IMPLEMENTATION OF STRATEGIES FOR STRENGTHENING THE PROFILE OF PANCASILA STUDENTS AND ITS IMPLICATIONS FOR STUDENT CHARACTER IN PRIMARY SCHOOLS

Rauldatul Husni[1], I Wayan Suastra[2]
Universitas Pendidikan Ganesha[1,2],Universitas Dharmas Indonesia[1]
Email: usnii91@gmail.com[1], iwsuastra@undiksha.ac.id[2]

ABSTRACT

The Pancasila student profile is the main goal of education developers. This research aims to describe various implementation patterns of strategies and methods applied by teachers in realizing the Pancasila student profile and to find out how the existing Pancasila student profile program is used in the independent curriculum and whether it has an impact on the formation of student character at school. This study found that the implementation of the Pancasila Student Profile is not ideal because of the many obstacles faced by educators. These obstacles include limited educator time, time for teaching and learning activities, little lesson substance, limited educator efforts towards science and technology, and lack of student attention to the subject. Apart from that, there is an impact on the formation of personality or individual resilience of each learner and student. The main objective of the Pancasila Student Profile is to maintain and strengthen the nation's noble values and ethics, prepare students to become global citizens, realize social justice in society, and achieve 21st-century competencies. This research uses a qualitative approach with descriptive methods. The location of this research is at SDN 09 Sungai Rumbai, Dharmasraya Regency. The research results showed that to achieve the Pancasila student profile carried out by SDN 09 is through 2 main strategic approaches and 1 value or character model. The implementation of learning by strengthening the Pancasila student profile has strategies implemented, namely differentiated learning and social-emotional competence. The results of this strategic approach can be seen in the ability of students who are increasingly critical in the learning process, have high levels of sympathy, and empathy, and also have a cooperative attitude. However, in this case, what is more important to implement to achieve the Pancasila student profile is the involvement of teachers in the implementation process, so that teachers become examples for their students at school.

Keywords: educational developer, profile of pancasil, student character, primary schools

ABSTRAK

Profil siswa Pancasila merupakan tujuan utama para pengembang pendidikan. Penelitian ini bertujuan untuk menggambarkan berbagai pola implementasi strategi dan metode yang diterapkan oleh guru dalam merealisasikan profil siswa

Pancasila, serta untuk mengetahui bagaimana program profil siswa Pancasila yang ada digunakan dalam kurikulum mandiri dan apakah hal itu berdampak pada pembentukan karakter siswa di sekolah. Penelitian ini menemukan bahwa implementasi Profil Siswa Pancasila tidak ideal karena banyak hambatan yang dihadapi oleh pendidik. Hambatan-hambatan tersebut meliputi keterbatasan waktu pendidik, waktu untuk kegiatan belajar mengajar, materi pelajaran yang sedikit, upaya pendidik yang terbatas terhadap sains dan teknologi, serta kurangnya perhatian siswa terhadap mata pelajaran tersebut. Selain itu, terdapat dampak terhadap pembentukan kepribadian atau ketahanan individu setiap peserta didik dan siswa. Tujuan utama Profil Siswa Pancasila adalah untuk menjaga dan memperkuat nilai-nilai dan etika mulia bangsa, mempersiapkan siswa menjadi warga global, merealisasikan keadilan sosial dalam masyarakat, dan mencapai kompetensi abad ke-21. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Lokasi penelitian ini adalah di SDN 09 Sungai Rumbai, Kabupaten Dharmasraya. Hasil penelitian menunjukkan bahwa untuk mencapai profil siswa Pancasila yang dilakukan oleh SDN 09 adalah melalui 2 pendekatan strategis utama dan 1 model nilai atau karakter. Implementasi pembelajaran dengan memperkuat profil siswa Pancasila memiliki strategi yang diterapkan, yaitu pembelajaran berdiferensiasi dan kompetensi sosial-emosional. Hasil dari pendekatan strategis ini dapat dilihat dalam kemampuan siswa yang semakin kritis dalam proses belajar, memiliki tingkat simpati dan empati yang tinggi, dan juga memiliki sikap kerjasama. Namun, dalam hal ini, yang lebih penting untuk diimplementasikan guna mencapai profil siswa Pancasila adalah keterlibatan guru dalam proses implementasi, sehingga guru menjadi contoh bagi siswa mereka di sekolah.

Kata kunci: pengembang pendidikan, profil pancasila, karakter siswa, sekolah dasar

A. Introduction

In a country, ideology cannot be separated from the idea or ideas for the formation of a country. An ideology refers to a system of domain ideas, as well as beliefs that influence every field of human social interaction and organization, be it political, economic, scientific, educational, or cultural. Ideology refers to an aspect of the science of ideas, including ideology, general grammar, and logic, as well as the methods and logic of science. Indonesia has one ideology which is often known as the Pancasila. It is the result of deep thought by the Indonesian people which is believed, trusted, and considered as a reality, values , and norms that are the truest, most appropriate, best, and wisest for the Indonesian human. Over the last

decade, we have witnessed several challenges to the existence of Pancasila as a state ideology in Indonesia.

Currently, two challenges must be faced, namely the competence to become democratic Indonesian citizens and to become superior and productive humans in the 21st Century Kemdikbud, (2021). In responding to the challenges of the Indonesian nation in the 21st Century which is facing the industrial revolution 4.0, namely by improving the quality of education in Indonesia through character formation. To make this happen, Pancasila developed and formed a strategy called the Pancasila student profile. The Pancasila student profile is a name for the character of students in everyday life which is instilled based on school culture in the form of intracurricular, and extracurricular, as well as projects to strengthen the character of the Pancasila student profile through work culture Setyowati et al., (2022).

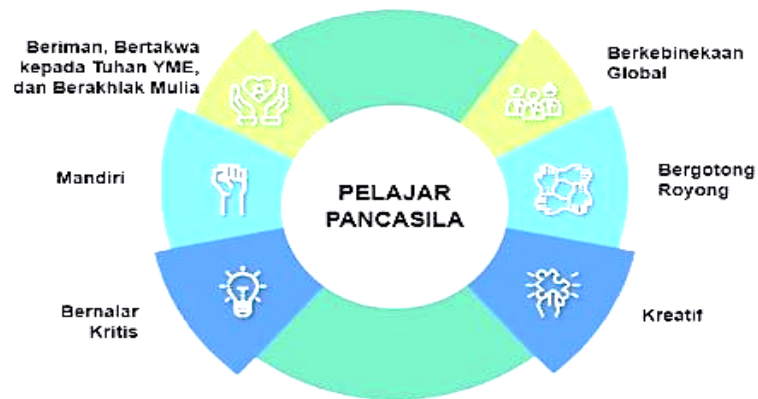During the Industrial Revolution some challenges faced by society, namely the lack of adequate human resource skills, communication technology security problems, problems with the stability of production machines, the inability to change by stakeholders, and the number of job losses due to automation. Meanwhile, the concept of Society 5.0 has become an innovation from Society 1.0 to Society 4.0 in the history of human civilization Mayasari, (2019). Society 5.0 offers a human-centered society that creates a balance between economic progress and solving social problems through a system that is highly connected between cyberspace and the real world. With the existence of the Pancasila student profile, it is hoped that Pancasila as an ideology in Indonesia will be able to become a new strategy in responding to the challenges of resolving the problems currently occurring in Indonesia by improving the skills of human resources to become skilled people with strong characters.

The application of the Pancasila student profile concept in responding to the challenges of the era of Industrial Revolution 4.0 and human society 5.0 cannot be separated from the philosophy of science, which for the development of science is very important as a foundation. Likewise, the Pancasila student profile program

has an underlying philosophical basis. Indonesian students are competent lifelong learners, have character, and behave according to Pancasila values Kemdikbud, (2021). Making the nation's life intelligent is the goal at the end of the implementation of the education process, and this cannot be separated from the values of Pancasila where the internalization of these values is carried out in the learning process Kahfi, (2022). In responding to these global challenges, Indonesia is preparing a strategy with the Pancasila student program.

Education can deliver students to a higher level of understanding, behavior, and character. Not only that, education must also be able to maintain and maintain the nation's philosophy and ideology so that the nation is not shaken by a culture that is not in line with the ideals of the Indonesian nation. The profile of Pancasila students in the driving teacher program is one of the efforts to lead students to reach a level of understanding, behavior, and character that is based on Pancasila values so that Pancasila remains upright and becomes an ideology that

is understood and implemented by students at this time. The Pancasila student profile is the main goal carried out by education developers, in this case, the Ministry of Education and Culture, as stated in the Minister of Education and Culture Regulation Number 20 of 2020 concerning the Kusumah, Alawiyah Education and Culture Strategic Plan (2021). This driving teacher program is to provide opportunities for teachers to develop their pedagogical abilities with the main value, namely Pancasila, which is integrated with various subjects. Syahril (2020) stated that this driving teacher program aims to shape Pancasila students into an important system that can change Indonesian education in a new and better direction. Pancasila student profiles According to the Ministry of Education and Culture, (2021) 6 profiles are core competencies in the driving teacher program to realize the Pancasila student profile. That is; 1) have faith, be devoted to God, and have noble character; 2) be independent; 3) critical reasoning; 4) be creative; 5) work together; 6) global diversity. This profile can be illustrated in the form of the following image;
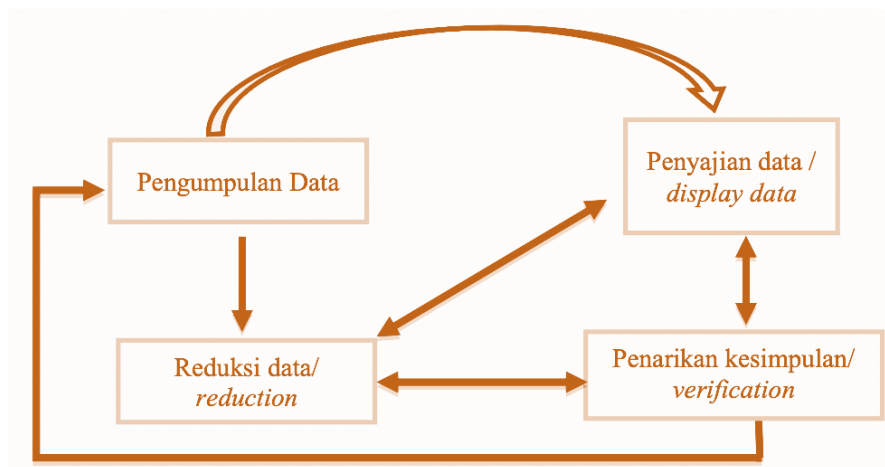
Source; Kemendikbud, 2020

One of the schools that has implemented the Teacher Mobilization Program by strengthening the profile of Pancasila students is SDN 09 Sungai Rumbai in Dharmasraya Regency. This school is one of the best elementary schools and is often a pilot project in the education sector. At this SDN several teachers take part in the driving teacher program in classes 1 and 2. These teachers become leaders and tutors in implementing the Pancasila student profile. Based on this background, researchers are interested in conducting research at SDN 09 Sungai Rumbai, Dharmasraya Regency, which focuses on how the implementation of driving teachers in realizing the Pancasila student profile. For this reason, this research aims to describe various implementation patterns of strategies and methods applied by teachers in the learning process.

B. Method

This research uses a qualitative approach with descriptive methods. The descriptive method aims to describe various real conditions in the research. According to Sugiyiono (2007), Qualitative research describes the results of observations felt by the researcher. The research subjects were 4 driving teachers. In this research, data analysis takes place when data is collected through a series of observations and interviews with research subjects to obtain credible answers. The data collection technique uses the theory by Sugiyono, (2013) which consists of process reduction, data display, and data conclusion drawing/verification. The following is a picture of the

research flow selected in this research:

Figure; Data Analysis (Sugiyono, 2013)

C. Results And Discussion

The Indonesian Minister of Education and Culture (Mendikbud) has a concept, namely 'Freedom of Learning', which is a problem solver for the education system in Indonesia. Freedom to Learn (Merdeka Belajar) aims to instill in students who are brave, independent, think critically, polite, civilized, and have noble characters. The concept of Freedom to Learn has several differences from previous concepts of education, for example, educators in the previous concept tend to be passive, whereas in the concept of Freedom to Learn educators tend to be active, which is called a Driving Teacher. The system of this concept changes teaching and learning activities which are usually confined to the school, now you can experience new things outside the classroom as a learning strategy used by motivating teachers. Students are more active in exploring new information which can improve the quality of their learning outcomes. Improving the quality of students is accompanied by educators by the concept of Freedom of Learning, teachers are required to take the initiative as providers of material and examples for students. According to the Ministry of Education and Culture, learning will never occur if there is no translation process from the basic competencies and existing curriculum by teachers into competencies at any level.

There are six aspects of the Pancasila Student Profile formulated

by the Ministry of Education and Culture, namely: 1) Faith, Devotion to God Almighty and Noble Character, 2) Creativity, 3) Mutual Cooperation, 4) Global Diversity, 5) Critical Reasoning, 6) Independence. According to Nazir (1998), the supporting factors for forming the Pancasila Student profile are divided into internal and external indicators as follows: 1) Innate (internal). Human traits are possessed from the moment he is born into the world. The characteristics that are supporting factors are reducing juvenile delinquency, worshiping Allah obediently, not only caring about the worldly world, and focusing on ideals. 2) Personality (internal). Personality development is experienced when humans have experienced an event or incident that they have gone through. A person's ability to understand religious issues or religious teachings is greatly influenced by the person's intelligence in understanding Islamic teachings. Personality with supporting factors, for example polite, disciplined, and diligent. 3) Family (external), an example of the family as a driving factor, namely: paying attention to the child regarding his

education, and always supporting the child's decision if it is good for him. 4) Teacher/educator (external). Teachers must be able to demonstrate morals in everyday life because the role and influence of an educator on students are very strong. 5) Environmental (external) supporting factors in the environment, if the environment they live in is positive, direct children to have characteristics such as Pancasila values.

Teachers can improve their students' achievements, teach creatively and innovatively, and develop their competencies. The role of the Driving Teacher is not only limited to success in managing the class they teach. Apart from being a good teacher, a Driving Teacher must also have the will to lead, innovate, and make changes. The Pancasila Student Profile is by the Vision and Mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research, and Technology) as stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, that "Students Pancasila is the embodiment of

Indonesian students as lifelong learners who have global competence and behave by Pancasila values, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, cooperation, independence, critical reasoning, and creative".

Based on the results of observations and interviews conducted with teachers at SDN 09 Sungai Rumbai. Strengthening the profile of Pancasila students which is the focus, especially in class 4, is through 2 learning strategies including; 1) differentiated learning; and 2) learning with social-emotional competence (KSE). The explanation is that; In differentiated learning, teachers must have the Among characteristics as in Ki Hadjar Dewantara's thinking. Among here is the word momong/ngemong which means to teach children until they can. As expressed by Romdhoni et al. (2015) also means that with the nature of being among teachers, they should liberate students mentally and spiritually. Faiz, Pratama, et al., (2022). Through differentiated learning, it leads students to become what is expected by educational ideals which of course adapts to

meeting students' learning needs following their psychological and sociological needs. For example, the teacher stated that current students belong to the Alpha generation, so learning must adapt to the student's psychological and sociological conditions. Romdhoni implemented the driving teacher training program by developing contemporary learning like the Alpha generation which is close to digital literacy. As stated by (the Directorate General of Learning and Student Affairs, 2018) the current alpha generation is synonymous with learning that prioritizes technological advances as a supporting tool.

During the COVID-19 pandemic, teachers designed learning to be interesting and creative by providing learning video links that could be used to achieve learning objectives. Even in pandemic conditions, learning can be done creatively, innovatively, and interactively. The use of interactive media is one of the important points in differentiated learning. Why is that, the reason is that in differentiated learning there are indicators that teachers must be able to create a learning environment that can stimulate learning goals. Apart from that, another indicator is

that teachers must respond to students' learning needs by their psychological and sociological conditions, including lesson plans that are appropriate to the current generation. Apart from fulfilling the indicators explained above, the teacher also stated that in differentiated learning the teacher must be able to understand the various conditions of students from different backgrounds. From these differences, teachers must be able to collaborate into a unified whole in the class in harmony. This was obtained from the theory expressed by Marlina, 2020 that teachers have a responsibility as pioneers in the learning process. In differentiated learning, to achieve the Pancasila student profile, teachers must be able to creatively design learning. For example, when learning is starting to get boring or students seem to be getting bored. So the teacher must be able to attract students' attention. Like doing ice breaking in learning or anything that can attract students' attention. Then secondly, the teacher applies social and emotional learning strategies. To achieve the Pancasila student profile, teachers need to develop social and emotional

learning. In social-emotional competence, there are at least 5 important points that must be applied, including; Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The teacher also said that to achieve the profile of a Pancasila student who is faithful, devoted to God and has a noble character, independent, critical reasoning, creative, working together, with global diversity, the teacher must be able to act as a director. With the 5 point indicators that need to be developed in social and emotional competence, at least students will understand how they know themselves, be able to manage emotions so as not to be hasty in making decisions, be able to develop attitudes of sympathy and empathy and have critical thinking in making responsible decisions. Especially in responsible decision-making, some strategies can be implemented using POOCH (Problem, Options, Outcomes, and Choice). And, to achieve the goal of the Pancasila student profile, these 2 learning strategies are not enough. There is an important thing that teachers need to implement, namely

how to be an example or model in learning. Teachers are a strong example of influencing students' character. When a teacher has become an idol and model for students, the teacher's words, sayings, and behavior will become a role model in developing character based on what students see. As stated by Hakam, Nurdin (2016), Faiz & and Purwati (2022), modeling provides an example to students so that they can imitate what their teacher exemplifies both in their words and actions. Thus, to achieve the Pancasila student profile carried out by SDN 09 Sungai Rumbai through 2 main strategies and 1 value/character model. With this strategy pattern, it can be concluded that to achieve the Pancasila student profile, teachers are needed who are innovative and creative in designing learning. To create teachers who have innovative and creative indicators, the driving teacher program is the main key to forming teachers who are competent and are also able to get out of their comfort zone to develop their pedagogical abilities. Because in reality learning knows no age and is lifelong, especially since teachers are the key

to turning the wheels of civilization through learning and education.

The Ministry of Education and Culture's hope for implementing the Pancasila student profile is to make the Pancasila student profile a culture and habit all the time in everyday life. The realization of this hope can be achieved with students who can comprehend, comprehend, and apply the Pancasila student profile both in the realm of school, the realm of work and in their daily lives. The realization that can be achieved for the Indonesian State in the future is a productive culture, a more open culture, and a culture of embracing each other and improving ourselves. The application of the Pancasila student profile must also be applied to educators. Because educators are the main role models for students. To create an effective Pancasila student profile, students must ask a lot of questions, try a lot, and work a lot. Based on the results of the analysis of the study above, information was obtained that the implementation of the Pancasila Student Profile was less than optimal because various obstacles caused a lack of understanding conveyed by educators, including limited time for

teaching and learning activities, minimal lesson substance, limited knowledge of technology carried out by educators, students have very little interest in the subject, students are still passive in the learning process, teachers are limited in designing good lesson plans, learning strategies lack variety from educators, parents pay less attention to children's learning patterns and a lack of teachers and there is speculation about the provision learning materials. Meanwhile, the understanding and knowledge of correspondents in their living environment regarding the cultivation of Pancasila values is still very lacking, for example, divine values are only understood to be limited to the act of praying and making ceremonies. Inhibiting factors often occur in the general public's awareness which underestimates the values of Pancasila which can result in a decline in moral values.

E. CONCLUSIONS

The learning that aims to create a Pancasila student profile is the main focus for driving teachers. Implementation of learning by strengthening student profiles Pancasila implemented at SDN 09

Sungai Rumbai has strategies implemented including learning differentiation and social-emotional competence. The results of this strategy can be seen Students' abilities are increasingly critical in learning, have high empathy, and also have cooperative attitudes. However, there are more important things that need to be implemented in achieving the student profile Pancasila, namely the existence of modeling which is exemplified by teachers in schools.

The Pancasila Student Profile is rooted in the Vision and Mission of the Learning Department as well as Culture (Department of Learning, Culture, Studies, and Technology) as stated in the Minister of Learning and Culture Regulation No. 22 of 2020 regarding the Strategic Plan of the Department of Learning and Culture for 2020-2024, "Pancasila students are the embodiment of Indonesian students as students throughout a life that has global competence and behaves by values Pancasila, with 6 main characteristics: faith, devotion to God Almighty, and noble character, global diversity, cooperation, independence, critical reasoning, and creative". These six markers were

formulated to form human resources superior, lifelong learners, who have global competence and behave appropriately with Pancasila values. Implementation in the application of the Pancasila Student Profile is less than optimal because various obstacles give rise to a lack of description provided by educators, including the limited time provided by educators time for Teaching and Learning Activities, little lesson substance, limited knowledge The technology tried by educators, students' attention to the eyes is very lacking lessons and so on. Alternative solutions to obstacles experienced in the creation of Pancasila Students are as follows: 1) involving teachers in driving subjects; 2) a program of familiarization, modeling, tutorials, and mentoring is carried out by guidance and counseling teachers or maple; 3) try out a cooperation and coordination program with other subject teachers; 4) Not freeing up time for youthful delinquent associations, more discipline efficient activities. The Pancasila Student Profile has implications for creating individual participant resilience teachers or students. The Pancasila Student Profile has the main goal of maintaining the values nobility and morals of the nation, readiness to become a world community, the realization of social justice, and achieving 21st Century competence. In the spirit and attitude every day in the community or profession, we must have a Pancasila student profile. Students are defined here are superior human resources who are lifelong students who have global competence and behave according to Pancasila values. Pancasila values are not merely created understandable, but what is important and useful is how to put them into practice in everyday life whether in the family, community, learning unit, or our place of work and try. This begins with the realization of individual resilience After that, it aims to build family resilience, community resilience, regional resilience, and so on National defence.

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