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Analysis of The Elementary School Teachers' Learning Community from The Perspective of Progressive Education Philosophy

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Abstract

The learning community at the school is a gathering place for teachers with a shared goal of enhancing their own competencies and student learning outcomes. This community is based on mutual cooperation or collaboration to learn from and share with all community members. This study aims to describe the activities of the teacher learning community as lifelong learners who must continuously update their knowledge and skills to improve their competencies amidst the advancing challenges of education and the times. Additionally, this study aims to analyze the learning community of teachers in elementary schools from the perspective of the philosophy of progressive education. The research was conducted at an elementary school, Palimanan District, Cirebon Regency. This school has the learning community "Cengkuang Maju Bersama" (Cemara or Cengkuang Progress Together) with a weekly agenda that has been mutually agreed upon. A qualitative study with a descriptive method was conducted in this research. Data were collected through interviews, observations, and documentation techniques regarding the learning community and the philosophy of progressive education. Data were analyzed using triangulation, which consists of data reduction, data presentation, and drawing conclusions and verification. The results of this study indicate that the learning community is conducted to advance learning and education, as per the philosophy of progressive education, which emphasizes being progressive, active, creative, and innovative through routine activities on Saturdays, with topics that change weekly but refer to the main agenda that has been made and agreed upon. Community members gain new insights and experience changes and improvements in the learning process, thus having a positive impact on students, the school, educators, and educational staff themselves.

Introduction

Dynamic education that keeps pace with the times requires integration to be able to provide solutions to problems. The foundation of education is the universal humanitarian

ideal, so in solving complex educational problems, philosophies are needed so that the solutions can be beneficial for all groups to achieve the desired goals (Tarigan et al., 2022). In the educational process, the humanization of individuals is needed, carried out between teachers and students, which in its implementation requires cooperation with a common goal of enlightening students through activities that can develop their potential. Education can be considered as the application of philosophical thinking. Therefore, philosophy provides a holistic conceptual framework about humans and education (Sanjaya & Desyandri, 2023).

The activities to develop this potential are designed by a teacher based on the four teacher competencies (Adrian & Agustina, 2019) as stated in Government Regulation No. 74 of 2008, which asserts that teachers must have four competencies: pedagogical competence, personality competence, professional competence, and social competence. First, pedagogical competence is the ability of a teacher to transform knowledge to students, including proficiency in designing lessons, delivering instruction, and evaluating student learning outcomes according to the educational level and student development. In designing and delivering lessons, teachers must be able to implement learning theories in accordance with the advancements of the times and science and technology. Second, personality competence is the teacher's ability to serve as a role model for students, exemplifying good behavior as reflected in Ki Hajar Dewantara's motto "ing ngarso sung tulodo," which means to set a good example for those around them. Third, social competence is the ability of teachers to socialize with the people around them, including students, fellow teachers, the principal, the school committee or parents, and the surrounding community. This competence is essential for teachers to support their roles as educators, mentors, facilitators, and managers in a school. Good collaboration among teachers is also needed within this competence to create a positive climate in the school. Fourth, professional competence is the ability of teachers to master comprehensive learning to support the learning process in schools to be more quality-driven and meet the diverse learning needs of students.

In relation to student activities and learning outcomes, teacher competence plays an important role (Ramaliya, 2018). The teaching and learning process and student learning outcomes are not only determined by the school, its patterns, structure, and curriculum content, but are largely determined by the competence of the teachers who teach and guide the students. The importance of a teacher possessing competence as an educator is also driven by the development of the times, particularly in the era of the Industrial Revolution 4.0, where the skills of teachers must align with the advancements of their era. This ensures that the knowledge and education provided to students will lead them to happiness and well-being in accordance with the laws of nature and the times, as conveyed by Ki Hajar Dewantara. Learning becomes a crucial process in the success of education because this process will produce educational outcomes that not only transfer knowledge but also instill character to develop individuals both physically and spiritually.

The circular from the Ministry of Education, Culture, Research, and Technology, Directorate General of Teachers and Education Personnel regarding the optimization of learning communities, announced the launch of Merdeka Belajar Episode 15, the Merdeka Curriculum. The roles of teachers, principals, and school supervisors are crucial in the transformation of learning for students. Therefore, teachers, principals, and school supervisors need to periodically enhance their competencies within learning communities. The key points conveyed in the circular from the Ministry of Education, Culture, Research,

and Technology in July 2023 include the learning community as a platform for teachers and education personnel to regularly learn and collaborate together, with clear and measurable goals to improve the quality of education and impact student learning outcomes. Every educational unit must have an in-school learning community focused on student-centered learning within the learning community. Activities in the learning community need to focus on student inquiry-based learning. The establishment of learning communities within and between schools is facilitated through the sharing of practices, including webinars available on the Merdeka Mengajar Platform (PMM). The Ministry of Education, Culture, Research, and Technology has prepared guidelines for optimizing learning communities.

As a formal organization, schools must have a structure that functions effectively as an educational institution. One of these functions is to nurture educators to become true lifelong learners through a medium provided by the school called a learning community. A learning community is a group where members share the same learning goals and interact to achieve these goals (Sekar & Kamarubiani, 2020). Therefore, this group involves many parties, including the principal as the supervisor, and the educational staff in the school. The Ministry of Education and Culture also launched the "Guru Belajar dan Berbagi" program on March 3, 2021, with the hope that it can encourage educators to support each other in sharing their knowledge. This aligns with the hopes and ideals of "Merdeka Belajar," which aims to create student-centered learning and liberate students' thinking and potential. The cornerstone of these grand ideals is great, quality, and professional teachers who are willing to open themselves up to continuous learning and growth, becoming more active, creative, and innovative educators over time. "Merdeka Belajar" is intended to make Indonesian education more progressive, with the aim of making the educational process more meaningful because teachers and students will be able to maximize their creativity (Sopacua & Fadli, 2022).

Learning communities are not something new, as such communities have existed in the past under different names. One form of a professional learning community in Indonesia is the lesson study, which is conducted in two types: school-based and through Teacher Working Groups (KKG) or Subject Teacher Deliberation (MGMP) (Pembangunan et al., 2018). Lesson study can be defined as a model of professional development for educators through collaborative and continuous review of learning, based on the principles of collegiality and mutual learning to build a learning community (Danaryanti et al., 2019). However, in Palimanan District, Cirebon Regency, the KKG at schools is still less active and only has a routine agenda of organizing competitions each year.

The numerous problems in the field of education and the rapidly developing science and technology have left elementary school teachers confused in facing the increasingly challenging demands of teaching following the implementation of the Merdeka Curriculum (Jiwandono et al., 2023). These issues are reflected in several obstacles experienced by teachers in the teaching and learning process. Some teachers are less skilled in using gadgets for learning and are not accustomed to using internet-connected learning. Additionally, the education report results taken from the National Assessment with a sample of fifth-grade classes require teachers to provide high-quality learning so that students can improve their literacy and numeracy skills. Interviews conducted by researchers with teachers at Cirebon Regency, revealed that the problems they face include a lack of knowledge in properly implementing the Merdeka Curriculum, difficulties in completing extensive teacher administration, limited knowledge of differentiated learning closely related to the Merdeka

Curriculum, insufficient knowledge and creativity in creating learning media, difficulties in implementing necessary learning models in the classroom, minimal use of the Merdeka Mengajar Platform (PMM), resulting in only a fair category, challenges in completing E-Kinerja tasks online, and difficulties in addressing student learning issues and misbehavior in class. Learning communities can serve as a platform for teachers to create an open and shared space for mutual learning and sharing (Nugraha, 2022).

The formation of this learning community is not only due to the needs of the teachers but also due to the encouragement from the Cirebon District Education Office, which hopes to establish learning communities in every school to enhance the competencies of teachers. Therefore, in November 2023, the Cemara Learning Community (Cengkuang Maju Bersama or Cengkuang Progress Together) was formed with the goal of providing a space for sharing emotions, brainstorming ideas, sharing solutions, inspiring each other, and collaborating. The learning community activities are conducted once a week on Saturdays after school hours or after students return home from school. The efforts made through this learning community are inseparable from the endeavor to improve oneself as an educator. Progressivism implies progress and prioritizes future attention over the past (Saadah et al., 2022). Members of the learning community will think about the future, the progress of learning, and educational advancement. The progressive movement develops progressive principles in all realities, especially in life to withstand the challenges of human life, practically seeing everything in terms of its greatness (Ankesa, 2021). The dynamic challenges of education demand that teachers strive harder to endure in an increasingly advanced educational era.

Progressive education philosophy brings about a change in the way teachers view the world of education. Progressivism is a stream in educational philosophy that assumes that humans have unique and extraordinary abilities and can overcome problems that occur within themselves (Mustaghfiroh, 2020). Progressivism also rejects authoritarian or traditional education such as essentialism and perennialism, which are considered to hinder the achievement of good goals because they undervalue the abilities or potentials that exist within oneself in the educational process (Sopacua & Fadli, 2022). In education, all elements are considered important because they serve as driving forces to achieve progress or progress in the future.

The goal of the learning community is very suitable from the perspective of progressivism because the philosophy of progressive education is a stream of education that shows that humans act forward, constructively, actively, and move dynamically (Sanjaya & Desyandri, 2023). Through this learning community, educators and education personnel are expected to face changes in the field of education and solve various problems encountered in adapting to the characteristics of students and the increasingly sophisticated development of the education world. The implementation of learning in the philosophy of progressivism makes teachers motivators, facilitators, and innovators for their students, constantly updating their knowledge through this learning community.

This teacher learning community can be further examined with reference to the philosophy of progressive education. Several previous studies have been conducted on learning communities. These studies focus on the role of teachers in learning communities, the implementation of communities through lesson study, and learning communities as a means of learning and self-development. There have been relatively few studies specifically analyzing learning communities from the perspective of the philosophy of progressive

education. Therefore, this study aims to analyze teacher learning communities in elementary schools from the aspect of the philosophy of progressive education.

Methods

In this study, qualitative research with a descriptive method was used. The research was conducted at an elementary school, Palimanan District, Cirebon Regency, West Java. In this school, there is a Learning Community called Cemara (Cengkuang Maju Bersama or Cengkuang Progress Together), which regularly holds Learning Community (Kombel) activities on Saturdays at 10:30 AM, attended by the school principal, educators, and educational staff. The research methods used were interviews, observations, and documentation. Interviews were conducted with ten members participating in the learning community to understand the changes and progress felt by teachers after participating in the learning community. Observations were made by taking notes during the implementation of learning community activities at school. Documentation was used to describe the details of the learning community and the philosophy of progressive education through various documents. The research data were analyzed using triangulation techniques, which consist of several steps including data reduction, data presentation, drawing conclusions, and verification.

A community is a group consisting of several people who share similar interests (Sekar & Kamarubiani, 2020), such as communities comprised of individuals with shared hobbies like photography, big motorcycles, and others. Furthermore, a learning community is an approach to teaching and learning, whether between teachers and students or among teachers themselves, aimed at acquiring knowledge and improving academic performance.

Result and Discussion

The Learning Community (Kombel) was established at the beginning of November 2023. Based on the collective decision, this activity is held every Saturday, and its implementation is not the result of a momentary effort (Widiyanto, 2018). Therefore, there is a need for regular meetings, hard work, continuity in creativity, conducting observations, focusing on goals, conducting theoretical studies, collaborating to develop strategies. This activity will continue and provide many experiences and benefits for teachers, students, institutions, program improvement, and inquiry skills.

The initial stage in forming this learning community (Kombel) begins with the establishment of a small leadership by the principal, selecting a teacher with a background as an active teacher coordinator to lead the Kombel at the school and coordinate with the small team management in the learning community. Subsequently, other leadership roles are formed consisting of the program/content team, documentation team, and logistics team. In selecting team members, the principal and coordinator also coordinate to choose competent teachers with high enthusiasm in the field of education. During the first small meeting, the coordinator and team discuss the division of main tasks for each team and scheduling activities. The program/content team is tasked with preparing the agenda for each week at the end of the month to be implemented in the following month and preparing the content to be discussed during the learning community activities. The documentation team is responsible for recording, recording, or documenting the activities and results of the learning community activities to be communicated to all members and relevant stakeholders

such as the principal or supervisors. The logistics team is responsible for preparing the location and equipment needed during the activities such as LCD projectors and screens.

The second stage involves the process of analyzing the needs or subject matter that teachers want to learn together at the school in order to enhance their competencies and fulfill their duties in the teaching process and school administration. The needs and topics that the members want to learn are conveyed alternately and orally, which are then recorded by the small team. Subsequently, these needs are selected according to urgency and available time because the Kombel agenda is created for one academic year. The preparation of this agenda is to ensure that at the end of the year, this learning community can be evaluated and its agenda can be renewed according to the needs and developments of the times. Based on the interviews conducted with the learning community coordinator, it is known that the agenda they create every month includes PMM work, uploading real PMM actions, teaching media/models, classroom management/learning issues as depicted in the following Table 1.

Table 1
Weekly Agenda of the Cemara Learning Community

Week #	Agenda	PIC
1	Implementation of PMM	PN
2	Upload Real PMM Actions	RN
3	Teaching Media / Models	SA
4	Classroom Management / Learning Issues	AD

These activities serve as guidelines for the organization of the Cemara learning community. However, if there are urgent tasks that need to be completed by teachers, for example, in the fourth week of November 2023, teachers at the school are required to complete online e-performance appraisal (e-kinerja). Therefore, the time allocated for the learning community will be used by teachers to work on e-performance appraisal together and will be guided by school operators.

The third stage involves conducting the learning community once a week based on the joint agreement made during the needs analysis. The learning community activities are held every Saturday. When the learning community activities take place, all educators and education staff gather in the teachers' office, classrooms, or library. The activities are led by the learning community coordinator (Kombel), but the speakers or presenters rotate according to the responsible person for the topic being discussed. Selecting presenters is not easy as many teachers lack confidence. However, with support from all educators and education staff as well as good collaboration, the presenters become more enthusiastic about learning to disseminate knowledge and have a greater impact on other educators and education staff in the school.



Figure 1. Implementation of the Learning Community Activities
Source: Personal Documentation

The sequence of events during the learning community activities is as follows: opening, remarks from the head of school, presentation, question and answer session, feedback, and reflection. Based on observation results, during the welcoming session, the school principal always provides encouragement and motivation for educators and education staff to continue making changes. Every individual always seeks progress amidst the rapidly changing times and environment, enabling them to adapt to and even master these changes, as advocated by the philosophy of progressivism (Gera, 2020).

Next, the activities continue with presentations delivered by fellow teachers who have prepared material based on their research findings or information obtained from various sources, including technical guidance (bimtek) from the district coordinator in Palimanan, training sessions or webinars, reliable sources, or even experiences gained during educational activities for lead teachers. According to interview results, in delivering these materials, the coordinator intentionally asks several teachers to take turns presenting the material with the aim of providing every teacher with the opportunity to learn and share with other members. This policy can enhance communication skills and boost the creativity of teachers acting as presenters. The learning process must always be active and creative, thus fostering innovation in education itself (Faiz & Purwati, 2021). Additionally, in the delivery of the material, there are several principles that can be formulated based on the philosophy of progressive education. One of them is the need for the presence of teachers with qualifications as scientists, educators, organizers, motivators, dynamic agents, creators, innovators, and evaluators within the learning community (Tantomas U.P., 2021). Therefore, the teachers, as coordinators and small teams, will work together to provide quality activities tailored to the learning needs of teachers in the school. Furthermore, the presentation is democratic or flexible because it is based on the analysis of the needs of educators and educational staff in the school. Material presented, combined with real-life or direct experiences, will facilitate members in understanding the content. SDN 1 Cengkuang serves

as an educational laboratory for members to implement the knowledge or information acquired during the learning community activities.

The sequence of activities in the learning community that involves the most participation from each member is the question and answer session and feedback. Every member is given the freedom to ask, comment, and provide feedback to clarify information or even share what they know. The basis of this question and answer activity and feedback is the philosophy of progressivism, which seeks to prioritize the development of skills and cognitive abilities in problem-solving and critical thinking skills (Ramadani & Desyandri, 2022). The material presented can be well responded to by all members through questioning and providing solutions to the problems or obstacles experienced by other fellow members. This activity also demonstrates that learning is not centered solely on the presenter but also on all members actively participating in the learning process. Members' reasoning abilities are also sharpened based on the knowledge and experience they possess. Observation results from learning community activities show that almost all members of the learning community are actively participating, whether by asking questions or providing feedback. Even when teachers ask questions about classroom issues that are not related to the current topic, other members still respond well, aiming to find the best solution based on the opinions of each member of the learning community there. It's possible that some members may ask inappropriate questions or not receive correct answers, so members feel free to express their opinions. Teachers are aware of their limitations as presenters or speakers, so they restrain themselves when they don't understand something and refrain from providing inaccurate information. Teachers realize the need to avoid meaningless debates among those who are unaware or deliver information of unknown veracity.

Before the activity is concluded, a reflection session is conducted aimed at understanding the members' experiences during their participation in the learning community, the feelings they experienced during the session, the level of understanding gained by teachers or subjects during the activity, and the implementation of the information or knowledge acquired on that day within the learning community. For progressivism, theories, ideas, and aspirations are not enough if they are only recognized as existing (being), but what exists must continue to be sought for its meaning in the process of achieving progress (Sopacua & Fadli, 2022). This learning community provides a catalyst for other members to delve into other reliable sources to further develop and enrich their knowledge, which can then be implemented in teaching or in the field of education. The approach used by progressivism is a psychological approach with the belief that providing motivation is more important than just providing information (Ankesa, 2021). The ultimate goal of this learning community activity is to achieve student learning outcomes or to cultivate positive character traits in students.

The high motivation of teachers enables the learning goals or final outcomes of students to be more optimal. Teachers will be more motivated to participate in their learning groups if the learning information is of high quality and if there is a system that provides enjoyment, benefits, and a sense of empathy towards each other (Ilahi et al., 2022). Other results indicate that usefulness and a sense of ownership influence one's desire to participate. Enthusiasm or motivation is not always significantly correlated with intention, but teachers continue to inspire, so enthusiasm is not a factor influencing group members. This indicates the characteristic and nature of a community that aims for learning not only for pleasure but also to provide learning benefits. Observation results also show that during

the learning community activities, members are active in expressing their reflections, some only expressing their feelings such as happiness, gratitude, feeling challenged, or even confusion. Additionally, some also share new knowledge acquired, such as related to differentiated learning. Thus, the kombel activities show active participation by the members.

In the learning community, members are directed to think progressively. The community is guided through a progressive education-based learning process that can accommodate several competencies, including (1) teachers being able to plan learning that stimulates students' interests and curiosity through new discoveries, (2) teachers are directed to provide learning experiences not only derived from books, for example, engaging in outdoor learning activities, (3) teachers stimulate students' interests through challenging games that encourage creativity in thinking, (4) teachers encourage students to interact with each other to develop social skills, the curriculum emphasizes natural and open studies towards new developments in scientific and social fields, and finally (5) education as a continuous process enriches students to grow, not just preparing them for adult life (Salu & Triyanto, 2017). If associated with the experiences conducted by the learning community, it can be observed that this community is in the process of accommodating the existing learning in the school, for example, when they create questionnaires used to determine students' learning styles, study differentiated learning to meet students' learning needs, and foster cooperative learning to enhance students' social skills. In the interviews conducted with ten members of the learning community, questions were asked about the changes or progress felt by teachers after participating in this learning community. The results of these interviews are outlined in the following table 2.

Table 2
Interview Results

Community Learning Members	Answers
AF	Can understand and apply differentiated learning materials
WA	Can identify students' learning needs in the classroom
RU	Can understand how to work on e-performance tasks that must be completed every month in the future
RY	Can identify learning styles
LT	Can understand the conditions of educational reports that need to be addressed
SA	Can implement differentiated learning in the classroom according to students' learning styles
HE	Can collaborate to work on e-performance tasks
RR	Can understand students' learning needs, including learning interests, readiness, and learning profiles
YN	Can create lesson plans using differentiation
BW	Can implement differentiated learning in the field in Physical Education and Sports lessons

The results of the interviews indicate that there were previously things unknown to the members of the learning community. After participating in the learning community, new insights were gained by the members and even implemented, thus providing a positive impact not only on teachers but also on students in the classroom. Additionally, teachers can innovate through more engaging lesson planning tailored to students' learning needs. The collaborative process of the activities helps maintain the enthusiasm and learning motivation of the members because every challenge that arises can be overcome together. For example, difficulties in completing e-performance tasks can be solved collectively, with educators and educational staff helping each other.



Figure 2. Interview Activity with Community Learning Members
Source: Personal Documentation

In addition to the positive results from the community learning activities, based on interviews with the community learning coordinator, it is known that there are challenges in implementing this community learning, including teachers lacking confidence, worrying about not being able to participate effectively, and approximately 50% of the teachers being less proficient in operating laptops. However, the demands for using laptops and internet connections are increasing in education. These challenges are seen as opportunities by all members. They believe they can overcome these challenges by helping and complementing each other. Furthermore, since the beginning of the community learning, the principal and coordinator have explained that this activity will continue to evolve. It does not demand that all members immediately understand the material. If members consistently attend classes with willingness and motivation to learn, then they can gradually understand the lessons. Absence from the sessions will make it difficult for them to grasp the study materials.

Conclusion

The community learning activities have mutually agreed-upon goals to serve as a guide in the implementation of weekly community learning activities. To ensure the smooth running of the community learning, good collaboration is needed between supervisors, principals, coordinators, small teams, and members to organize community learning activities regularly, sustainably, and meaningfully. These community learning activities tend to align with the philosophy of progressive education because they demand that members be

enthusiastic and highly motivated to continuously progress, actively participate, be creative, and innovative to enhance their competencies. In this way, educators and educational staff adapt to the changing times, the need for device use in learning, the need for internet connectivity in learning, the need to improve institutional quality, and to enhance student learning outcomes. Further in-depth research on community learning can be conducted on subjects learned together in the community learning, such as differentiated learning or the latest teaching models.

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