



USING THE LEADERSHIP TRILOGY OF KI HADJAR DEWANTARA AS THE BASIS FOR IMPLEMENTING THE FLIPPED CLASSROOM MODEL IN ELEMENTARY SCHOOLS

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Abstract

The objectives of the study are to describe (1) the application of Ki Hadjar Dewantara's Leadership Trilogy as the foundation for creating the flipped classroom model in elementary schools and (2) as the foundation for character education as the results of the analysis regarding the efficacy of the flipped classroom learning model based on Ki Hadjar Dewantara's Leadership Trilogy in building the character profile of Pancasila students. The study method was qualitative research with a descriptive approach to analyzing the implementation process of Ki Hadjar Dewantara's Leadership Trilogy as the foundation for constructing the flipped classroom model in primary schools. The success of the flipped classroom learning model based on Ki Hadjar Dewantara's Leadership Trilogy in Elementary Schools as a foundation for character education builds up the profile characters of Pancasila students. In this study, the stages of implementation were planning, implementation, reflection, and evaluation. During the planning stage, the researcher designed learning tools implemented for the application of Civics learning, which involved participatory students in understanding and discussing teaching materials that were thoroughly explored. The findings of this study show that: (1) Using the teaching pillars of Ki Hadjar Dewantara's leadership trilogy as a foundation for constructing the flipped classroom model in primary schools can strengthen the fundamentals of character education, which affect learning achievement. (2) The flipped classroom learning model in elementary schools based on Ki Hadjar Dewantara's Leadership Trilogy in developing the character of Pancasila student profiles is very beneficial to adopt and develop into future research activities.

Keywords: Flipped Classroom, Leadership Trilogy, Character Education, Pancasila Student Profiles.

INTRODUCTION

A professional educator must adapt to a variety of learning contexts, learning characteristics, teaching resources, and technique applications. To achieve professionalism, an educator must seek out adequate opportunities for self-development and self-actualization. The expanse of teaching experience as a significant element of job experience is insufficient for an educator's self-actualization; it must become an integral component of the most basic identity and character of an educator's ability to overcome challenges related to his obligations.

Education is one of the constitutionally guaranteed fundamental rights of every citizen. It is implemented through various educational policies from educational institutions as a forum for shaping a learner's behavior, potential, and character in educating and glorifying the nation's life. An educator applies intelligence through several academic units, namely intellectual, emotional, and spiritual intelligence, in proportion. Various curriculum policies have been implemented to improve the educational process's outcomes. Education is more than merely the transfer of knowledge. Furthermore, education aims to improve human resources by preparing a generation of intelligent, character-driven, and self-sufficient individuals. Education is crucial in the life of a nation and a state since it is where the ideals and future of the nation's next generation are planted.

The pinnacle achievement of digital simulation technology is a requirement of the current technology. Whether people like it or not, all community activities, including the world of education, are on track to develop creative learning methods. With the advancement of information technology, teaching-learning styles have shifted from passive to active learning, and traditional classroom models to digital-based creative classroom models (Asfar & Zainuddin, 2015). Today's advancements in digital technology have brought many benefits for anyone in obtaining various information and staying connected without crossing boundaries or being constrained by geography and time (Du, Zhang, Shelton, & Hung, 2019).

The flipped classroom is a popular way to use an innovative, beneficial, video-based learning model. The learning approach will direct students to learn in an exploratory and independent manner using learning videos, which will later be used as discussion material on specific topics. This learning model's inclination will alter conventional learning models, considered classic learning patterns. Shifting the traditional learning paradigm alters the learning atmosphere from teacher-centered to student-centered learning sessions, transforming passive and uninteresting student behavior, such as listening to long one-way lectures, into interactive learning forms.

The classroom learning process involves a two-way interaction between the teacher and the students. A teacher's responsibility is to teach and develop cognitive components and emotive and psychomotor aspects. Bloom's taxonomy (Utari, 2011: 2) distinguishes three areas of intellectual ability; the cognitive domain emphasizes intellectual elements such as knowledge and reasoning skills. The affective domain encompasses emotional behavior, such as feelings, values, interests, motivations, and attitudes. Conversely, the psychomotor domain contains behavior that stresses manipulative function and motor skills or physical ability. The teacher should develop these three domains.

Moreover, teachers should instill character in students so that they grow into intelligent and characterful human beings, as expected by the Pancasila Student Profile. The Pancasila student profile has six dimensions that can be used in learning, including 1) Faith and piety to God Almighty, as well as a noble character; 2) Global diversity; 3) cooperation; 4) Independence; 5) Critical reasoning; and 6) Creativity. This is following Article 3 of Law No. 20 of 2003 concerning the National Education System, which states that the function of national education is to develop capabilities and form noble national character and civilization to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty One, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and civilized society.

Pancasila and Citizenship Education (PPKn) is content that teaches about Pancasila in everyday life and how to become an Indonesian citizen who follows religious norms and the 1945 Constitution. According to Lubis (2020:25), the following are the goals of studying PPKn: 1) have the ability to think critically, a nationalistic mindset, and the Pancasilaist spirit. 2) Maintain a national perspective, support the Unitary State of the Republic of Indonesia, and have a strong affection for the country. 3) Have a

sense of oneness and unity. 4) Have a problem-solving mindset. 5) Have inventive work to raise the state's dignity. 6) Have a Pancasila soul that is used in daily life.

Civics education in primary schools is meant to improve citizenship abilities and instill character in students as young as elementary school. The value of teaching civics at the elementary school level is to instill the meaning of unity in diversity, to impart knowledge about government and the laws that are in place, to exercise rights and obligations in a balanced manner, and to strengthen love for God and fellow beings following Pancasila values. It is anticipated that this will create ethical Indonesians with good citizenship.

Various educational platforms are available in this age of globalization to help the learning process in courses using digital technologies. Digital media has many advantages, such as boosting student motivation, helping professors present material, preventing students from being bored or overloaded, and improving learning effectiveness.

Analytical, critical, creative, and innovative learning approaches must be familiarized with digital technologies. Therefore, students are expressly encouraged to watch learning online in a flipped classroom, which blends instructional technology and active learning strategies (Purwitha, 2020, p. 51). Students in this model receive material online to access while away from the classroom and complete assignments in person. The purpose of the flipped classroom, a technology-enhanced learning strategy, is to make learning lively and effective by fostering interactions between students and between them and their teachers.

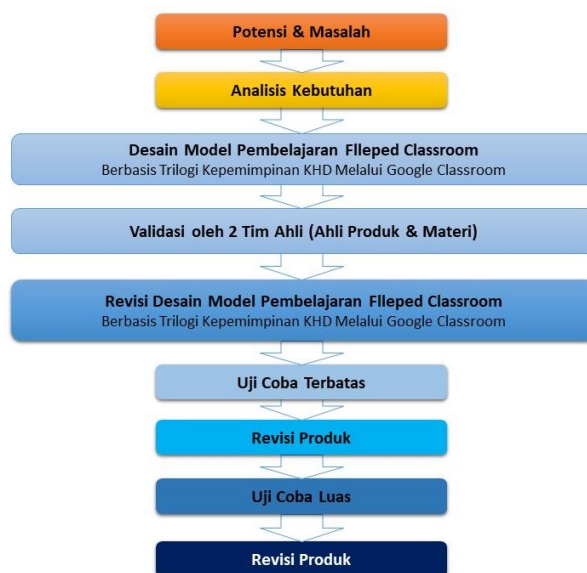
A learning management system (LMS) is necessary to manage the delivery of materials, assignment submissions, video submissions, and other aspects of the flipped classroom paradigm. This study uses Google Classroom, a collection of services previously owned by Google, as an LMS. The purpose of Google Classroom is to facilitate learning. The use of Google Classroom is based on the fact that it is simple for students of elementary school age to use by downloading an application through the PlayStore, can be accessed using a smartphone they have, and has supporting features like forums, class assignments, materials, and assignment submissions through digital technology facilities. The critical questions are (1) How well is the leadership trilogy by Ki Hadjar Dewantara working as the foundation for creating the flipped classroom model in primary schools? (2) How effective is the flipped classroom model used in elementary schools in line with Ki Hadjar Dewantara's Leadership Trilogy? (3) How feasible is the flipped classroom model outlined in Ki Hadjar Dewantara's Leadership Trilogy in Elementary Schools?

METHOD

The research method used was qualitative research with a descriptive approach to analyzing the implementation process of Ki Hadjar Dewantara's Leadership Trilogy as the basis for developing the flipped classroom model in elementary schools as a basis for character education and the effectiveness

of the flipped classroom learning model in elementary schools in building student profile characters Pancasila. The stages of carrying out this research were as follows: planning, implementation, reflection, and assessment. During the planning stage, the researcher created learning tools to implement Civics learning, which involved participatory students in understanding and discussing comprehensively explored teaching materials.

The study was conducted at SD N Dengok Semanu. The research subjects were 13 sixth-grade students for the 2022/2023 school year. Through this google classroom, the limited trial phase of the flipped classroom model was based on Ki Hadjar Dewantara's leadership trilogy. Based on Ki Hadjar Dewantara's leadership trilogy, the Flipped Classroom Model Development Research used observation and questionnaire techniques for data collection.



Observational Data Analysis is one of the data analysis techniques. The observer can observe several questions on the observation sheet during the learning process to determine the use of the flipped classroom. Only "yes" and "no" are acceptable responses. If the observer selects the answer "yes," a score of 1 is assigned, whereas a score of 0 is assigned if the observer selects the answer "no." If a total score is acquired, it can be examined using the formula below.

$$P = \frac{It}{Is} \times 100\%$$

Note:

(P) denotes the percentage of observations to be calculated, (is) the number of indicators that have been applied, and (it) the total number of indicators. (Arikunto, 1988) compared the proportion of implementation gained to the percentage of implementation categories.

Table 1. Categories of the Implementation of the flipped classroom model

Percentage	Categories
81% - 100%	Very good
61 % - 80%	Good
41 % – 60%	Enough
21 -40%	Not enough

0 % - 20%	Very bad
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1. Data analysis for learning outcomes. This data analysis aims to establish the efficacy of the flipped classroom learning approach based on Ki Hadjar Dewantara's leadership trilogy in primary schools. First, the data from the test results are utilized to evaluate each answer item students select. Then, the score is adjusted under the assessment guidelines. The following formula yields the final grade.

$$\text{Grade} = \frac{\text{the obtained total score}}{\text{maximum score}} \times 100$$

The acquired grade is then compared to the PPKn content KKM SD N Dengok Semanu, which is 75. The grade data is then utilized to calculate the percentage of learning completion using the algorithm below.

$$\text{Completeness percentage} = \frac{\text{Number of students complete}}{\text{the total number of students}} \times 100\%$$

While the percentage of incompleteness can be calculated using the formula below:

$$\text{Incompleteness percentage} = \frac{\text{the number of students who did not complete}}{\text{the total number of students}} \times 100\%$$

The data were then evaluated using the test (t-test). In this study, the T-test was performed using SPSS 23.0 on pre-and post-test results. The following are decision-making guidelines:

If sig.(2-tailed) < 0.05/tcount > ttable then H1 is accepted and H0 is rejected

If sig.(2-tailed) > 0.05/tcount < ttable then H0 is accepted and H1 is rejected

H0 in this study is that the flipped classroom learning model does not improve student learning outcomes in grade 6 Civics learning. H0 is accepted, and H1 is rejected. H1 in this study is that the flipped classroom learning model increases student learning outcomes in grade 6 Civics learning. H1 is accepted, and H0 is rejected.

2. Analysis of validity data. This validity is used to assess the viability of the flipped classroom approach, which is based on Ki Hadjar Dewantara's leadership trilogy. Material and product experts' assessments determine the practicality of this flipped classroom model. The following formula calculates validity: add the acquired score divided by the highest data multiplied by 100%.

$$\text{Validity (v)} = \frac{\text{Number of validation scores}}{\text{maximum total score}} \times 100\%$$

The results of the two experts are then transformed into assessment criteria to establish product quality and use. The score conversion statement is shown in the table below.

Table 2. The feasibility of the flipped classroom learning model

No	Average score validity	Classification
1	85,01 % - 100,00 %	Very Valid
2	70,01 % - 85,00 %	Valid
3	50,01 % - 70,00%	Less valid
4	01,00 % - 50,00%	Invalid

Based on the table above, if the validity score is at or above 70.01, the flipped classroom learning model based on Ki Hadjar Dewantara's leadership trilogy in elementary school is appropriate for teaching and learning activities.

RESULTS

The flipped classroom style allows instructors to maximize class time for student participation in improving speaking skills. Reverse instructions and reverse classes are examples of this (Bergmann & Sams, 2012). Flipped classroom learning allows students to study voluntarily according to the rhythm and acceleration of their fundamental skills. According to Kikgoz (2011), flipped classrooms allow students to work independently. Reverse learning encourages teachers to evaluate their teaching tactics' success and prevent monotonous everyday teaching routines. Reverse classrooms provide an opportunity for a variety of learning styles (Oxford, 2003, p. 1). Brame (2013) suggests that flipped classrooms feature opportunities for students to provide input prior to class, encouragement to prepare prior to class, assessment of student progress, and a focus on cognitive activity. Compared to traditional teaching methods, Flipped learning allows students to discuss learning barriers during online discussions. It increases the participation of students who are still shy to speak in class. Susana (2022:76)

Johnson et al. (2014) state that flipping learning as a component of blended learning can be employed in teaching and learning since it is compatible with both online and classroom instruction. Flipping learning, as a part of blended learning, can be employed in the teaching and learning process, according to Johnson, because it is compatible with both online and classroom instruction. Civics learning in elementary school is still a theory that has yet to be fully implemented. According to researcher observations (in January-February 2022), Civics learning at SD N Dengok Semanu is still teacher-centered. The teacher teaches theoretically in a textbook without the use of media. Considers it necessary to impart all of the content, stressing primarily cognitive or knowledge components while paying little attention to factors of attitude, particularly in character education of pupils and the application of Pancasila values in everyday life.

Data from the examination of questionnaires provided to and completed by students of SD N Dengok for the 2021–2022 academic year and undertaken by researchers at the pre–research in February 2022 reveal the following: The proportion of students who have not met the Minimum Completeness Criteria (KKM) indicates that 64% of them have trouble mastering PPKN. Learning still lacks purpose due to the inadequate usage of media in the classroom. 76% of students tend to memorize information like that in the student book. In the classroom, the teacher uses lectures 70% of the time, group discussions 20%, and question-and-answer 10%. Meanwhile, 80% of teachers at SD N Dengok Semanu are still not fully utilizing digital technology. The use of digital technology for learning, such as transmitting video links from YouTube, searching the internet for numerous references, and using cell

phones that students already have to obtain information relating to material, is still uncommon. Most learning resources are textbooks/student books students borrow from the school.

The value achieved, which is still below the Minimum Completeness Criteria of 75, demonstrates SDN Dengok Semanu students' poor learning outcomes in the PPKn subject. According to the completion percentage, only 58.82% have completed it, while 41.17% still need to complete it. Before the research is conducted, this data will be utilized for the pre-test data.

The new learning paradigm stresses that students be the center (students centered) rather than the teacher (teacher-centered). This learning process occurs both within and outside the classroom, with students being more involved in problem-solving, discovering, and building their knowledge. Students' knowledge not only makes them knowledgeable but also gives them scientific attitudes such as thinking critically, logically, innovatively, and consistently and being able to adapt to changing circumstances, including the use of technology. Students can find information or knowledge independently from many learning sources, such as books, encyclopedias, resource persons/figures, the surrounding environment, teaching modules, learning videos, and the internet. This new paradigm-based learning model must be reinforced consistently in elementary school to form and maintain habituation. The direction of the new educational paradigm, namely the teaching-learning process that is carried out, leads to a shift from what was originally teacher-centered learning to student-centered learning to encourage students to build their understanding and knowledge in social contexts, and learning begins from prior knowledge and cultural perspectives (Rambe, 2020: 5).

Richter and McPherson (2012) point out that, in the current digital era, every student has access to a variety of free learning resources from the internet, such as instructional videos on the YouTube page, Khan Academy, or several other educational websites. The flipped classroom is one of the most cutting-edge revolutionary learning approaches based on video learning that is thought to offer a solution to this issue. Before class, this learning strategy will direct students to watch instructional videos independently, while discussions and question-and-answer sessions will take up most of the class time (Farida, 2019:104). The flipped classroom learning paradigm can be implemented in six stages of activity: two before class (lower-order thinking abilities) and four in class (higher-order thinking skills) (Farida, 2019:105).

One alternative learning paradigm, known as the Flipped classroom, can be implemented by putting one of Tamansiwa's teachings, specifically the leadership trilogy by Ki Hadjar Dewantara, into practice. The leadership trilogy of Ki Hadjar Dewantara is divided into three parts: Ing ngarsa sung tuladha (teacher positions himself in front to set an example or serve as a role model for his students), Ing Madya Mangun Karsa (teacher positions himself in the middle to strengthen students' resolve to move forward), and Tut Wuri Handayani (teacher positions himself in the back to inspire, excite, and motivate students).

A flipped classroom involves learning activities that are typically conducted in class being completed at home and in-class assignments being completed (Bergmann & Sams (2012). With a "flipped classroom," students now complete their homework in class rather than at home as they once did. The idea behind the flipped classroom model is reasonably straightforward: Students are given explicit instructions to learn by watching videos, and tutorials, downloading educational content from the internet or other digital learning objects at home using Personal Computers (PCs), laptops, or smartphones, and then discussing it in class through presentations (Bergman & Sams, 2015:15).

This flipped classroom learning model is a model that is focused on students so that they can increase its effectiveness (Johnson, 2013: 21). The benefit of this flipped classroom learning approach is that students can still follow along by watching the teacher's provided video if they are unable to participate in class for some reason. In addition, a flipped classroom is a teaching method that gives students access to various learning resources before class (Patandean, 2020:8). The flipped classroom concept is successful in preparing students before they learn in class because they are more prepared, energetic, and interactive when they are learning in the classroom through discussions or presentations. The application portion of the training included face-to-face evaluation, creation, and analysis of the provided material during class time (AlKhoudary, 2019: 6).

The Google Classroom LMS is where the flipped classroom materials are initially made available (Rostikawati, 2021:17). Students must download or access the online learning videos to study the content outside class or at home. In contrast, group discussions and assignment completion are done during the in-class study sessions. Yulianti (2021:373) claims that a flipped classroom is a type of learning where students watch videos outside the classroom to learn about a subject, then engage in debates and problem-solving with the subject matter. The learning process using this approach is unique from other learning processes. The students can prepare for lessons at home. In-class learning activities include completing tasks, debating material, and working through issues students may need help to grasp fully.

Ki Hadjar Dewantara's Leadership Trilogy

Tamansiswa's leadership trilogy is one of his teachings. *Ing ngarsa sang tuladha*, *Ing madya mangun karsa*, and *tut wuri handayani* are part of this trilogy (Dewantara, 2013:99). The phrase "*ing ngarsa sang tuladha*" refers to the need for role models, in this case, instructors, to be capable of leading by example. A leader (teacher) must inspire his students when he is in a situation (*Ing Madya Mangun Karsa*). *Tut wuri handayani* signifies that a leader (teacher) follows behind with complete focus and accountability so children can grow naturally and become independent.

Ing ngarsa sang tuladha, *Ing madya mangun karsa*, and *Tut wuri Handayani* make up the leadership trilogy. *Ing ngarsa sang tuladha* can be understood to mean that a teacher must serve as a positive role model and example for the students. Suppose the phrase "*Ing madya mangun karsa*" refers to the role of a teacher or educator. In that case, the instructor, in this instance, acts as a motivator,

particularly by encouraging or motivating students to have a strong desire to be independent. The teacher might be seen as a facilitator when using the phrase "tut wuri handayani" (Warsito, 2018:8). The among system is used to implement tut wuri handayani, based on children's inherent independence. Children should be free to choose their path regarding education since if one path needs to be corrected, it will affect the correct one. Each child's unique character might be defined as nebulous; the instructor helps tighten these lines.

Humane, populist, and nationalistic education is essential for Eastern countries. These three factors form the basis of Ki Hadjar Dewantara's motivation to inform the populace and guide it toward liberation or independence-related politics. Teacher behavior is the primary factor and capital in educating students or the nation's youth. Ki Hadjar Dewantara coined phrases that have since become well recognized, including *ing ngarsa sang tulada* (gives an example in advance), *ing madya man gun karma* (in the middle of identifying ideas), and *tut wuri handayani* (follows and supports them) (Wiryopranoto, 2017: 34). This educational conduct is used at many levels. However, it manifests cultural resistance based on teachers' negative attitudes (antithesis) in colonial education. As a result, "Tut Wuri Handayani" has become the Ministry of Education and Culture of the Republic of Indonesia's motto.

The Ki Hadjar Dewantara leadership trilogy is also known as the Tamansiswa democratic leadership model, in which leadership may influence its members' thoughts and feelings, and will be based on their awareness, do it themselves and enjoy the outcomes jointly. Three principles comprise the leadership trilogy: *ing ngarsa sang tuladha*, *ing madya mangun karsa*, and *tut wuri handayani*. The fundamental value of *Ing ngarsa sung trade* can be understood as being a role model in front of others. The leader serves as an example and a role model. Leaders must set a good example and be role models for their subordinates. *Ing madya man gun karma* means in the process of forming a will or intention, or it might refer to an excellent concept. Leaders must battle alongside their men. *Tut wuri handayani* can be read as encouragement from behind. A leader stays in the background to provide encouragement and monitoring (Sentono, 2019:9-10).

Apart from being used in educational circles, the leadership trilogy impacts the field of societal politics (Triharsiwi, 2020:39). Leaders should practice *ing ngarsa sang tuladha* (providing examples and role models in front), *ing madya mangun karsa* (creating enthusiasm in the center), and *tut wuri handayani* (following from behind and exerting influence). This is consistent with Marliani's statement that the ideology of Ki Hadjar Dewantara's leadership trilogy was initially intended for educators to inspire, set a role model, and stimulate their students' motivation. This idea, however, is equally acceptable for a leader because a leader is similar to the figure of a teacher who educates his students.

Ing ngarsa sang tuladha is part of the Leadership Trilogy (Marliani, 2019:84-86). As a locomotor, the teacher is constantly in front. The most straightforward approach to leading an army is to set a positive example in words, phrases, and actions that encourage subordinates to act like leaders. The

principle "ing madya man gun karst" states that a leader must defend and unite the people he leads to achieving goals. A leader must embrace the people he leads, accept criticism and recommendations, and create efforts to attain goals effectively and efficiently. Leaders must build a suitable organizational environment for a shared spirit to form, motivating each other to achieve the intended goals. Tut wuri handayani indicates that a leader can put himself behind him, not to hide, but to encourage those in the organization to achieve success and advancement.

The concept of the leadership trilogy has a deep and interconnected meaning, "tut wuri handayani" (behind providing advice) and "ing madya mangun karso" (in the midst providing encouragement-among) will not function well if there is no "ing ngarso sung tulodho," or a leader (among) who serves as an example for its members. A leader should provide a strong example in terms of morality and ethics, and talent (Leo Agung, 2021:164-165).

Character Education-Based Civics Learning in Elementary Schools

As a crucial component of fostering a sense of nationalism, nationality, values of noble character, and moral ethics based on character education, civic education learning is one of the learning pillars. The multicultural nation of Indonesia is noted for having many different local wisdom values, from which the principles of character education are drawn. The multiculturalism component improves humanistic principles based on regional cultural norms and promotes cultural awareness. The interaction of individuals or groups of individuals with their natural surroundings gives rise to local culture. Indigenous peoples' local culture should be preserved for future generations in all of its forms and values (Harvey, 2015:911).



Figure 1 The teacher gives motivation to students (Ing Madya Mangun Karsa)

Local cultural practices have helped to save and protect the natural environment, so they must be preserved for future generations. Local values can be added using specific approaches, methodologies, teaching strategies, and textbooks that allow values to be emphasized. The attempts to protect the ideals mentioned earlier for future generations are anticipated to be impacted by students' high potential (Darong, 2021:258). In addition, the content must be reflected in the teaching and learning activities. Along with the environment's physical and social aspects, the context in question is the modification of society's norms, values, and conceptions to which the students belong. They are regarded as an

educational resource providing local values and authenticity to students. As a result, these principles can be used as a guide when creating instructional resources, strategies, approaches, techniques, and learning activities. According to this viewpoint, encouraging true, natural, and contextual learning will benefit both teachers and students (Sugirin, Sudartini, Suciati, & Nurhayati, 2011).



Figure 2. Figure 3. The teacher guides students so that they dare to answer questions, and the teacher motivates students (*Tut Wuri Handayani*)

The essence of Pancasila and Citizenship in Elementary school education is preparing pupils to take on roles and feel responsible as citizens. Pancasila and Citizenship Education aim to develop students into citizens who believe in and fear God Almighty, have an independent spirit, understand and carry out their rights and obligations properly, have a sense of nationality and love for the motherland, and are sensitive and responsible, social, democratic in spirit, respect for ethnic, cultural, and religious differences, ability to think critically, systematically, artistically, and innovatively (Mulyoto, 2020:4). In addition, Pancasila and citizenship education have the following characteristics: (a) they emphasize problem-solving, (b) they can carry out in a variety of contexts, (c) they direct students to become independent learners, (d) link material with the context of life, (e) they encourage students to design and carry out scientific activities, (f) they motivate students to apply the material they have learned, and (g) they use authentic assessments (Lubis, 2020:25).

These activities will help preserve local knowledge so future generations might benefit from it. Furthermore, integration in education, particularly in the learning process, is an effective medium that must be carefully designed and evaluated. Local wisdom values can be examined, analyzed, and

correctly implemented in a social life that is dynamic and constantly oriented toward truth and knowledge sharing. As a result, integrating and developing learning models and teaching materials based on local culture is a critical topic in education (Darong, 2021:258).

Integrating cultural values can help character education. The principles included in local cultural wisdom, such as *pent*, can help guide students' behavior in the context of self-control and as members of society. The children can live by adhering to firmly ingrained societal notions. Even though conception is abstract and a byproduct of the past, it continues to guide them to act on all aspects of human growth. Furthermore, local values are policies implemented through local wisdom and ideas to strengthen character in response to global changes (Darong, 2021:258).

Children are supposed to learn self-reliance and problem-solving skills in school through the development of autonomous character. According to Ali and Asrori (2008), there are various varieties of independence, all connected and progressing from one type to the next. This kind involves respect for independence, independence in behavior, and independence in emotions. First, emotional independence is an aspect that has to do with changes that influence how adolescents feel about other people, particularly their parents. Emotionally independent children, especially their parents, can rely less on others' emotional support. It is proven that the emotional connection between a child and parent during childhood is rapidly lost (Putra, 2021:898).

Some of Ki Hadjar Dewantara's ideas on education can give Indonesians new hope for the caliber of their educational system. Fill in the contemporary era of independence, revolution, and educational reform, however, as a thought for the country to contextually reinvigorate the teachings and philosophy of Ki Hadjar Dewantara in obtaining independence. KGPAA Rusnoto Susanto's Sri Paku Alam IX (2015: 25) Statement made by Sinuhun on Thursday, June 5, 2008, in the Yogyakarta People's Sovereignty daily's Opinion section.

First, Ki Hadjar Dewantara approaches education from an anthropological angle, focusing on how individuals can pass on cultural heritage to the following generation by upholding social order. Culture is said to develop in tandem with education, which is an acculturation process, according to Ki Hadjar (Cultureel Nationalism). Society absorbs cultural heritage and incorporates various cultural elements without erasing the core components or the primary theme of national culture. The Tri-Con Principle was introduced by Ki Hadjar Dewantara (1964:19). It states that cultural exchange with the outside world must be carried out continuously with its cultural nature, followed by convergence with other existing cultures. Finally, unity in the universal realm will create world unity and peace-loving man. Concentric. Concentric refers to having a single point at which all cultural spheres of the world are centered while maintaining its circular lines.

Second, Ki Hadjar Dewantara believes that national education should be based on the nation's lifeline and aimed at the essentials of existence to enhance the country's and its people's status. This reasoning demonstrates that Ki Hadjar Dewantara is a person who values pluralism or a person with a visionary and futuristic mind since his education system has a responsive attitude and is capable of

responding to a globalized world order that transcends time and space boundaries. This was predicted from the very beginning by Ki Hadjar Dewantara in the concept of national education regarding introducing the Tri-Kon principle, namely continuity, convergence, and concentricity as a way to change paradigms and thinking patterns in response to national cultural pluralism and multiculturalism through education.

Third, Ki Hadjar Dewantara emphasizes the value of character education. He believes that intellectualism, individualism, or materialism that is only partially in line with the cultural pattern and demands of the Indonesian country, which strongly emphasizes noble character, are characteristics of the Western-style education system. The manners, high cultural values, and religiosity of the Indonesian people should be upheld, passed down, and used as a model for how to behave in social situations in Indonesian society.

These admirable ideals are a type of ethical understanding that demonstrates the height of the nation's degree, dignity, and prestige. Ki Hadjar Dewantara's educational system aims to develop all of a child's potential, including cognitive inventiveness, affective sensitivity, and conative or psychomotor capacity. This means that it must go beyond simply developing pupils' cognitive intelligence. Intellectual people capable of forming humanist personalities in children, fostering social sensitivity, and having decent civilization are intellectually, emotionally, and spiritually intelligent. The Indonesian nation's strong personality, high intelligence, emotional stability, spiritual sturdiness, independence, and ability to reflect the zeitgeist are all shaped by this educational process.

Citizenship in Pancasila deals with the development of character education and education. According to Muchlas Samani (Anatasya, 2021:294), the character is a fundamental value that contributes to a person's personality and can be seen in a person's attitude and behavior in day-to-day life. Character sets a person apart from others and is formed through the influence of heredity and the inheritance of phenotypic traits and environmental factors. The following are some variables that can encourage the integration and growth of character education into civics lesson content: Character education can be successfully integrated into the educational process when: (a) teachers can do so; (b) students are obedient; (c) students pay attention and follow instructions when the teacher explains; (d) students are exposed to materials that support the development of their character; and (e) there are sufficient and engaging learning environments and media.

Table 4. Table of Post-test Result Data in Experimental Class

Students' Codes	Pre-test		Post-test	
	Grade	Information	Grade	Information
S1	70	not finished	90	complete
S2	30	not finished	80	complete
S3	50	not finished	90	complete
S4	100	Complete	100	complete

S5	50	not finished	80	complete
S6	40	not finished	100	complete
S7	80	Complete	90	complete
S8	90	Complete	100	complete
S9	90	Complete	100	complete
S10	80	Complete	100	complete
S11	60	not finished	90	complete
S12	90	Complete	100	complete
S13	70	not finished	80	complete
S13	70	not finished	80	complete
S15	80	Complete	80	complete
Result Description	In the Pre-test of 15 students, 7 had completeness scores, and 8 had incomplete scores.		In the Post-test of 15 students, 15 had a completeness score, and 0 had an incomplete score.	
Comparison	7 : 8		15 : 0	

Seven students have completion scores, and eight with incomplete grades in the data acquisition table for Pre-test results. At the same time, the above Experimental Class post-test results can be presented with preliminary data conclusions. The post-test findings revealed that 15 students (100%) had a completeness score, and no students in the Experiment Class were considered incomplete.

Compared to the data for the control class values shown in the post-test results data acquisition table below, inferences from the pre-test results of 6 students with a completeness score and seven students who were found to be incomplete can be presented. Meanwhile, nine students had good completeness scores in the post-test scores, and only three were considered incomplete out of the 15 students in the Control Class. Although there is an increase in completeness in the control class, it is not as significant as that obtained in the pre-test and post-test data for the Experiment class, which jumped to 100% completeness.

Table 5. Table of Data Summary of Pre-test and Post-test Results in the Control Class

Students' Codes	Pre-test		Post-test	
	Grade	Information	Grade	Information
S1	70	not finished	90	Complete
S2	40	not finished	70	not finished
S3	60	not finished	75	not completed
S4	80	Complete	90	Complete
S5	80	Complete	100	Complete
S6	40	not finished	100	Complete
S7	80	Complete	90	Complete
S8	60	not finished	77	not completed
S9	80	Complete	100	Complete
S10	80	Complete	80	complete
S11	90	Complete	100	complete

S12	60	not finished	70	not completed
S13	70	not finished	90	complete
Result Description	Six students had completeness scores in the pre-test, and seven were incomplete.		Nine students had completeness scores in the post-test, and four were considered incomplete.	
Comparison	6: 7		9: 4	

1. Data from the results of the Learning Implementation Plan (RPP) validation

One expert in student affairs and one practitioner validated the Learning Implementation Plan (RPP). The validation took place on October 24 and November 6, 2022. The validator evaluated topic identity, indicator and learning objective formation, learning materials, learning approaches and methods selection, learning activities, media and learning resource selection, and learning assessment.

The following table summarizes the Learning Implementation Plan validation data from two validators (Expert Validator and Practitioner Validator).

Table 6. Recap of the Learning Implementation Plan (RPP) Data by Expert and Practitioner Validators

Rated Aspects	Score Acquisition Results		
	Expert Validator	Practitioner Validator	Maximum Score
Clarity of identity and timeliness	33	34	36
Indicators and Objectives in Basic Competency	8	8	8
Learning materials	4	4	4
Approaches and methods	17	18	20
Learning Activities	21	22	24
Media and Learning Resources	18	18	20
Evaluation	7	12	16
Overall total score	108	116	128
Validity	84,37%	90,62%	100%
Average validity	87,50%		
Criterion	Good		

2. Materials

One expert and one practitioner validated the materials. The recapitulation of material validation data was performed by two validators (Expert Validator and Practitioner Validator) or others:

Table 7. Recap of the Learning Implementation Plan (RPP) Data by Expert and Practitioner Validators

Rated Aspects	Score Acquisition Results		
	Expert Validator	Expert Validator	Expert Validator
Material Coverage	7	8	8
Material Accuracy	13	14	16
Up to date	12	12	12
Presentation Completeness	12	12	12
Overall total score	44	46	48
Validity	91,66%	95,83%	100%
Average validity	93,74%		
Criterion	Very Good		

3. Learning Videos

One expert and one practitioner validated the learning videos. In addition, Validators (Expert and Practitioner Validators) recapitulated learning video validation data.

Table 8. A Recap of Video Validation Data by Expert and Expert Validators

Rated Aspects	Score Acquisition Results		
	Expert Validator	Expert Validator	Expert Validator
Video Contents	26	27	28
Video View	33	33	36
Overall total score	59	60	64
Validity	92,18%	93,75%	100%
Average validity	92,96%		
Criterion	Very Good		

The following table displays the findings from the validation of the Learning Implementation Plan (RPP), instructional materials, and videos:

Table 9. Ki Hadjar Dewantara's Leadership Trilogy served as the basis for the Flipped Classroom model's validation results

No	Devices	Validation Score
1	Learning Implementation Plan (RPP)	87,50%
2	Materials	93,74%
3	Learning Videos	92,96%
Total Score		274,2
Average = $\frac{\sum score}{\sum device}$		$\frac{274,2}{3} = \mathbf{91,40\%}$
Criterion		Very Good

The validation findings recapitulation reveals that the average is 91.40%, or the standard for "excellent" evaluation results. As a result, this product can be used and revised under the suggestions, feedback, and comments made by expert and active validators.

Unquestionably, the model's development results involved several strategic processes for making changes, reviews, revisions, and analysis of the results of trustworthy product updates. As a result, the

product development results to support the Flipped Classroom model development based on Ki Hadjar Dewantara's Leadership Trilogy in Elementary Schools have been modified to learning demands and the assisted technological approach.

CONCLUSION

The leadership trilogy for primary schools by Ki Hadjar Dewantara served as the foundation for developing the flipped classroom approach. In elementary schools, the development of the Flipped Classroom Model based on Ki Hadjar Dewantara's Leadership Trilogy is planned and carried out methodically and responsibly. As a result, the model development product can be ready for learning activities because every generated product is always subject to product review, revision, and examination of its practicality.

A team of experts and practitioners then developed, designed, assessed, amended, and validated each product (RPP, Materials, and Learning Videos) to get suggestions for implementing feasibility. The steps for validating model development products that have been prepared and implemented in learning activities are as follows: (1) Validating lesson plans is done by a student affairs expert and a learning practitioner with expertise in their respective fields. The validator evaluated several elements of the Learning Implementation Plan (RPP) content, including (a) identity clarity, (b) lesson timeliness, (c) indicators and learning objectives formulation, (d) learning materials, (e) approach and method selection, (f) learning activities, (g) source selection, and (h) learning assessment. The feasibility of describing the research findings has been concluded as Good, with an average validation result of 87.50%, comprised of expert validators (84.37%) and practitioner validators (90.62%).

Expert validators and practitioner validators validate the readiness of instructional materials, which includes: (1) material coverage, (2) material accuracy, (3) material up-to-date, and (4) material presentation completeness. One expert and one practitioner validated the information in Table 4.3's exposure section—recapitulation of data from two validators (Expert Validator and Practitioner Validator) regarding material validation. The validity of the practitioner validators (95.83), the expert validator team (91.66%), and the overall validators (48), with an average validity of 93.74%, can all be evaluated using excellent criteria. Learning video validation involves having one expert and one practitioner evaluate the learning films' overall quality and substance—validators' (Expert and Practitioner Validators') recapitulation of learning video validation data. With an average validity of 92.96%, consisting of expert validators (92.18%) and practitioner validators (93.75%), the video validation data recap by expert and practitioner validators may be concluded exceptionally well.

In acquiring data from the Pre-test results, there were seven students with completeness scores and eight with incomplete grades. In contrast, the results of the Experimental Class post-test above can be presented with temporary data conclusions. The post-test results showed 15 students (100%) with a

completeness score, and all students were considered entirely out of the 15 students in the Experiment Class.

Compared to the control class value data shown in the post-test results data acquisition table below, inferences from the pre-test results of 6 students with completeness scores and seven students who were judged incomplete out of 13 students can be presented. Meanwhile, nine students had good completeness scores in the post-test scores, and just three remained who were classified as incomplete out of the 15 students in the Control Class. Although there is an improvement in completeness in the control class, it is not as large as that gained in the Experiment class's pre-test and post-test data, which soared to 100% completeness (mastery).

Based on Ki Hadjar Dewantara's Leadership Trilogy, the flipped classroom concept's effectiveness elevates students' civic education learning outcomes in elementary schools. If Sig. is in the area of criticism, the test decision states that H₀ is rejected. If H₀ is rejected, the conclusion is that there are discrepancies between the learning outcomes of the class before and after the flipped classroom learning model was introduced significant increases in differences in learning outcomes, particularly in the experimental class. Using SPSS to analyze the data, the results revealed a Z-value of -0.216. The P-Value (Sig) is 0.001 < 0.05. If the class learning outcomes differ before and after using the flipped classroom learning model, H₀ is rejected, while H₁ is approved if the p-value is less than the critical threshold of 0.05. If H₀ is not accepted, the findings of this non-parametric test indicate disparities between the learning outcomes of a class before and after using the flipped classroom learning approach.

It can be concluded that the flipped classroom learning model based on Ki Hadjar Dewantara's Leadership Trilogy has a high level of effectiveness and is doable to implement after observing the results of this analysis, which explicitly show that there are differences in class learning outcomes before and after being given it. This indicates that creating a flipped classroom learning model based on the Leadership Trilogy of Ki Hadjar Dewantara in elementary schools is highly productive and produces superior learning results.

It is possible to provide a scientific justification for the viability of implementing the flipped classroom model of Ki Hadjar Dewantara's Leadership Trilogy in elementary schools. Validation aligns with the Learning Implementation Plan (RPP) materials, products, and instructional films. The RPP Validation contains factors that the validator of RPP products evaluates, including clarity of identity and timeliness of lessons, creation of indicators and learning objectives, learning materials, selection of learning approaches and methods, learning activities, preference of media and learning resources, and learning assessment.

With an average validation result of 87.50%, including expert validators (84.37%) and practitioner validators (90.62%), the eligibility requirements are Good—coverage, accuracy, currentness, and comprehensiveness of the presentation of the materials. One practitioner and one expert validated the material—recapitulation of data from two validators (Expert Validator and Practitioner Validator) regarding material validation. The total score is 48, and excellent criteria can be used to

evaluate the validity of the Expert Validator Team (91.66%) and practitioner validators (95.83%). With an average validity of 92.96%, consisting of expert validators (92.18%) and practitioner validators (93.75%), the video validation data recap by expert and practitioner validators may be concluded exceptionally well. The validation of all product components reveals that the average is 91.40%, or the criteria for "excellent" assessment results have been fulfilled with established standards with the help of a group of subject matter experts and learning specialists. According to the recommendations' findings, it was possible to include it in learning activities.

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