

ANALYSIS OF TEACHER COMMUNICATION IN SHAPING PANCASILA CLASS IV PROFILE CHARACTER

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<i>ARTICLE INFO</i>	<i>ABSTRACT</i>
<p>Article History : Received : 2024-08-06 Accepted : 2024-10-09</p> <hr/> <p>Keywords:</p> <p>Keyword 1; Analysis Keyword 2; Communication Teacher Keyword 3 ; Pancasila Profil Character</p>	<p><i>Analysis of teacher communication in shaping the character of the Pancasila profile of grade IV, good moral values, character, and ethics in students. The purpose of this study is to shape a good personality in students such as honesty, respect for others, and good behavior in everyday life. This study is a qualitative study with a descriptive type of research. Teachers and students are involved as the main informants. Data collection techniques used include interviews, observation and documentation. Data analysis with data collection, data reduction, data presentation, and drawing conclusions. The results of the study show the reality of Pancasila profile character education. Character education in elementary schools helps shape character in the development of children's morals, learning is carried out every day in class.</i></p>

1. INTRODUCTION

Character education of the Pancasila student profile as one of the visions and missions of the Ministry of Education and Culture as stated in the Ministry of Education and Culture Number 22 of 2020 concerning the strategic plan of the Ministry of Education and Culture at every level and culture in addition the government has issued Law No. 20 of 2003 concerning national education has a function to develop the character profile of Pancasila students capable of forming a National education system. Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila. The goal is to shape each individual into a human being who is faithful, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

Character is a fundamental thing that distinguishes humans and animals, efforts to strengthen character education have long been carried out by the government starting from the national movement of Asmani, Jamal Ma'mur. 2011. National character education 2010 which was then continued with the education strengthening program (PPK) in 2016. Now the government is launching a Pancasila profile character project that is applied from elementary education to college. The existence of Pancasila is not only as the basis of the State but also as a representation of the behavior of Indonesian students in accordance with existing values, this is implemented by the Minister of Education and Culture as the Pancasila profile.

The general phenomenon of character is a system in the form of instilling character values in students which includes the will or awareness, and actions in implementing values, morals, character, and good morals in students, which aims to form a good personality in students such as honesty, respecting others, and behaving well in everyday life. The character of the Pancasila profile is

something that must be considered, especially in Indonesia. The Pancasila Student Profile is a number of characters and competencies that are expected to be achieved by students, which are based on the noble values of Pancasila. The Pancasila student profile is a collection of essential competencies and characters that can be learned through cross-disciplinary studies. The Pancasila student profile is contained in 6 dimensions, where each dimension has several elements that can describe these competencies and characters.

The Pancasila student profile has been implemented in Indonesia, especially in South Sulawesi, where this Pancasila profile has been implemented in elementary schools, but not all students understand the 6 dimensions of the Pancasila student profile. The lack of student awareness of the dimensions of the Pancasila student profile has an impact on the lack of teacher attention which results in a lack of attitude from these students.

This is relevant to what happened at SD Inpres Antang 1. Based on the results of observations at SD Inpres Antang 1 which were carried out on March 6, 2023 by observing PBM, the school environment and interviewing grade IV teachers. Based on the results of the observation, there are still many shortcomings in the observation results, including: Lack of understanding conveyed by educators, limited time for teaching and learning activities, minimal lesson substance, limited technological knowledge carried out by educators, very little interest in learning subjects.

Indonesian students reason critically in an effort to develop themselves and face challenges, especially challenges in Indonesia that reason critically think fairly so that they can make the right decisions by considering many things based on supporting data and facts. Indonesian students who reason critically are able to process information both qualitatively and quantitatively objectively, build relationships between various information, analyze information, evaluate, and conclude it. Furthermore, he is able to convey it clearly and systematically.

In the results of the observation above, various shortcomings were found which were assumed to be the main cause of the ineffectiveness of teacher communication and the importance of teacher communication of the character of the Pancasila student profile. Communication is very important in the learning process in schools because effective communication in schools greatly affects a teacher's service to students. The importance of the role of teachers in strengthening the profile of Pancasila students to realize the resilience of character education in the 21st century so that the generation of the Indonesian nation is able to compete globally. What are the rights and responsibilities of the driving teacher in implementing the strengthening of the Pancasila student profile in the education process. And what values must be possessed by the driving teacher in order to be able to realize the resilience of 21st century character education.

In the communication of the Pancasila profile is the embodiment of Indonesian students, which is owned by global competence teachers and behaves in teacher communication with Pancasila values. The Pancasila profile is one of the most important programs in education, especially in the communication of the Pancasila profile teacher, so that all policies related to learning must produce Indonesian students who have the personality of teachers who are able to apply Pancasila values to students, as well as teachers who apply to students about the Pancasila profile. Teacher communication in the Pancasila profile in schools now greatly influences teacher services to students, who are now engaged in strengthening the Pancasila profile.

Other efforts through the Pancasila student profile strengthening project activities using the theme of local wisdom, critical reasoning dimensions with elements of obtaining and processing information and ideas and sub-elements of identifying, clarifying, and processing information and ideas. The activity showed the results of the attitude assessment of grade 4 students, namely that on average they showed very developed, the teacher's efforts in the project activities have shown that the students' characters have developed greatly through the efforts made by the teacher.

2. METHOD

This study uses a qualitative descriptive method. Teachers and students are involved as the main informants. The location of the study is grade IV students at SD Antang 1 Makassar City. Data collection techniques used include interviews, observations, and documentation. Data analysis with data collection, data editing, data presentation, data verification and drawing conclusions. Test the validity of the data by extending the observations made to obtain information from the researcher's problem formulation questions. The persistence of observation is carried out more carefully and continuously. The study conducted triangulation in the first stage, namely collecting triangulation sources from interview results through primary data, the researcher conducted interviews with several teachers to compare the results of their interviews with primary data sources. In the second stage, the researcher tried to obtain valid data by comparing the results of observations from examining documentation with interview data.

3. RESULTS AND DISCUSSION

Based on the formulation of the problem that has been presented by the researcher in CHAPTER 1, the researcher will describe the results of the study regarding the analysis of teacher communication in forming the character profile of Pancasila students in grade IV at SD Inpres Antang 1 Makassar City. Where the results of observations and interviews conducted by the researcher were presented, it was found that teachers' views on teacher communication in forming the character profile of Pancasila students in grade IV at SD Inpres Antang 1.

Teachers provide material by interacting with increasing faith and piety

a. Interview results

In the implementation of the study, teachers provide material by interacting with increasing faith and piety, especially in advancing a dignified nation, such humans are expected to be resilient in facing challenges, obstacles, and changes that arise in student relationships both in the school environment and outside of school. Defining teachers as professionals with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students. As for teachers providing material by integrating the improvement of faith and piety at SD INPRES ANTANG 1 who have been interviewed by researchers by providing different views in responding to teachers providing material by integrating the improvement of faith and piety, here are the results of interviews with class Iva teachers at SD INPRES ANTANG 1 Makassar City.

Researcher: "How is the process of teachers improving faith and piety towards students?"

Instrument:

Mrs. Miftahul Haera,. S.Pd Homeroom teacher Iva who stated that:

"In my opinion, providing material with faith and piety is necessary in carrying out worship, especially when used like the habit of reading prayers when starting and finishing learning, as well as if it's like a break, eating together so they pray again and there are also non-Muslim students so I usually tell them to pray according to their religion."

Researcher: "How do teachers shape students in improving faith and piety?"

Instrument: "carrying out the habitual activities of tadarus al-qur'an for Muslims and for Christians carrying out habitual activities that they understand from their teachers every day before learning activities begin."

b. Observation results

The researcher conducted observations at SD Inpres Antang 1 Makassar, especially in class IV. Where the researcher saw directly the activities carried out by students from morning until they went home from school. Where students who have a cleaning schedule clean the class according to their names that have been randomized so that all students can clean the class which is the responsibility of the students. Other activities carried out by students where the responsibility of the class leader to start the lesson must be prepared and pray first so that the learning process can later begin calmly related to the Pancasila profile, praying before studying, and after that the teacher starts teaching and giving

assignments to be done by students for students who do not understand can ask the teacher which cannot be understood what the teacher explains. After that, when it's time to go out to play, it's time for students to rest and they pray again because the learning process is over, and they and their friends bring supplies and eat in the classroom and they pray together and eat together. After that the break time is over they continue the next study and after their learning process is almost finished and it is time to go home they perform the dzuhur prayer in congregation before going home from school, discuss while studying and students are able to be confident in expressing opinions from their own thoughts.

c. Documentation

The results of the documentation below are taken in the form of photos which are one of the first Pancasila profile characters by believing and being pious to God Almighty and having noble morals. As in the picture above, reading a prayer before studying and reading a prayer after studying and cleaning the classroom every time they want to go home from school or come in the morning and there are still many other activities related to the Pancasila profile character applied by students in grade IV such as having discussions while studying, doing community service, helping friends in trouble and others.



1. Teachers establish good relationships in strengthening global diversity

a. Interview results

Global diversity can be realized by creating peace and harmony among students in the school environment. As for teachers establishing good relationships in strengthening global diversity towards students, they do not discriminate between friends in class or at school, and provide examples to always socialize with each individual without looking at religion, ethnicity, and race.

As for teachers establishing good relationships in strengthening global diversity who have been interviewed by researchers by providing different views, the following are the results of interviews with class Iva teachers at SD INPRES ANTANG 1, Makassar City.

Researcher: "How do teachers establish good relationships in strengthening global diversity with students?"

Mrs. Miftahul Haera, S.Pd, the homeroom teacher for class Iva, stated that:

- 1) They are always taught not to discriminate between friends at school.
- 2) Respect and appreciate friends in class/school who are carrying out worship even though they have different religions.
- 3) Do not interfere/hinder the course of each other's religious and belief rituals.

Researcher: "Why should teachers establish good relationships in strengthening global diversity with students?"

Instrument: "Because students must know and appreciate the culture of diversity, which means diverse, various, many diverse and so on. Which leads to the many differences that exist in each life."

b. Observation results

The results of the researcher's observation that strengthening global diversity is where the teacher prohibits students from discriminating against friends at school so they all have to be friends, well where there is one student who is alone and has no friends and they just keep quiet in class, and play alone because where his friends don't want to chat or accompany him. And they start studying and the teacher explains that we are not allowed to choose friends, everyone is invited to play because maybe this friend is not very easy to respond so maybe they stay away. And there are also students who come up with creative ideas in making works, and teachers always teach students that when they are

friends, no one should discriminate against each other, so everyone must be friends, and help each other if there are students in trouble.

When making friends, everyone is not allowed to discriminate between friends, whether female or male, they are the same and must work together, help each other, whether in terms of assignments or community service, they work together. Playing together and studying together, so where the teacher tries to work together so that if they are friends, they are not allowed to choose other than the teacher determines, so everyone must be friends and work together, because where there are students who still like to choose friends, so the teacher tries so that they must all be friends, no one wants to choose this and that, so they must be equal.

d. Documentation results

The documentation results above which are taken in the form of photos can be concluded that it is one of the characters of the Pancasila profile where the teacher explains the material, As in the picture above the teacher establishes good relationships in strengthening global diversity in the class and tells students that we should not differentiate between friendships, everyone should be friends with anyone and must work together and help each other. There are still many other activities related to the character of the Pancasila profile applied by students in grade IV at SD Inpres Antang 1 school.



2. Teachers convey information about mutual cooperation

a. Interview results

Mutual cooperation is one of the skills in the Pancasila student profile that must be instilled in students in Indonesia, Indonesian students must have the ability to cooperate, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and lightly.

The teacher conveys mutual cooperation information that has been interviewed by the researcher by providing different views, the following are the results of interviews with class Iva teachers at SD INPRES ANTANG 1, Makassar City.

Researcher: “Why should teachers provide mutual cooperation information to students?”

Mrs. Miftahul Haera, S.Pd, the homeroom teacher for class Iva, stated that:

“Because it makes students learn to improve their social skills in the school environment, if students are used to communicating with many people with various backgrounds, then students’ ability to interact will develop.”

Researcher: “Do teachers provide information to carry out mutual cooperation activities to students?”

Instrument: “Yes, teachers must provide information on mutual cooperation activities, because mutual cooperation has great benefits for instilling the value of caring in students, besides that they will also learn to feel empathy for others and the surrounding environment.

b. Observation results

In addition, the results of the researcher’s observations that students usually do mutual cooperation or work together in learning that is usually given by teachers, such as group work on making wall magazines or assignments that are given to students so that they can see cooperation and togetherness with each other. And they usually also clean the school community service with their friends, because every Saturday they do morning exercise, then after the community service exercise, they clean all the classes and the school yard too, and water the plants, then continue in the classroom cleaning the class too and have cleaned the class and the school yard. After community service and morning exercise they continue studying, break time sounds and they eat then after going out to play

they continue to study in the next subject. After that, it was time to go home, they performed Dhuhr prayer in congregation before going home, and for the duty schedule, they just cleaned up first before going home and here we see their compactness to work together, some sweep and some lift their chairs on the table so that their friends can easily sweep or clean.

c. Documentation results

The results of the documentation above show that every Saturday students do gymnastics together, after gymnastics they do community service where they work together to clean their school.

Based on the results of interviews, observations, and documentation in the form of photos, it can be concluded that the character of the Pancasila profile has been applied to grade IV students. The teacher provides an activity that will form and develop student cooperation in grade IV such as activities carried out at school in the form of training students to be more active and become exemplary students. With the activities carried out, students are more compact, working together for themselves.



3. Teachers give students the opportunity to express their opinions independently

a. Interview results

Students express their opinions independently (critical reasoning) are able to objectively process information both qualitatively and quantitatively, build relationships between various information, analyze information, evaluate and conclude it. As for students who are active and have a high curiosity. Usually these students enjoy discussing to find out the cause and effect of an event that occurs around them.

As for teachers who give students the opportunity to express their opinions independently who have been interviewed by researchers by providing different views, the following are the results of interviews with class Iva teachers at SD INPRES ANTANG 1, Makassar City.

Researcher: “Why do teachers give students the opportunity to express their opinions independently during the learning process?”

Mrs. Miftahul Haera, S.Pd, the homeroom teacher for class Iva, stated that: “students are trained to improve their own learning abilities without depending on the presence of educators.”

Researcher: “What should teachers do to give students the opportunity to express their opinions independently in the ongoing learning process?”

Instrument: “discuss with their friends about the existing topic. The teacher can say “please discuss what you think with your friend next to you”. After that the teacher can choose several students to convey the results of their discussion.”

b. Observation results

The results of the research observation were conducted at SD Inpres Antang 1, especially in class IV. Where the researcher saw directly the activities carried out by the teacher to explain the material or the learning process was carried out and now there are students who understand the material that the teacher has explained, and one student also wants to convey according to the opinion he understands in the material that the teacher conveys during the learning process. And there is one student who wants to keep asking questions when the teacher has finished explaining the learning material. And students may not be explained, they already understand the learning material. And he is also very

active in carrying out the learning process and his curiosity is also very high in wanting to know the material that the teacher explains. And like to ask questions to the teacher, exchange ideas, usually he focuses on the material rather than playing and he also when given an assignment by the teacher to do he is the first to finish compared to his friends, and he even bothers his friends if his work is finished, or sometimes he usually helps his friends for those who do not understand the learning material that the teacher explains.

c. Documentation results

The documentation results below are one of the students who expressed their opinions independently where the student wants to ask according to the opinion he got from the learning results that the teacher explained in class. And there are also students who are very active when the assignments given by the teacher are the fastest to finish, he even sometimes helps his friends if his friends call him to help do it, sometimes he also helps and usually he also sometimes shares with his teacher about subjects, sometimes lessons that have not been studied he wants to know first so his level of thinking is very high.



4. Teachers are able to convey information to students who think critically

e. Interview results

Teachers carry out literacy activities and pour out their literacy results, using discussion and Q&A methods, and provide evaluation questions or Q&A to students. And are able to analyze facts, generalize and organize ideas, defend opinions, make comparisons, draw conclusions, test arguments, and solve problems.

The teacher is able to convey information to students who think critically who have been interviewed by researchers by providing different views, the following are the results of interviews with class Iva teachers at SD INPRES ANTANG 1, Makassar City.

Researcher: "Are teachers able to convey information to students who think critically during learning?"

Mrs. Miftahul Haera,. S.Pd Homeroom teacher Iva stated that:

Instrument: "Of course teachers are able to convey information to students who have critical thinking because this is one of the reasons why teachers are able to convey information to students who think critically. (1) helps to increase the enthusiasm of students and teachers in the learning process. (2) by getting students used to thinking critically, then whatever is learned will stick longer in the students' minds. (3) students will be trained to have the ability to solve problems that begin when studying at school and then get used to doing it with various life challenges outside the school environment."

Researcher: "What should teachers do to students who have critical thinking?"

Instrument: "remind and encourage students' sensitivity to other people's feelings, different ways of thinking and perhaps the complexity of thinking possessed by other people and their conversation partners."

a. Observation Results

The results of the researcher's observations, that critical thinking has an influence where students often ask questions in class, students can understand the material without the teacher explaining because one of them has extensive knowledge. And sometimes the teacher also gives the opportunity to explain the material that he already understands in learning. And even if the teacher explains the material, the student immediately understands without asking again and he also quickly completes the

tasks given by the teacher and usually he is also more focused on doing the tasks given by the teacher until he does it calmly, and he is also able to explain well about the learning that the teacher explains on the board, he also usually when he has finished the task given by the teacher usually looks back or he corrects what he has done. Usually he is also able to think or has many ideas to be able to solve a problem. And he can also be relied on and the teacher usually gives him responsibility if the teacher is unable to enter or is late to school. The student is also independent in dealing with his own problems, and he will be able to find a way out based on the problem.

a. Documentation results

The documentation results in the picture below which is one of the students who often asks the teacher, the student likes to discuss with his friends about the subject. For those who do not understand, there are also students who are very active in the learning process and they already know without asking, even if they are working on assignments, they are the fastest to finish their assignments. And usually the teacher gives other activities so that they can be calm because usually when their work at school is finished they cannot be quiet.



5. Teachers are able to convey information to students who think critically

f. Interview results

Teachers carry out literacy activities and pour out their literacy results, using discussion and Q&A methods, and provide evaluation questions or Q&A to students. And are able to analyze facts, generalize and organize ideas, defend opinions, make comparisons, draw conclusions, test arguments, and solve problems.

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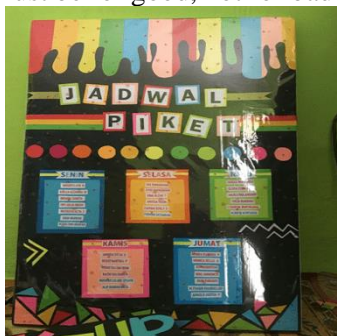
Researcher: “What should teachers do to students who have critical thinking?”

Instrument: “remind and encourage students’ sensitivity to other people’s feelings, different ways of thinking and perhaps the complexity of thinking possessed by other people and their conversation partners.”

b. Documentation results

The results of the documentation in the image below are one of the students who are creative in making a schedule of cleaning wall, and this is the result of compactness and creativity in making a schedule for cleaning their class. And there is also a way for teachers to create a pleasant learning atmosphere where teachers give praise to students who can answer questions. And for students who cannot answer questions are not immediately scolded but the teacher is able to correct them well. And

teachers also create competition and work but this is for students where it needs to be noted that competition must be healthy competition, not bringing each other down by cheating. Likewise with cooperation, it must be for good, not for bad things.



4. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of observations and interviews regarding teacher communication in forming the character of the Pancasila profile at SD Inpres Antang 1 Makassar City, which were conducted on class Iva teachers, there are several things that are the outline and conclusions based on the formulation of the problem in this study. For the results of observations where the aspects observed are teacher communication about forming the character of the Pancasila profile where the teacher already understands the character of the Pancasila profile. Based on the results of the research that have been found by the researcher, the conclusions of this study are as follows:

1. Teachers at SD Inpres Antang 1 Makassar City, have a positive perception and get quite good appreciation about the character of the Pancasila profile, by implementing the character of the Pancasila profile students will be able to improve their characteristic abilities because they are given freedom in the learning process. The results of the study also explain the importance of socialization to the surrounding environment to all parties at the education unit level, so that the character of the Pancasila profile can be implemented properly according to expectations. In addition, the perception of teachers at SD Inpres Antang 1 has several indicators in the application of the Pancasila profile character, including: Faith, Devotion to God Almighty, and noble character, Global Diversity, Mutual Cooperation, Independent, Critical Thinking, and Creative.
2. Effective communication strategies used by teachers in forming the Pancasila profile character are, the principal because the principal leads the learning process at SD Inpres Antang 1, parents of students are also a communication strategy because parents must agree with the policies issued, teachers are ready to implement the Pancasila profile character, students are also a factor because students are required to be active in the learning process, then the facilities and infrastructure available are included in the supporting factors, while the inhibiting factor is inappropriate learning time management.
3. The effectiveness of teacher communication in forming the Pancasila profile character, teacher communication skills have an important role in forming the Pancasila profile character can attract students' interest and involvement in the teaching and learning process, thus the effectiveness of teacher communication has a close relationship with the formation of student character. To obtain objective results in this study, the researcher used a qualitative descriptive approach to the problem of the object at SD Inpres Antang 1.

Suggestions

Based on the conclusions above, there are several suggestions in this study that can be considered as follows:

1. For schools, continue to improve and provide guidance to teachers regarding the character of the Pancasila profile in a broad manner to teachers.
2. For teachers, to improve teachers' broader understanding, they must often follow guidance on the character of the Pancasila profile.
3. For students, they should continue to follow the learning well and enthusiastically so that later they can get useful knowledge.
4. It is hoped that this study can be used as a reference source in further research related to the character of the Pancasila profile.

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