

THE FORMATION OF PANCASILA STUDENT PROFILE IN STUDENT INDEPENDENT DIMENSIONS THROUGH PEER TUTOR IN PAI LEARNING

Received: 2023-07-02 | Revised: 2023-07-28 | Accepted: 2023-07-29

Article Info

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Abstract

This study aims to determine the design, implementation, and evaluation of the formation of Pancasila student profiles on the dimensions of student independence through peer tutors in PAI learning at SMPN 26 Surabaya. This research is a type of field research using a qualitative descriptive approach. The data collected is the result of observation, interviews, and documentation. The technique used in data analysis went through three stages, namely data reduction, data presentation, and drawing conclusions. The results of the study revealed that the design for the formation of a Pancasila student profile with the dimensions of student independence through peer tutoring in PAI learning was in the form of diagnostic assessments, forming groups and determining tutors, and creating teaching modules. The implementation of the design for forming a Pancasila student profile shows that students study in groups that have been divided with the assistance of one tutor, one group contains 4-5 people, while the role of the teacher monitors and oversees the course of learning. Evaluation of the design of the formation of Pancasila student profiles in PAI learning is in the form of reflection, this activity is carried out after learning is complete. The benefit of this reflection activity is that a teacher will know about the strengths and weaknesses that exist.

Keywords: PAI, Pancasila Profile, Independent.



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INTRODUCTION

The dynamics of social, state, and national life continue to develop along with the development of science and technology. Education in Indonesia continues to experience changes and developments to produce quality education that is in line with the interests of today's society. To achieve this, education in Indonesia requires a cycle of change and development in learning models, methods, strategies and even those related to learning design (Minhaji, Nawafil, & Muqit, 2022: 2107). Therefore, the task of an educator is not easy in achieving the success of a lesson. Various innovations and strategies were carried out to conceptualize relevant learning in Indonesia. There are approximately 10 curricula that have been implemented in Indonesia, starting from the beginning of independence, the curriculum that was first implemented was "Plan lesson" in 1947, then continued with the 1952, 1964,

1968, 1975, 1984, 1994, 2004, 2006, 2013 curricula, until now the implemented curriculum is "Independent Curriculum" (Priantini, Suarni, & Adnyana, 2022). The transformation are made as a form of logical effect of changes in the economic, socio-cultural, political and science and technology systems in the society of a nation and state..

The curriculum as the most important thing in educational planning must develop dynamically in accordance with changes and demands from society, the curriculum must be responsive and comprehensive and able to balance the diversity and needs of each era, the curriculum must be dynamic with the underlying factors and curriculum development always seeks to meet the needs of students (Nugraha, 2022: 254). Minister of Education, Culture, Research and Technology, Nadiem Makarim revealed that the learning crisis has not improved every year. The crisis continues to soar the effects of the presence of COVID-19 which causes learning loss.

Education is actually an effort to mature students, both mentally and thinking. Based on Law No. 20 Of 2003 concerning education is a conscious and planned effort to create a learning atmosphere and learning process in such a way that the self-potential possessed by students is able to develop actively to achieve spiritual strength, self-control, intelligence, personality, noble character, and their own abilities that are recognized by society, nation and state. The ideals of national education are to develop and shape the character or character of the nation. To support the formation of national character, infrastructure and materials are needed. The material needed is Islamic Religious Education, in addition to Citizenship Education, and so on (Fachri, 2014: 132).

Islamic Religious Education is a system that contributes greatly to a nation in an effort to form a character through several impressive methods and strategies. The principle of Islamic religious education has the goal of not only increasing intellectual intelligence but also creating a completely perfect human being, namely piety, noble character and faith (Abd. Muqit, 2019: 4). Morals and character do not have a big difference. These two things can be defined as behavior that occurs impulsively, because it has imprinted in mind, and both of them can depicted as habit. Mark education character Which develop of Indonesia rooted from religion, Pancasila, culture and objective education national that is: religious, honest, tolerance, discipline, work hard, creative, independent, democratic, feel want to know, and spirit national (Anwar & Salim, 2018: 235).

Pancasila is the character of the Indonesian nation which cannot be separated from education in Indonesia. In 2021 the government through the Ministry of Education and Culture has published a curriculum prototype which was further developed into an independent curriculum. One of the characteristics of the curriculum is strengthening the profile of Pancasila students. Profile student Pancasila is load character Which related with Pancasila and can influence resilience personal learners and make they become personal Which character in accordance Pancasila Which own anymore dimensions; morality noble, independence, think critical, creative, mutual cooperation and multifarious global. Sixth dimensions the prove that profile participant educate Pancasila not only focused on Skills cognitive, but Also on attitude and behavior Which in accordance with teak himself as nation Indonesia and inhabitant the world (Kemendikbud, 2022: 5).

Islam makes the rejection of racial, political, ethnic, economic, intellectual, socio-cultural differences and upholds piety to Allah as the standard for distinguishing between good and

evil. The character profile of Pancasila students actually breathes with Islamic values (Kurniastuti, 2022: 99). Indonesia as a Pancasila state facilitates and accommodates the implementation of religious activities for every citizen, and at the same time guarantees the freedom of each citizen to practice their respective beliefs and beliefs, Indonesia encourages its citizens to help each other, work together, fosters a sense of unity and oneness so that Indonesian citizens are not easily divided and place unity, unity and the interests of the nation or state above personal or group interests for the sake of the *"Bhineka Tunggal Ika"*.

Indonesia is currently experiencing a problem regarding the nation's character which is starting to weaken. It can be seen that in the last few decades there have been symptoms of the nation's problems which have begun to appear one by one. If this problem is not addressed immediately, it will disrupt Indonesia's existence and even national security. Other serious problems include the weakening of the nation's leadership, the weakening fighting spirit of the younger generation, and the identity crisis. The effects of this problem are numerous, including disintegration, weakening international competitiveness, and weakening of the image in the eyes of the world (Nawafil, 2018: 81).

There is a learning crisis aggravated by crisis pandemic COVID-19 Which caused big on change education Of Indonesia. Lagging learning and learning gaps are one of the effects of a pandemic (Singla, Tanwar, Badotra, & Rana, 2021: 183). Process learning changed become learning distance Far Because crowd control and social distancing policies, most of the teaching and learning processes are carried out online at their respective homes by participating guide companion for facilitate teacher, learners, and people old (Dewi & Wajdi, 2021: 325). Very difficult for done regularly effective If student has not been able to study independent without help teacher Because learners do not have an independent attitude in learning.

independence show confidence own abilities for solve problem by not asking specific help to individuals another and reluctance in control man another. Personal independent as private ones capable stand-alone, capable solve problems encountered, capable initiative and creative without ignore environment (Kemendikbud, 2022: 25). Concentration learners Of class still low and them choose to play alone. Learners usually passive and only follow as well as listen explanation teacher, so that part big from them not yet show independence in learn. Students need to have an independent learning attitude so that they are able to be responsible for managing and disciplining themselves. Learners must own attitudes the as learner because that matters feature from maturity a person educated (Setiawan, A, & Maftukhin, 2012: 60).

For this reason, a method is needed that is able to train the independence of students, a method that is able to provide flexibility for students build knowledge, easy in understand draft which taught and convey his thoughts regularly oral or writing. One of alternative for support This is through usage tutor method friend peers, this is very supportive for student independence in learning (Febrianti, 2014: 91). Method peer tutors based on fact there is a group learners which more time in submit question and more open with Friend peers from to a teacher. Discipline self-learners which based encouragement positive from in or outside learners, both high achieving students and those who do not, create condition which appropriate for students for receive material learning as much. This application method projected able to train learners in looking at other people's thoughts, work together with Friend.

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RESEARCH METHODS

This research includes field research, a type of research with a background of current conditions to be studied and studied intensely with a qualitative-descriptive approach. A qualitative approach is research that produces descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2017: 281). While descriptive is a formula that guides research to explore social situations that are thoroughly, broadly and deeply researched in a narrative nature. A qualitative-descriptive approach to describing intact and in-depth about the reality of forming a Pancasila student profile on the dimensions of student independence through peer tutor in PAI learning at SMP Negeri 26 Surabaya.

Data collection techniques are processes to obtain the required data through observation, interviews and documentation studies. Observations were chosen by researchers in observing the implementation activity Pancasila student profile dimensions of student independence through peer tutors, interviews are a technique of collecting data that is carried out by systematic questioning and answering based on what is. While the documentation study collected data in the form of photos, attachments, and school activity files from SMPN 26 Surabaya. data that obtained from the results of observations, interviews, field notes, and documentation organized into categories, described in the form of narrative text, synthesized, combined into patterns, sorted between the most important and unimportant, and drawn conclusions.

FINDINGS AND DISCUSSION

The Design of Creating Pancasila Student Profile Dimensions of Student Independence Through Peer Tutors in PAI Learning

Learning is a conscious and planned effort by humans to escape the trap of ignorance. Learning is an important element that cannot be separated from human life because it is closely related to self-formation. Optimal learning can be realized if it is carefully planned, therefore, the position of this planning is very important. Planning is the initial stage that humans must go through before manifesting something, one of the planning for the formation of student independence in the peer tutoring method.

Design or planning means structure, frame or outline, and order or systematic activity. In addition, design can also be interpreted as a systematic planning process carried out prior to activity or implementation. According to Smith and Ragan in Muthmainnah, learning design means “a systematic process that is carried out by transforming learning and learning principles into designs that can be implemented in learning materials and activities” (Muthmainnah, 2022: 25).

The planning of using the peer tutoring method by PAI teachers was motivated by the existence of a Pancasila student profile, one of which was student independence. The application of peer tutoring carried out by the teacher is the right step. this is due to the low learning independence of SMPN 26 Surabaya students, low learning independence can be characterized by a low willingness to ask questions, answer questions, communicate with friends and express opinions during the learning process takes place (Interview, 2023-05-24). Meanwhile, in the profile of Pancasila students, they are required to be independent students. Learning independence of students is needed so that they have responsibility in managing and disciplining themselves in learning (Setiawan et al., 2012: 60).

Through the Pancasila student profile, especially the independence dimension, it is hoped that students will be able to develop independently and be responsible for themselves, have initiatives for self-development and their achievements based on recognition of their strengths and limitations as well as the situation they face, and be responsible for the process and results (Dwita, Anggraeni, & Haryadi, 2018: 58). The planning carried out by PAI teachers at SMPN 26 Surabaya includes several things. *First*, is mapping for diagnostic assessment. This mapping is carried out to find out about the readiness of students to follow the learning process. The mapping is carried out in the form of an assessment, namely the process of gathering information to make the right decisions, and the assessment has specific terminology to describe the activities carried out by the teacher to obtain information about the knowledge, skills and attitudes of students.

Students' difficulties in understanding the material can be seen and determined through a diagnostic method (Firmansyah & Sudiby, 2021: 166). Diagnostic assessment is a form of pre-assessment where the teacher can evaluate students' strengths, weaknesses, knowledge, and skills before starting learning. Before making a learning plan, as a teacher it is necessary to know the students who will be taught (Sanjaya, 2008: 159). Based on collected data, then a teacher can make plans and implement learning (Pi'i, 2016: 183).

With this diagnostic assessment, an appropriate assessment can be given after designing learning to identify whether students have met the learning objectives required in learning. With this form of assessment the teacher can plan meaningful and efficient learning and provide students with individual learning experiences or differentiation learning. So a diagnostic assessment is a tool for teachers to better understand what students already know about a material when it is presented before learning begins. With a diagnostic assessment, students will get learning that is appropriate to their conditions and competencies, and will be grouped based on friends who have similar learning styles. With this grouping, students will feel more comfortable with their group mates and can take part in learning very well.

Planning Second, is the formation of groups and tutors. After carrying out the diagnostic assessment, the teacher will develop a strategy by dividing several small groups and selecting a tutor. The determination of the tutor is determined based on the results of the tests that have been carried out. For students who have more proficiency than their other friends, they will be appointed as tutors. Then the teacher provides provision to the tutor in the form of reinforcement or motivation (Setiawan et al., 2012: 65).

According to Winarno Surakhmad, peer tutoring is a learning strategy to help meet the needs of students. This is a cooperative approach not competitive. Mutual respect and understanding are fostered among students who work together. Students who are involved in peer tutoring will feel proud of their role and also learn from their experiences. This helps reinforce what he has learned and gains from the responsibilities assigned to him. When they study with peer tutors, students also develop better abilities to listen, concentrate, and understand what is being learned in a meaningful way. Explanation through peer tutors to their friends is more likely to succeed than the teacher. Students see problems in a different way than adults and they use language that is more familiar (Febianti, 2018: 80).

The formation of peer tutor groups is selected based on the type of student learning style, students who have a kinesthetic learning style will be grouped with students who have a

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kinesthetic learning style as well as visuals and audiovisuals. The selection of a tutor must also go through a selection process first, if there are students who have more value and expertise, skills, are able to establish good collaboration, they will be made tutors. Meanwhile, the teacher's role here is as a monitor and accompanying them during the learning process, so it is not completely left to peer tutors (Interview, 2023-05-30).

Third planning is the manufacture of teaching modules. Teaching modules are a form of teaching tools used by educators to carry out learning in an effort to achieve the Pancasila Student Profile and Learning Outcomes (R. Setiawan, 2022: 44). Teaching modules are one of the important components that cannot be separated from learning. The preparation of teaching modules aims to make learning activities run as expected. The teaching module used by the teacher contains three important components, namely learning objectives, learning steps, and learning assessment.

Implementation of the Design for Creating Pancasila Student Profiles Dimensions of Student Independence through Peer Tutors

Implementation is an activity or an action of a plan made in detail to achieve a goal. Implementation begins when all plans are considered perfect. The definition of implementation according to Nurdin Usman is that it boils down to activities, actions, actions, or the mechanism of a system. implementation is not just an activity, but an activity that is planned and to achieve the objectives of the activity (Usman, 2002: 170).

Each teacher has his own way of realizing a method in learning, this is related to the strategy used by the teacher to turn on active and fun lessons. Where in this era the independent learning curriculum has been used which aims to give freedom to students to organize and develop their own way of learning independently (Nugraha, 2022: 98). As stated in the Pancasila student profile which is currently the guideline for Indonesian education, the Pancasila student profile has 6 dimensions and one of them is the dimension of independence. Independence shows the belief in one's ability to solve problems without special help from others. Student learning independence is needed so that they have responsibility in managing and disciplining themselves, in addition to developing learning abilities. One alternative effort to support this is learning using the peer tutor method (Interview, 2023-05-25).

The real goal of applying the peer tutoring method is to train students to have independent learning, to be able to be responsible for themselves and others, to be able to work together and respect others. In practice, students can be said to be independent if they are able to read the Qur'an with *tartil*, are able to read *hijaiyah* letters correctly, and are able to memorize several short letters. This method can help, train students to respect the opinions of others, work together, familiarize students with various thoughts. In this case they are required to be active in order to develop and improve their own abilities (Y. Setiawan et al., 2012: 60-61).

Implementation of the dimensions of student independence through peer tutors can make students more flexible and not afraid to ask questions or express their opinions. So that with that students will be able to solve problems in their learning related to material that they have not understood or are difficult to understand, be able to make their own decisions, have initiative and be creative and these students can show an independent attitude in their learning. In the implementation of forming a Pancasila student profile, the dimensions of student independence through peer tutors are certainly inseparable from the obstacles that must be faced. Although the

various obstacles that exist do not completely hinder the implementation of these activities. Some of the obstacles faced include: lack of teacher preparation and strategy, lack of self-confidence on the part of students, and weak time management.

From some of these obstacles it is not a thing that hinders the implementation of the formation of a Pancasila student profile on the dimensions of student independence through peer tutors. Every obstacle always has a solution, teachers and students also have a solution to be able to solve it. To solve the obstacles encountered during the implementation of these activities, a teacher always motivates and prepares teaching modules more maturely, while students need motivation from the teacher to be more confident and able to become a good tutor. Besides that, the importance of cooperation between students so that the implementation of these activities can run conductively and smoothly.

Evaluation of the Creating Pancasila Student Profiles Dimensions of Student Independence through Peer Tutors

Evaluation is a process of assessing the extent to which an activity has been achieved. With evaluation, the teacher can understand the advantages and disadvantages of the method applied. If there is a deficiency, the teacher will correct it, while the advantages will be maintained and developed. Edwind in Ramayulis said that evaluation implies an action or process in determining the value of something (Ramayulis, 2006: 331). Meanwhile, M. Chabi Thoha, defines evaluation as a planned activity to determine the state of the object using instruments and the results are compared with benchmarks to obtain conclusions (Thaha, 1990: 187). Evaluation is a process or activity of selecting, collecting, analyzing and presenting information that can be used as a basis for decision making and preparation of subsequent programs (Rohman, 2015: 148). Each activity needs to be evaluated to determine how much success has been achieved. After learning is complete, reflection is carried out, from this reflection a teacher will know about the strengths and weaknesses that exist. The strengths will be maintained and developed, while the deficiencies will be corrected..

Based on the facts that can be seen in the field, students are able to be more responsible because: *First*, peer tutors have more value, proven by a sense of responsibility, integrity and democratic and open. *The second*, the mental maturity of peer tutors, while those who are tutored are also responsible for themselves and increase independence.

Independent students always evaluate and commit to continue to develop themselves so that they can adapt to the various challenges faced in accordance with the changes and developments that occur both locally and globally. This automatically motivates him to excel and do the best he can in everything. He always monitors and evaluates the efforts made and the results achieved, when he encounters problems in learning, he does not give up easily and will try to find strategies or methods that are more appropriate to support the success of achieving his goals (Nurhadi & Suwardi, 2011: 83). The evaluation carried out by the teacher is in the form of reflection in the form of an oral test at the end of the lesson to find out whether the student has understood or not. As for the other aspects used in the evaluation in the form of the psychology of the child who becomes a tutor, readiness to master the material, and being carried out rolling.

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CONCLUSION

Based on research findings on the Formation of Pancasila Student Profiles Dimensions of Student Independence Through Peer Tutors in PAI learning at SMPN 26 Surabaya, it can be concluded that the design of forming Pancasila student profiles dimensions of student independence through peer tutors goes through several stages, namely: making a diagnostic assessment instrument, the teacher makes a strategy by dividing several small groups and appointing a tutor, and compiling teaching modules. Implementation of the design for forming a Pancasila student profile with the dimensions of student independence through peer tutors: students study in groups that have been divided, accompanied by one tutor; one group contains 4-5 people. Meanwhile the role of the teacher is to monitor and oversee the course of learning. The evaluation of the formation of a Pancasila student profile on the dimension of student independence peer tutors carried out by reflecting. After learning is complete, reflection is carried out, a teacher will know about the strengths and weaknesses that exist. This research is still studying the profile of Pancasila students in the aspect of independence. Subsequent research can expand beyond independence and can develop teaching materials that are oriented towards the formation of the Pancasila character which is easily understood by students.

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