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Ni Wayan Karmini¹
A.A. Kade Sri Yudari²
I Gusti Ayu Suasthi³
Ni Luh Gede Hadriani⁴
Made Setini⁵

Model of Humanism Education based on Local Wisdom in Elementary School in Bali

Abstract

This article aims to discuss the model of humanism education based on local wisdom in elementary schools (SD) in Bali. This research is qualitative research whose data collection was obtained through literature study, observation, and interviews with education observers, parents, and education administrators, in Denpasar, Badung, and Gianyar. The results of the data obtained were analyzed descriptively by applying the learning theory of humanism. The results of the study show that first, some of the humanism education materials based on local wisdom in elementary schools were studied based on the principles of Balinese Hindu cultural values, namely Catur Asrama (four stages of life), Tatwam Asi (life philosophy), Tri Kaya Parisudha (three concept of human behavior), and Tri Hita Karana (three concept of human relation). The cultural values of local wisdom are synergized with materials sports to hone intelligence kinesthetic students, materials science and mathematics to hone intellectual (academic) intelligence, as well as language material (Indonesian, English), social sciences, arts-culture, and religion to hone social intelligence, intelligence mental, and spiritual intelligence of students. Second, the principles of local wisdom were applied so that students have a holistic intelligence that intelligence has a physical dimension, intellect (logical reasoning), social, mental, and spiritual.

Keywords: Humanism Education, Local Wisdom, Elementary School.

Introduction

The rapid development of science and technology has changed various aspects of human life both from educational, economic, social, and cultural factors. Along with the advancement of science, it will also have a major impact on changing the mindset of students who prioritize momentary pleasures and forget about physical, mental, and even spiritual health which results in more diverse life problems faced by parents and society, through television and digital media, children are introduced to a variety of

cultural values that are not necessarily positive for their education. Among the negative influences of the media, the understanding of individualism which tends to make children selfish and does not care about other people, the notion of rationalism which weakens religious values, and violent shows which are then imitated by children who commit acts of brawl and commit violence (SS Rajest, P. Suresh, 2018).

The attitude of caring for others, respecting humanity is important in maintaining harmonious relations with others. Therefore, the notion of the

Ni Wayan Karmini¹, Postgraduate in Hindu Religious Education Study Program, Hindu University of Indonesia, Indonesia. Email: wkarmini2020@gmail.com
A.A. Kade Sri Yudari², Postgraduate in Hindu Religious Education Study Program, Hindu University of Indonesia, Indonesia. Email: sriyudari@unhi.ac.id
I Gusti Ayu Suasthi³, Postgraduate in Hindu Religious Education Study Program, Hindu University of Indonesia, Indonesia. Email: ayusuasti@unhi.ac.id
Ni Luh Gede Hadriani⁴, STAH Empukuturan Singaraja, Bali, Indonesia.
Email: luhgedehadriani@gmail.com
Made Setini⁵, Faculty of Management, Udayana University, Denpasar, Bali, Indonesia.
Email: Gitan4nd4@gmail.com

individualism which reduces solidarity and social sensitivity needs to be anticipated through education since children are in elementary school. Today's children tend to behave imitatively following the lifestyle figures of idols that do not necessarily set the proper example. In today's digital era, children are treated to various values offered through modern entertainment including music; movies, and online games which tend to make them undisciplined, and lose study time. This is certainly a situation that is less conducive to the learning process of children (Suryawati, 2013).

Various negative phenomena that have a destructive effect on children's education need to be anticipated by building their character according to the principles of local wisdom. To build the character of the next generation not only to provide them with professionalism and skills according to future challenges (era 4.0) but also to continue to rely on the cultural and religious values of the Indonesian people which effected them. Strengthening character education, especially regarding discipline, is an important thing to do considering the many events that indicate a moral crisis, especially among school-age students. Therefore, strengthening character education needs to be carried out to students as early as possible starting from the family environment, school, and extending into the community. Discipline is one of the character values that need to be developed.

The value of the character of discipline is very important for humans to emerge other good character values. The importance of strengthening disciplinary character values is based on the reason that there are now many deviant behaviors that are contrary to disciplinary norms. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter II article 3 explains the purpose of National Education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative be independent, and become a democratic and responsible citizen. The development of education is an effort to educate the life nations and improve the quality of Indonesian people in realizing an advanced, just, and prosperous society.

To develop the character of elementary school students through the educational, are very important to shape the mindset of students so that they can develop their inner potential, which will be a provision for a better future. According to *Neo-Humanist Education* (in Nila, 1999) states that education *Neo-Humanist* is a new and stimulating experience at the frontier of the learning process that puts students' spiritual worldviews, the application of the curriculum *Neo-Humanist* provides a clear understanding of

physical development, intellect (intelligence), emotion (heart feeling), imagination (imaginary power), intuition (heart feeling) and spiritual (spiritual). *Humanistic Education* is an effort to promote the growth of moral values (inner strength, character), mind (*intellect*), and the growth of students who are interconnected with one another to advance the perfection of life that is in harmony in the moral sense and the mindset of students becomes developed and interconnected to avoid negative things that can affect the behavior, attitudes, behavior, and thoughts of students. The character development of elementary school students can be pursued based on the local wisdom of the Balinese Hindu community. *Tri Hita Karana* (*three concept of human relation*) is a cultural value that underlies various aspects of Balinese life, including in the fields of agricultural life, tourism, arts and culture, and education (Peter 2013).

The principle of humanism based on local wisdom is applied as the basis for developing the elementary school curriculum in Bali. The curriculum implemented in elementary schools in Bali refers to the 2013 curriculum which was developed to create productive, creative, innovative, and effective students through strengthening integrated attitudes, skills, and knowledge (Sooraj Kumar Maurya, et al., 2020). To realize these goals, the learning process in educational units is held interactively, inspiring, fun, challenging, and motivating students to participate actively in activities learning and processes, as well as providing sufficient space for the initiative, creativity, and independence according to their talents, interests, and the physical and psychological development of students (Roy Setiawan, et.al., 2020). The competencies, materials, and learning of Hindu Religion and Character Education are some of the subjects that are taught in stages according to the grade level in the 2013 curriculum. The subjects of Hindu Religious Education and Character Education are developed through consideration of the interests of living together in peace and harmony. Learning is carried out activity-based on intra-curricular, co-curricular, and extracurricular activities. The growth and development of attitudes are carried out throughout the learning process, habituation, exemplary, and civilizing to further develop students' character. School is a fun park for the growth of knowledge, skills, and attitudes of students who place knowledge as behavior, not only in the form of rote memorization (SS Rajest, P. Suresh, 2018).

The substance of the material on Hindu Religion and Moral Education in elementary schools, if you look closely, it seems very clear that it focuses more on character education (attitudes). There is a very sad phenomenon happening among elementary school students today, that the character that should have started

to develop and should have been obtained is not maximized by the teacher through the learning process of Hindu religious education and manners by the 2013 curriculum, and there are several cases related to the number of immoral acts. What students do, such as cheating, brawls, bullying, truancy, playing when teaching and learning activities are in progress, making physical contact such as playing too hard by hitting friends, mocking and or insulting friends, and other actions indicate that education formally fails to shape the character of students. Sjakawi (2006) states that immoral behavior and actions are caused by morality. The low mortality is partly due to the lack of effective moral education in schools (Suman Rajest S, P. Suresh, 2019).

This is supported by the results of Ulya Nurul Aini's research (in Alfajar, 2014) on the Implementation of Character Education in SD Negeri Kraton which found that the understanding of character education between principals and teachers is essentially the same. Principals understand character education to educate and shape children to have good personalities and teachers understand character education as a guide in shaping children's personalities so that they have good behavior and good morals. Character values developed at the Kraton State Elementary School include religious values, honesty, discipline, national spirit, love for the homeland, respect for achievements, care for the environment, and responsibility.

Elementary school age (around the age of 6-12 years) is an important stage for the implementation of character education, even something that is fundamental to the success of student character development. Elementary school children experience physical and motor development, including the development of personality, emotional, intellectual, language, character, and moral character which is growing rapidly (Roy Setiawan, et al., 2021). Character education can be successful, so its implementation must start from childhood and elementary school age (Kemendiknas, 2014). All elementary level schools (SD) in Bali have carried out humanism education based on local wisdom. The research carried out in Bali focused on only 3 elementary schools, namely SD *Taman Rama*, Denpasar, SD *Tat Twam Asi Jimbaran*, Badung and SD *3 Sukawati*, Gianyar. These three elementary schools apply the concept of Humanism education based on local wisdom (Suman Rajest S, P. Suresh, 2018). This article discusses; (1) What is the substance of the humanism education materials based on local wisdom in elementary schools (SD) in Bali? (2) How is the implementation of humanism education based on local wisdom?

Theoretical Framework

1. Humanism Education

By the topic studied, the main references related to this study are references to humanist education and character values. Education *Neo-humanism* places great emphasis on humanizing aspects of human beings with all the potential possessed by students. The role of the teacher is more as a mentor than a knowledge provider, besides that the humanistic education system also focuses on efforts to help students achieve their self-realization by basic abilities and specialties that exist in them. *Neo Humanistic Education* for the first time was coined by Shrii PR Sarkar in the book *Discourses on Neo-humanist Education* (2016) explaining that someone who learns will be considered successful if he can understand his environment and himself with love (Luigi Pio Leonardo Cavaliere, et.al., 2021).

Humanism education is more about the concept of combining physical, mental, and spiritual. In addition, humanism education also includes social and intellectual intelligence (Kemendikbud, 2004) The view humanism is how to help students to develop and recognize themselves as unique individuals, and help realize all the potential that exists in students including emotions, feelings, open communication, values (Sarkar, 1982). All humanism education processes implemented in elementary schools in Bali are expected to be able to lead students to have a humanistic personality and several intelligence, namely kinetic intelligence intellectual, social intelligence, emotional intelligence, and spiritual intelligence (Figure 1).

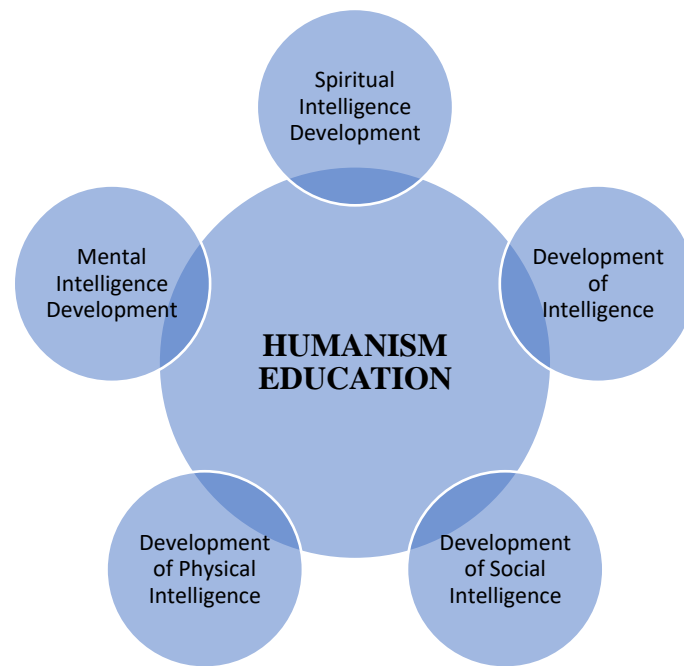


Figure 1

*Five dimensions of intelligence in humanism education
(Sarkar, 1982, Ministry of Education and Culture, 2004).*

2. Humanism Education based on Balinese Local Wisdom

The core of humanist education is character building. Character is defined as having character; personality, character; mental, traits moral or character that distinguish one person to another. Titib (2003) states that character can be interpreted as an inner nature that affects all thoughts, behavior, character, and character possessed by humans or other living creatures. Humanism education in the principle of Balinese local wisdom emphasizes an approach of compassion. It is hoped that since elementary school, children are expected to understand that fellow human beings are brothers. Humanism education is a process to more humanize humans. Humanizing humans means human behavior to always respect and respect the dignity, worth, and degrees of other human beings. Humanizing humans is not oppressing others, not becoming ego and personal sentiments, not being rude, not hurting, and not doing behaviors other deviants with fellow humans, but trying to always do *Tat Twam Asi*.

The construction of local wisdom according to other Balinese cultures that can be applied in humanism education is the Tri Hita Karana (THK) philosophy. THK are three things that cause prosperity or happiness. These three things are a harmonious relationship between humans and God Almighty (*Parahyangan*), humans with humans (*Pawongan*), and humans with nature

(*Palmahan*). THK according to Hinduism is an attitude of living in harmony between belief and devotion to God, serving fellow humans, and loving nature based on *Yadnya* (Peter, 2013).

Methods

This publication is the result of qualitative research conducted in three elementary schools (SD), namely SD *Taman Rama*, Denpasar, SD *Tat Twam Asi Jimbaran*, Badung, and SD *3 Sukawati*, Gianyar. The determination of the location of this research is based on the reasons that the three elementary schools: (1) have applied the principles of local wisdom; (2) has implemented a non-humanist education model violent (*ahimsa*) in building the character of its students; (3) have adequate teaching staff and educational facilities; (3) trying to realize the character of students who are active, creative, humanist and responsible. The research data were collected through literature study, observation, and interviews with education observers, students, parents, and selected elementary school administrators. The data that has been collected is then analyzed descriptively by applying the theory of humanism learning theory.

Results and Discussion

1. Substance of Humanism Education Materials based on Local Wisdom

Elementary education in Bali seeks to build the character of its students to become superior individuals according to the 4.0 era today. By challenges of the times, wisdom-based humanism education in elementary schools in Bali is supported by a curriculum that seeks to produce students who are holistic, namely intelligence physical, logical reasoning, social, mental, and spiritual dimensions (see Table 1).

Table 1.

Dimensions of Humanism Education Local Wisdom-based

Wisdom Local	Subjects	dimension of	orientation/interest
Catur Asrama Tatwamasi Tri Kaya Parisudha Tri Hita Karana	Sports	Intelligence kinesthetic (Physical)	1) Promote physical fitness (kinetic) by fostering student interest in the field Sports
	Mathematics, Science	Intellectual Intelligence (reason, logic)	2) Develop excellence in academic achievement
	Language (Indonesian, English) Social Sciences Art and Culture Religion	Social Intelligence	3) Build sensitivity and social solidarity
		Mental intelligence	4) Building personality and mental health with noble character
		Spiritual Intelligence	5) Build the religious consciousness

Local wisdom in the form of principles of Balinese cultural values that contain educational values of humanism, among others is *Tat Twam Asi, Tri Kaya Parisudha, and Tri Hita Karana* (Table 1). First, Catur Asrama means four stages/levels: (1) *Brahmacari* means the life stage of a person who is seeking knowledge; (2) *grhastha* or household stage; (3) *vanaprastha*, an advanced stage, has a lot of life experience; and (4) *Sannyasin / Bhiksuka* as a stage of spiritual

maturity, attaining perfection and liberation. Second, *Tat Twam Asi* means he/she is you, or I am you, a Hindu philosophy that teaches decency without limits. All creatures are the same, so it is forbidden to hurt each other. Third, *Tri Kaya Parisudha* means three behaviors, namely *Manacika* means good thoughts, *Wacika* means good words, and *Kayika* means good deeds. Fourth, the philosophy of *Tri Hita Karana*, namely the three causes of happiness. The three causes of happiness are the harmonious relationship between man and God (*parahyangan*); harmonious relationship between human beings (*pawongan*); harmonious relationship between humans and their environment (*palmahan*). *Tri Hita Karana* can be interpreted as a concept of harmony and togetherness (Windia and Dewi, 2011).

These Principles of local wisdom become educational materials that are combined with all the material taught in elementary schools (SD) in Bali to activate and cultivate the five bits of intelligence possessed by students. Sports education material is intentionally given to elementary school students to manage and optimize intelligence kinesthetic by fostering student interest education. in the field of sport. Furthermore, mathematics and science (natural science) subject matter is given to reviving the intellectual intelligence (reason, logic) of students. This is by the principle of local wisdom, namely the obligation to study (*Brahmacari*) in *catur asrama*.

In addition to physical education material, in the form of sports and science, the subject matter taught in elementary schools is Language (Indonesian, English), Social Sciences, Arts-culture, and Religion. Some of these materials are taught to build social intelligence so that students have social sensitivity and solidarity, build mental intelligence so that students have a personality and mental health of the noble character, and build spiritual intelligence so that students have religious awareness. According to the educators at the schools studied, some of the basic materials for local wisdom are *Catur Asrama, Tatwam Asi, Tri Kaya Parisudha, and Tri Hita Karana* used as the value basic of education applied in their schools. This basic value of local wisdom is accordingly to the competitive demands of the 21st century. The 21st-century learning reflects several things, namely; (1) Critical-Thinking and Problem-Solving Skills are capable of critical thinking, lateral, and systemic, especially in the context of problem-solving. (2) the ability to communicate and collaborate (*Communication and Collaboration Skills*) can communicate and collaborate effectively with various parties. (3) the ability to create and innovate (*Creativity and Innovation Skills*) can develop its creativity to produce various innovative breakthroughs. (4) Information and

communications technology can utilize information and communication technology to improve performance and daily activities. (5) Contextual learning ability (*Contextual Learning Skills*) capable of undergoing self-contextual learning activities as part of personal development. (6). The ability of information and media literacy (*Information and Media Literacy Skills*) can understand and use a variety of communication media to convey ideas and carry out activities of collaboration and interaction with various parties (Puskurbuk, 2017).

In addition to the material that building intelligence and intellect of students, cultural events and the cultivation of moral (religious) awareness is important as a fundamental part of efforts to develop students humanistic traits and attitudes. The effort to build students awareness in an early age, so they have the spirit of nationalism and respect and tolerance of all religions. Local educators strive to uphold the teachings of caring for others, the principle of ahimsa (non-violence) which is shown in good deeds, ways of speaking, and purity of mind as part of the culture religious in the school environment.

2. Implementation of Humanism Education based on Local Wisdom

Education implemented in elementary schools in Bali is expected to be able to lead students to have a humanistic personality and have several intelligence, namely kinetic intelligence, intellectual intelligence, social intelligence, emotional intelligence, and spiritual intelligence. Efforts to optimize students physical fitness are carried out through sports activities such as football, basketball, badminton, and swimming which are directly able to develop physical strength, coordination, and physical balance. In addition, to achieve resilience, physical development, and growth of students, extracurricular activities such as scouting activities, Balinese dance, and/or choir activities are also carried out to achieve resilience, physical development, and growth.

The principle of local wisdom is *Brahmacari* emphasized as a basic value so that students have a high enthusiasm for learning to achieve their goals. Students can be active in learning mathematics, science, and technology. Elementary school teachers in Bali believe that it is important for students to be motivated and engaged in the material they are learning, and this happens when the topic/material is something that students need and want to know. Teachers believe that students will be motivated to study a subject if it is something they need and want to know. Here education must be able to foster students' desire to learn and teach them how to learn. Students must have self-motivation in

learning and a desire to learn on their own. Principle *knowing, feeling and actions* must be aligned in the learning process. Unlike traditional educators, teachers with humanism patterns do not separate the affective domains (spiritual attitudes and social attitudes) and cognitive (knowledge), even psychomotor (skills).

Humanism education in elementary schools also builds social intelligence and mentality students'. According to an arts and culture teacher, SD Taman Rama Nengah Mertha, SN (45 years old) that students' mental development is fostered through the teachings of compassion, which is a form of behavior that describes the teachings of *Tri Kaya Parisudha* (three behaviors actions. good), namely in the form of thoughts, words and also action. All students, teachers, and parents are invited to maintain and supervise the process in mental development efforts, so that mutual respect, and love for each other will grow regardless of the differences that exist. This is also an implementation of the pawongan principle – the balance of relations between people in the Tri Hita Karana philosophy.

The characteristics of students with character include: (1) trustworthiness; (2) mutual respect; (3) maintain justice, care; Students who maintain justice will prioritize the interests of the people above personal interests and or group interests. This is in line with the teachings of *Tat Twam Asi*; (4) be responsible. Students are called responsible if they can control themselves from something harmful as teachings *Sadana's* such as: considering the benefits and risks of words and actions, planning everything before implementing it, not giving up easily and continuing to strive for success, doing the best at all times, keeping words and actions loyal, being loyal in obeying orders by duties and obligations.

In addition to subject matter aimed at activating reasoning and social awareness and student activity, humanism education also fosters awareness of the religious student. Efforts to train students religious awareness are also carried out by involving them in praying together at school. Educators try to activate students to apply religious culture. Religious culture is accustomed through religious activities carried out by students and local school residents. Through religious activities, internalization of religious values to students can be implemented. Without a religious culture, the internalization of religious values will not be maximized just because it is through formal learning. Besides that, religious culture is also used to provide religious skills to students, including providing skills to students to prepare ceremonial facilities (S. Suman Rajest, et al., 2021).

Besides going through the process of intra-curricular subjects, humanism education in the elementary schools studied was also carried out with various extracurricular activities. Among

the activities extracurricular carried out in the three elementary schools studied were scouting activities, soccer, basketball, badminton, swimming, Balinese dance, and choir. The principles of extracurricular activities include: (a) individually according to the potential, talents, and interests of each student; (b) voluntary, (c) active involvement of students, (d) fun; (e) build students enthusiasm to work well and succeed; and (f) for the benefit of society (Norken, 2012). Taman Rama Elementary School students are also given the option to expand their knowledge base by participating in school-specific activities which include annual: Spelling Competition, General Knowledge Competition, General Science Competition, English Debate, and "English Awareness Week". The implementation of the 2013 curriculum that is applied is holistic and designed to foster the full development of children. In general, the elementary curriculum aims to produce generation a fit physically to foster students interest in sports. In addition, the orientation of the school curriculum also seeks to produce a generation who masters science and technology, such as having abilities competitive according to IT developments, such as the testimony of I Nengah Mertha, 45, art teacher and extra scout at Taman Rama Elementary School as follows.

"Children who are in elementary school are the next generation of the nation who need to be *literate* digitally (4.0) which is developing at this time. They must be trained and assisted in using *gadgets* to support the learning process. The learning curriculum at the elementary level needs to be developed in such a way it is that in line with the development of this digital technology. Character education for elementary school-aged children needs to be supported by a curriculum package that to motivates and directs them to be critical, creative, and innovative according to the challenges of the current digital era. But keep in mind, that children – as the next generation – are not only capable of mastering technology, but they must remain the young generation of Bali, become proud as sons and daughters of the Indonesian nation, who have and understand traditions, arts, and culture, religion and culture. History of the nation (interview, 24 September 2020).

All humanism education processes that are applied in the studied elementary school environment are expected to be able to lead students to have a humanistic personality and have several intelligence, namely kinetic intelligence, intellectual intelligence, social intelligence, emotional intelligence, and spiritual intelligence. The applied humanism education process is expected to be able to lead students to have a humanistic personality and have several intelligence, namely kinetic intelligence, intellectual intelligence social, intelligence, emotional intelligence, and spiritual intelligence. Students are expected to have noble human traits and attitudes, namely simplicity, concern for others, care for the environment, and active spiritual awareness. In addition, they also appear to be active, creative, disciplined, and responsible (Sudiyono, 2020).

Conclusion

From the entire previous discussion, it can be concluded as follows: First, some of the education materials humanism based on local wisdom in elementary schools were studied based on the principles of Balinese Hindu cultural values, namely *Catur asrama*, *Tatwamasi*, *Tri Kaya Parisudha*, and *Tri Hita Karana*. The cultural values of local wisdom are synergized with: materials sports to hone intelligence kinesthetic students', materials science and mathematics to hone intellectual (academic) intelligence, as well as language materials (Indonesian, English), social sciences, arts-culture, and religion to hone social intelligence, mental intelligence, and spiritual intelligence of students. *Second*, the principles of local wisdom were applied so that students have a holistic intelligence that intelligence has a physical dimension, intellect (logical reasoning), social, mental, and spiritual.

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