancasila student profile. Based on the results of the analysis carried out, the results of this study indicate that independent learning is the right step to achieve an ideal education that is in accordance with current conditions and aims to prepare students who are tough, intelligent, creative, and have characters that are in accordance with values. Pancasila. In addition, the implementation of independent learning in Ki Hadjar Dewantara's view is very relevant to the development of the profile of Pancasila students, namely students can internalize the values of Pancasila in their lives and consider aspects of the balance of creativity, taste and intention. Meanwhile, the driving factors in the formation of the Pancasila student profile consist of: 1) The nature of oneself (internal factors); 2) Personality (internal factors); 3) Family (external factors); 4) Teachers/educators (external factors); and 5) Environment (external factors). While the inhibiting factors in the formation of Pancasila student profiles in schools are the lazy character attitude of a small number of students, the limitations of teachers in designing good lesson plans or teaching modules, teacher limitations in using media, it and varied learning resources, and also the lack of time available to teaching and learning activities. Meanwhile, problem solving carried out by educators includes using a psychological approach to students through habituation, role models, examples and moral guidance and mentoring.

KEYWORDS: Independent Learning, Profile of Pancasila Students, Ki Hadjar Dewantara

I. INTRODUCTION

Humans are creatures that struggle intensely with education. That is why humans are given the nicknames as animal educandum and animal educandus. Humans are as educated beings and educated beings. Humans are creatures that are always involved in the educational process itself, whether done to others or to himself.

Education is one of the basic human rights. Because humans are human beings who are gifted with reason, humans need education in the process of their lives. From birth to death, thinking humans will always need education. Furthermore, when humans have to interact with society, humans need education so that they can be useful and have the skills needed for themselves and for other people in society.

According to the National Education System Law Number 20 of 2003 Chapter I, Article 1 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as skills needed by himself, society, nation and state (Hafid, et al, 2013: 178). Apart from that, in the preamble to the 1945 Constitution it is explicitly stated that educating the life of the nation is part and responsibility of the state. When referring to the elucidation of the National Education System Law and the Preamble to the Constitution, it is very clear that education is not only aimed at developing human intellectual abilities. But education is also aimed at human development so that they become complete human beings. In addition to humans

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having intellectual abilities, it also requires fostering mental attitudes, morals, and the formation of human character. So that it can be expected that with this education, humans can balance between reason and conscience which complement and control each other.

One of the central figures in the world of education is the teacher. In education the teacher is the first to convey material to students, so that teachers are required to be able to master the subject matter delivered to students. Minister of Education and Culture Nadiem Makarim launched the "Freedom to Learn" movement, namely freedom of thought. The purpose of independent learning according to Nadiem Makarim is so that teachers and students and parents can have a pleasant atmosphere (Media Indonesia, 2019). With the hope that from the existence of independent learning, teachers and students can be independent in thinking so that it can be implemented in teacher innovation in conveying material to students, besides that students are also facilitated in independent learning because students are facilitated in innovation and learning creativity. The idea conveyed by the Minister of

Education and Culture is in line with the thoughts of our Education Leader Ki Hadjar Dewantara, namely "The influence of teaching generally liberates humans from birth, while the independence of the inner life comes from education. An independent human being is a human whose life is outwardly and spiritually ... not dependent on other people, but relies on his own strength. Furthermore, "Indonesian students are lifelong students who are competent, have character, and behave according to Pancasila values" (Aditomo, 2021).

Based on Ki Hadjar

Dewantara's view above, it is very clear that the role of the teacher in the school environment is as a professional educator whose main task is to teach, guide and educate. As a teacher, he must be able to create dignified teaching, in order to create a generation that has reliable human resources and Pancasila values in students. In independent learning, teachers must be able to instill Pancasila values in students. Meanwhile, in Regulation of the Minister of Education and Culture Number 22 of 2020 it is explained regarding the Pancasila Student Profile which is defined as the embodiment of students in Indonesia as lifelong students. Of course, in its implementation will experience various obstacles and obstacles. Obstacles according to Hamalik (1992: 72) are anything that hinders, impedes, impedes that humans or individuals encounter in everyday life that come and go, causing obstacles for individuals who live it to achieve goals. In this case the obstacles or problems that arise in the formation of the Pancasila Student Profile are from the students themselves.

Starting from the background of the problems above, the author tries to analyze the problems that occur. There are several important descriptions in this study, namely the analysis of the implementation of independent learning according to Ki Hadjar Dewantara's view in the formation of Pancasila Student Profiles and analysis of supporting and inhibiting factors in the formation of Pancasila Student Profiles in Schools, as well as solutions to solving problems encountered in the formation of Pancasila Student Profiles in learning process activities teaching in schools.

II. METHOD

The method used in this research is literature study which is supported by relevant reference sources. According to Susilo (2007: 11-12) literature study is the activity of reading relevant books which is the main and absolutely necessary part of research activities. This is related to theoretical studies and literature reviews that generate ideas and underlie research. Theoretical studies and findings of other research materials are useful as references and scientific theoretical foundations to show the accuracy of the choice of an action to be given as a tool to assist in solving research problems. Types of reading can be in the form of books, journals, newspapers, magazines, the internet, and other important references and notes. Meanwhile, according to Ruslan (2008: 34) library research requires three important processes, namely; 1) Editing is checking the data again obtained by the researcher; 2) Organizing is organizing the data obtained with the required framework; and 3) Finding is an advanced analysis of the process of editing and organizing. Furthermore, according to Nazir (1998: 112) literature study is the way the researcher determines the theme or research topic in which the researcher conducts theoretical studies related to the research topic.

This study uses library research techniques to collect data through various sources of books that have been studied by researchers which are closely related to the problems that researchers are doing to support and strengthen the results of this research analysis.

III. RESULTS AND DISCUSSION

3.1 Freedom of Learning According to Ki Hadjar Dewantara's View in Forming a Pancasila Student Profile

Education is only a 'guidance' in the life of the growth of our children. This means that the life of the child's growth lies beyond the skills or will of us educators. Children are creatures, humans and living things, so they live and grow according to their own nature. The natural power that exists in children is none other than all the power that exists in the inner life and outer life of the children because of natural power. We as educators can only guide the growth or life of these forces so that we can improve the life behavior and growth of the child. Ki Hadjar Dewantara's thoughts about independent learning can be seen from his thoughts about education

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that encourages student development, namely education teaches to achieve change and benefit the community. Education is a means to increase selfconfidence and develop the potential possessed by students. So far, education in general only develops aspects of intellectual intelligence without being balanced with attitudes and behaviors that reflect Pancasila values needed in life (Dewantara, 2009).

According to Ki Hadjar Dewantara there are four strategies regarding education, namely first: education is a cultural process to encourage students to have an independent and independent spirit; second: forming the character of students so that they have a national spirit, but remain open to international developments; third: building students' personalities so that they have a pioneer-pioneer spirit; and fourthly educating means developing the potential or talent that becomes the Natural Nature of each student (Wiryopranoto, et al 2017: 163). Freedom to learn, which was the idea of the Minister of Education and Culture, is in line with Ki Hadjar Dewantara's view that it should be held in Indonesia. The essence of independent learning is the existence of freedom of thought aimed at teachers and students, so that it can encourage the formation of an independent spirit character. With the formation of the character of an independent spirit in learning, it is hoped that the values of Pancasila will be embedded in the souls of students. In addition, with the formation of an independent spirit character, it will be able to explore knowledge from the environment, which so far students and teachers have only learned based on material in books or modules. If this freedom of learning is implemented in the education system in Indonesia, it will be able to form students who have the character profile of Pancasila students because they are used to learning and developing their knowledge based on what is in the family, community and school environment. This independent learning will be able to encourage the formation of an attitude of concern for the environment because students can directly interact with the environment in society.

Based on Ki Hadjar

Dewantara's thoughts mentioned above, the Minister of Education and Culture has launched four new policies on independent learning, including the first: national standard school examinations are replaced with assessments held by the school, so that teachers have freedom in assessing students; second: the national exam is changed to a survey minimum competition assessment covering character, numerization, and literacy; third: simplification of lesson plans, so teachers can focus more on students; and fourth: new student admissions (PPDB) expanded zoning system so as to equalize access to education (Kemendikbud, 2019). The policy issued by the Minister of Education and Culture is in line with the ideals of Ki Hadjar Dewantara, namely that in education a balance of creativity, taste and intention is considered.

With the latest policy, independent learning for students and teachers is no longer a headache with the existence of a national exam, but schools can make assessments of students according to the provisions in the school itself. The first assessment can be in the form of a character survey which includes knowledge of faith, piety to God Almighty, noble character, global diversity, mutual cooperation, creativity, and student independence. Thus students will be motivated to grow a caring attitude towards the surrounding environment and practice Pancasila values in everyday life in society. Second, the assessment of the literacy survey is in the form of ways of reasoning and using language, this encourages students to reason using good and correct Indonesian. The three assessments of the numerization survey are in the form of an understanding of mathematics, students are encouraged to reason critically in solving problems.

According to Lickona (2013) before developing assessments based on character surveys, literacy and numeracy, the role of the teacher is very important. Schools and teachers must first educate the character through teaching that can develop respect and responsibility. According to Ki Hadjar Dewantara's view, a teacher is expected to be able to educate students by always adhering to the basic principles of implementing education or the motto of Ki Hadjar Dewantara, namely, Ing Ngarsa Sung Tuladha (in front of being an example and being a role model), Ing Madya Mangun Karsa (in the midst of building ideals -ideals), Tut Wuri Handayani (behind pushing and clouding it) (Wiryopranoto, et al, 2017: 163). The basic principle of implementing Ki Hadjar Dewantara's education can be a value that must be practiced by an educator in educating students, so that educators in carrying out teaching can develop the among system, namely an education system that has a family spirit and is based on nature and independence.

Referring to Ki Hadjar

Dewantara's views on education, the Minister of Education and Culture issued an independent learning policy that is highly relevant to the development of the Pancasila student profile, namely that students can internalize Pancasila values in their lives. This is because so far the education that has been held has emphasized the knowledge aspect only, so that aspects of character and skills have been left untouched. To implement Pancasila values in independent learning, a strategy is needed which, according to Ki Hadjar Dewantara, includes the first, education is a cultural process to encourage students to have an independent and independent spirit. Second, shape the character of students so that they have a national spirit, while remaining open to international developments. Third, building students' personalities so that they have a pioneer-pioneer spirit. Fourth, educating means developing the potential or talent that is the natural nature of each student (Widodo, 2017). The four educational strategies must be able to be developed by educators in teaching so that a generation that is intelligent, competent, has character, is nationalist, and behaves according to Pancasila values is formed.

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Therefore, the progress and future of the Indonesian nation is determined by the current generation, so that in the learning process awareness and cooperation are needed between students, teachers and parents in instilling Pancasila values so that a superior generation is realized.

The project to strengthen the Pancasila student profile can provide opportunities for students to experience their own knowledge as a form of character strengthening process as well as an opportunity to learn from the surrounding environment. In this activity, students have the opportunity to study important themes or content such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology. And democratic life so that students can take real action in answering these issues with their own learning stages and needs. These activities can also inspire students to be able to contribute and make an impact on the surrounding environment.

3.2 Factors Driving the Formation of Pancasila Student Profiles in Schools

Freedom to learn is an idea issued by the Minister of Education and Culture of Indonesia. The goal of independent learning is to create fun education for students and teachers.

This happens because so far education in Indonesia has only emphasized the knowledge aspect rather than the skill aspect. Freedom of learning also emphasizes aspects of character development that are in accordance with Pancasila values. Freedom of learning is a form of implementing Pancasila values which starts with reforming the education system and learning methods. With the idea of independent learning, it is hoped that it can provide changes to Indonesian education in a better direction and provide benefits to the environment.

The concept of independent learning has several differences from the previous concept of education, for example educators in the previous concept of education tend to be passive while in the concept of independent learning educators tend to be more active so they are called driving teachers. The concept of independent learning overhauls teaching and learning activities that are usually fixed in the classroom, now you can experience something new, namely learning outside the classroom as a learning strategy used by driving teachers. Where students in the concept of independent learning are more active in exploring new information that can improve the quality of their own learning outcomes. In terms of improving the quality of students, they are still accompanied by educators in accordance with the concept of independent learning. Where teachers are required to have the initiative as a provider of material and examples for students.

The role of the teacher as an educator assigned to educate, teach, direct, train, assess and evaluate students, therefore the teacher must be able to identify the talents of each student so that he can provide direction and develop it according to the talents and interests that students have. According to the Ministry of Education and Culture, learning will never occur if in the process there is no translation process of the basic competencies and the existing curriculum by teachers in competencies at any level. Teachers are expected to be able to shape the character of students and are also expected to be able to implement Pancasila values in the learning process at school. Therefore, the Minister of Education and Culture formulated six aspects of the

Pancasila Student Profile, namely: 1) Faith, Fear of God Almighty and Noble Morals; 2) Global diversity; 3) Working together; 4) creative; 5) Critical Reasoning; and 6)

Independent (Aditomo, 2021: 4). With the implementation of the formulation of the Pancasila student profile, it is hoped that later our students will become intelligent, competent and caring human beings for all of God's creations (Sufyadi, et al, 2021: 2).

According to Nazir (1998: 145) there are several supporting factors in the formation of the Pancasila student profile, namely the existence of internal factors and external factors, including:

1. Innate nature of oneself (internal factors). Human nature possessed since birth he was born in this world. The characteristics that are the supporting factors are reducing juvenile delinquency, worshiping Allah obediently, not only focusing on worldly things, focusing on ideals;
2. Personality (internal factors). Personality development is experienced when humans have experienced an event or event that has been passed. A person's ability to understand religious issues or religious teachings is greatly influenced by the intelligence of the person himself in understanding religious teachings. Personality with supporting factors such as polite, diligent, disciplined, and diligent;
3. Family (external factor). The family as a driving factor, namely paying attention to children about their education, always supporting children's decisions if it is good for them;
4. Teachers/educators (external factors). Teachers must be able to demonstrate good morals in everyday life, because the role and influence of an educator on students is very strong; and
5. Environment (external factors). Supporting factors in the environment, if the environment occupied is positive, directs children to have characteristics such as Pancasila values.

Based on the explanation above, it can be explained that the supporting factors in the formation of a Pancasila student profile are internal factors and external factors. Both of these factors must be able to be understood by a teacher in implementing the Pancasila values. Thus, the teacher will be able to improve student achievement. In addition, teachers must be able to teach

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creatively, innovatively, and develop their own competence. As a teacher, you are not only successful in managing the class you are in. In addition to being a good teacher, a compulsory teacher must also have the will to lead, innovate, make changes, so that the formation of a Pancasila student profile will work well.

3.3 Factors Inhibiting the Formation of Pancasila Student Profiles in Schools

Education held in Indonesia must have a positive role in the development of technology in the 5.0 industrial revolution era and education in ways that are carried out to guide students to have noble character and be able to realize things that are in line with the progress of the times (Nurkolis, 2013). Gazali (2013) states that educational institutions are a useful vessel for guiding people and leading them to a better direction and becoming more qualified human beings and educational institutions are also a place used to print the next generation to have broad insights so they can compete in this era. global. In educational institutions, of course there will be activities or activities carried out to develop the potential of human resources in them, of course this is related to the goals of Indonesian education, namely to educate the nation's life.

To produce students who are intelligent and have character and are competent, the Indonesian nation at this time really needs an education system that is different from before because a quality nation is a nation that has quality human resources, to realize quality human resources of course must provide a new color in aspects of education in Indonesia, one of which is by implementing the curriculum properly and correctly, therefore the government, in this case the Ministry of Education and Culture, has issued a policy of independent learning and driving schools so that the learning organized is able to produce students with the appropriate character. with Pancasila values.

The Minister of Education, Culture, Research and Technology Number 162/M/2021 has issued a policy regarding driving schools to be able to produce students who have a Pancasila student profile. Based on the Ministry of Education and Culture's policy, it can be explained that the Pancasila student profile is a graduate profile that aims to show the character and competence expected and achieved by students and strengthen the noble values of Pancasila for students and stakeholders. The Pancasila student profile is an effort to translate the goals and vision of education into a format that is more easily understood by all education stakeholders. The formulation of the Pancasila student profile was created with the aim of serving as a compass for Indonesian educators and students. All learning, programs and activities in educational units have the ultimate goal of producing a Pancasila Student Profile (Kemdikbud, 2021).

obstacles faced by teachers in actualizing the profile of Pancasila students at school are the character attitudes of some students who are still lazy, lack self-literacy, besides that there are also factors of students who are mutations who are not used to living in discipline, limitations of teachers in designing lesson plans/ Good teaching modules, teacher limitations in using IT media, and lack of example from a teacher who can be used as a role model by students at school.

Based on the results of the analysis of the literature study obtained by the author through documents and journals, it can be explained that there are inhibiting factors in implementing the Pancasila Student Profile namely the lack of a teacher's understanding in conveying learning material and internalizing Pancasila values to students, there is limited time in activities teaching and learning, minimal subject matter, limited Technological knowledge owned by educators, lack of literacy or learning interest in subjects from both students and educators, students are still passive in the learning process, limitations of educators in designing good lesson plans or teaching modules, strategies learning that is less varied from educators, parents pay less attention to their children's learning patterns and lack of teachers as well as speculation about the provision of learning materials. While the understanding and knowledge of students and the public regarding the noble values of Pancasila is still lacking, for example, Divine values are only understood in the act of praying and making ceremonies. According to Slameto (2010: 133) which explains that the inhibiting factor often occurs in the awareness of the general public who underestimate the values of Pancasila which can lead to a decline in moral values in society.

3.4 Solutions to Overcome Obstacles in Forming Pancasila Student Profiles in Schools

The freedom to learn that was initiated by Ki Hadjar Dewantara needs to be constantly strengthened, as well as the goals of national education which have been stated in Law Number 20 of 2003 concerning the National Education System Article 3 which states that the goal of

National education is "the development of the potential of learners so that they become human beings who are believe in and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen" (Rohman, 2009: 243). Based on this formulation it is very clear that the main aim of education in Indonesia is to develop all the potential that students have as Indonesian people so that they develop into a complete person. The formulation of educational goals can cause various problems or obstacles if the goals originally set cannot be realized.

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The emergence of a problem or obstacle in the world of education apart from the goal of education itself also originates from the faster sociocultural changes, the faster progress of technology as well. In addition, obstacles also come from students and teachers in the educational process held at school. Therefore problem solving in overcoming student problems according to Slameto (2010: 135), there are five ways to overcome student problems, including:

1. Teachers or teachers should also pay attention to the condition and development of students' physical and mental health;
2. Help develop positive traits in students such as selfconfidence and mutual respect;
3. Improving conditions and continuously motivating students;
4. Creating better learning opportunities for students; and
5. Provide as much learning stimulation as possible.

The solution to the problem presented by Slameto above is still of a general nature. Therefore, according to the author, an educator must be able to explain real indicators or actions so that they are not only a solution to solving these problems, but rather real actions taken by an educator, because an educator is a role model and be an example for students. Educators in the concept of independent learning as forming a Pancasila student profile can take concrete actions and can be seen directly by students to overcome problems or obstacles in the learning process experienced by students in their learning difficulties. So that solving problems carried out by an educator can improve the learning abilities of students so that students can solve the problem properly and correctly. Obstacles to students in learning difficulties can be overcome from solving problems that exist in the learning process at the school itself which is carried out by educators together with students. If solving problems in learning can be solved jointly by educators and students themselves then teaching and learning activities will be carried out properly where students will be more active in learning and planting Pancasila values will be carried out properly.

Based on the results of the analysis of the literature study obtained by the author through existing documents and journals, several solutions were obtained in solving problems with the obstacles experienced in the formation of Pancasila student profiles, including: 1) for obstacles from students carried out with a psychological approach, namely with a habituation program, exemplary, guidance and assistance by counseling guidance teachers (BK), osis coaches and carried out by subject teachers; 2) for obstacles that originate from teachers, the solution that can be done is to involve subject teachers as driving teachers in the school itself, as well as assistance in using IT by teachers who are more competent in the field of IT; 3) for obstacles originating from the family environment or around the solution, this can be done by not giving too much opportunity or time for juvenile delinquency, more disciplining effective activities by activating more extracurricular activities or tutoring; and 4) for obstacles originating from the limited number of face-to-face face-to-face hours of subject teachers, this can be done through a program of cooperation and coordination with other subject teachers.

IV. CONCLUSION

Based on the results of the analysis and discussion above, it can be concluded that independent learning is the right step to achieve an ideal education that is in accordance with current conditions and aims to prepare students who are strong, intelligent, creative, and have the appropriate character. with

Pancasila values. In addition, the implementation of independent learning according to Ki Hadjar Dewantara's view is very relevant to the development of Pancasila student profiles, namely students can internalize Pancasila values in their lives and consider aspects of balance of creativity, taste and intention.

Where independent learning according to Ki Hadjar Dewantara is giving freedom to students and teachers to develop the talents and skills that exist within themselves because so far education has only emphasized aspects of knowledge. Meanwhile, the supporting or driving factors for the formation of a Pancasila student profile consist of: 1) Inheritance from oneself (internal factors); 2) Personality (internal factors); 3) Family (external factor); 4) Teachers/educators (external factors); and 5) Environment (external factors). While the inhibiting factors in the formation of a Pancasila student profile are the lack of a teacher's understanding in conveying learning material and internalizing Pancasila values to students, the limited time in teaching and learning activities, minimal substance, the limited knowledge of technology owned by educators, interest in literacy or learning that is lacking in subjects from students and educators, students are still passive in the learning process, educators are limited in designing good lesson plans or teaching modules, learning strategies are less varied from educators, parents pay less attention to their children's learning patterns and lack of teachers as well as speculation about the provision of learning materials. Meanwhile alternative solutions to the obstacles experienced in forming Pancasila student profiles are as follows: 1) carried out with a psychological approach, namely by habituation, exemplary, guidance and mentoring programs by counseling guidance teachers (BK), student council coaches and carried out by subject teachers; 2) involving subject teachers as driving teachers in the school itself, as well as mentoring the use of IT by teachers who are more competent in the field of IT; 3) not giving too much opportunity or time for the association of juvenile

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delinquency, disciplining more effective activities by activating more extracurricular activities or tutoring; and 4) carried out with a program of cooperation and coordination with other subject teachers.

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