

# IMPLEMENTATION OF PANCASILA STUDENT PROFILE THROUGH LEARNING INDONESIAN LANGUAGE IN THE INDEPENDENT LEARNING ERA

Via Nugraha<sup>1</sup>, Ratih Sapdiani<sup>2</sup>, Aditya Permana<sup>3</sup>

<sup>13</sup> IKIP Siliwangi, Cimahi

<sup>2</sup> SMPN 2, Cimahi

<sup>1</sup>nugrahavia@gmail.com, <sup>2</sup>ratihsapdiani@gmail.com, <sup>3</sup>adit0905@ikipsiliwangi.ac.id

## Abstract

Character is the main key to the development of each implemented curriculum. The Independent Learning Curriculum provides opportunities for students to become individuals who are able to stand alone (*zelfstandig*), not depend on others (*onafhankelijk*) and can manage themselves (*vrijheid, zelfbeschikking*). Implementation of the curriculum in research was carried out as 1) an effort to make students with character and 2) to make students ready to apply the Pancasila Student Profile in their lives. The research method used was descriptive qualitative by taking a sample of 40 students from class VII SMP and implementing the Pancasila Student Profile (P5) in the Indonesian language subject in that class. For this reason, the data obtained is in the form of conditions in the field that are integrated with the opinions of experts. Implementation of the Pancasila Student Profile in learning Indonesian is carried out with a humanist approach. These conditions are expected to humanize humans. P5 integrated learning is collaborating with class VII Indonesian language learning methods in an effort to make students with noble character, creative, mutual cooperation, responsible, critical reasoning and global diversity. The 40 class VII students who became the sample were able to apply the P5 character as much as a gradual process. The texts given in class VII Indonesian subjects are 4 texts. During that time students are also processing to achieve the expected P5 character. In text 1, only 47% of students have P5 characters. Gain increases in subsequent texts to 81% and to 89% character gain during delivery of the 3rd text material. At the end of the semester, namely the 4th text, 100% of students have fulfilled the Pancasila Student Profile character.

**Keywords:** Pancasila Student Profile, Indonesian Language, Freedom to Learn

## Abstrak

*Karakter menjadi kunci utama pengembangan setiap kurikulum yang diberlakukan. Kurikulum Merdeka Belajar memberikan kesempatan bagi siswa untuk menjadi pribadi yang mampu berdiri sendiri (zelfstandig), tidak tergantung pada orang lain (onafhankelijk) dan dapat mengatur dirinya sendiri (vrijheid, zelfbeschikking). Implementasi kurikulum dalam penelitian dilakukan sebagai 1) upaya untuk menjadikan siswa yang berkarakter dan 2) menjadikan siswa yang siap menerapkan Profil Pelajar Pancasila dalam kehidupannya. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan mengambil sampel kelas VII SMP sebanyak 40 siswa dan mengimplementasikan Profil Pelajar Pancasila (P5) pada mata pelajaran Bahasa Indonesia di kelas tersebut. Untuk itu, data yang diperoleh berupa kondisi di lapangan yang terintegrasi dengan pendapat para ahli. Implementasi Profil Pelajar Pancasila dalam pembelajaran Bahasa Indonesia dilakukan dengan pendekatan yang humanis. Kondisi tersebut diharapkan dapat memanusiakan manusia. Pembelajaran yang terintegrasi P5 ialah mengkolaborasikan dengan metode pembelajaran Bahasa Indonesia kelas VII dalam upaya menjadikan siswa berkarakter mulia, kreatif, gotong royong, bertanggung jawab, bernalar kritis dan berkebinekaan global. 40 siswa kelas VII yang menjadi sampel telah mampu menerapkan karakter P5 sebanyak dengan proses yang bertahap. Teks yang diberikan pada mata pelajaran Bahasa Indonesia kelas VII adalah 4 teks. Selama itu pula siswa berproses mencapai karakter P5 yang diharapkan. Pada teks 1, baru 47% siswa berkarakter P5. Capaian meningkat pada teks berikutnya menjadi 81% dan menjadi 89% capaian karakter selama penyampaian materi teks ke-3. Di akhir semester yaitu saat teks ke-4, 100% siswa sudah memenuhi karakter Profil Pelajar Pancasila.*

**Kata Kunci:** Profil Pelajar Pancasila, Bahasa Indonesia, Merdeka Belajar

## INTRODUCTION

Indonesia is a country that stands with uniqueness that other countries do not have. This country consists of various tribes, races and religions that stand from Sabang to Merauke. We already know this fact and have often instilled it since we were in elementary school until we were adults. Technological progress continues to advance from time to time. We as humans dynamically also follow the flow. Technology has also been attached to almost all circles with various impacts, both positive and negative. As a nation that has the foundation of the Pancasila State and is built on all diversity, ideally our country has a strong foundation in dealing with the negative impacts of scientific and technological advances. Unfortunately, not all parties are aware of the big problem that is currently being faced by school-age youth, namely character. One of the government's efforts to deal with the character crisis is to foster the spirit of Pancasila in the new curriculum; Freedom Curriculum. Istianah (2021: 63) states that education is the spearhead of nation building. Furthermore, he stated that the effort to strengthen character is by building a nation that is directed at educational values based on Pancasila (Istianah, 2021: 63). Education based on Pancasila needs to be carried out using a multidisciplinary and interdisciplinary approach (Istianah, 2021: 63).

Each curriculum that is introduced alternately should always prioritize character education for students. The 1984 curriculum, which we know as the Active Student Learning Method (CBSA), for example, has characteristics that focus on student activity. In addition, in the curriculum material is presented based on student readiness. One of the character students can be judged by their activeness. Thus more or less character is emphasized in the curriculum. Switching to the 1994 curriculum, which is constructivism in nature and its characteristics must involve students to be active both mentally, physically and socially. The same is true of the Competency-Based Curriculum (KBK) in 2004. In KBK, there is two-way communication between teachers and students. The 2006 curriculum, which we know as the Education Unit Level Curriculum (KTSP), is also almost the same as the KBK up to the 2013 Curriculum.

The curriculum shift basically emphasizes student character even though with a different character focus. Ismail (2021: 79) explained that character education also includes education of values, manners, morals and character. Character education can be

interpreted as a system of inculcating character values for school members which includes components of knowledge, awareness or will and action to carry out these values, both towards God Almighty, oneself, others, the environment, and nationality so that they become human beings. kamil (Ismail 2021: 79). The evaluation that follows the change of curriculum makes quite a big homework for all education circles to continue to update it in a better direction. Therefore, the Minister of Education then introduced the Pancasila Student Profile to the Merdeka Curriculum or known as P5. P5 is actually a relay idea from previous curricula. The condition of Indonesian human nationality which is quite disturbing is the background that underlies the importance of the Pancasila Student Profile (Rusnaini, 2021: 242).

The content of the goals of national education as stated in Law number 20 of 2003 is to develop capabilities and form dignified national character and civilization. For this reason, recently the government has been intensively socializing the Independent Curriculum. In it, it carries and reemphasizes the values instilled by Ki Hadjar Dewantara. Ki Hajar Dewantara emphasized that independence is of 3 types; independent (zelfstandig), not dependent on others (onafhankelijk) and self-regulating (vrijheid, zelfbeschikking). Merdeka in this context is also the reference for naming the Merdeka Curriculum. Therefore, the principles introduced in the curriculum also focus on student assistance by the teacher as a whole and in its entirety.

The Merdeka Curriculum is also known as the prototype. In this curriculum, the prototype is one of the first steps in supporting the realization of national education goals. As we know, the world has been hit by a pandemic for two years. Children stay at home. Everyone is doing activities from home, including studying. The actual function of education is eroded by these conditions. Many parents face big problems when their children don't go to school. Meanwhile, technological limitations are also the main factor that hinders teachers in delivering material when students study at home. The bad news is that many teachers only give assignments without directing students to certain characters. The effect is, let alone comprehensive assistance to students, because of the many obstacles, students' cognitive abilities at home are also very doubtful. The presence of a new curriculum, namely the prototype curriculum, is used as the first step in learning

recovery caused by Covid-19, this aims to reduce the consequences of learning loss (Rachmawati, 2022: 3614).

One of the goals put forward in the Merdeka Curriculum is to make students who have a Pancasila Student Profile (Rusnaini, 2021: 231). The Pancasila Student Profile (P5) has 6 competencies as explained by Sari (2022: 3527) as follows. 1) Have faith in God Almighty. 2) Work together. 3) Be responsible. 4) Creative. 5) Critical reasoning. 6) Global diversity. Further explained by the Minister of Education as explained in Hidayah (2021: 24) as follows 1) Have a noble character that leads to understanding moral values, 2) creativity related to problem solving, 3) mutual cooperation related to how to work together, 4) global diversity related to respect for diversity, 5) Critical reasoning related to the ability to analyze problems, 6) The independence of Pancasila students related to the ownership of independence.

The government and residents in providing understanding and outreach, especially to the younger generation, are really needed (Istianah, 2021: 203). Meanwhile, Mutiara (2022: 2420) mentions the importance of literacy so that communication skills in society can be maximized. For this reason, this study implements the Pancasila Student Profile in the Indonesian language subject as a forerunner to more comprehensive literacy learning for students. It is hoped that with this implementation, character values can be optimally carried out as a provision for students. Character education needs to be pursued more optimally so that these character values can become provisions for building the nation's future generations (Gunawan 2022: 134). In addition, character education is interpreted as education that is able to prioritize noble values, morals, character/morals, and manners (Purnomo, 2021: 120). The ultimate goal of character education is to be able to cultivate skills in students or school students so they are able to make good and bad choices, develop skills that are considered good, stay away from something that is considered capable of harming themselves and others (Purnomo, 2021: 120).

Learning Indonesian has four basic skills that students need to have; listening skills, speaking skills, reading skills and writing skills (Juliawati, 2015:2). One of the productive skills is writing. Pouring graphic symbols that describe a language that is understood by someone so that other people can read the symbol which contains the message the author carries (Nurhayati, 2019: 81). The importance of choosing a learning

model must also be considered because it will affect the achievement of learning objectives (Sapdiani, 2019: 30).

Indonesian language learning that has been carried out since the 2013 curriculum is genre in nature. The genre referred to as explained by Kosasih (2016: 44) is a factual text that students learn at the secondary level. Furthermore, there are groupings in the text; procedural factual as well as response groups (Dewi, 2015: 3). One that is a report is an observational text in which it provides the clearest knowledge or information to the reader (Prasetyo, 2017: 35).

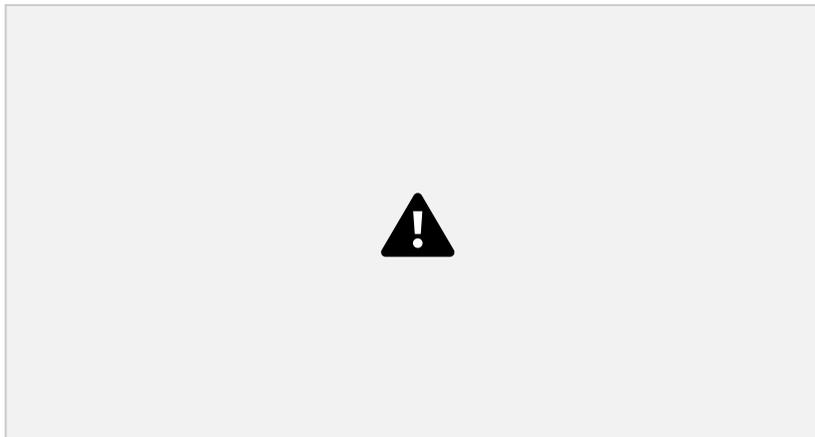
When the pandemic conditions have started to decline, students are no longer studying at home. Teachers also no longer use blended learning methods. Blended learning explained by Wardani (2018: 14) is a learning model that combines face-to-face learning with e-learning. Sjukur (2012: 370) in his research explained that the beginning of the combined learning was used to describe subjects that tried to combine face-to-face learning with online learning. This combined learning is also often referred to as hybrid learning (Sjukur, 2012: 370). Internet-based learning, commonly known as e-learning, is carried out remotely between teachers and students (Uno in Purnomo, 2016: 71).

Learning Indonesian by implementing P5 aims to achieve the following functions of the educational curriculum. 1) Students are expected to be able to adapt to the environment. 2) Achievement of the function of integrity, namely being able to produce complete individuals both physically and spiritually. 3) Individuals who are diverse in class are expected to be able to be provided differential maximum service by the teacher. 4). Students can fulfill the diagnostic targets, namely being able to understand and accept.

## **METHODS**

The method becomes a research reference for describing research results. In this case, the researcher uses a method that analyzes the results of research with natural objects and describes the actual conditions, namely descriptive qualitative methods. Sugiyono (2016: 8) explained that by using this method, it means that the data collected and the analysis are qualitative. This research then refers to the opinion of experts regarding the condition of character and curriculum development which underlies the goals of education in Indonesia. Therefore, researchers took data based on conditions in the field, namely the

educational environment. The educational environment is a focus that can be described and drawn from the common thread with the opinion of experts. In this case, the researcher implemented the Pancasila Student Profile in learning Indonesian. The sample is 40 class VII students from a population of 480 class VII students at SMPN 2 Cimahi. Data collection was carried out by observing students during Indonesian language learning which was integrated with the Pancasila Student Profile Strengthening Project (P5). The results of the observations were then analyzed and briefly described by presenting them in the form of graphs below.

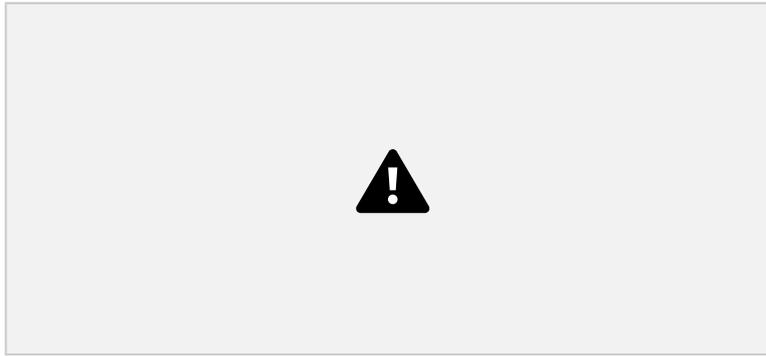


**Figure 1.** Research Scheme

## **RESULT AND DISCUSSION**

The Pancasila Student Profile includes 6 main pillars; Make students have noble character, be creative, have critical thinking, work together, and be responsible. Planting is carried out continuously, not only ceremonially in certain materials. The character of students who continue to develop allows all good processes during learning to be embedded into permanent characters in students.

The results of observations made on students for one semester in P5 integrated Indonesian lessons are as follows.



**Graph 1.** Attainment of P5 Character in Class VII Students for 1 Semester

Learning Indonesian has basically been made based on text genres. At the seventh grade level of junior high school, the texts that are summarized in one semester's Basic Competency include 4 different texts. These texts are descriptive text, narrative stories, procedures and reports on observations.

On the other hand, learning using the independent learning curriculum must be integrated with the Project for Strengthening Pancasila Student Profiles (P5). The goal is none other than for students to have more character and include noble character, creativity, mutual cooperation, critical reasoning, responsibility and global diversity. The process is not one or two materials in several meetings, but is integrated during one semester of learning. This condition is of course due to the formation of student character which will not change drastically but through a long effective process.

The P5-integrated Indonesian language learning in class VII is carried out as follows.

**1. Pancasila Student Profil**

**a. Noble character**

**Implementation in Indonesian Language Learning**

In learning Indonesian or other languages, students need to interact with the teacher at the beginning of learning by greeting each other. These characters need to be instilled so that students understand ethics when meeting teachers. What's more, if the student is Muslim, saying greetings as exemplified by the Prophet Muhammad S.A.W is obligatory to answer.

In addition, diversity in the classroom is an important concern for teachers. Students who still have the feeling that they are better than their friends or feel that they are useless

compared to their friends, must be fostered with a humanist approach. Students need to be encouraged that basically the best in God's sight is his good deeds, not in appearance, wealth, position or intelligence.

The shift in values in today's society values people more in terms of their position and wealth. The number of people showing off their treasures has at least become a very dangerous poison. For this reason, character education for noble character in the classroom can be applied to various subjects and starts from things that can actually be used from an early age.

## **b. Creativity**

### **Implementation in Indonesian Language Learning**

When the teacher enters the class, he does not necessarily give learning materials and present assignments to students just like that. Teachers need to stimulate students. The diverse mindsets of students will provide different points of view. One student will certainly differ when expressing opinions, depending on their ability to find answers and their creativity.

When the teacher enters the class, he does not necessarily give learning materials and present assignments to students just like that. Teachers need to stimulate students. The diverse mindsets of students will provide different points of view. One student will certainly differ when expressing opinions, depending on their ability to find answers and their creativity. Implementation of P5 in learning Indonesian which fosters student creativity (a) Give students the opportunity to answer the problems given in the stimulus, (b) Give students the opportunity to express answers according to their ability to think, (c) Give awards to students even though they have not correctly answered the problem given. (d) Provide opportunities for students to explore their abilities in expressing answers. In this case, students are usually given LK in paper or books, collect and present. Teachers need to pay attention to the abilities and learning modalities of these students. Not all students like to write. It could be that certain students like to put it in the form of pictures. Meanwhile, other students enjoy using applications in technology such as canva, ppt, and even posted on social media.

### **c. Mutual cooperation**

#### **Implementation in Indonesian Language Learning**

Gotong royong does not mean that students in groups rely on their friends to work. In learning Indonesian writing skills can be implemented as follows. (a) Students are formed into groups. (b) Groups were selected heterogeneously in terms of cognitive, affective, psychomotor and gender abilities. (c) Students are provided with worksheets that allow them all to work. If there are 5 people in a group, the worksheet is made in such a way that allows them to share tasks with 5 people simultaneously. Thus, the worksheet is not only monopolized by one member. (d) Students are not allowed to work alone in groups. The teacher needs to take an extra approach to each group so that all members feel acknowledged.

### **d. Global Diversity**

#### **Implementation in Indonesian Language Learning**

Students in a class of various races, ethnicities and religions allow for various frictions. The Indonesian language is a unifying tool for the nation as has been pledged in the Youth Pledge. For this reason, during the learning process, all students must use good and correct Indonesian. Thus, students who are ethnic minorities can still communicate well. Text-based learning of Indonesian can also be relied upon as a bridge between ethnic groups. In procedural texts, students can introduce their native culture to other friends. Thus, indirectly they also do cultural literacy and citizenship.

### **e. Critical Reasoning**

#### **Implementation in Indonesian Language Learning**

Students are prepared to become human beings who can face every problem in their lives in the future. For this reason, teachers need to provide two-way learning to students. The teacher is no longer the subject of learning by only giving lectures. Indonesian makes it possible to organize students into individuals who are ready to face problems such as the steps in learning as follows. (a) Students are stimulated with problems both during the opening, core and closing activities. (b) Teachers do not only focus on students who are considered capable of solving problems. Teachers must also continue to stimulate students who are lacking in Indonesian subjects. Teachers must adhere to the principle that all humans are uniquely created with multiple modalities and multiple intelligences. (c) The

teacher places students as individuals who have knowledge and are able to find new knowledge on their own with the guidance of the teacher.

#### **f. To be responsible**

#### **Implementation in Indonesian Language Learning**

The teacher's orientation to students is usually fixed on one mistake made by a student. Once a student makes a mistake, the teacher indoctrinates that the student is negative. This paradigm needs to be changed. Students can be given trust repeatedly. Thus, he will actually instill his own attitude of responsibility in himself and become a strong character.

Observations on 40 class VII students were carried out for 1 semester by making observation notes regarding learning with P5. The results of his observations are summarized in the following table.

No	Teks	Profil Pelajar Pancasila						Percentage of Achievement of Student Characters
		Noble character	Creativity	Mutual cooperation	Global Diversity	Critical Reasoning	Responsible	
1	Text 1	30 Students	20 Students	15 students	20 students	20 students	10 students	47 %
2	Text 2	35 Students	30 students	28 Students	35 Students	38 Students	29 Students	81 %
3	Text 3	40 Students	34 Students	30 Students	35 Students	40 Students	36 Students	89 %
4	Text 4	40 Students	40 Students	40 Students	40 Students	40 Students	40 Students	100 %
<b>Conclusion: A total of 40 students of class VII have covered all P5 characters in one semester</b>								

The text of 1 class VII Indonesian subject was taught by students for more than 1 month in that semester. During that time, 30 students had achieved noble character, 20 students were creative, 15 students were able to work together, 20 students had global diversity and reasoned critically and 10 students had been able to take responsibility.

In the following text, students only teach for 1 month and are cut off by the Mid Semester Assessment (PTS). The significant change is that in text 1 only 47% of students have P5 characters, it becomes 81% and it increases in text 3 (months 3 and 4 semester 1) for 89%.

Student character achievements at the end of the semester included 40 people who were able to have noble character, were creative, were able to work together with friends, had global diversity, reasoned critically and were 100% responsible.

## **CONCLUSION**

Student character becomes a benchmark for learning objectives. For this reason, every curriculum introduced by the government actually emphasizes character education as the main pillar. The evaluation carried out on each curriculum update confirms that the deficiency in the curriculum that has been implemented is that many teachers have not been able to implement it properly.

Teachers must continue to keep up with the advancing times. Moreover, the Merdeka Curriculum has provided directions for emphasizing character, one of which is the Pancasila Student Profile (P5). P5 is not only given to certain subjects, but can be implemented in any lesson with any material.

We can see the results of learning Indonesian combined with P5 in class VII in the graph of observations made for the following semester.

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