

Implementation Of 21st Century Learning in Cultivating The Value of Global Diversity at Elementary School 109 Pekanbaru

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Implementasi Pembelajaran Abad 21 Dalam Penanaman Nilai Kebhinekaan Global di Sekolah Dasar Negeri 109 Pekanbaru

ARTICLE HISTORY

Submitted:
13 Mei 2023
13th May 2023

Accepted:
18 September 2023
18th September 2023

Published:
26 Oktober 2023
26th October 2023

ABSTRACT

Abstract: *In the development of the 21st century, there are many changes and challenges that must be faced in life, one of which is in the educational field. It creates a new curriculum policy, an independent curriculum. The independent curriculum is designed as an attempt to develop the 21st century by strengthening the character of the Pancasila Student Profile, which is one of the global diversity characters. The research purpose of this paper is to describe the implementation, obstacles, and solutions for 21st-century learning in instilling global diversity values for fourth-grade students at SDN 109 Pekanbaru. The research method used is a qualitative descriptive method by collecting interview data, observing, and reviewing documentation. Data validity testing uses triangulation and data analysis uses the Miles and Huberman model, which are data reduction, data presentation, and conclusion drawing. The results indicate that the teachers have been maximized in implementing 21st-century learning in order to cultivate global diversity values for fourth-grade students properly based on the lesson plan. The teacher implemented it by developing critical thinking skills in understanding the surroundings and being able to solve problems, creatively creating something with new innovations, having verbal and written communication skills, and conducting collaborative learning. The four skills were developed in the learning process by the teacher gradually and sustainably.*

Keywords: *21st-century learning, Pancasila student profile, global diversity*

Abstrak: Pada perkembangan abad 21 ini, sangat banyak perubahan dan tantangan yang harus dihadapi dalam kehidupan, salah satunya bidang pendidikan. Hal ini membuat kebijakan kurikulum baru, kurikulum merdeka. Kurikulum merdeka dirancang sebagai upaya dalam pengembangan abad 21 melalui penguatan karakter Profil Pelajar Pancasila, yang salah satunya karakter kebhinekaan global. Tujuan dari penelitian pada artikel ini mendeskripsikan implementasi, hambatan, serta solusi pembelajaran abad 21 dalam penanaman nilai kebhinekaan global siswa kelas IV di SDN 109 Pekanbaru. Metode penelitian yang digunakan adalah metode deskriptif kualitatif dengan pengumpulan data wawancara, observasi dan telaah dokumentasi. Pengujian keabsahan data menggunakan triangulasi dan menganalisis data menggunakan model Miles dan Huberman, antara lain mereduksi data, menyajikan data, serta penarikan kesimpulan. Hasil yang menunjukkan guru sudah memaksimalkan dalam mengimplementasikan pembelajaran abad 21 dalam penanaman nilai kebhinekaan global kepada siswa kelas IV dengan baik sesuai rancangan pembelajaran. Guru mengimplementasikan dengan cara mengembangkan keterampilan berpikir kritis dalam memahami sekitar dan mampu memecahkan masalah, kreatif menciptakan sesuatu dengan inovasi baru, keterampilan komunikasi secara lisan dan tulisan, serta melakukan pembelajaran kolaboratif. Keempat keterampilan dikembangkan dalam proses pembelajaran oleh guru secara bertahap dan berkesinambungan satu sama lain.

Kata Kunci: *pembelajaran abad 21, profil pelajar pancasila, kebhinekaan global*

CITATION

Anggraini, T. A., Ramadan, Z. H. (2023). Implementation Of 21st Century Learning in Cultivating The Value Of Global Diversity at Elementary School 109 Pekanbaru. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (5), 1216-1226. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i5.9921>.

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INTRODUCTION

Education is an activity that embodies learning for students and teachers to develop their potential for religious spirituality, self-control, personality, intelligence, noble morals, as well as skills needed by individuals and society. Based on Law Number 20 of 2003 concerning the National Education System (Budiarti, et al., 2017:21) 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 strength, control himself, his personality, intelligence, noble morals, and the skills he needs, the people of the nation and the state.

In the development of the 21st century, there are many changes and challenges that must be faced in life, one of which is the field of education. 21st century education has characteristics that focus on applying student creativity, thinking critically when understanding material, discussing among peers, solving problems independently, good communication skills when explaining work results or discussions, behaving well in social environments and having character values.

According to Arnyana (Zuriah 2022: 529) what is meant by 21st century skills are skills (Collaboration) to work together, (Communication) to communicate, (Critical thinking) to think critically, and (Creativity) creative which is abbreviated as 4C. This will be seen in the teaching and learning process activities that are student-centered and not teacher-centered. 4C is very much needed in learning activities, so that teachers make their students at the forefront of facing the developmental challenges of the 21st century.

For quality education and as time goes by, education in Indonesia has seen many changes in the curriculum with policies and updates to applicable educational standards. Currently, education in Indonesia applies an independent curriculum. The move from the 2013 curriculum to an independent curriculum aims to recover and overcome learning loss. The independent curriculum is freedom of learning, which is centered on intracurricular, extracurricular and projects to strengthen the Pancasila Student Profile. According to Daga (Trisoni, et al., 2022: 529) the independent curriculum expects students to be able to face problems and visions in the future by creating superior and qualified student graduates according to current developments.

The Pancasila Student Profile contains six Pancasila student characters, one of which is global diversity. Global diversity is a character value that students learn to strengthen attitudes of diversity, being able to communicate with existing cultural diversity so as to create an attitude of mutual respect and a positive attitude in responding to the diversity of national cultures. Global diversity learning aims for students to be able to live in many differences and to achieve this so that each student is able to appreciate and live side by side with many cultural differences. Insight into global diversity can be formed into character if knowledge about multiculturalism is developed in learning. This learning clearly has a goal so that students have a sense of tolerance, empathy, and sympathy among others. With these three attitudes, students can accept differences in diversity.

Currently at SDN 109 Pekanbaru, the teacher states that the implementation of the independent curriculum in 21st century learning with global diversity values has been implemented well, although the teacher is still in the process of moving forward. In implementing it, teachers still have a little difficulty when learning because teachers do not fully understand the independent curriculum, but teachers at SDN 109 Pekanbaru continue to learn and carry out updates once a month with other teachers. The implementation of the independent curriculum will be carried out in stages, for the 2022/2023 academic year only classes I and IV will apply it, and for the next school year classes II and V, and the same for the next school year for classes III and VI. So the researchers studied more deeply to describe the implementation, obstacles and solutions for 21st century learning in the independent curriculum with the Pancasila Lesson Profile with global diversity dimensions.

THEORITICAL REVIEW

Learning Implementation

Implementation can be said to be an application according to the planned program, then implemented for the success of the program. According to Mulyadi (Apriandi 2017: 11) implementation is a step to achieve the goals set in an existing policy such as the curriculum. Implementation of learning can be interpreted as the implementation of learning carried out by teachers and students. Meanwhile, according to Hamzah (Fatah 2020:30) the implementation of learning is a process of interaction between teachers and students in the learning environment in accordance with existing curriculum policies.

21st Century Learning

To prepare for the demands of an increasingly competitive era, Nurjanah (2019: 392) explains that 21st century learning reflects four things, namely, critical thinking and problem solving, creativity and innovation, collaboration and communication. In addition, 21st century learning based on the independent curriculum explained by Wijoyo (Supentri, et al., 2022: 312) adheres to the principles of efficiency, effectiveness, and student orientation in considering the readiness, interest, and learning needs of students to achieve learning goals and promote 21st century learning. Here are four 21st century learning skills:

1. Critical Thinking and Problem Solving

Ability in 21st century learning requires students to have the ability to think critically and solve problems. This ability facilitates students in learning, Nurlaeli (Idris 2020: 213) explains that students will overcome difficulties in learning activities and are able to solve various kinds of problems so that they find answers to these problems, besides that Nurbaya (2021: 107) says the ability to think critically and solve problems problem is an important thing for students to follow the lesson in order to find contextual meaning in accordance with the lives of students.

This skill is built so that students can identify problems and find solutions to the problems they face. Apart from that, Taufiqurrahman (2023:81) explains that thinking means students are able to find relevant information for themselves rather than accepting things from other people.

2. Creativity and Innovation

Creativity and innovation abilities are abilities developed so that students can imagine according to their wishes in being creative. Kamal, et al., (2020:272) explain that the desired competency is that students have the ability to develop, implement and convey new ideas. According to Muqodas (Mutmainah, et al., 2022: 446) creativity is a person's ability to create something that is considered new, whether in the form of an idea or work that is relatively different from what previously existed, whether it is related to the fields of science, art, literature, and so on.

In innovative learning explained by Dasna (Khawani and Rahmadana., 2023: 236) that innovative learning must be able to build concepts so that students can think creatively and think at a higher level, while Khawani and Rahmadana (Nurdyansyah and Fahyuni (2023 : 236) describes innovative learning that provides learning opportunities for students.

3. Communication

In the process of learning communication is the most important thing, because by communicating students can ask each other about lessons and other things. If students can communicate well it will have an impact on these students, students will feel happy because the intentions and goals conveyed are understood so as to form student confidence. Rizawati (2022: 56) explains that communication skills do not come by themselves, these skills need to be accustomed to and trained in the learning process so that a generation is printed that is ready to answer the challenges of the times, while Anggraini (2021: 28) explains that communication can be divided into two, namely

verbal communication and non-verbal communication. Verbal communication in the form of words, sentences, conversations; while nonverbal communication is in the form of a person's body language. Communication as a medium for children to express feelings, desires and attitudes of socialization of children. The expected communication is that effective communication can lead to understanding, pleasure, influence on attitudes, better relationships and actions.

4. Collaboration

Collaboration is the ability to work together with one or more people. According to Resti (Hasanah and Haryadi., 2022: 271) explaining that learning is classified into collaborative learning is the formation of study groups, usually in which the members consist of two or more students. With mutual cooperation, students will develop an attitude of being responsible for themselves, society and the environment (Rosnaeni 2021: 4336).

Through Sumarno (Mutmainah, et al., 2022: 446) emphasizes that students are guided by teachers to be able to develop good teamwork skills in groups, able to adjust well and be responsible at work, able to be empathetic and respect each other among peers without discrimination, and finally students are able to work together with group members to achieve the goals that have been designed. Students who are trained to collaborate aim to build meaning in the learning process.

Freedom Curriculum

The independent curriculum is a policy created to optimize and improve the quality of education in Indonesia. According to Bahri (Arviansyah and Shagena., 2022:42) curriculum is an educational plan made for schools and educational institutions for the teaching and learning process, as well as providing quality education and improving education graduates who are able to become the nation's successors in the future, whereas according to Ainia (Fitriyah and Wardani., 2022: 238) the independent learning curriculum has one goal with the national figure of education, namely Ki Hajar Dewantara, which is centered on students learning independently and increasing creativity, which will later develop students' independent character. According to the Ministry of Education and Culture (2022:9), the independent curriculum is a curriculum with more optimal intracurricular learning so that students have time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools tailored to students' learning needs and interests.

Pancasila Student Profile

Pancasila Student Profile is a program created for the development of character values. Jamaludin, et al., (2022: 108) put forward the demands of 21st century education in harmony with the Pancasila Student Profile, by contextualizing the challenges of the 21st century and the vision of Indonesia 2045. The Pancasila Student Profile plays a role as a guide for reform in the Indonesian education system. According to Rosmana (Dedi and Suriadi., 2023: 475) the independent curriculum still prioritizes student character education through the Pancasila Student Profile.

The Pancasila Student Profile aims to instill character and competence in strengthening Pancasila values. According to the Ministry of Education and Culture Decree of the Head of Education Standards, Curriculum and Assessment Agency Number 009/H/KR/2022 (2022:1) The Pancasila student profile is a form of national education goal. The Pancasila student profile acts as the main reference, directing educational policies including serving as a guide for teachers in building student character and competence.

Through Mistiani (Saputra, et al., 2023: 88) explains the Pancasila Student Profile is important for student character education because character is one of the factors that greatly influences the formation of intellectual, emotional, and spiritual aspects for students. Apart from that, the Pancasila Student Profile is also a link between students and Pancasila, according to what is explained by the Ministry of Education and Culture (2022: 32) that the Pancasila Student Profile is a profile that aims to

show character values and competencies that are expected to strengthen the noble values of Pancasila, culturally becoming part of adat, customs, writing, language, slogans, arts, beliefs, religion, and Indonesian culture.

The Dimension of Global Diversity Phase B In Class IV

Looking at the six values in the Pancasila Student Profile, one of them is the global diversity dimension. Global diversity is the most important factor in creating a character attitude that fosters a spirit of tolerance towards the diversity that exists in Indonesia. According to Irawati, et al., (Kiska, et al., 2023:4184) global diversity encourages students to be more nationalistic in maintaining existing culture and identity. In addition, open minds are more open to interactions with other cultures and globally. To be able to implement global diversity for students, there is a path that must be known in advance in accordance with existing policies. According to the Ministry of Education and Culture Decree of the Head of the Educational Standards, Curriculum and Assessment Agency Number 009/H/KR/2022 (2022:11): development flow of the global diversity dimension phase B (Class III-IV, ages 8-10 years):

1. Elements of knowing and appreciating culture
 - a. Explore culture and cultural identity. Identify and describe ideas about himself and various groups in the surrounding environment, as well as the way other people behave and communicate with him.
 - b. Explore and compare cultural knowledge, beliefs, and practices. Identifying and comparing one's daily practices and culture with others in different places and times or eras.
 - c. Fostering respect for cultural diversity. Understand that diversity can provide opportunities to gain new experiences and understandings.
2. Elements of Intercultural Communication and Interaction
 - a. Communicate between cultures. Describe the use of words, writing and body language that have different meanings in the surrounding environment and in a particular culture.
 - b. Consider and cultivate multiple perspectives. Describes his views on general topics and can recognize other people's points of view. Listening and estimating the perspectives of other people who are different from yourself in situations in the realm of school, family and the surrounding environment.
3. Elements of Reflection and Being Responsible for the Experience of Diversity
 - a. Reflection on the experience of diversity. Mention what has been learned about other people from their interactions with cultural diversity in the surrounding environment.
 - b. Eliminate stereotypes and prejudice. Confirm and clarify stereotypes and prejudices he has about people or groups around him to gain a better understanding.
 - c. Aligning cultural differences. Recognize that differences affect understanding between individuals.
4. Elements of Social Justice
 - a. Actively building an inclusive, just and sustainable society. Identify ways to contribute to an inclusive, equitable and sustainable school, home and community environment.
 - b. Participate in the joint decision-making process. Participate in determining several choices for common needs based on simple criteria.
 - c. Understand the role of the individual in democracy. Understand the concepts of rights and obligations and their implications for behavior.

METHOD

This research method uses descriptive research with a qualitative approach, namely describing something that is observed in the field in fact, deep and specific. The research was conducted at SDN

109 Pekanbaru with fourth grade students who had implemented the independent curriculum. Data collection techniques used in the form of in-depth interviews, observation, and document review. The research data involved the homeroom teacher of class IVA and four students of class IVA. For research instruments as follows:

Table 1. Research Instruments

| Aspects Examined | Indicator | Sub Indicator |
|--|---|---|
| Implementation of 21st Century Learning in Embedding Global Diversity Values | Critical thinking in understanding the surroundings and being able to solve problems. | Exploring one's own culture as self-identity. Explore cultural knowledge, beliefs, and practices from the surrounding environment. Identifying and comparing one's own daily practices and culture with others in different places and situations. |
| | Creative to create something with new innovations. | Understand that cultural diversity can provide opportunities for new experiences and understanding. Conducting a Project to Strengthen the Pancasila Student Profile based on an understanding of global diversity values. |
| | Oral and written communication skills. | Build communication with cultures that are different from yourself so that mutual understanding and empathy for others is built. Describe the use of written, spoken and body language which has different meanings in the surrounding environment and in a particular culture. Identify ways to contribute and mention what has been learned about the interaction with the cultural diversity in the surrounding environment. |
| | Doing collaborative learning. | Participate in making several choices for common needs based on a simple understanding. Describes views on a general topic of diversity. Listening and estimating the perspectives of others who are different from yourself in situations in the realm of school, family, and the surrounding environment |

Understand the concepts of rights and obligations, and their implications for everyday behavior.

Source: Modified from Kemendikbud (2022)

The table above is an indicator used by researchers to indicate the achievement of the desired things and references in research. The validity of the data in this study used data credibility testers using source, technique, and time triangulation. Research data from interviews, observations, and documentation reviews will be analyzed using data reduction, data presentation, and data verification.

RESULTS AND DISCUSSION

Implementation of 21st Century Learning in Embedding Global Diversity Values

In the 21st century, learning is very focused on students in the learning process to develop 4C skills and project-based learning. Apart from that, focusing on the 4C skills that can be developed in students are problem solving abilities, communication skills, creative and innovative thinking abilities, and collaboration skills. With these skills, you can connect the Pancasila Student Profile, which includes the flow of development of the dimensions of global diversity. In accordance with the decision of the Ministry of Education and Culture, Research and Technology Number 099/H/KR/2022 (2022:9), with global diversity, students can maintain their noble culture, locality and identity and remain open-minded in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a noble culture. nation. The key elements of global diversity are recognizing and appreciating culture, intercultural communication skills in interacting with others, as well as reflection and responsibility for the experience of diversity.

In the implementation of 21st century learning in cultivating the value of global diversity, it has been implemented well and gradually. These four skills are mutually sustainable to achieve the goal of implementing the value of global diversity. The processes carried out by the teacher to achieve the learning objectives are good. Teachers continue to make updates in learning so that students are enthusiastic about learning, such as methods, approaches, models and learning media.

To think critically in understanding the surroundings and being able to solve problems is implemented gradually by the teacher. In activities to explore culture as identity, students will generally talk about their religion and ethnicity. After exploring each culture, the next activity is to explore cultural knowledge, the teacher first explains the cultural diversity that exists in Indonesia and adapts it to the material being taught, the teacher will use learning media and provide examples to students to make it easier for students to understand the material. After exploring, students will identify and compare cultures with the aim of providing new knowledge and increasing students' insight into existing cultures.

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Obstacles and Solutions to Implementing 21st Century Learning in Embedding Global Diversity Values

Based on the aspects that have been observed, the researcher found the fact that there were still obstacles during the learning process to implement 21st century learning in instilling global diversity values. In responding to obstacles the teacher tries to find solutions so that learning becomes quality. Alifah (2021: 117) explains that improving the quality of education requires a clear, focused approach, and uses educational principles. According to Sintia (Wahyudi, et al., 2022) in order to achieve good quality learning, the teacher's learning process must be planned and continuous.

Thinking critically in understanding the surroundings and being able to solve problems, in the learning process the perceived obstacles are when students are still confused and do not directly understand the material being explained or it means that students are slow to grasp what the teacher is conveying. But slow here does not mean students fail in learning, it's just that it takes time for students to slowly understand the material presented by the teacher. The teacher's solution is to carry out learning in a relaxed and unhurried manner. And it allows teachers to provide extra lighting so that slow students understand. Like a teacher, before learning, the teacher repeats the previous material taught to strengthen students' memories. Apart from that, the teacher provides simple explanations and connects them to students' daily lives so that they are easy to understand. Students who experience this do not fail in learning because they are still trying to be able to work with existing limitations, so the teacher's role here as a motivator and facilitator plays an important role in the learning process. So that students understand better, usually the teacher will use learning media or provide examples of teaching aids according to the material being taught.

Furthermore, it is creative to create something with new innovations, the obstacles that are felt in the learning process are not too prominent, the obstacles that are felt are only costs in the learning process and working on projects takes time. So the perceived obstacles are not too big. Then regarding verbal and written communication skills the obstacles that are felt in the learning process are that there are some students who are quiet and find it difficult to be active in learning. When there is a question and answer activity, usually students will be enthusiastic about answering questions from the teacher, but there are some students who are silent and do not respond. There are two types of students that can be classified, firstly students who do not respond but understand the material being explained, secondly students who do not respond and do not understand the material being explained. So teachers have a very difficult time dealing with students like that in the learning process. Indeed, not all students are like that, only some students. There are also students who are still embarrassed to come to the front of the class, just to read in front of the class. Maybe things like that often happen for activities related to oral speech. Whereas for activities related to writing such as doing assignments,

students responded more to it than to tasks related to speaking in front of the class. So the solution taken by the teacher is to always invite students to ask him questions often. Like every time there is a question that the teacher wants to ask, the teacher will first appoint the student to answer the question. Or another way, such as pointing students to read material or a text in a seat to train students gradually, then if they have been trained they can slowly explain in front of the class. Furthermore, the teacher will update the teaching method so that students are more enthusiastic to be more active such as quizzes, learning while playing, guessing and things that require these students to be active in learning.

The last one is doing collaborative learning, the obstacles that are felt in the learning process are factors of not being compact among members. The lack of cohesiveness between members was caused by some group members not participating, but it did not interfere with the group's work and continued until the work was finished. The students did not participate because the students did not understand the process. And sometimes there are groups that are able to complete the assigned tasks in accordance with the teacher's directions and some are not ready for the process.

The various factors that have been explained prove that there are some students who find it difficult to work together, indeed not all of them but because this is team work, what is highly valued in the process is team cohesiveness. Then the solution made by the teacher so that the collaborative learning process runs well is to familiarize students with being able to be responsible for each group work. The teacher will form a group appointed by the teacher himself and in order to facilitate the division of tasks, the teacher will distribute tasks directly to each group member. An example of the material to be worked on is "Diversity of tribes in Indonesia", the teacher will form groups of 4-5 students, so each student can identify one tribe each, the first student is the Minang tribe, the second student is the Javanese tribe, the third student is the Javanese tribe. Malay, and so on. So after forming like that, the teacher will know who is not doing the job well.

CONCLUSION

It can be concluded that, in the current era of globalization, students need to be prepared to face a world that is increasingly connected globally. The implementation of 21st century learning in cultivating the value of global diversity is very important to help students broaden their horizons about the world around them. Through learning that involves the cultures, traditions and values of various countries, students can gain a broader understanding of human diversity. They learn to respect differences and understand the similarities that exist between us all, thereby eliminating unhealthy prejudices and stereotypes. 21st century learning does not only focus on academic aspects, but also on developing social and emotional skills. Implementation of global diversity learning helps students build communication skills, cooperation, empathy and sensitivity towards others.

ACKNOWLEDGMENT

The researcher would like to thank the parents, the teachers and staff of SDN 109 Pekanbaru, the supervisors who have helped in completing this journal, and to all parties who have helped write and publish this journal.

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