

Reference Book for Pancasila Learning Based on 21st Century Skills and Tri Kaya Parisudha Values

L. Heny Nirmayani^{1*}, I Kadek Edi Yudiana² 

¹ Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja, Singaraja, Indonesia

² Universitas Pendidikan Ganesha, Singaraja, Indonesia

*Corresponding author: Heny90@gmail.com

Abstrak

Saat ini pendidikan karakter dan hasil belajar siswa sekolah dasar masih tergolong rendah. Salah satu faktor yang menjadi dasar keberhasilan peserta didik adalah peran guru. Maka dari itu upaya yang relevan dilaksanakan adalah memberikan suatu pemahaman kepada mahasiswa sebagai calon guru SD dalam merancang dan menerapkan inovasi pembelajaran untuk membentuk generasi yang cerdas dan berkarakter sesuai dengan tuntutan pembelajaran abad 21 dan pengamalan konsep Tri Kaya Parisudha. Penelitian ini bertujuan untuk mengembangkan buku referensi pembelajaran pancasila berbasis abad 21 bermuatan Tri Kaya Parisudha bagi mahasiswa Program Studi Pendidikan Guru Sekolah Dasar. Penelitian ini merupakan penelitian pengembangan desain dan produk (*Design and Development*) dengan menggunakan model ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Subjek pada penelitian ini adalah 2 orang ahli, 10 orang mahasiswa, dan 8 orang guru sekolah dasar. Metode analisis data yang digunakan adalah metode analisis deskriptif. Hasil penelitian menunjukkan bahwa pembelajaran abad 21 bermuatan Tri Kaya Parisudha yang tertuang pada buku referensi pembelajaran pancasila memiliki validitas sangat baik untuk mahasiswa Program Studi Pendidikan Guru Sekolah Dasar. Hal ini dibuktikan dengan hasil analisis data uji validitas ahli bahasa memperoleh nilai rata-rata (*mean*) sebesar 4,0 yang berada pada kategori sangat baik dan hasil analisis data uji validitas ahli konten memperoleh nilai rata-rata (*mean*) sebesar 3,9 yang juga berada pada kategori sangat baik. Begitu pula respon mahasiswa dan guru di sekolah dasar menunjukkan nilai rata-rata (*mean*) dalam kategori sangat baik.

Kata Kunci: Pancasila, Pembelajaran Abad 21, Tri Kaya Parisudha

Abstract

Character education and learning outcomes for elementary school students are still relatively low. One factor that ensures student success is the role of the teacher. Therefore, the relevant effort to be carried out is to provide an understanding to students as prospective elementary school teachers in designing and implementing learning innovations to form a generation that is intelligent and has character by the demands of 21st-century learning and implementing the Tri Kaya Parisudha concept. This research aims to develop a 21st-century-based Pancasila learning reference book containing Tri Kaya Parisudha for Elementary School Teacher Education Study Program students. This research is design and product development research (*Design and Development*) using the ADDIE (*Analysis, Design, Development, Implementation, Evaluation*) model. The subjects in this research were two experts, ten students, and eight elementary school teachers. The data analysis method used is the descriptive analysis method. The research results show that 21st-century learning containing the Tri Kaya Parisudha in the Pancasila learning reference book has very good validity for students in the Elementary School Teacher Education Study Program. It is proven by the results of data analysis of the validity test of language and content experts that obtain a very good category. Likewise, the responses of students and teachers in elementary schools show an average score (*mean*) in the very good category.

Keywords: 21st Century Learning, Tri Kaya Parisudha.

1. INTRODUCTION

Education is a measure of the progress of human resources. A good education will certainly bring progress to the nation. Therefore, Indonesia formulated the goal of national

History:

Received : July 07, 2023

Revised : July 10, 2023

Accepted : September 03, 2023

Published : September 25, 2023

Publisher: Undiksha Press

Licensed: This work is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)



education to educate the life of the nation and develop the Indonesian people as a whole. These people believe and are devoted to God Almighty and have noble character, knowledge and skills, physical and spiritual health, a stable personality and independence, and a sense of social and national responsibility (UU No. 22 of 1989) (Daga, 2021; Halimah et al., 2021). The educational goals expected by the government are balanced with various efforts to improve the quality of education to achieve superior Indonesian human resources (Khunaifi & Matlani, 2019; Raharjo, 2018; Rohim, 2021). This education is divided into elementary, middle, and higher levels. Elementary school is the initial level in developing individual abilities and potential. At this level, the learning process is carried out by students' cognitive development, the concrete operational stage (Nuryati & Darsinah, 2021; Trianingsih, 2016). Children are mature enough to use logical thinking or operations at this stage, but only for existing physical objects. Without a physical object in front of them, children at the concrete operational stage still experience great difficulty in completing logical tasks (Hadi, 2017; Juwantara, 2019). Therefore, the learning process at the elementary school level is experiencing fundamental changes. In the previous curriculum, learning in elementary school was partial and divided into several subjects, whereas currently, in the 2013 curriculum, learning in elementary school is contextual and integrated in a form of thematic learning to stimulate children's cognitive development (Krissandi & Rusmawan, 2015; Kusumaningrum, 2018). The teacher's understanding and skills must follow the implementation of thematic learning in elementary schools in managing learning. This is because, in one lesson, the teacher must be able to facilitate student learning in several lesson contents (Khoeriyah & Mawardi, 2018; Setiadi, 2016). Moreover, the COVID-19 pandemic, which has had the impact of a technological revolution in learning, requires teachers to have an adaptive attitude so that all students can learn well from home (Gularso et al., 2021; Keefe, 2020). This change in learning causes teachers, especially at the elementary school level, to feel quite a heavy burden. The confessions of several teachers prove this during the implementation of online learning who complained about the technical learning, including the delivery of material, collecting assignments, the assessment process, as well as other technical obstacles, such as the availability of devices and signals (Choate et al., 2021; Espino-Díaz et al., 2020). Other factors, such as teachers' understanding of facilitating students' learning process so they can learn well, are also experiencing difficulties due to the pandemic.

Apart from that, the strengthening of character education being discussed is also hampered because the learning process is concentrated on the content and content of the subject matter (Andrianto & Suyitno, 2021; Medika et al., 2022). Based on the results of observations made on teachers in elementary schools in the Buleleng sub-district, it was stated that the students' character still needs to be questioned because, in one semester, the teachers never met face to face at all, so they did not know the students in detail. So, the identification of student character cannot be implemented optimally, and character education cannot be strengthened. Apart from character, the learning outcomes obtained by students during the learning process are also questioned about the validity of their measurements. The learning outcomes tests teachers give are often carried out by something other than the technical aspects presented. In online learning, teachers need help to control student activities fully. One of the relevant efforts is to provide a complete understanding to students as prospective elementary school teachers in designing and implementing Pancasila learning innovations to form an intelligent and characterful generation by the demands of 21st-century learning and implementing the Tri Kaya Parisudha concept. 21st-century learning, as the basis for this research, is a form of change in learning from teacher-centered to student-centered. Students must have 21st-century skills, including critical thinking, communication, collaboration, and creativity (Sulistyanto et al., 2021; Widodo et al., 2020). Furthermore, the Tri Kaya Parisudha we want to practice in developing this learning is three basic behaviors

that must be purified: thoughts, words, and actions. Parts of the Tri Kaya Parisudha are (1) Manacika Parisudha, which means thinking holy or right; (2) Wacika Parisudha, which means saying the right thing; and (3) Kayika Parisudha, which means doing the right thing. The meaning of thinking, saying, and doing the right thing is considered right if it always refers to the view of dharma (truth) (Karmini et al., 2021; Widiasih et al., 2019). 21st-century learning is related to the practice of the Tri Kaya Parisudha concept. Manacika, or correct thinking, can stimulate the development of students' critical thinking skills. Wacika, which means telling the truth, can develop students' communication skills. Furthermore, Kayika, which means doing the right thing, can develop students' creativity and create collaboration in the learning process. The relationship between 21st-century learning and the Tri Kaya Parisudha concept can result in meaningful, effective, and adaptive learning, especially in dealing with learning during the COVID-19 pandemic. Empirically, learning development based on local culture or wisdom has been implemented to improve the quality of learning. One has developed a learning model based on Yogyakarta cultural values relevant to elementary schools (Ghufron, 2017).

Other researchers also worked to improve the quality of learning in their research, developing an Integrated Tri Kaya Parisudha Character Education model in Elementary School Learning (Veronika, 2019). Other researchers have also developed 21st-century learning containing HOTS (higher-order thinking Skills) in the elementary school teacher department (Dinni, 2018). The explanation above shows that learning development has a high urgency to be implemented. Apart from that, this learning development can also produce several learning innovations that can be implemented in the Covid-19 pandemic. It is the basis for proposing research to produce a reference book for 21st-century-based Pancasila learning containing Tri Kaya Parisudha. It is hoped that Elementary School Teacher Education study program students as prospective teachers will be able to apply this learning innovation in elementary schools.

2. METHOD

The design of this research is design and product development research (Design and Development) using the ADDIE Model. This model consists of five components: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation (Branch, 2010). If depicted visually, the stages of the ADDIE Model can be seen in Figure 1.

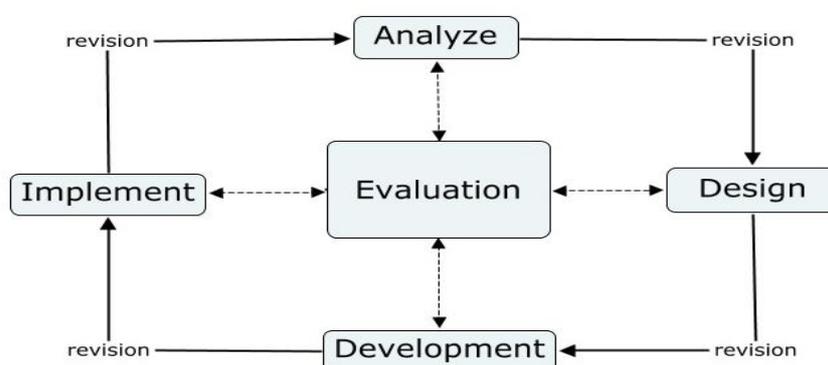


Figure 1. Stages of the ADDIE Model

Researchers researched and developed learning resources in the form of a 21st-century-based Pancasila learning reference book containing Tri Kaya Parisudha. The content of the book will emphasize the relationship between 4C skills in 21st-century learning and

the contents of Tri Kaya Parisudha, six types of learning models chosen that contain 4C skills containing Tri Kaya Parisudha, one-sheet offline lesson plans and one-sheet online lesson plans by Circular Number 14 of 2019 which has been equipped with 4C skills containing Tri Kaya Parisudha. The research subjects for reference book development were two expert lecturers consisting of content experts and language experts who assessed the reference books being developed to analyze their validity. Then, the limited trial in this research was 10 Elementary School Teacher Education students who were representatives from each semester, and eight elementary school teachers were taken randomly to respond to this reference book and a limited trial. The data collected in this research concerns the suitability of the books produced based on good grammar and book components. Elementary school students and teachers were also given questionnaires to discover responses to this book. Data and data collection techniques can be seen in [Table 1](#).

Table 1. Data and Data Collection Techniques

No	Dimensions	Data collection technique	Target	Book Suitability
1	Language and writing	Questionnaire	Linguist	√
2	Components of a Good Book	Questionnaire	Content Expert	√
3	Usefulness/Application	Questionnaire	Student	√
		Questionnaire	Teacher	√

Analysis was carried out using qualitative and quantitative methods. Qualitative analysis is analysis obtained from communication with research subjects, as well as the results of observations and distribution of questionnaires, then data obtained from the words described and interpreted. The quantitative descriptive analysis method was used to classify the questionnaire results with experts in education and religion experts.

3. RESULT AND DISCUSSION

Result

The Pancasila learning reference book based on the 21st century containing Tri Kaya Parisudha was developed and consists of four chapters, totaling 230 pages. The resulting reference book explains the theory and implementation of innovative learning models containing Tri Kaya Parisudha to achieve 21st-century skills equipped with lesson plans according to the 2013 Curriculum. The detailed parts of this book consist of theories about 21st-century learning, which are discussed in Chapter I; theory regarding 21st-century learning containing the Tri Kaya Parisudha, which is discussed in Chapter II; implementation of 21st-century learning containing the Tri Kaya Parisudha in innovative learning models discussed in Chapter III, as well as implementing 21st-century learning containing the Tri Kaya Parisudha in the 2013 Curriculum lesson plan which is discussed in Chapter IV. The book's appearance, including the cover, is shown in [Figure 1](#), the 21st-century learning theory is shown in [Figure 2](#), and the implementation of the 21st-century learning model is shown in [Figure 3](#).



Figure 1. Cover of the 21st Century Learning Book Containing Tri Kaya Parisudha

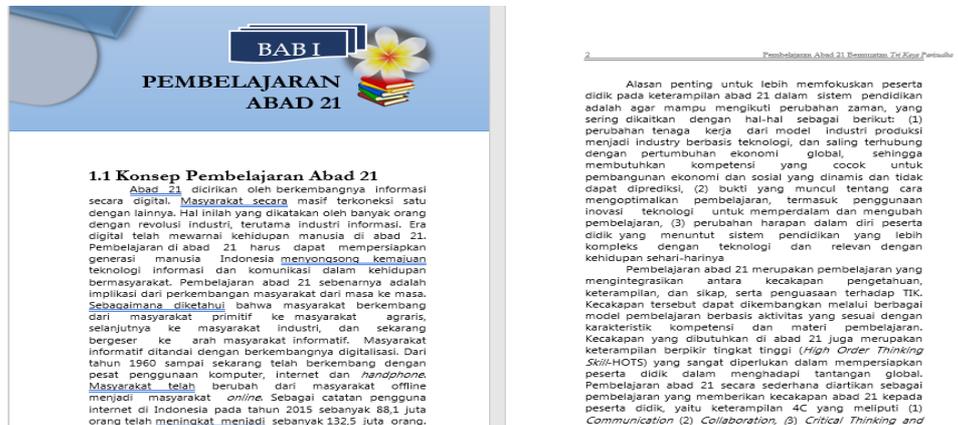


Figure 2. Content of 21st Century Learning Theory

4.2 Implementasi Model Pembelajaran Abad 21 Bermutuan Tri Kaya Parisudha pada Rencana Pelaksanaan Pembelajaran (RPP) Kurikulum 2013

4.2.1 Contoh RPP Model Pembelajaran Kontes/CTL dikaitkan dengan Pembelajaran Abad 21 Bermutuan Tri Kaya Parisudha

RENCANA PELAKSANAAN PEMBELAJARAN (Sesuai Edaran Nomor 14 Tahun 2019)	
Satuan Pendidikan	: SD _____
Kelas / Semester	: 4 / 1
Tema	: 8 (Daerah Tempat Tinggal)
Sub Tema	: 1 (Lingkungan Tempat Tinggal)
Pembelajaran ke	: 3
Alokasi waktu	: 2x35 Menit

A. TUJUAN PEMBELAJARAN

- Dengan kegiatan membaca teks tentang pengaruh lingkungan terhadap mata pencarian penduduk, siswa mengetahui jenis pekerjaan penduduk berdasarkan tempat tinggalnya dengan cermat.
- Dengan kegiatan mengamati keadaan alam lingkungan tempat tinggalnya, siswa dapat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> Guru menyapa dan menanyakan kabar peserta didik. Guru mengecek kehadiran peserta didik. Guru mengecek siswa berdoa sebelum pembelajaran dimulai. Guru menyampaikan tujuan pembelajaran. 	15 menit
Kegiatan Inti	<p>Model Pembelajaran Kontes/CTL</p> <p>Konstruktivisme (<i>critical thinking, knowledge</i>)</p> <ol style="list-style-type: none"> Siswa membaca teks fiksi mengenai "dondong ikan mas" <p>Pememuan Inquiry (<i>critical</i>)</p>	140 menit

Figure 3. Content of Implementing the 21st-Century Learning Model

The assessment of the validity of the 21st century-based Pancasila learning reference book containing Tri Kaya Parisudha for elementary school students was conducted by lecturers and language and literature experts. The expert compared the 21st century-based Pancasila learning reference book containing Tri Kaya Parisudha with the book's relevance components in the questionnaire, which consists of two components: readability and conformity with good and correct Indonesian language rules. The results of the book quality questionnaire calculations by linguists can be seen in Table 2.

Table 2. Tabulation of Book Validity Data by Linguists

No	Components	Total Score
1	Legibility	40
2	Conformity with good and correct Indonesian language rules	20
Total		60
Max Score		4
Min Score		1

Based on [Table 2](#), the analysis that has been carried out shows that the mean value of the overall observation of book relevance data is 4.0. If the mean value is compared in the PAIT category table, then the value is in the very good category. After that, an evaluation of the 21st century-based Pancasila learning reference book containing Tri Kaya Parisudha was assessed by lecturers and content experts. The expert compared the 21st century-based Pancasila learning reference book containing Tri Kaya Parisudha with components by the curriculum and book center non-textbook assessment system, book research and development agency of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021 and Minister of Education and Culture Regulation No. 8 2016. The results of the calculation of reference book evaluation questionnaires by experts are shown in [Table 3](#).

Table 3. Tabulation of Reference Book Evaluation Data by Content Experts

No	Components	Total Score
1	Legality	11
2	Norm	4
3	Material/ Substance	27
4	Language	12
5	Presentation	24
Total		78
Max Score		4
Min Score		1

Based on [Table 3](#), which shows the analysis that has been carried out, it was found that the mean observation value was 3.9. If the mean value is compared in the PAIT category table, then the value is in the very good category. Next, an effectiveness test was carried out based on the results of student responses. A total of 10 Elementary School Teacher Education students representing each semester have filled out student response questionnaires to the 21st century-based Pancasila learning reference book containing Tri Kaya Parisudha. The following are the results of the range of scores included in [Table 4](#), which are then compared with the average obtained.

Table 4. Conversion of PAIT Categories for Book Components from Student Response Results

Scoring Range	Category
175,5 - < 216	Very good
148,5 - < 175,5	Good
133 - < 148,5	Enough
94,5 - < 121,5	Not good
54 - < 94,5	Bad

The average score for the book component was 183.9. Based on [Table 4](#), the average score for the book content components is included in the very good category. Next, an effectiveness test was carried out based on the results of the teacher's responses. The following are the results of the range of scores included in [Table 5](#), which are then compared with the average obtained.

Table 5. Conversion of PAIT Categories for Book Components Based on Teacher Questionnaire Results

Scoring Range	Category
175,5 - < 216	Very good
148,5 - < 175,5	Good
133 - < 148,5	Enough
94,5 - < 121,5	Not good
54 - < 94,5	Bad

The average score for the book's physical appearance component is 181.38. Based on [Table 5](#), the average score for the book content components is included in the very good category.

Discussion

21st Century Learning Contains Tri Kaya Parisudha, which is realized in the form of a Pancasila reference book which is expected to be a reference for students or prospective teachers and teachers in elementary schools to implement innovative learning models ([Adibatin, 2016](#); [Santoso & Wuryandani, 2020](#)). It is necessary because today's teachers and educators must adapt to developments in science and technology in the 21st century. If the learning process and quality in schools are optimal, the student characteristics, as expected in the 21st-century learning output, will be realized ([Angga et al., 2022](#); [Ngazizah & Laetitia, 2022](#)).

The language expert's validity test results are in the very good category. Based on the analysis of each component and as a whole, the 21st century-based Pancasila learning reference book containing Tri Kaya Parisudha, seen from the language aspect, is very suitable to be used as a reference in implementing learning models as an effort to improve the quality of learning. Furthermore, the content expert validity test results are also very good. Looking at all data components, the book's relevance in the content aspect shows an average value (mean) of 3.9, which is in the very good category. Apart from validity testing, responses from potential users of this reference book are also very necessary to know the responses of elementary school students and teachers to the reference books that have been produced. The results of responses made to 10 STAHN Mpu Kuturan Singaraja Primary School Teacher Education students representing each semester showed that both the components of the book's physical appearance, language and writing, content, and usefulness showed a very good category. Furthermore, the results of responses made to 8 elementary school teachers in the Buleleng District who were randomly selected showed that both the components of the book's physical appearance, language, writing, content, and usefulness showed the very good category. Based on the responses above, prospective users, both students and elementary school teachers, assessed the 21st century-based Pancasila learning reference book containing Tri Kaya Parisudha. So, this reference book is very suitable to use as a reference for prospective teachers and elementary school teachers in implementing innovative learning models that are oriented toward 21st-century learning ([Hasibuan & Prastowo, 2019](#); [Utami et al., 2020](#)). This book is expected to be a milestone in improving elementary school learning quality. It is to the results of the research explain that the main task of teachers in developing

21st-century learning is as a learning planner who must include elements of higher-order thinking, the application of various approaches and learning models, as well as the integration of technology in the learning process (Amin, 2017). This reference book will be a choice for teachers in carrying out their main duties.

Likewise, findings in previous research show that lesson planning is one of the plans that has an important role in implementing good learning (Zuriah et al., 2016). With careful learning planning, teachers can more easily have guidelines for implementing learning. Learning will be more focused according to what is prepared in the syllabus and lesson plans. It makes the reference book "21st Century Learning Containing Tri Kaya Parisudha" a choice for teachers in implementing learning because, technically, it is equipped with lesson plans for each learning model. On the other hand, 21st-century learning, especially in elementary schools, is also expected to strengthen character education for students (Keraf & Komalasari, 2019; Yamin & Syahrir, 2020). According to other research in the learning context, character development can be emphasized through the strategic or learning model and the scientific concept aspect of the related subject area (Saputro, 2016). This concept of local wisdom is needed in implementing 21st-century learning through the Tri Kaya Parisudha concept, which consists of manacika, wacika, and kayika. The implications of this research can improve and generate creative ideas in designing Pancasila learning plans to develop 21st-century learning skills and improve students' character education, especially by applying the concept of local Balinese wisdom. However, considering the limitations that researchers have, it is recommended that other researchers conduct further research to provide empirical justification for the impact of implementing innovative learning models in the reference books produced in this research.

4. CONCLUSION

Pancasila learning based on the 21st century containing the Tri Kaya Parisudha contained in the reference book in this research has very good validity for students of the Elementary School Teacher Education Study Program. It is proven by the results of the data analysis of the linguist validity test, which obtained the very good category, and the results of the data analysis of the content expert validity test, which obtained the very good category. Likewise, the responses of students and teachers in elementary schools show an average score (mean) in the very good category.

5. REFERENCE

- Adibatin, A. (2016). Pendidikan Karakter Bangsa Berbasis Strategi Pembelajaran PAKEM Melalui Permainan Cincin di Jempol Tangan (Karya Inovasi Pembelajaran Sekolah Dasar). *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 6(1), 1. <https://doi.org/10.24246/j.scholaria.2016.v6.i1.p1-18>.
- Amin, M. (2017). Sadar Berprofesi Guru Sains, Sadar Literasi : Tantangan Guru di Abad 21. *Prosiding Seminar Nasional III Tahun 2017 "Biologi, Pembelajaran, Dan Lingkungan Hidup Perspektif Interdisipliner," April*, 9–20. <http://research-report.umm.ac.id/index.php/research-report/article/view/967>.
- Andrianto, A., & Suyitno, S. (2021). Evaluasi implementasi program penguatan pendidikan karakter di SD Muhammadiyah Pandes program plus tahun ajaran 2019/2020. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 4(1), 48–62. <https://doi.org/10.12928/fundadikdas.v4i1.3226>.
- Angga, A., Abidin, Y., & Iskandar, S. (2022). Penerapan Pendidikan Karakter dengan Model Pembelajaran Berbasis Keterampilan Abad 21. *Jurnal Basicedu*, 6(1), 1046–1054.

- <https://doi.org/10.31004/basicedu.v6i1.2084>.
- Branch, R. M. (2010). Instructional design: The ADDIE approach. In *Instructional Design: The ADDIE Approach*. <https://doi.org/10.1007/978-0-387-09506-6>.
- Choate, K., Goldhaber, D., & Theobald, R. (2021). The effects of COVID-19 on teacher preparation. *Phi Delta Kappan*, 102(7), 52–57. <https://doi.org/10.1177/00317217211007340>.
- Daga, A. T. (2021). Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 7(3), 1075–1090. <https://doi.org/10.31949/educatio.v7i3.1279>.
- Dinni, H. N. (2018). Pengembangan Mutu Pendidikan Menuju Era Global: Penguatan Mutu Pembelajaran dengan Penerapan HOTS (High Order Thinking Skills). *PRISMA I*, 1, 170–176. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/19597>.
- Espino-Díaz, L., Fernandez-Caminero, G., Hernandez-Lloret, C. M., Gonzalez-Gonzalez, H., & Alvarez-Castillo, J. L. (2020). Analyzing the impact of COVID-19 on education professionals. Toward a paradigm shift: ICT and neuroeducation as a binomial of action. *Sustainability (Switzerland)*, 12(14), 1–10. <https://doi.org/10.3390/su12145646>
- Ghufron, A. (2017). Pengembangan Pembelajaran Berbasis Nilai-Nilai Budaya Yogyakarta di Sekolah Dasar. *Cakrawala Pendidikan*, 36(2), 309–319. <https://doi.org/10.21831/cp.v36i2.12449>.
- Gularso, D., Suryantari, H., Rigianti, H. A., & Martono. (2021). Dampak Pembelajaran Daring Terhadap Kemampuan Anak Usia Sekolah Dasar. *Jurnal Pendidikan Dasar Nusantara*, 7(1), 100–118. <https://doi.org/10.29407/jpdn.v7i1.15890>.
- Hadi, S. (2017). Efektivitas penggunaan video sebagai media pembelajaran untuk siswa sekolah dasar. *Seminar Nasional Teknologi Pembelajaran Dan Pendidikan Dasar 2017*, 1(5), 96–102. <https://core.ac.uk/download/pdf/267023793.pdf>.
- Halimah, L., Suryaningsih, A., Hidayah, Y., & Ulfah, R. A. (2021). Penguatan Nilai-Nilai Ketahanan Nasional Di Sekolah Melalui Pendidikan Kewarganegaraan (Studi Di SMK Pusdikhubad Kota Cimahi, Jawa Barat). *Jurnal Ketahanan Nasional*, 27(1), 130–146. <https://doi.org/10.22146/jkn.64022>.
- Hasibuan, A. T., & Prastowo, A. (2019). Konsep Pendidikan Abad 21: Kepemimpinan Dan Pengembangan Sumber Daya Manusia Sd/Mi. *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman*, 10(1), 26–50. <https://doi.org/10.31942/mgs.v10i1.2714>.
- Juwantara, R. A. (2019). Analisis Teori Perkembangan Kognitif Piaget pada Tahap Anak Usia Operasional Konkret 7-12 Tahun dalam Pembelajaran Matematika. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 9(1), 27–34. <https://doi.org/10.18592/aladzkapgmi.v9i1.3011>.
- Karmini, N. W., Yudari, A. A. K. S., Suasthi, I. G. A., Hadriani, N. L. G., & Setini, M. (2021). Model of Humanism Education based on Local Wisdom in Elementary School in Bali. *International Journal of Early Childhood Special Education*, 13(2), 1056–1063. <https://doi.org/10.9756/INT-JECSE/V13I2.211150>.
- Keefe, E. S. (2020). Learning to practice digitally: Advancing pre-service teachers' preparation via virtual teaching and coaching. *Journal of Technology and Teacher Education*, 28(2), 223–232. <https://doi.org/https://www.learntechlib.org/primary/p/216145/>.
- Keraf, F. M. P., & Komalasari, K. (2019). Habitiasi untuk Memperkuat Karakter Nasionalisme Peserta Didik Wilayah Perbatasan pada Abad 21. *Jurnal Pendidikan Karakter*, 9(2). <https://doi.org/10.21831/jpk.v9i2.25627>.
- Khoeriyah, N. M., & Mawardi, M. (2018). Penerapan Desain Pembelajaran Tematik Integratif Alternatif Berbasis Kearifan Lokal untuk Meningkatkan Hasil dan

- Kebermaknaan Belajar. *Mimbar Sekolah Dasar*, 5(2), 63–74. <https://ejournal.upi.edu/index.php/mimbar/article/view/11444>.
- Khunaifi, A. Y., & Matlani, M. (2019). Analisis Kritis Undang-Undang Sisdiknas Nomor 20 Tahun 2003. *Jurnal Ilmiah Iqra'*, 13(2), 81. <https://doi.org/10.30984/jii.v13i2.972>.
- Krissandi, A. D. S., & Rusmawan, R. (2015). Kendala Guru Sekolah Dasar Dalam Implementasi Kurikulum 2013. *Jurnal Cakrawala Pendidikan*, 3(3), 457–467. <https://doi.org/10.21831/cp.v3i3.7409>.
- Kusumaningrum, D. (2018). Literasi lingkungan dalam kurikulum 2013 dan pembelajaran IPA di SD. *Indonesian Journal of Natural Science Education (IJNSE)*, 1(2), 57–64. <https://doi.org/10.31002/nse.v1i2.255>.
- Medika, F., Syafrial, S., & Sutisyana, A. (2022). Implementasi Penguatan Pendidikan Karakter (PPK) Pada Mata Pelajaran PJOK di Sekolah Dasar Islam Terpadu Kabupaten Lebong. *SPORT GYMNASTICS : Jurnal Ilmiah Pendidikan Jasmani*, 3(1), 130–138. <https://doi.org/10.33369/gymnastics.v3i1.12872>.
- Ngazizah, N., & Laititia, T. (2022). Pengembangan Media Pembelajaran menggunakan Komik Berbasis Budaya Lokal untuk Penguatan Karakter Sesuai dengan Profil Pelajar Pancasila Jenjang SD. *Jurnal Pendidikan Dan Konseling*, 4(4), 1258–1263. <https://doi.org/https://doi.org/10.31004/jpdk.v4i4.5446>.
- Nuryati, N., & Darsinah, D. (2021). Implementasi Teori Perkembangan Kognitif Jean Piaget dalam Pembelajaran Matematika di Sekolah Dasar. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(2), 153–162. <https://doi.org/10.36232/jurnalpendidikdasar.v3i2.1186>.
- Raharjo, S. B. (2018). Evaluasi Trend Kualitas Pendidikan Di Indonesia. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 16(2), 511–532. <https://doi.org/10.21831/pep.v16i2.1129>.
- Rohim, D. C. (2021). Konsep Asesmen Kompetensi Minimum untuk Meningkatkan Kemampuan Literasi Numerasi Siswa Sekolah Dasar. *Jurnal VARIDIKA*, 33(1), 54–62. <https://doi.org/10.23917/varidika.v33i1.14993>.
- Santoso, R., & Wuryandani, W. (2020). Pengembangan Bahan Ajar PPKn Berbasis Kearifan Lokal Guna Meningkatkan Ketahanan Budaya Melalui Pemahaman Konsep Keberagaman. *Jurnal Ketahanan Nasional*, 26(2), 229. <https://doi.org/10.22146/jkn.56926>.
- Saputro, H. B. (2016). Peran Guru SD dalam Membangun Karakter dan Kecakapan di Abad 21. *Prosiding Seminar Nasional "Optimalisasi Active Learning Dan Character Building Dalam Meningkatkan Daya Saing Bangsa Di Era Masyarakat Ekonomi Asean (MEA)*, 195–200.
- Setiadi, H. (2016). Pelaksanaan penilaian pada Kurikulum 2013. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 20(2). <https://doi.org/10.21831/pep.v20i2.7173>.
- Sulistyanto, S., Mutohhari, F., Kurniawan, A., & Ratnawati, D. (2021). Kebutuhan Kompetensi Dalam Pasar Tenaga Kerja Di Era Revolusi Industri 4.0 Bagi Siswa SMK. *Jurnal Taman Vokasi*, 9(1), 25–35. <https://doi.org/10.30738/jtv.v9i1.7742>.
- Trianingsih, R. (2016). Pengantar Praktik Mendidik Anak Usia Sekolah Dasar. *Al Ibtida: Jurnal Pendidikan Guru MI*, 3(2), 197. <https://doi.org/10.24235/al.ibtida.snj.v3i2.880>.
- Utami, D. A., Irianto, S., & Muryaningsih, S. (2020). Pengembangan Handout Kurikulum 2013 Berbasis Kompetensi Peserta Didik Abad 21 Kelas IV Di Sd Negeri Kembaran. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 14(2), 151. <https://doi.org/10.35931/aq.v14i2.386>.
- Veronika, A. (2019). Implementasi Ajaran Tri Kaya Parisudha Dalam Membangun Karakter Generasi Muda Hindu Di Era Digital. *Jurnal PASUPATI*, 6(1), 1. <https://doi.org/10.37428/pspt.v6i1.135>.
- Widiasih, L. S., Suarjana, I. M., & Renda, N. T. (2019). Pengaruh Model Pembelajaran

- SFAE Berbasis Tri Kaya Parisudha Terhadap Hasil Belajar Matematika Siswa. *Jurnal Ilmiah Sekolah Dasar*, 3(2), 135–141. <https://ejournal.undiksha.ac.id/index.php/JISD/article/view/17758>.
- Widodo, A., Indraswati, D., Sutisna, D., Nursaptini, & Anar, A. P. (2020). Pendidikan IPS Menjawab Tantangan Abad 21 : Sebuah Kritik Atas Praktik Pembelajaran IPS di Sekolah Dasar dikuasai siswa dalam menghadapi abad 21 hanyalah kemampuan terhadap teknologi dan. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Dan Ilmu-Ilmu Sosial*, 2(2), 186–198. <https://doi.org/http://dx.doi.org/10.19105/ejpis.v2i2.3868>.
- Yamin, M., & Syahrir, S. (2020). Pembangunan Pendidikan Merdeka Belajar (Telaah Metode Pembelajaran). *Jurnal Ilmiah Mandala Education*, 6(1), 126–136. <https://doi.org/10.36312/jime.v6i1.1121>.
- Zuriah, N., Sunaryo, H., & Yusuf, N. (2016). IbM Guru Dalam Pengembangan Bahan Ajar Kreatif Inovatif Berbasis Potensi Lokal. *Dedikasi*, Vol. 13, 39. <https://doi.org/https://doi.org/10.22219/dedikasi.v13i0.3136>.