

**MODEL PENDIDIKAN KARAKTER BERBASIS PROJEK “VISI”
VISITING, INVITING, SOCIALIZING, INTERACTING BERWAWASAN
CROSS CULTURAL UNDERSTANDING
DI PERGURUAN TINGGI**

DISERTASI

Diajukan untuk memenuhi sebagian syarat memperoleh gelar Doktor
pada Program Studi Pendidikan Umum dan Karakter
Universitas Pendidikan Indonesia



Disusun oleh:

Alek Andika
NIM.2106638

**PROGRAM STUDI PENDIDIKAN UMUM DAN KARAKTER
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
BANDUNG
2025**

HALAMAN PENGESAHAN

MODEL PENDIDIKAN KARAKTER BERBASIS PROJEK “VISI” VISITING, INVITING, SOCIALIZING, INTERACTING BERWAWASAN CROSS CULTURAL UNDERSTANDING DI PERGURUAN TINGGI

Disetujui dan disahkan oleh Tim Promotor dan Penguji Disertasi:
Promotor,



Prof. Ace Suryadi, M.Sc., Ph.D.
NIP. 19520725 197803 1 001

Ko-Promotor,



Prof. Dr. H. Mupid Hidayat, M.A
NIP. 19590512 198503 1 001

Anggota Promotor,



Dr. H. Warlim, M.Pd
NIP. 196307171988901

Penguji Dalam,



Prof. Dr. H. Encep Syarif Nurdin, S.H., Drs., M.Pd., M.Si
NIP. 19610618 198703 1 002

Penguji Luar,



Yuyun Yulia S.Pd., M.Pd., Ph.D
NIP. 12308710712815

Mengetahui,

Ketua Program Studi Pendidikan Umum dan Karakter,



Dr. Asep Dahliana, M.Pd
NIP. 19850715 201504 1 003

ABSTRAK

Tantangan pembelajaran abad 21 bagi mahasiswa semakin besar. Upaya peningkatan kecakapan intelektual melalui pendidikan semakin gencar. Namun degradasi moral justru terjadi karena pendidikan kurang memperhatikan pada aspek kecakapan emosional yaitu *character building*. Penelitian ini bertujuan untuk membentuk karakter mahasiswa melalui pengembangan model Pendidikan Karakter dengan mengembangkan konsep pembelajaran berbasis proyek / *Project based learning (PjBL)* **model VISI** yaitu (*visiting*), mengundang (*inviting*), bersosialisasi (*socializing*) dan berinteraksi (*interacting*) pada mata kuliah CCU (*Cross Cultural Understanding*). Penelitian ini menggunakan R&D (*Reaseacrh & Developmet*) dengan model 4D (*Define, Design, Develop, Disseminate*) yang menggunakan pendekatan *Mixed Method*. Hasil analisis *aiken* terkait model dari penilaian ahli menunjukkan kisaran 0.8 sampai dengan 1.00 sehingga layak dan valid untuk diujicobakan. Selanjutnya hasil uji kelayakan dari pengguna dosen sebesar 4.8 atau dalam kategori “Sangat Baik”. Hasil uji kepraktisan dilakukan kepada para pengguna (dosen dan mahasiswa) dengan rata-rata presentase sebesar 4.8 dalam kategori “Sangat Baik”. Hasil signifikansi *multivariat* pada konsep PjBL dengan model VISI terhadap pendidikan karakter dengan uji statiska *Wilk's Lambda* yaitu nilai *p-value* 0.01 nilai F 17957,623 dengan signifikansi 0.00. Implementasi pengembangan model Pendidikan Karakter dalam PjBL model VISI melalui analisis data menunjukkan 5 (lima) nilai karakter utama; *ethics* (etika), *leadership* (kepemimpinan), *people skills* (keterampilan interpersonal), *personal responsibility* (tanggung jawab pribadi), dan *social responsibility* (tanggung jawab sosial) yang didasarkan pada *core values* kompetensi pembelajaran abad 21. Hal ini menunjukkan model VISI ini relevan untuk pembelajaran karakter berwawasan CCU di Perguruan Tinggi. Peneliti berharap setiap dosen dalam pengajarannya tidak sebatas pada *transfer knowledge* namun juga harus dapat melakukan *transfer values*.

Kata Kunci: Pendidikan Karakter, PjBL model VISI, *Cross Culture*

Alek Andika, 2025

MODEL PENDIDIKAN KARAKTER BERBASIS PROJEK “VISI”

VISITING, INVITING, SOCIALIZING, INTERACTING

BERWAWASAN CROSS CULTURAL UNDERSTANDING DI PERGURUAN TINGGI

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

ABSTRACT

*The challenges of 21st-century learning for students are increasingly greater. Efforts to improve intellectual skills through education are increasingly intense. However, moral degradation occurs because education pays less attention to the emotional skills aspect, namely character building. This study aims to shape student character through the development of a Character Education model by developing a project-based learning concept / Project based learning (PjBL) on **VISI model**, namely visiting, inviting, socializing and interacting in the CCU (Cross Cultural Understanding) course. This study uses R&D (Research & Development) with a 4D model (Define, Design, Develop, Disseminate) using a Mixed Method approach. The results of the Aiken analysis related to the model from expert assessments show a range of 0.8 to 1.00 with feasibility and validity for testing. Furthermore, the results of the feasibility test from users (lecturers) were 4.8 or in the "Very Good" category. The results of the practicality test were carried out on users (lecturers and students) with an average percentage of 4.8 in the "Very Good" category. The results of the multivariate significance of the PjBL concept with the VISI model on character education with the Wilk's Lambda statistical test were a p-value of 0.01, an F value of 17957.623 with a significance of 0.00. The implementation of the PjBL (VISI) model development through data analysis showed 5 (five) main character values; ethics, leadership, people skills, personal responsibility, and social responsibility based on the core values of 21st century learning competencies. This makes the VISI model relevant for CCU-oriented character learning in Higher Education. Researchers hope that every lecturer in their teaching is not limited to transferring knowledge but must also be able to transfer values..*

Keywords: Character Education, PjBL VISI model, Cross Culture

Alek Andika, 2025

MODEL PENDIDIKAN KARAKTER BERBASIS PROJEK "VISI"

VISITING, INVITING, SOCIALIZING, INTERACTING

BERWAWASAN CROSS CULTURAL UNDERSTANDING DI PERGURUAN TINGGI

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

DAFTAR ISI

Halaman Judul	
HALAMAN PENGESAHAN	i
LEMBAR PERNYATAAN	ii
KATA PENGANTAR	iii
UCAPAN TERIMA KASIH	iv
ABSTRAK	vi
ABSTRACT	vii
DAFTAR ISI	viii
DAFTAR TABEL	x
DAFTAR GAMBAR	xi
BAB I PENDAHULUAN	1
1.1 Latar Belakang Masalah	1
1.2 Identifikasi Masalah	5
1.3 Rumusan Masalah	6
1.4 Tujuan Penelitian	7
1.5 Manfaat Penelitian	7
BAB II KAJIAN PUSTAKA	9
2.1 Pendidikan karakter	9
2.2 Cross Cultural Understanding (CCU)	10
2.3 Pembelajaran abad 21	13
2.4 Kompetensi Abad Ke-21	16
2.5 Model pembelajaran <i>Project based Learning</i> (PjBL)	18
2.6 Review Riset Terdahulu	21
2.7 Kerangka Berfikir Penelitian	23
BAB III METODOLOGI PENELITIAN	24
3.1 Metode dan Desain Penelitian	24
3.2 Populasi dan Sampel	25
3.3 Prosedur Penelitian dan Pengembangan	26
3.3 Teknik Pengumpulan Data	32
3.4 Instrumen Penelitian	33
3.5 Teknik Analisis Data	35
3.5.1 Analisis Data Validitas Isi	35
3.5.2 Analisis Data Uji Coba Produk	36
3.5.3 Analisis Kelayakan dan Kepraktisan Model Pembelajaran	37
3.5.4 Analisis Efektivitas Model Pembelajaran	39

BAB IV HASIL PENELITIAN.....	41
4.1 Hasil Penelitian dan Pengembangan.....	41
4.1.1 Pendefinisian (<i>Definisi</i>).....	41
4.1.2 Tahap Perancangan (<i>Design</i>).....	43
4.1.3 Pengembangan (<i>Development</i>).....	51
4.1.4 Tahap Penyebaran (<i>Disseminate</i>).....	64
BAB V PEMBAHASAN	66
5.1 Kajian Produk Akhir	66
5.1.1 Produk Akhir Model Pembelajaran.....	66
5.1.2 Pengembangan Model.....	71
5.2 Keterbatasan Penelitian	76
BAB VI SIMPULAN & IMPLIKASI	77
6.1 Simpulan tentang Produk	77
6.2 Implikasi.....	78
6.3 Rekomendasi untuk Penelitian Selanjutnya	79
DAFTAR PUSTAKA	80
LAMPIRAN-LAMPIRAN	86

DAFTAR TABEL

Tabel 3.1 Kisi-kisi kuesioner Validasi ahli Materi dan Respon Dosen.....	33
Tabel 3.2 Kisi-kisi kuesioner Validasi Kepraktisan	34
Tabel 3.3 Kisi-kisi kuesioner Uji Keefektifan.....	34
Tabel 3.4 Skor Penilaian Terhadap Pilihan Jawaban	36
Tabel 3.5 Kriteria Kelayakan	36
Tabel 3.6 Skor Penilaian Terhadap Pilihan Jawaban	37
Tabel 3.7 Kriteria Kemenarikan.....	37
Tabel 3.8 Konversi Data Kuantitatif ke Data Kualitatif dengan Skala 5	38
Tabel 3.9 Panduan Konversi Data Kuantitatif menjadi Kualitatif	38
Tabel 4.1 Hasil Uji Validitas	49
Tabel 4.2 Uji Reliabilitas.....	50
Tabel 4.3 Validator dan Perannya	51
Tabel 4.4 Hasil penilaian ahli materi menggunakan analisis Aiken's V.....	51
Tabel 4.5 Hasil validasi pengguna terhadap model pembelajaran	54
Tabel 4.6 Hasil validasi pengguna terhadap model pembelajaran	56
Tabel 4.7 Hasil validasi pengguna terhadap model pembelajaran	57
Tabel 4.8 Rekap tanggapan Ahli dan Pengguna.....	59
Tabel 4.9 Hasil uji Gain Score Kelas Eksperimen dan Kelas Kontrol	61
Tabel 4.10 Hasil uji normalitas	61
Tabel 4.11 Hasil uji homogenitas.....	62
Tabel 4.12 Hasil uji homogenitas matriks varian/kovarian.....	63
Tabel 4.13 Hasil Analisis Pembelajaran PjBL dengan model VISI terhadap Pendidikan Karakter	63
Tabel 4.14 Hasil analisis Manova model pembelajaran	64

DAFTAR GAMBAR

Gambar 1.1 Data kasus kategori Agama dan Budaya	3
Gambar 1.2 Data kasus kategori pendidikan.....	3
Gambar 2.1 Pilar pendidikan versi UNESCO	16
Gambar 2.2 <i>4 competencies of 21st century learning</i>	17
Gambar 2.3 Internalisasi pendidikan karakter melalui kuliah CCU.....	23
Gambar 3.1 <i>Exploratory sequential design</i>	25
Gambar 3.2 <i>Model 4 D (Define, Design, Develop, Disseminate)</i>	32
Gambar 4.1 Rancangan awal Modul Pendidikan Karakter	44
Gambar 4.2 <i>Visiting Students to INCULS (Indonesian Language and Culture Learning Service) UGM</i>	45
Gambar 4.3 Inviting students on CCU course.....	46
Gambar 4.4 Socializing students on CCU course	47
Gambar 4.5 <i>Interacting students on CCU course</i>	48
Gambar 5.1 Sintaks PjBL model VISI	68
Gambar 5.2 Pengaruh, Hubungan dan Internalisasi Pendidikan Karakter	70

DAFTAR PUSTAKA

- Al Qura'n dan Terjemahannya "Pentashihan Mushaf Al-Qur'an."* (2015). Al Qur'an Kementerian Agama.
- Alfathir, M. (2024). "Sejarah Kurikulum di Indonesia, Dari Kurikulum 1947 hingga Kurikulum Merdeka." DetikEdu. <https://www.detik.com/edu/detikpedia/d-7616888/sejarah-kurikulum-di-indonesia-dari-kurikulum-1947-hingga-kurikulum-merdeka>
- Alim, A., Sarwi, S., & Subali, B. (2019). Implementation of ethnoscience-based guided inquiry learning on the scientific literacy and the character of elementary school students. *Journal of Primary Education*, 8(5), 139–147.
- Alison Lamb. (2023). *What are the 4 C's of 21st-century learning skills?* Torrens University Australia. <https://www.torrens.edu.au/stories/blog/student-life/what-are-the-4-cs-of-21st-century-learning>
- Almazroui, K. M. (2023). Project-based learning for 21st-century skills: An overview and case study of moral education in the UAE. *The Social Studies*, 114(3), 125–136.
- Andika, A., & Heriyanto, D. (2024). Student Character Building through Project Based Learning in the CCU (Cross Cultural Understanding) Course. *International Proceedings of Nusantara Raya*, 3(1), 204–214.
- Anis, F., Utama, F. S., Nugroho, P. A., & Shalsabillah, R. U. (2024). Pengembangan Pendidikan Karakter Melalui Kegiatan Pjbl (Project Based Learning) di Kelurahan Sempusari Kab Jember. *PRAWARA Jurnal ABDIMAS*, 3(2 April), 31–35.
- Arsyad, M., & Fahira, E. (2023). *Model-model Pembelajaran dalam Kurikulum Merdeka*. https://www.researchgate.net/publication/378184629_Model-model_Pembelajaran_dalam_Kurikulum_Merdeka
- Astawa, N. L. P. N. S. P., Artini, L. P., & Nitiasih, P. K. (2017). Project-based Learning Activities and EFL Students' Productive Skills in English. *Journal of Language Teaching and Research*, 8(6), 1147. <https://doi.org/10.17507/jltr.0806.16>
- Brett, J. M. (2000). Culture and Negotiation. *International Journal of Psychology*, 35(2), 97–104. <https://doi.org/10.1080/002075900399385>

- Budić, M., Galjak, M., & Rakić, V. (2021). What drives public attitudes towards moral bioenhancement and why it matters: an exploratory study. *BMC Medical Ethics*, 22(1), 1–14. <https://doi.org/10.1186/s12910-021-00732-1>
- Budimansyah, Dasim (UPI, B. (2017). *Proyek Belajar Karakter*. Gapura Press.
- Chiruguru, S. B. (2020). The Essential Skills of 21st Century Classroom (4Cs). *Shingania University, March*, 1–13. <https://doi.org/10.13140/RG.2.2.36190.59201>
- Creswell, J. W. (2013). *Steps in conducting a scholarly mixed methods study*.
- Creswell, J. W., & Plano Clark, V. L. (2018). Designing and Conducting Mixed Methods Design. *Designing and Conducting Mixed Methods Research Approach*, 849.
- Damariswara, R., Wiguna, F. A., Khunaifi, A. A., Zaman, W. I., & Nurwenda, D. D. (2021). Penyuluhan pendidikan karakter adaptasi Thomas Lickona. *Dedikasi Nusantara: Jurnal Pengabdian Masyarakat Pendidikan Dasar*, 1(1), 25–32.
- Delors, J. (Chairman). (1996). *Learning: The Treasure within. International Commission on Education for the Twenty-First Century, Report to UNESCO*. UNESCO Publishing. <https://unesdoc.unesco.org/query?q=Corporate:%22International Commission on Education>
- Dwiputra, D. F. K., & Sundawa, D. (2023). Analysis of Potentials and Challenges of Culture-based Learning in Indonesia : A Systematic Literature Review. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(1), 213. <https://doi.org/10.33394/jk.v9i1.6556>
- Evcimik, S., & Oruc, C. (2023). Effects of project-based learning in moral values education. *International Online Journal of Educational Sciences*, 15(3), 495–508.
- Grant, M. M. (2002). Getting a grip on project-based learning: Theory, cases and recommendations. *Meridian: A Middle School Computer Technologies Journal*, 5(1), 83.
- Green, L. (2024). Teacher Collaboration for Student-Centered Project-Based Curriculum Development in the Supplementary School: What Do Teachers Need? *Journal of Jewish Education*, 90(4), 330–346. <https://doi.org/10.1080/15244113.2024.2415085>
- Hasan, N., Andriani, A., Majid, B., & Sutaryo, S. (2024). Developing the Cross-Cultural Understanding Course Materials for the English Major Students.

International Journal of Social Science and Human Research, 07(12).
<https://doi.org/10.47191/ijsshr/v7-i12-70>

- Hendryadi, H. (2017). VALIDITAS ISI: TAHAP AWAL PENGEMBANGAN KUESIONER. *Jurnal Riset Manajemen Dan Bisnis (JRMB) Fakultas Ekonomi UNIAT*, 2. <https://doi.org/10.36226/jrmb.v2i2.47>
- Hidayat, M., Rozak, R. W. A., Hakam, K. A., Kembara, M. D., & Parhan, M. (2021). Character education in Indonesia: How is it internalized and implemented in virtual learning? *Jurnal Cakrawala Pendidikan*, 41(1), 186–198.
<https://doi.org/10.21831/cp.v41i1.45920>
- Joyce, B., Weil, M., & Emily, C. (2015). *MODELS of TEACHING “Ninth Edition.”* 452.
- Kemdikbudristek. (2021). <https://pk.kemdikbud.go.id/read-news/mengenal-profil-pelajar-pancasila>
- Kesuma, D. (2011). *Pendidikan karakter: kajian teori dan praktik di sekolah*. PT Remaja Rosdakarya. <https://books.google.co.id/books?id=23SktQEACAAJ>
- Kimmons, R., Draper, D., & Backman, J. (2022). PICRAT. *EdTechnica*.
<https://doi.org/10.59668/371.5895>
- Leung, K., Bhagat, R. S., Buchan, N. R., Erez, M., & Gibson, C. B. (2005). Culture and international business: Recent advances and their implications for future research. *Journal of International Business Studies*, 36(4), 357–378.
<https://doi.org/10.1057/palgrave.jibs.8400150>
- Lickona, T. (1992). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam.
<https://books.google.co.id/books?id=Cx0nJf7KZAcC>
- Lickona, T. (2015). *Mendidik untuk Membentuk Karakter. Bagaimana Sekolah dapat Mengajarkan Sikap Hormat dan Tanggung Jawab.*(Penerjemah: Juma Abdu Wamaungo). Bumi Aksara.
- Lickona, T., & Davidson, M. (2005). *Integrating excellence and ethics for success in school, work, and beyond*.
- Maros, M., Korenkova, M., Fila, M., Levicky, M., & Schoberova, M. (2023). Project-based learning and its effectiveness: evidence from Slovakia. *Interactive Learning Environments*, 31(7), 4147–4155.
<https://doi.org/10.1080/10494820.2021.1954036>
- Nucci, L., Krettenauer, T., & Thompson, W. C. (2024). *Handbook of Moral and Character Education*. Routledge. <https://doi.org/10.4324/9781003374077>

- Purba, L. S. L., Dasna, I. W., & Habiddin, H. (2022). Creativity in Project Based Learning: A Systematic Literature Study (2015-2021). *Jurnal Pendidikan MIPA*, 23(4), 1504–1514. <https://doi.org/10.23960/jpmipa/v23i4.pp1504-1514>
- Rifa Hanifa Mardhiyah, Sekar Nurul Fajriyah Aldriani, Febyana Chitta, & Muhamad Rizal Zulfikar. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura : Jurnal Pendidikan*, 12(1), 29–40. <https://doi.org/10.31849/lectura.v12i1.5813>
- Rokhayati, T. (2019). The USE OF PROJECT-BASED LEARNING IN TEACHING CCU (CROSS CULTURAL UNDERSTANDING) AT THE SIXTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF PURWOREJO MUHAMMADIYAH UNIVERSITY: A CLASSROOM OBSERVATION. *CLLiENT (Culture, Literature, Linguistics, and English Teaching)*, 1(01), 124–146. <https://doi.org/10.32699/cllient.v1i01.671>
- Rokhayati, T. (2020). PORTFOLIO AS ONE OF THE LEARNING EVALUATIONS IN THE CCU (CROSS CULTURAL UNDERSTANDING)SUBJECT. *CLLiENT (Culture, Literature, Linguistics, and English Teaching)*, 2(1), 54–70. <https://doi.org/10.32699/cllient.v2i1.1269>
- S. Arikunto. (2010). *Prosedur Penelitian - Suatu Pendekatan Praktik (Edisi Revisi 2010)*. PT Rineka Cipta.
- Safitri, S. I., Saraswati, D., & Wahyuni, E. N. (2021). Teori Gestalt (Meningkatkan Pembelajaran Melalui Proses Pemahaman). *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(1), 23. <https://doi.org/10.30736/atl.v5i1.450>
- Salacuse, J. W. (2005). Negotiating: The Top Ten Ways that Culture Can Affect Your Negotiation. *Ivey Business Journal*, 69. <https://iveybusinessjournal.com/publication/negotiating-the-top-ten-ways-that-culture-can-affect-your-negotiation/>
- Sandberg, E. (2019). Popular Culture. In *Thomas Pynchon in Context*. <https://doi.org/10.1017/9781108683784.018>
- Sindhunata. (2000). *Menggagas Paradigma Baru Pendidikan Demokratisasi, Otonomi, Civil Society, Globalisasi* (Sindhunata (Ed.)).
- Siska, F., Asnimawati, A., Sulkaisi, N., & Morales, J. Z. (2024). Philosophical Foundations of Project Based Learning: Perspectives on Constructivism and Contextualism Theory. *SOSEARCH: Social Science Educational Research*, 5(1), 48–56.

- Stoller, F. (2002). *Project Work: A Means to Promote Language and Content* (pp. 107–120). <https://doi.org/10.1017/CBO9780511667190.016>
- Suardipa, I. P. (2020). Proses scaffolding pada zone of proximal development (ZPD) dalam pembelajaran. *Widyacarya: Jurnal Pendidikan, Agama Dan Budaya*, 4(1), 79–92.
- Sudirman, Anggereni, S, dkk. (2023). *Implementasi Pembelajaran Abad 21 Pada Berbagai Bidang Ilmu Pengetahuan* (S. Haryanti (Ed.)).
- Sudjimat, D. A., Nyoto, A., & Romlie, M. (2021). Implementation of project-based learning model and workforce character development for the 21st century in vocational high school. *International Journal of Instruction*, 14(1), 181–198.
- Sugiyono. (2016). *Metode penelitian pendidikan : pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta. <https://elibrary.bsi.ac.id/readbook/204383/metode-penelitian-pendidikan-pendekatan-kuantitatif-kualitatif-dan-r-d.html>
- Sugiyono. (2018). *Metodelogi Penelitian Kuantitatif, Kualitatif, dan R&G*. ALFABETA.
- Suhartono Wiryopranoto, dkk. (2017). *Ki Hajar Dewantara – Pemikiran dan Perjuangannya*. Musium Kebangkitan Nasional Dirjen Kebudayaan Kementerian Pendidikan dan Kebudayaan. <https://www.indonesiana.id/read/126424/ki-hajar-dewantara-pemikiran-dan-perjuangannya>
- Suryadi, A. (2014). *Pendidikan Indonesia menuju 2025. Outlook: Permasalahan, Tantangan & Alternatif Kebijakan*. Bandung. Remaja Rosdakarya.
- Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. Leadership Training Institute/Special Education, University of Minnesota. <https://books.google.co.id/books?id=CaxOAQAAMAAJ>
- Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J.-M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, Critical Thinking, Communication, and Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education. *Journal of Intelligence*, 11(3), 54. <https://doi.org/10.3390/jintelligence11030054>
- Tia Basana Hutagalung, & Liesna Andriany. (2024). *Filosofi Pendidikan Yang diusung Oleh Ki Hadjar Dewantara dan Evolusi Pendidikan di Indonesia*.

- Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra Dan Budaya*, 2(3), 91–99.
<https://doi.org/10.61132/morfologi.v2i3.615>
- Tohamba, C. P. P. (2021). Mengeksplorasi Persepsi Dosen tentang Penggunaan Pengajaran Bahasa Komunikatif Antar Budaya (ICLT) untuk mata kuliah CCU. *Prosiding Seminar Nasional Unimus*, 4.
- Ummah, M. S. (2019). BUKU KETAMANSISWAAN. *Sustainability (Switzerland)*, 11(1), 1–14.
http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbe.co.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI
- Wajdi, F. (2017). IMPLEMENTASI PROJECT BASED LEARNING (PBL) DAN PENILAIAN AUTENTIK DALAM PEMBELAJARAN DRAMA INDONESIA. *Jurnal Pendidikan Bahasa Dan Sastra*, 17(1), 86.
https://doi.org/10.17509/bs_jpbasp.v17i1.6960
- Warlim, Encep, S. N., & Supriyono. (2021). Character Development Based on National Values for Basic School Teachers. *Educare International Journal for Education Studies International Journal for Education Studies*, 12(2), 165–180.
- Wicaksana, E. J., & Sanjaya, M. E. (2022). Model PjBL pada Era Merdeka Belajar untuk Meningkatkan Sikap Ilmiah dan Kreativitas Mahasiswa Mata Kuliah Belajar dan Pembelajaran. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 6(1), 193. <https://doi.org/10.23887/jipp.v6i1.41181>
- Ye, L. L. (2018). *Intercultural Experience and Identity: Narratives of Chinese Doctoral Students in the UK*. Springer International Publishing.
<https://books.google.co.id/books?id=8P1fDwAAQBAJ>
- Yulia, Y., Robiasih, H., & Ghozali, I. (2016). Competencies for the 21St Century Teachers in Indonesian Context. *Sted18.Wordpress.Com*, 20, 92–97.
<https://doi.org/https://sted18.wordpress.com/wp-content/uploads/2016/12/1-10-yuyun-yulia-hasti-robiasih-imam-ghozali.pdf>
- Zafar, S., Sandhu, S., & Khan, Z. (2013). A Critical Analysis of ‘Developing Intercultural Competence in the Language Classroom’ by Bennett, Bennett and Allen. *World Applied Sciences Journal*, 21, 565–571.
<https://doi.org/10.5829/idosi.wasj.2013.21.4.131>