

Developing Pancasila And Citizenship Education Lesson Plan Based On 2013 Curriculum In Senior High School

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Abstract

This study is aimed to find out the implementation, constraints and solutions that can be done in developing Pancasila Education and Citizenship (PPKn) learning at the senior high school level. This study was conducted in senior high schools in Bantul District, Special Region of Yogyakarta. This study used qualitative research method to see how Pancasila Education and Citizenship lesson plan was developed in 2013 curriculum. This research was to look at the steps taken by teachers in preparing the lesson plan of Pancasila and Citizenship Education subject and avoiding obstacles during its implementation. Data were collected using research instruments through the google form as well as face-to-face interviews, observations, and discussions. The lesson plan of Pancasila and citizenship education subject was used to estimate and project the activities during teaching and learning. Its lesson plan was developed from the syllabus to achieve basic competence. The implementation of Pancasila and Citizenship Education learning is an effort to foster the quality of citizens so that one day they become good people who has noble Indonesian characters and personalities based on the values of Pancasila as the foundation of United Nation of the Republic of Indonesia.

Keywords: Lesson Plan, Pancasila and Citizenship education learning, Curriculum 2013

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I. INTRODUCTION

This study is to find out the implementation, constraints and solutions that can be done in developing Pancasila Education and Citizenship learning. This study was conducted in senior high schools in Bantul District, Special Region of Yogyakarta. This research used qualitative research method to see how Pancasila education. The lesson plan of Pancasila and citizenship education subject was used to estimate and project the activities during teaching and learning. Its lesson plan was developed from the syllabus to achieve basic competence (BC). The implementation of Pancasila and citizenship education learning is an effort to foster the quality of citizens so that one day they become good people who has

noble Indonesian characters and personalities based on the values of Pancasila as the foundation of United Nation of the Republic of Indonesia.

Education is a process towards a better and more dignified direction (Kusumawati, 2016). Education is a strong foundation in implanting the national character. The works of professional includes activities such as educating, teaching, guiding, directing, training, assessing, inspiring, and evaluating the development and abilities of students (Anwar, 2018). Thus, Teacher has a great influence in building students' character. The professional teachers are expected to assist students in learning during teaching process. Teachers play significant role in education, even if adequate educational resources are often insignificant if they are not supported by

qualified teachers, and vice versa (Kartowagiran, 2011). Although teaching is not meant as profession in its full definition, teachers must work wholeheartedly (Ornstein, 1981). Teachers must consider teaching as a significant role and the quality of teacher professionalism is something they must have (Torres & Weiner, 2018). Teachers must have the ability in teaching as well as knowledge and skills in order to become professional teachers to accompany students to become the nation's next generation. To realize a better quality of education, it is necessary to take various actions that support classroom learning. If teachers are lazy in educating students, the goals of education cannot be optimal. Laziness is what causes the low quality of education. The low quality of education today is an indication of the need for professional teachers (Kristiawan & Rahmat, 2018).

Nowadays, the qualified teachers and professional teachers are needed (Shain & Gleeson, 1999). Professionalism can be meant as someone with personal characteristics such as dedication, commitment and highly skilled practice (Romeo, 2007). A professional teacher will have the ability to manage the class (Clow, 2001). Professional teachers are resilient, calm, caring, friendly, and patient person in educating students. The teachers conduct all well-organized action, become so flexible, and has confidence in guiding and teaching students. The teacher becomes a role model for students. Teachers must have thoroughness, dedication and goal-oriented (Tichenor & Tichenor, 2005). Teacher professionalism is required to have an expanded knowledge and skills base as well as continuous professional development (Snoek, 2009). A teacher must not rely on government in developing learning instruments (Rizali, 2009).

To be considered professional, teachers must understand the meaning and indicators of professionalism. The three main indicators of professionalism are: responsibility, respect, and risk taking. When teachers are committed to these three values, they will show greater professionalism. To increase professionalism among teachers, practitioners must accept responsibility, show respect, and practice

taking risks. Teachers must realize that professionalism is determined by the beliefs and values that they have internalized (Heckendorn, 2006). Teachers should be independent, creative and innovative because they are the key success in education. Therefore, it is not surprising that every educational innovation, especially in curriculum changes and human resource improvement, always rely on the teacher factor (Darmadi, 2016). Besides teaching, teachers are also expected to be able to manage good learning such as preparing learning tools. One of the learning tools is lesson plan which consist of initial to closing activities and evaluation. The teachers with professional quality is demanded in all level of education both Educational Personnel Education Institutions (LPTK) and user institutions (schools).

II. METHODS

This study used a qualitative research design to find out how the lesson plan of Pancasila and Citizenship Education was developed in Curriculum 2013 at Senior High School. This study is to determine the steps taken by the teacher in preparing the lesson plan of Pancasila and Citizenship Education, avoiding the obstacles, and finding the solutions made by the teacher. Data was collected using research instruments through Google forms as well as face-to-face interviews, observations, and discussions related to solutions in facing obstacles during the teaching activities.

III. RESULTS AND DISCUSSION

A. Result

The teachers have heavy task so that they must have a number of academic competencies (Hendri, 2010). Teachers who are able to design, implement and act based on their own assessment of children's work (Troman, 1996). The teacher is a scientific reference and attitude for students. It cannot be denied that a person's behavior and way of thinking is much influenced by what his teacher has instilled in school. To obtain superior students in science and personality (Jihad, 2013), is teachers' responsibility to do for both parents and students (Maphosa et al., 2012). Teachers as professional educators must be able to work according to their expertise and become role models of ethics and morals for society (Priatna,

2012). A teacher is expected to develop the characteristics of an educated citizen where school systems focus on three main goals of intellectual development, human and social development, and career development. This goal is achieved through parent and community collaboration (Grimmett & D, 2008). Therefore, the ultimate focus goes to teacher quality. He admitted that most of teachers were not yet professional and inadequate to carry out their duties as stated in Article 39 of Law no. 20 of 2003 the duties and obligations of the teacher, namely planning teaching and learning activities, implementing teaching and learning activities, assessing teaching and learning activities, conducting mentoring, training, and research based on the students' learning outcome, as well as carrying out community service (Priatna, 2012).

The quality of education depends on professional teachers within their fields to maintain the view that teachers are a respectable profession so that teachers can work hard in building the quality of education. Professional responsibility is not an isolated thing but is a complete whole from the top to the down level. The teacher is not only responsible for students and the school where they work but also God the almighty res (Sepriyanti, 2012). This big responsibility is a mandate for teachers to worship. The problems among the teachers also vary.

Teachers who are professionals and have competence in preparing quality learning and adapting to technology and information in era of online learning should be really prepared (Nurtanto, 2016). The government has implemented an online learning policy to slow the spread of COVID-19, a pattern that demands the role of teachers. This article aims to review how teachers during a pandemic, which are focused on aspects of online learning (implementation, challenges, and solutions) (Wahyono et al., 2020). The quality of education cannot be separated because everything depends on the quality of the teacher, because the teacher or educator is the frontliner in education

In the 21st century, a teacher is faced with a number of challenges, including the rapid development of science, technology, information and communication (Apandi, 2017). The quality of education is determined by the quality of its educators. Teachers are the executors of government in primary, middle and early age levels who must have competencies and qualifications that meet national education standards (Arifa & Prayitno, 2019). Thus, teachers must improve their

qualifications and develop their potential and skills, namely by equalizing the number of hours worked with the teacher's salary. The government should concern about teachers' salaries because if there are teachers with low salaries under the province or the regional minimum wage (UMR), it is possible that they will find other jobs to meet their daily needs therefore this condition will divide their thoughts (Jaedun, 2009).

A professional teacher is a teacher who has more abilities in special skills so that they are able to carry out their duties, responsibilities and functions as a teacher by carrying out their maximum ability, and this task is very difficult for a teacher (Sauri, 2009). In the Ministerial Regulation for Empowerment of State Apparatus and Bureaucratic Reform (MenPAN-RB) article 1 paragraph 3 of 2009 states that a teacher educator is obligated to manage learning activities, namely compiling lesson plan and its implementation, conducting evaluations, analyzing student learning outcomes and compiling and implementing improvement and enrichment program. A teacher must be able to create creative and fun learning in the classroom (Mulyasa, 2005). In the early academic year, the teacher is required to make, design and plan the learning process. Pancasila and citizenship education teachers in developing lesson plan can use a thematic approach as an effort to foster attitudes of students to love their land (Utami, 2013). Preparing good teaching designs, a teacher must know the elements of lesson plan. Good teachers need to prepare the lesson plan before delivering lessons to students

B. Discussion

The Implementation of Pancasila and Citizenship Education lesson plan in curriculum 2013 for Senior High School

The implementation of lesson plan need to be developed according the learning components, including basic competencies, standard materials, learning outcome indicators and assessments. Basic competencies function to develop the potential of students. Standard material serves to give meaning to basic competencies. Learning outcome indicators function to show the success of forming student competencies. Assessment is conducted to measure competencies and determine actions

to be taken if standard competencies have not been achieved.

Learning Pancasila and Citizenship Education is an effort to develop the quality of citizens in various aspects, including: (1) Understanding of students as citizens, (2) Willingness and ability of students as citizens to involve themselves in social communication- cultural, (3) the willingness, ability and skills of students as citizens to participate in solving socio-cultural problems in their environment, (4) The ability of students as citizens to think critically and responsibly, and (5) awareness and readiness of students as citizens to participate actively and responsibly in a life of constitutional democracy (Kebudayaan, Kementrian Pendidikan dan Indonesia, 2014). Pancasila and Citizenship Education means: (1) the process of interaction between educators and students. (2) it required learning resources, facilities and infrastructure so that learning can be carried out properly. (3) Pancasila and Citizenship Education material is related to citizens, Pancasila, the constitution, law, human rights and others, so that students are able to carry out the expected goals of Pancasila and Citizenship Education subject.

In preparing the learning program, the teacher prepares annual programs, semester programs and weekly and even daily programs. The teacher describes the syllabus into lesson plan such as: (1) Compiling a learning plan, (2) Implementing learning, (3) Evaluating learning, (4) Analyzing student learning outcomes, and (5) Compiling and carry out improvement and enrichment programs (Suhaida & Indrayani, 2017). Teachers in making their learning programs must have skills or expertise in developing a learning syllabus and also a lesson plan. A lesson plan needs to be developed in order to coordinate the learning components. There are basic competencies in the lesson plan, standard materials, indicators of learning outcomes and assessments. Teachers are required to pay attention to the principles in developing a syllabus in a scientific, systematic, consistent, actual, flexible and comprehensive manner.

Pancasila and Citizenship Education lesson plan in curriculum 2013 for Senior High

School is prepared as follows: (1) making the general format such as identity which consists of: Name of school, Subjects, Class, Semester, Competency Standards, Basic Competencies, Indicators and Time Allocation, (2) Formulating Learning Objectives, (3) Determining Learning Materials, (4) Determining Learning Methods, (5) Determining Learning Activities, (6) Choosing Learning Resources, and (7) Determining Assessment. In reviewing the thematic syllabi includes: (1) core competence and basic competence; (2) learning materials; (3) the learning process; (4) learning assessment; (5) time allocation; and (6) learning resources. Then, the teacher should formulate indicators of achievement based on the Basic Competencies. The Learning materials can be taken from textbooks (student books) and teacher manuals, or other learning resources from local content, contemporary material, learning contexts from the surrounding environment which are grouped into material for regular, enrichment, and remedial learning. The teachers also have to describe the learning activities in the syllabus in a more operational form using scientific approach such as the use of media, tools, materials, and learning resources. In addition, the teachers also have to determine the time allocation for each meeting based on the time allocation in the syllabus. Furthermore, it is divided into preliminary, core and closing activities. Developing learning assessments by determining the scope, assessment techniques and instruments, and making scoring guidelines is also quite necessary. Finally, when the objective is not accomplished then, teacher should make remedial learning strategies immediately. Using the media, Tools, Materials, and Learning Resources according should be determined in the steps to describe the learning process.

Furthermore, the systematic preparation of lesson plan is described in Figure 1 as follows

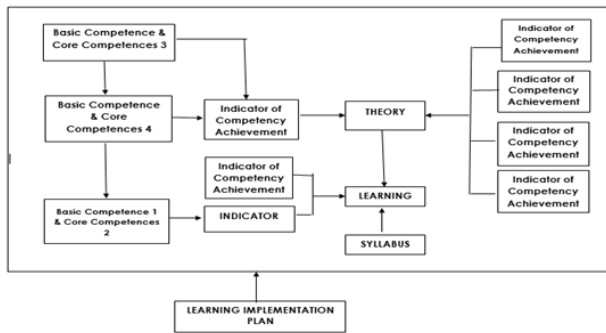


Figure 1. Systematic for the lesson plan Preparation

The research conducted in several high school level in Bantul district, it was seen that teachers had the ability to compile learning designs but were not optimal because they had several obstacles. However, teachers were able to make efforts to be able to compile and develop a syllabus for Pancasila and Citizenship Education subjects creatively. The existence of teachers who are recognized and respected by the government and society, will encourage teachers to be serious in playing their role in making better quality education in the future.

The teacher has developed the syllabus in various efforts, namely: (1) in teaching and learning activities, the teacher will look at the students' backgrounds, (2) Students are classified into learning groups where the students themselves choose the group, (3) The teacher always repeats the material presented at the next meeting so that students remember and further explore the material that has been delivered by the teacher, (4) The teacher gives students the freedom to ask unclear questions and the teacher patiently repeats them by explaining the matter again, (5) The teacher links the material with the previous material, (6) The teacher accompanies students in learning by patiently paying attention to the diverse character of students, (7) Each material taught is finished, the teacher provides an evaluation in order to find out which students have understood the material or not, (8) The teacher uses appropriate teaching materials with the addition of supporting references, (10) the time is allocated for material is done, (11) The teacher uses various kinds of teaching aids

so that students can understand the material presented by the teacher easily.

The lesson plan is prepared before teaching, whether it is face to face or not. The syllabus is absolutely prepared by Pancasila and Citizenship Education teacher using the 2013 Curriculum. The learning objectives aim to make it easier for a student to achieve learning goals by describing learning model used by Pancasila and Citizenship Education teacher (Nuryati & Bowo, 2015). In teaching learning, teachers can also take a constructivist approach focusing on designing the implementation of daily practices suitable for children's development during the pandemic situation like today (Kusumawati & Zuchdi, 2019). Pancasila and Citizenship Education lesson plan consists of the elements or components of learning systematically, logically and rationally according to student needs.

This research shows that the ability of Pancasila and Citizenship Education teacher in preparing lesson plan has understood the principles in accordance with the educational process standards, as follows: (1) lesson plan is prepared for each of the Basic Competencies, (2) The lesson plan prepared is quite clearly, (3) the lesson plan describes the procedure, (4) the lesson plan involves three aspects of cognitive, affective and psychomotor, (5) lesson plan has learning objectives equipped with goals, (6) preparing lesson plan includes students, learning behavior, learning conditions and student success rates.

In addition, the implementation lesson plan also considers such components as Pancasila and Citizenship Education teachers who formulate specific teaching in operational words so that it can be measured and assessed whether students have achieved their goals after they have gone through the learning process. Teachers also pay attention to specific teaching objectives, namely the use of operational words such as mentioning, explaining, and differentiating. Specific Teaching Objectives contain the formulation of behavior expected of students after

participating in the teaching and learning process to make it even better.

The teachers have to plan the teaching and learning effectively and efficiently, determine the material by looking at the student's ability to absorb the material and in line with Basic Competence (BC), making the time allocation, and evaluation. Developing lesson plan can be done in collaboration with Pancasila and citizenship education Teacher Working Group. While, the implementation of the lesson plan can be adapted to students' circumstances and conditions. The development of Pancasila and citizenship education lesson plan in curriculum 2013 must be carried out, consisting of: (1) Determining Competency Achievement Indicators based on Basic Competencies (BC); (2) Determine the learning material; and (3) Determine learning methods.

There are 3 steps in starting learning activities, namely: (1) The teacher formulates activities at the beginning of learning or opening activities, (2) The teacher formulates core learning activities, (3) The teacher formulates the closing activities; The beginning of the lesson includes greetings, student attendance checking and praying together before starting lessons. In this activity, teachers and students make perceptions so that the teacher knows the students' initial abilities in the material and motivates students to be more enthusiastic in learning as well as create an optimistic situation in receiving lessons, discussion and doing various skills in class. In the core learning activities, the teacher delivers material based on theme and uses appropriate and effective and fun methods. The closing activity is a summary of the material and an evaluation of the understanding of the material. The closing activities, the teacher summarizes the material and repeats the material that is considered important so that students can explore the material. Finally, the teacher makes question and answer after the end of the lesson, and evaluates something dealing with either at the beginning, in the middle or at the end of the learning activity.

The teacher make a follow-up assessments so that students do not forget the material they have learned. The teacher motivates students to study in class or later when students study independently at home. The teacher in preparing lesson plans always pays attention to the differences of students' various characters. The teacher provides feedback and follow-up. At the lesson plan, the linkage and integration between Competency Standards (CS) and Basic Competencies (BC), material, learning activities, indicators of achievement, assessment, and learning resources are integrated with the learning experience.

Classroom learning activity will run well and systematically when planning is well done. A Pancasila and Citizenship Education teacher will prepare syllabus and lesson Plan, arrange classroom activities in learning using a scientific approach and prepare Pancasila and Citizenship Education learning model which suits class needs.

The Barriers and constraints faced by teachers in the development of Pancasila and Citizenship Education lesson plan in Curriculum 2013

Teacher's point of view

Obstacles and constraints faced by teachers is on the change of the teacher's administration. The changes of curriculum makes the lack of understanding in the development of Pancasila and Citizenship Education lesson plan, that frequently changes the format of lesson plan such as pandemic situation like this, where lesson plan only becomes 1 page. Learning methods and models in the classroom are less than optimal. The 2013 curriculum is the curriculum used by teachers in carrying out the learning process. In designing the lesson plan, there is no similarity in perception of the model or standard form between one school and another, especially if there is an assessment by the supervisor. In the implementation of lesson plan, the teacher experienced obstacles, namely the limited ability to understand technology, the difficulty in choosing the appropriate and relevant media and learning tools. However, the teacher always formulated lesson

evaluation and tried to implement it better in the future to achieve the learning objectives. Another obstacle is the selection of media and learning tools as well as learning methods and allocation of time. In designing lesson plan, there is no similarity in perception of the model or standard form between one school and another, especially if there is an assessment by the supervisor. The use of the right strategy and the right method will attract students' attention in understanding the subject matter in class.

The obstacles in planning Pancasila and Citizenship Education learning activities in curriculum 2013 are as follows: (1) developing syllabus independently, (2) independently compiling and developing lesson plan, (3) Compiling learning activities using a scientific approach which includes observing, asking questions, collecting data, associating and communicating, (4) Developing competency achievement indicators for each basic competency (BC), and (5) Determining which learning model suitable for use in every lesson.

The obstacles and implementation of lesson plan faced by teachers are as follows: (1) In assessing students' attitudes through (observation, self-assessment, and peer research), teacher assessment in cognitive assessment or student knowledge through (written tests, oral tests, and assignment), (3) Psychomotor assessment (skills) of students through (performance appraisals, projects, and portfolios), (4) Teachers in allocating time, (5) Using learning models in learning activities (Problem Based Learning, Project Based Learning, Discovery Learning, Cooperative learning), and (5) Connecting Pancasila and Citizenship Education subject with other relevant subjects, and Creating and implementing remedial and enrichment.

Infrastructure

One of the obstacles during implementing the lesson plane is the limited infrastructure, such as media and learning tools which are suitable and interesting for students so that they can understand and be enthusiastic about classroom learning. The availability of projectors or Liquid Crystal Displays (LCD) in schools is

very limited and does not cover all classes. The existing media and learning aids provided by schools is limited. This is where the creativity of teachers is needed to design learning media and tools for students in classroom learning. Even though, the facilities such as libraries which has Pancasila and Citizenship Education textbooks and references, but they are not sufficient for the needs of students.

Student Point of View

The students got obstacles in learning activity when they are passive in responding to teacher statements or questions. it could be seen from the numbers of students who were ashamed and not confident in expressing statements about Pancasila and Citizenship Education learning in class. The students' facilities and infrastructure were different based on condition of each student's family. The student's condition in terms of the level of student intelligence made students' understanding were also different in the classroom. Students' thinking patterns were not the same as each other because each student had their own unique abilities and abilities.

The Solutions in developing Pancasila and Citizenship Education lesson plan in Curriculum 2013 for Senior High School

Even though there are obstacles or constraints faced by Pancasila and Citizenship Education teachers in developing lesson plan in Curriculum 2013, they are still optimistic and continue to try to learn to design, compile the lesson plan properly so that learning objectives are achieved. Teachers are also motivated by providing incentives for teachers. In addition to self-learning teachers by reading books or searching for information on the internet in developing lesson plan, the fellow teacher share experiences in designing and developing Pancasila and Citizenship Education lesson plan both in schools and in other forums. When school supervisors come to visit, they also provide problem solving faced by teachers. Teachers carry out in-house training (IHT) by presenting competent presenters directly at school, regarding learning models and training

for the preparation of in developing lesson plan and syllabus.

Pancasila and Citizenship Education teachers in Bantul district through the Pancasila and Citizenship Education teacher working group that help each other, discuss, share knowledge of teaching techniques and strategies. The activities in Pancasila and Citizenship Education teacher working group is like discussion on how to prepare good and appropriate learning tools in the 2013 curriculum and others. The forum also often invites experts to share skills and teachings in teaching Pancasila and Citizenship Education subject. In supporting the knowledge and skills of teachers, many activities like preparing and developing learning tools is made so that they can actively participate. The current development of information technology, it is also very helpful for teachers to obtain information, knowledge, methods, strategies, skills that can assist teachers in developing Pancasila and Citizenship Education lesson plan in Curriculum 2013. Therefore, the use of learning facilities and applying various learning methods and models can motivate students to learn more enthusiastically in the classroom.

IV. CONCLUSION/RECOMENDATION

Pancasila and Citizenship Education lesson plan is a face-to-face learning activity plan for one or more meetings. The lesson plan was developed from the syllabus to direct the learning activities of students to achieve Basic Competence (BC). Every teacher or educator in an educational unit is obliged to compile and develop a complete and systematic lesson Plan so that learning can be interactive, inspirational, fun, challenging, efficient manner, motivates students to participate actively, and provide sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students. In the 2013 curriculum, the Pancasila and Citizenship Education lesson plan is prepared based on Basic Competence (BC) or sub-themes which are held at one meeting or more.

The successful implementation of curriculum depends on the ability of a teacher in implementing learning in class. Teachers must know, understand the curriculum as a whole and always learn in developing knowledge and knowledge. Teachers are required to always develop their knowledge and skills to achieve teaching goals. There is a need for regular and comprehensive curriculum socialization so that teachers know and understand the curriculum 2013 properly and thoroughly.

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