

IMPLEMENTATION OF COLLABORATIVE LEARNING MODEL IN REALIZING GOTONG ROYONG CHARACTER AS AN EFFORT TO STRENGTHEN PROFIL PELAJAR PANCASILA AT SMP NEGERI 1 BELITANG MADANG RAYA

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ABSTRACT

Education transforms values and knowledge through human education guided towards a complete Indonesian human being. The success of education is one of them determined by the environment and infrastructure in teaching. Teachers, students, teaching, learning activities, and facilities that support it. Choosing the right and appropriate learning model will make it easier for students to understand lessons, one of which is a collaborative learning model where students learn by working together in groups to solve problems, discuss topics and make projects together. This learning model is able to increase the social spirit of students and foster Gotong Royong in realizing the Profil Pelajar Pancasila as an effort to realize the full Indonesian human being. The research methodology used in writing this article is using a qualitative descriptive approach with literature study techniques, namely by collecting articles according to topics relevant to the research. The results showed that the collaborative learning model with the formation of a group can help students understand the material easily, the concept of working together and mutual involvement of students in the group makes students more active in learning activities, then the results of the application of the collaborative learning model were able to increase the involvement of students in discussions, improve social skills in groups, improve understanding of the material, and be able to improve problem-solving skills in each project given.

Keywords: Collaborative learning, Gotong royong, Profil Pelajar Pancasila

1. INTRODUCTION

Education is a method of humanization or better known as humanizing humans, therefore we should be able to respect the human rights of others. Students or participants are not machines that we can manage mentally, but they are people whom we must help and pay attention to in every way of maturation in order to become independent human beings and think critically and be able to develop character according to their potential (Marisyah et al., 2019:1515).

Law Number 20 of 2003 concerning the National Education System article 1 explained that what is meant by education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation and state. Furthermore, it is emphasized in article 3 regulated regarding the functions and objectives of education, that national education functions to develop abilities and form a dignified national disposition and civilization in order to educate the nation's life, aiming to develop the potential of students in order to become a human being who has faith and devotion to

God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent and becomes a democratic and responsible citizen (Suryani, 2016: 3) in line with the values of Pancasila unearthed from Indonesia, meaning that it is dug up and taken from the wealth, spiritual, moral and culture of the Indonesian nation (Irawan & Firdaus, 2021:38).

So that through education humans are able to be formed and constituted into human beings with noble character who is in line with the ideology of the Indonesian nation and are able to manifest in everyday life. The success of education is one of the things that determine the progress of a nation, as well as an indicator of the State towards independence in all spheres of life. Therefore, our country determines the purpose of educating the nation's life as one of the national goals that must be fought for by all elements of the sovereignty of the Unitary State of the Republic of Indonesia (Mulyati & Parwati, 2021:48). In other words, through education, humans are able to know themselves, the people around them and their nation. This recognition process requires the development of cognitive, affective abilities including imagination and inspiration (Hasan, 1993: 128). Related to educational activities, this activity is a social process that cannot occur without interpersonal interaction. Meanwhile, learning that cannot be separated from educational activities is not only a personal process but also a social process that occurs when each person relates to the other and builds understanding and knowledge together. Knowledge is discovered, formed, and developed by students. The teacher creates conditions and situations that allow students to form the meaning of the learning materials through a learning process and store them in memories that can be processed and further developed at any time.

The success of education and teaching is determined by several factors including the selection of learning models or learning approaches, the selection of learning models that are in accordance with the characteristics of students, and the material will make it easier for teachers to transfer knowledge to students, in learning models can affect student motivation, their understanding of the material, and their ability to apply the skills and knowledge gained in real life.

One of the learning models that can support the application of mutual aid character to students is through the implementation of the Collaborative Learning model. In this model, students are given the opportunity to work in groups and cooperate with each other in completing the assigned tasks. By working together, students can

develop good social skills and communication skills, as well as build a sense of community and trust between fellow group members. The character of Gotong Royong is one of the values in Pancasila which is very important to be applied in the school environment. This character is very relevant to the life of Indonesian people who have a culture of cooperation and mutual assistance in daily activities. Therefore, the application of mutual aid character to students is very important to form a generation that has a noble character and is useful for society.

The character of gotong royong is a character that must continue to be echoed and implemented in daily life this character is in line with the philosophical values of the Indonesian nation contained in Pancasila, but the student character survey carried out by Puslitbang Pendidikan Agama dan keagamaan in 2021 on average resulted in a decreased index number compared to the results of the 2020 index. In 2021, the character index of secondary education students was at 69.52, down two points from the indicative figure in the previous year of 71 (Murtadlo, 2021). With this, it is necessary to strengthen character in education that is integrated through learning in the classroom which is contained in learning materials, methods and activities.

One of them is interlaboratory teaching through collaborative learning methods that are very relevant in order to realize the Profil Pelajar Pancasila that is launched by the Ministry of Education and Culture as the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics including: have faith in God, and have a noble character, global diversity, cooperation, independence, critical reasoning, and creativity. The existence of Profil Pelajar Pancasila is expected to run smoothly and be well realized so as to produce Indonesian students who have noble characters, have qualities that can compete nationally and globally, are able to cooperate with anyone and anywhere, be independent in carrying out their duties, have critical reasoning, and have creative ideas to develop (Kahfi, 2022:14).

Previous research has shown that the application of the Collaborative Learning model can improve the character of Gotong Royong in students. The study conducted by (Johnson & Johnson, 2009) found that students engaged in collaborative and cooperative learning had a better level of understanding, were more excited, and were more engaged in learning compared to students who studied individually. In addition, another study conducted by Kurniawan (2017) also showed that the application of the Collaborative Learning model can help students in improving social skills and communication skills.

At SMP Negeri 1 Belitang Madang Raya is a driving school where in its learning activities it integrates characters that are in line with Profil Pelajar Pancasila in its place through the application of the Collaborative Learning model has been carried out to improve the character of Gotong Royong in students. This method is expected to help students in developing social skills, build togetherness, and internalize the value of mutual cooperation contained in Pancasila in realizing Profil Pelajar Pancasila..

2. LITERATURE REVIEW

2.1 Collaborative Learning

The collaborative learning model is a group learning process in which each member contributes information, experiences, ideas, attitudes, opinions, willingness, and abilities they have, to jointly improve the understanding of all members (Sudarman, 2008:94).

Furthermore, according to (Marhaman et al., 2017:280) Collaborative learning emphasizes the learning process that requires the integration of joint activities between intellectual, social and emotional dynamics, both on the part of students and teachers. This theory is based on the assumption that learning is constructive and active, where students must be actively involved in the learning process, the environment is created to encourage and reward student initiative.

In line with the view (Suryani, 2016:5) that collaborative learning makes it easier for students to learn and work together, contributing thoughts to each other and being responsible for achieving learning outcomes in groups and individually. In contrast to conventional learning, the main emphasis of collaborative and cooperative learning is "learning together".

From some of the above views, it can be concluded that the collaborative learning model is learning that integrates cooperation in achieving common goals for students, students collaborate and share ideas, as well as thoughts in achieving common learning goals

2.2 Gotong Royong Character

According to (Unayah, 2017) (Sitompul & Dhieni, 2022) *Gotong royong* is a term in Indonesian that describes the process of working together to achieve a desired result. Gotong royong requires active participation and involvement of each member to work together to have a positive impact on a problem or need to be faced.

Gotong royong is a social interaction in which there are predicates that are carried out together to achieve one goal (Prasetyo Utomo, 2018: 99). *gotong royong* must basically be based on a spirit of willingness, sincerity, togetherness, trust, and tolerance. Furthermore, according to Effendi (2013) (in Prasetyo Utomo, 2018) *gotong royong* arises from the encouragement of awareness, and the spirit to do work together without thinking about personal gain but for togetherness, then *gotong royong* is ultimately a social interaction with a background of non-economic interests or rewards.

2.3 Profil Pelajar Pancasila

The New Education Paradigm enjoys achieving *Profil pelajar Pancasila* within the framework of lifelong education and competence through six main characteristics which are the main characteristics: trust, devotion to God Almighty and noble character, global diversity, *gotong royong*, independence, critical thinking and creativity. Indonesian students nurture noble culture, locality and identity, and think openly when interacting with each other's culture, to appreciate each other's feelings and form possibilities with positive culture rather than contradicting the nation's noble culture (Nurasiah et al., 2022).

Ministerial Decree No. 1177/M/2020, states that the purpose of the curriculum is to strengthen skills and personality with *Profil*

Pelajar Pancasila. Ensuring uniform quality of education by increasing the capacity of competent school leadership programs education of the main units in the range of quality learning, building an educational ecosystem with a stronger emphasis on quality improvement, as well as creating a collaborative environment for stakeholders interested in the field of education both across schools, government fields, and the center (Syafi'i, 2021: 42) Furthermore, one of the dimensions emphasized is the Mutual cooperation dimension with indicators of students who have the ability to collaborate voluntarily so that the activities undertaken can run smoothly and achieve common goals.

3. METHODS

The writing of this article uses a qualitative descriptive method approach. This qualitative research method is used as a research procedure that produces descriptive data in the form of written or spoken words from observed people. Kirkl and Miller in (Moleong, 2010:4) define qualitative research as a particular tradition in the social sciences that fundamentally depends on human observation both in its region and in its passage. Meanwhile, according to Bogdan and Taylor (in Moleong, 2005:3), the qualitative writing method is a research procedure that produces descriptive data, that is, the written or spoken words of people and the observed behavior. This research uses descriptive qualitative.

The focus of research in qualitative research is more based on the level of importance, urgency and feasibility of the problem to be solved, as well as factors of limited energy, funds and time (Sugiyono, 2016: 286). In this study, which focused on the Implementation of the Collaborative Learning Model in Realizing the Character of Gotong Royong as an Effort to Strengthen the Profil Pelajar Pancasila at SMP Negeri 1 Belitang Madang Raya Then, data sources, according to Lofland in Lexy J. Moloeng (2007:157) The main data sources in qualitative research are words and actions The rest are additional data such as documents and others, in this study researchers observe the learning process in the classroom using a collaborative learning approach in the subject of Pancasila Education, furthermore this section the types of data are divided into words and actions, written data sources, photos and statistics (Moleong, 2011).

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4. RESULTS & DISCUSSION

4.1 Model Collaborative Learning Model

The collaborative learning model is a learning model that emphasizes students being active in the learning process. This learning model can assist students in developing intellectual, social skills and fostering an attitude of tolerance towards dissent

(Faturokhman, 2015). Furthermore, Sato (2017) emphasized (in Widjajanti, 2008:2101) that collaborative learning is learning that is carried out in groups, but the goal is not to achieve the unity obtained through group activities, however, students in the group are encouraged to find diverse opinions or thoughts issued by each individual in the group. Learning does not occur in unity, but learning is the result of diversity or differences that exist in a group. Thus, collaborative learning is able to influence intellectual growth by requiring students to assume individual responsibility despite working interdependently with others in achieving goals to be achieved jointly (Loes et al., 2018:4). Collaborative and cooperative basically almost have something in common, namely both achieving common goals in learning this is in line with what was stated by Komalasari & Sapudi (2022:83) where the cooperative approach is basically learning by using small groups of students working together to achieve learning objectives

Vygotsky (in Wentzel & Watkins, 2019:371) makes it clear that the role of groups in the collaborative learning process is very important for the learning process in supporting the activeness of learners. Thus, the process of collaboration in learning is only the difference in skill level between learners that is necessary, but also the understanding by other more advanced learners of the child's less advanced abilities so that information can be presented at a level of development appropriate to the expected learning objectives. Besides, increasing a sense of concern for others, furthermore, collaborative learning research on student learning outcomes shows that collaborative learning can affect the cognitive development of students in general and is able to improve critical thinking skills. Furthermore, Furedy and Furedy (1985) (in Loes & Pascarella, 2017:782) state that critical thinking consists of various high-level abilities that require a demonstration of the capacity to identify problems with reasoning, assumptions, inference, and the ability to draw conclusions.

According to Reid (2004) (in Sulistyowati, 2016:182) in developing collaborative learning there are five stages that must be done, such as:

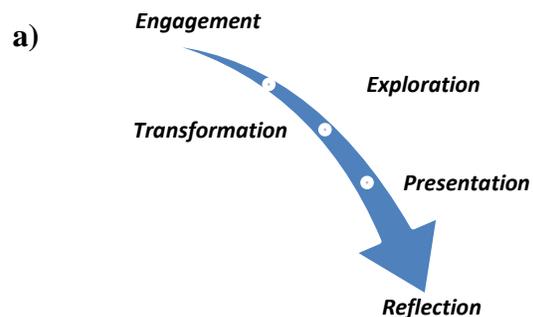


Chart 1. Collaborative Learning Development
Source: Adapted from Sulistyowati (2016:182)

The following is an elaboration of the stages of developing the Collaborative Learning method:

b) Engagement

At this stage, educators conduct an assessment of the abilities, interests, talents and intelligence possessed by each student.

Furthermore, students are grouped in which there are students who have high, medium, and students who have low achievement.

c) Exploration

After grouping, the educator then gives a task or a problem, for example by giving a problem to be solved by the group. With the problem obtained, all members of the group should strive to contribute their ideas or abilities in the form of knowledge and opinions.

d) Transformation

From the differences in abilities possessed by each student, then each member exchanged ideas and conducted group discussions. That way, students who originally had low achievements, over time will be able to increase their achievements because of the transformation process from students who have high achievements to students who have low achievements.

e) Presentation

After finishing the discussion and compiling a report, each group presented the results of the discussion. When the group presentation runs one by one, other groups observe, observe, compare the results of the presentation, and respond and are able to provide criticism and input on the results of the group's work.

f) Reflection

After finishing the group presentation, then there is a question-and-answer discussion process between groups. The group that is presenting will receive questions, responses or objections from other groups. With questions asked by other groups, group members must work together in a cohesive manner to answer and respond well.

4.2 Gotong Royong Character as an Effort to Strengthen Profil Pelajar Pancasila

Gotong Royong is a character that is attached to the Indonesian nation, this character is born on one's own awareness to help each other which is a characteristic of the Indonesian nation. According to Pratama (2019) (in Hayati & Utomo, 2022: 6422) Gotong Royong is a value that reflects the act of appreciating the spirit of cooperation and working hand in hand to solve a problem, includes: cooperation, solidarity, mutual help, and kinship. Gotong Royong, is willing to work well together, principled that goals will be easier and faster to achieve if done together, do not take into account the energy to vary with each other, want to develop their potential to be used for sharing in order to get the best results and do not attach importance to individual interests (Samani & Hariyanto, 2019:51).

According to Prasetyo Utomo (2018:99) Gotong Royong is social interaction where there is a predicate that is carried out together to achieve one goal. Apart from being a social interaction, mutual aid is also interpreted as an effort to help others, Gotong Royong as a person's behavior that can help others and can benefit others. Furthermore, the indicators of Gotong Royong include an attitude of knowing and understanding and carrying out what is the right of oneself, obligations and others (Gunawan, 2022:39) So that Gotong Royong can be concluded that Gotong Royong as a form of cooperation and concern for others and shoulder to shoulder to help and solve problems to achieve common goals. The form of

Gotong Royong values is mutual respect, cooperation, obeying decisions, deliberation and consensus, helping each other, having high solidarity, empathy, not liking discrimination and violence, and being willing to sacrifice. Furthermore, Hasanah & Ernawati (2020) described the indicators of the character of Gotong Royong as follows: 1) Respect for others, 2) Inclusive, 3) Cooperation, 4) Solidarity and empathy, 5) Commitment to common decisions, 6) Deliberation for consensus, 7) Help me, 8) Anti-discrimination, and anti-violence, and 9) Have a high volunteering spirit.

The character of Gotong Royong is one of the dimensions contained in the Profil Pelajar Pancasila which is one of the government's efforts to improve the quality of education in Indonesia which prioritizes character building (Rachmawati et al., 2022:3614). Students Strengthening the Profil Pelajar Pancasila focuses on the cultivation of character as well as abilities in daily life instilled in individual students through school culture, intracurricular and extracurricular learning, projects to strengthen the Profil Pelajar Pancasila as well as work culture (Fajar Rahayuningsih, 2021:185).

Through learning, Gotong Royong can be integrated, so that students have the ability to cooperate, namely competence in carrying out activities sincerely so that the activities can be carried out smoothly, easily and lightly. Pelajar Pancasila knows how to work together. How to collaborate and cooperate with friends, the next elements of Gotong Royong are collaboration, care, and sharing (Juliani & Bastian, 2021:262).

Regulation of the Minister of Education and Culture No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2021–2024 mentions the term Profil Pelajar Pancasila (Hadiansah, 2022:29).). The vision of Indonesian Education is to realize an advanced Indonesia that is sovereign, independent and personality through the creation of Pelajar Pancasila who reason critically, creatively, independently, have faith, are devoted to God Almighty, and have a noble character, work together and have a global culture. What is meant by the Profil Pendidikan Pancasila is the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six main characteristics, such as: have faith in God and have a noble character, global diversity, cooperation, independence, critical and creative reasoning. The following are the Six Dimensions of the Profil Pelajar Pancasila that is launched by the Ministry of Education and Culture of the Republic of Indonesia.



Figure 2. Six Dimensions of Pancasila Student Profile

Source: KEMENDIKBUD Republik Indonesia in 2021

According to Suryani (2016:5) Collaborative learning makes it easier for students to learn and work together, contribute thoughts to each other and be responsible for the achievement of learning outcomes in groups and individuals. Unlike conventional learning, the main emphasis of collaborative and cooperative learning is to learn together in achieving learning objectives. This is in line with the dimension of Gotong Royong in the Profil Pelajar Pancasila where Pelajar Pancasila have the ability to collaborate, namely the ability to work together with others accompanied by feelings of pleasure when they are together with others and show a positive attitude towards others (Juliani & Bastian, 2021:262; Irawati et al., 2022:1230; Rachmawati et al., 2022:3614; dan Hayati & Utomo, 2022:6422).

In collaborative learning, we train the character of mutual cooperation to work together and coordinate in order to achieve common goals by considering the diversity of backgrounds of each group member. Furthermore, students are able to formulate common goals, review the goals that have been formulated, and evaluate goals during the process of working together. Afterwards, it has communication skills, namely the ability to hear and listen to other people's messages and ideas, convey messages and ideas effectively, ask questions to clarify, and provide feedback critically and positively. Pelajar Pancasila also realize that there is a positive interdependence among people. Through this awareness, make an optimal contribution to achieving common goals. As well as being able to complete the tasks assigned to him as much as possible and appreciate the efforts that have been made by others in his group (Badan Strandar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, 2022). So that collaborative learning strongly supports the dimension of Gotong Royong in an effort to realize Profil Pelajar Pancasila.

The following is a chart of the relationship among collaborative learning, Gotong Royong and Profil Pelajar Pancasila.

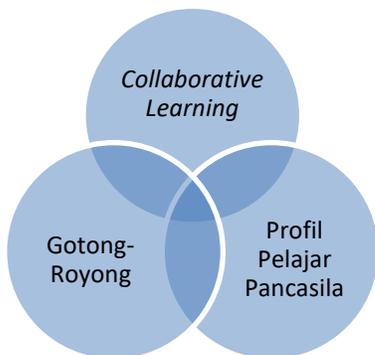


Figure 3. Dimensional Slices in Profil Pelajar Pancasila.

Source: Researcher Processed

4.3 Implementation of Collaborative Learning in realizing Profil Pelajar Pancasila

Collaborative Learning is a learning model in which efforts are oriented towards common goals that are carried out in groups, discussing and providing direction together to achieve common goals (Mulyati & Parwati, 2021) Furthermore, according to (Brodie, 2010) (in Fitriyanti et al., 2021:251) Collaborative

Learning is a model as a communicative process that can facilitate the merger of these knowledge as a result of interaction between two or more students, this is in line with the Gotong Royong dimension in the Profil Pelajar Pancasila. Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily, and lightly. This ability is based on, among others, fairness, respect for fellow human beings, reliable, responsible, caring, compassionate, generous (Irawati et al., 2022).

The following are the steps of collaborative learning:

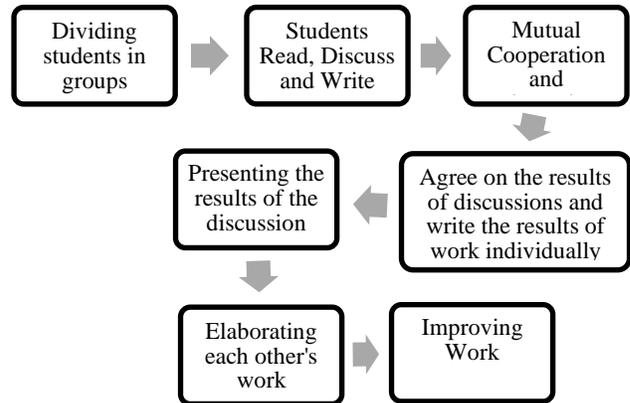


Chart 2. Collaborative Learning Model Steps

Source: Adapted from Mulyati & Parwati (2021)

The following is in detail the description of the steps of the collaborative learning model as an effort to realize the character of Gotong Royong as a strengthening of Pofil Pelajar Pancasila:

- The students in the group settled down on learning goals and divided the assignments individually.
- Afterwards, all students in the group read, discuss, and write.
- Collaborative groups work synergistically to identify, demonstrate, research, analyze, and formulate answers to assignments or problems in student worksheets or problems found by themselves.
- After the collaborative group agrees on the results of solving the problem, each student writes a complete report individually.
- The teacher appoints one of the groups at random (then it is attempted that all groups can take a turn forward) to present the results of the collaborative group discussion in front of the class, students in other groups observe, paying attention, compare the results of the presentation, and respond to this activity in practice for approximately 20-30 minutes.
- Each student in the collaborative group elaborates, inferences, and revisions (if needed) to the report to be collected.
- Each student's report on the assignments that have been collected, is arranged in collaborative groups according to the format that has been given.

The following is the application of Collaborative Learning to the Pancasila formulation material:



Figure 4. Collaborative Learning Activities
Source : Researcher's Documentation

4.4 Obstacles to The Implementation of Collaborative Learning Models

As for the obstacles and weaknesses of this learning, the researchers found that there are other factors besides what has been explained above about the Collaborative Learning process, such that they do not have good experience and knowledge, so that the quality or target of completing the tasks charged is also less than optimal. I can conclude that if teachers use the Collaborative Learning method, students will feel saturated and burdened by tasks given by educators that are monotonous or continuous, so there is a need for other and appropriate methods to improve student learning outcomes, especially in descriptive.

In contrast to Vahlia opinion (2015:59) that Collaborative Learning, students have differences in abilities that may make some students find it difficult to understand the material given. This can lead to an imbalance between group members in the process of teaching and learning, and Collaborative Learning models require active participation from each group member. The lack of motivation of students can prevent them from actively participating in the learning process, thus hindering the teaching and learning process from taking place.

From these obstacles, it is needed to adjust the material and learning in each learning model so that it can run smoothly and in accordance with learning objectives. One of the main obstacles to collaborative learning is the difficulty in communicating. Therefore, it is important to ensure that each member of the group has the opportunity to speak and share their opinions openly. Also, make sure that everyone has a common understanding of the group's goals and tasks. Furthermore, a clear division of tasks in order for the group to work effectively, it is important to divide the tasks clearly and ensure that each member of the group understands their responsibilities.

And the latter Facilitate discussion a facilitator can assist the group in solving problems and achieving their goals. a facilitator can assist in ensuring that all group members are involved in the discussion and assist in maintaining the group's focus on the task to be completed.

5. CONCLUSION

Collaborative learning as one of the learning models that emphasizes students to be active in the learning process, this learning model can help students in developing intellectual, social skills and fostering an attitude of tolerance towards differences in groups through several stages, namely engagement, exploration, tranformation, presentation and reflection. This is in line with the

six dimensions of the Profil Pelajar Pancasila launched by the Ministry of Education and Culture of the Republic of Indonesia, including the dimension of Gotong Royong which continues to be echoed in it contains indicators of the spirit of collaboration to accept each other's differences so that in this learning emphasizes students work together to provide input to each other and differences so that it is hoped that it will be able to create profiles of students who have the character of pancasila in line with the goals of education in Indonesia. However, in its application there are various obstacles including differences in students' communication skills so as to make learning less run smoothly. So that the need for educator assistance in facilitating learning in order to achieve the goals that have been set.

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