

# Utilization Of Hoogere Kweekschool (HKS) Purworejo Cultural Heritage as Strengthening Students' Pancasila Dimensional Profile in History Learning

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## Abstract

This study aims to determine the potential utilization of cultural heritage in SMA Negeri 7 Purworejo, strengthening the six dimensions of the Pancasila Student Profile. This research uses a qualitative approach and a type of field study research. Data was obtained through observation, interviews and literature studies. This research was conducted at SMA Negeri 7 Purworejo, the Ex Hoogere Kweekschool (HKS) Purworejo. The investigation results show that the utilization of the former HKS Purworejo building can be a medium to strengthen the six dimensions of the Pancasila Student Profile because it contains harmonious historical values and moral messages regarding the matters contained in Pancasila. The selection of learning resources around the student's environment provides real experience in delivering historical material, so students have a sociocultural and emotional connection with the material presented. It can also enrich local history learning resources in Purworejo Regency.

## Keywords

Cultural Heritage, Learning Resources, History Learning, Profile of Pancasila Students, HKS Purworejo

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## **Introduction**

One of the fundamental issues emerging is the tendency for a decline or shift in the social-moral values of the younger generation of Indonesia, which are no longer in line with the cultural, religious and life principles adopted by Indonesian society. Decline or shift in the social-moral values can be seen from the increasing number of crimes committed by children in Indonesia minors, such as drug abuse, alcohol consumption, robbery, murder, bullying, free sex, lack of manners and respect for others, violation of traffic rules, involvement in brawls, misuse of social media and hate speech. Based on released child protection case data from the Indonesian Child Protection Commission (KPAI) in 2021, During the 2016-2020 period, the number of children in conflict with the law remained constant at over 100 each year, even in 2016-2019, there were more than 500 children each year (Bank Data Perlindungan Anak, 2021).

The moral crisis of Indonesia's young generation certainly needs to be addressed immediately through the cooperation of various parties. The government, parents, society, and educational institutions must collaborate to alleviate moral problems in Indonesia and not expand the list of deviations and violations of the law committed by children in Indonesia, especially students. One effort that can be made is to strengthen further character education in the world of education in Indonesia. To overcome moral degradation, the Ministry of Education and Culture strengthens character education by enhancing the values of Pancasila, which will later give birth to the Profile of Pancasila Student.

The profile of Pancasila Student is a Graduate Competency Standard (SKL), which is adapted to the vision and mission of the Ministry of Education and Culture and will be able to produce Indonesian students who can apply the values of Pancasila. Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence, character and behaviour following Pancasila values, with six main characteristics: faith, devotion to God Almighty and noble character, international diversity, cooperation, independence, critical reasoning, and creativity (Satria et al., 2022). Indonesian students are expected to have adequate competencies to be resilient in facing various challenges and make a real contribution to global development, in its Profile of Pancasila Student, inspired by Ki Hadjar Dewantara's thoughts on education, which will also become the basis for independent learning. Students can think and be creative according to their interests and talents through the freedom to learn.

Meanwhile, educators play a role in the character formation of students. So that students become independent and have the character of Pancasila, educators must be able to adapt according to their portion. When they are at the front, they become role models. When they are in the middle, they bring motivation. They become motivators (Rahayuningsih, 2022). History learning must become a bridge for students to understand what happened in the past, then elaborate on what is happening in the present, and anticipate what will happen in the future. Teachers in this position must be present as a link between these three timelines. In the cognitive, the teacher also needs to prioritize the values of critical thinking. By thinking critically, the understanding of history that students receive is a matter of reading what is written in books and understanding various things behind an event because studying history is learning to think (Kemendikbud Ristek, 2022).

Learning history will develop students' activities to study various events, understand them, and internalize the multiple values behind the incident to create an example of how to behave and then act. History is a subject that can help strengthen the profile of Pancasila students because historical material contains moral messages that are in line with the values contained in Pancasila. Historical narratives contain many positive values that inspired the birth of Pancasila (Tricahyono, 2022). Embodiment Profile of Pancasila Students in learning history, of course, needed strategies in delivering historical material. So far, history learning material is often seen as boring and abstract because it contains past events far from the student's life experience. The dense material presented is full of memorized facts so that the life values contained in it feel empty. Even though it is through studying history that students can learn about life values that will later become provisions. History subjects are a very appropriate means of instilling good character values in students (Makun et al., 2019). The negative stigmas already attached to history learning must be immediately corrected so that history learning is no longer seen as memorizing past events.

Teachers as educators have a strategic role in improving the image of history learning so that the history learning process can be successful. Educators are responsible for implementing targeted education for students, and students need individual guidance and humane treatment (Tirtahardja & SL La Sulo, 2015). Educators must continually optimize their professionalism to transform their knowledge

to students in a pleasant atmosphere by creating innovations tailored to student's needs. Expertise in selecting appropriate learning resources, learning strategies, and methods according to students' needs must constantly be developed so that the historical material taught is packaged well and conveyed optimally. The selection of learning resources in the surrounding student's environment helps provide real experience in delivering historical material so that students will have a sociocultural and emotional connection to the material presented. History learning material can be linked to historical events or nearby historical events in the student's environment (Nababan et al., 2019). Learning resources that can be used in history include books, artefacts, historical sites, documents, and society (Nasution & Tanjung, 2020).

Cultural heritage is one of the objects that can be used to learn history. It's not just an old building. Several criteria must be met for a building to be built can become a cultural heritage. These include aesthetics, diversity, rarity, historicity, and privilege (Hidayat et al., 2014). Cultural heritage buildings are living witnesses of various events that occurred in the past. Knowing his life story can help the student better understand their past. The hope is to interact directly and bring up the student's collective memory of events around the building. The cultural heritage must also use values that are beneficial to the lives of the surrounding community now and in the future. The learning source studied in this research is the cultural heritage building Ex Hoogere Kweekschool(HKS) Purworejo, an advanced teacher's school for the Bumiputera community during the colonial period. Good infrastructure and support from the Regent of Purworejo made the Dutch East Indies government choose Purworejo to establish the first HKS in the Dutch East Indies (Carey, 2017). Since it was founded in 1915 until now, the former HKS Purworejo building still functions as a tool for education in Purworejo Regency.

The cultural heritage building of the former HKS Purworejo is rich in historical and moral values that are very relevant to Pancasila's values . The use of cultural heritage buildings can be a medium for strengthening the six dimensions of the profile of Pancasila students, and it can also enrich historical learning resources, especially local historical sources in Purworejo. Utilizing local history will contextualise history learning (Wiyanarti et al., 2020). It is hoped that the values emulated from HKS Purworejo can be implemented by students in everyday life. Besides that, its strategic location in the city centre and ease of reach, as well as the building, which is still well maintained, adds to the attractiveness of the former HKS Purworejo building as a historical learning resource that can strengthen the six dimensions of Profile of Pancasila Student.

There are several studies related to the role of historical buildings in strengthening character, including articles by Mochammad Ronaldi Aji Saputra entitled Cultural and Historical Values of the Sumenep Palace Museum Building as Character Profile of Pancasila Student reviewing the cultural and historical values of the Sumenep Palace integrated in forming the character of the Profile of Pancasila Student (Aji Saputra et al., 2022). Next, there is an article from Kabib Sholeh titled Values of Historic Sites in South Sumatra as Character Strengtheners at PGRI Lahat Vocational School reviews Teachers' limitations in utilizing and understanding the historical values of historic sites in South Sumatra (Sholeh et al., 2019). Article by Fitria Martanti entitled Strengthening Profile of Pancasila Student Through Differentiated Learning in Social Sciences Subjects at Mobilization Schools reviewed that differentiated learning in social studies subjects had not been maximized due to teachers having difficulty implementing differentiated learning (Martanti et al., 2022). Lastly, there is a thesis by Lenggong Sanggar Ginaris with the title Preservation Strategy of the Former Hoogere Kweekschool (HKS) Purworejo, which discusses strategy, condition of the building, special significance, and preservation of Ex Hoogere Kweekschool building (Ginaris, 2017).

Referring to the example of previous research, the researcher attempts to analyze the potential for utilizing the cultural heritage of the former HKS Purworejo in strengthening the six dimensions of Profile of Pancasila Student by referring to the living history theoretical framework because it bases history learning on elements of local wisdom. The benefits of this research are theoretically enriching the study of local history, especially in Purworejo Regency, and providing references to history teachers regarding the potential of historical heritage that can be utilized in learning. It can be used as a reference for developing research studies in similar fields. In this sub-discussion, 3 points will be discussed: (1) History of the former HKS Purworejo cultural heritage building. (2) Utilization of Former Cultural Heritage Buildings as Historical Learning Resources. (3) Utilization of the former HKS Purworejo cultural heritage building in dimensional reinforcement of Profile of Pancasila Student in history learning.

## **Research Methods**

This research was conducted at SMA Negeri 7 Purworejo, which stands in the former HKS Purworejo building at Jalan Ki Mangunsarkoro No. 1 Purworejo Regency. This research was conducted using a qualitative research method with a research-type study case and supported by contextual learning theory. Qualitative research aims to understand meaning, develop theories, and describe complex realities (Mardawani, 2020). According to Lexy J. Moleong, qualitative research is also used to understand the phenomena experienced by research subjects, such as behaviour, perception, motivation, actions, etc., holistically and utilizing descriptions in the form of words and language in a particular natural context and using various methods. Natural (Moleong, 2010).

This research uses various data sources to dig up information about the research that will be carried out to produce accurate and valid data. The choice of data source refers to Arikunto's presentation (Arikunto, 2013, p. 172) namely the origin of the data obtained, which consists of informants, places, and documents. Testing the validity and credibility of the data in this research used source and method triangulation. Source triangulation is used to manage and refine subjective data sources (Denzin & Lincoln, 2018, p. 779). Triangulation of data (sources) by comparing the results of observations and observations with the results of interviews with other sources and comparing the results of interviews with existing documents. Triangulation is done to perfect the data collection results so that data conclusions that have strong validity can be drawn. Method triangulation is carried out by using more than one data collection technique to obtain the same data, and its implementation can be done by verifying the data. The data in this research was obtained from interviews conducted with several sources such as SMA Negeri 7 Purworejo, the cultural preservation team of SMA Negeri 7 Purworejo, the principal of SMA Negeri 7 Purworejo, as well as teachers from schools in Purworejo. The teachers interviewed were selected based on the proximity of the teacher's school location to the building SMA Negeri 7 Purworejo, including SMA Negeri 1 Purworejo, SMA Negeri 4 Purworejo, and SMA Negeri 6 Purworejo.

The data analysis technique used in this research is qualitative analysis proposed by Miles and Huberman, namely data collection, data reduction, and data presentation and conclusion (Sugiyono, 2019, pp. 333–345) as follows:

1. Data Collection (Data Collection): Data collection in this research uses observation methods, interviews, and documentation. Observations are carried out at the research location by viewing, observing, analyzing, documenting, and recording essential aspects related to the research. Data collection in this research involved interviews with history teachers and several people students. Documents that become research sources include archives, ATP, learning modules, research documentation, and other supporting documents.
2. Data Reduction: at this stage, the researcher summarizes, chooses the main things, focuses on the essential things, looks for themes and patterns, and then gets rid of data that is irrelevant or does not follow the expected research so that the data is used according to the focus of the problem being studied.
3. Data Presentation (Data Display): data presentation aims to increase understanding of the cases studied and provide guidance for taking action based on experience and analysis of the data presented (Gunawan, 2013, p. 211). Researchers compile information organised and systematically, making examining data processed from research results easier.
4. Drawing Conclusions (Conclusion: drawing/verifying): In this research, the conclusion is the result of research that answers the research focus based on data analysis. Conclusions are presented in descriptive form, guided by research studies (Gunawan, 2013).

## **Result**

### **History of the former HKS Purworejo Cultural Heritage Building**

The establishment of the former HKS Purworejo cultural heritage building began with ethical politics driven by a group of Dutch people as a form of retribution for the poverty and suffering experienced by Indigenous people in the Dutch East Indies. In 1989, C. Th. Van Deventer initiated ethical politics by writing *Een Eereschuld* (Debt of Honor) in *De Gids* magazine (Kartodirdjo, 2014; Syarif, 2019). Queen Wilhelmina approved the idea of ethical politics and immediately applied it to three main problems: irrigation, emigration and education (Ricklefs, 2011).

Educational programs lead to improvements in the field of education. It has a tremendous impact on the Archipelago. Opportunities for Indigenous people to receive education are increasingly wide open after the number of new schools opened by the colonial government at various levels. The increase in the number of schools in the Dutch East Indies also caused an increase in the need for teaching staff. The high salaries of European teachers forced the government to look for an alternative to save costs by establishing a teachers' school for natives or Kweekschool. The colonial government founded a new state teachers' school in 1852 in Surakarta. From here, the development and provision of Kweekschool have increasingly spread to all regions in the Dutch East Indies (Alvarez, 2022). As development progressed, other problems emerged in education; Kweekschool graduates were deemed not yet competent to teach in HIS, so to meet the HIS teaching staff, the Dutch East Indies government established the Advanced Teacher School, Hoogere Kweekschool (Setianingrum & Murdiyastomo, 2023). Hoogere Kweekschool for Inlandsche onderwijzers (HKS Purworejo) was the first HKS in the Dutch East Indies which was founded on September 14 1914, and was inaugurated directly by the Director of Education, Prof. Dr. GAJ Hazeu. The HKS building complex in Purworejo is the first and only building specifically designed for an advanced teacher training school. Meanwhile, other HKSs, such as those in Bandung, Surakarta and Magelang, utilize pre-existing buildings.

If we compare it to today, Kweekschool is at the Junior High School (SMP) level, while HKS is at the Senior High School (SMA) level. As for getting the "Hufdacte" head teacher diploma or the "Hulpce" teacher diploma, someone needs to continue their education in the Netherlands (Setianingrum & Murdiyastomo, 2023). In its implementation, HKS Purworejo runs like an official school with dormitories, spacious classrooms and facilities that support learning. The students at this school come from the best graduates from five Kweekschools in Bandung, Probolinggo, Yogyakarta, Ungaran, and Fort de Kock (Bukittinggi). Every accepted student will receive accessible study facilities and dormitories from the government ("De Preanger-Bode," 1914). They also get food, health and allowance facilities every month. The government has set the amount of the monthly allowance, namely f20 for food, washing, etc. The Hoogere Kweekschool curriculum includes Dutch, regional languages, Malay, arithmetic, geography, history, and natural sciences, divided into physics, chemistry, botany, zoology, agricultural sciences, drawing, writing and educational sciences. (Saputro, 2022).

Since its founding in 1914 until 1930, HKS Purworejo has graduated 275 students (Ex. HKS Bond, 1982). HKS Purworejo lasted for approximately 15 years. The malaise crisis that hit the Dutch East Indies in 1930 worsened the economy of the Dutch East Indies government. The government could not fund HKS Purworejo's management, so on July 1 1930, HKS Purworejo was closed. HKS Purworejo students were transferred to HKS Bandung and HKS Magelang. Despite its short life, HKS Purworejo has produced figures who played a role in the national movement and the struggle for independence.

### **Utilization of Former Cultural Heritage Buildings as Historical Learning Resources**

Cultural heritage can be an alternative learning resource that can be used in history learning. Cultural heritage location close to the student's environment helps provide real experience in delivering historical material, giving students a sociocultural and emotional connection to the material presented. A cultural heritage site that can be used to learn history is SMA Negeri 7 Purworejo, Ex Hoogere Kweekschool (HKS). Purworejo is the only former HKS that still functions as an educational tool. SMA Negeri 7 Purworejo, which stood in the former area of Hoogere Kweekschool (HKS) in Purworejo, is being studied to become a national cultural heritage. Based on Law 11 of 2010 concerning Cultural Heritage Article 42, the former HKS Purworejo building meets the criteria for manifesting national unity and integrity. It leaves traces of the glory of education in Purworejo and inherited character values that the current generation can emulate.

The cultural heritage building of Ex HKS Purworejo consists of buildings with architectural styles in the Indies (Prastiwi et al., 2019). The various collections of cultural heritage buildings from the former HKS Purworejo are the eastern main building, the western main building, door loop (hallway), treasurer's room and toilet, dining room, kitchen and storeroom, room counselling and toilet, medical room, Disporapar's office (Youth, Sports and Tourism Department), police chief's residence, Bankesbangpol's office (National and Political Unity Agency), Wisma First, Wisma Mandala, Wisma Damai, Wisma Mulya, Wisma Jaya, and garden chairs and garden lights. Most buildings left behind by the former HKS Purworejo still stand firm and are well-maintained. However, several buildings, especially those used as

classrooms, experienced damage to the roofs and walls. Some of the heritage buildings from HKS Purworejo still serve their original function, and some have changed their function.

The former HKS Purworejo, which is still standing strong, is undoubtedly very suitable as an alternative learning resource because it is close to the student, is strategically located in the city centre and is easy to reach so that it will provide a real experience to the student. Students brought to the memory of the past, when this building gave birth to national leaders, and it is one of the proofs that Purworejo was once a student city that could be compared to Yogyakarta. It creates a sense of self-confidence and pride in being a student studying at Purworejo. It is in line with what was stated by Peter Carey. HKS Purworejo impacted the era of national movements, similar to the Sultan Idris Training College school in Tanjung Malim (Perak), which raised awareness of Malay nationality among prospective teachers from all over the Malay Peninsula. (Carey, 2017). Meanwhile, HKS Purworejo strengthened the bonds of brotherhood among fellow prospective teachers, which would later become a provision for seizing power from the Dutch. Using the former HKS Purworejo as a learning resource is attractive, especially when discussing ethical and political material, national movements and the roots of nationalism in Indonesia. Where HKS is not only an educational tool that produces qualified native teachers but also a forum for the growth and development of nationalism in Indonesia, HKS produced figures who later played a role in the national movement and the struggle for Indonesian independence. Among the statistics recorded as having studied at HKS Purworejo include Otto Iskandar Dinata (Graduated HKS 1920, member of Volksraad Dutch East Indies (1930-1941) and member of the PPKI and Minister of State (1945) (Saputro, 2022), R.F. Atmadarsana (Graduated HKS 1920, pioneering Bumiputera composer of Indonesian music), Soegarda Poerbakawatja (Graduated HKS 1921, Indonesian educational figure), Aliarcham (drop out from HKS, 1922, a figure who fought against the Dutch), R.M. Isdiman Soerjokoemo (Graduated HKS, 1928, hero of Palagan Ambarawa), R. Abdoel Moettalip Djojonegoro (Graduated HKS 1928, father of Minister of Education and Culture Wardiman Djojonegoro), R. Abdullah Rachman (transition period, grandfather of Minister of Tourism and Creative Economy Sandiaga Uno). HKS Purworejo has graduated 275 Bumiputera teachers. 27 HKS Purworejo graduates were appointed as HIS principals. Ten were appointed in 1925, and the rest the following year (Ex. HKS Bond, 1982).

The former HKS building has also been used by several institutions, namely MULO, a school during the Dutch-Japanese transition period, Shoto Chu Gakko (Junior High School) during the Japanese era, Teacher B School (SGB) Purworejo, Teacher A School (SGA) Purworejo, State Teacher Education School (SPGN) Purworejo, State High Schools (SMA N 3 Purworejo, SMU N 2 Purworejo, and SMA N 7 Purworejo) (Sejarah Sekolah - SMA Negeri 7 Purworejo, 2020). Educational success in the past is still passed down to the present for the students who excel in various fields, with the historical field being one of the most prominent achievements. This cultural heritage building can be used as a medium to strengthen the dimensions of the profile of Pancasila students.

## **Discussion**

Profile of Pancasila Student from a historical perspective was inspired by Ki Hadjar Dewantara's thoughts on education, which later became the basis for independent learning. According to the direction and vision of the Minister of Education, "the national education system must prioritize character with divine values, noble character, and excellence in innovation and technology" (Rahayuningsih, 2022). Formation of Profile of Pancasila Students cannot be separated from the problems of education today, in which the character of a declining student causes Indonesian students to lose their identity as Indonesian people who have character and practice the values of Pancasila. Based on these problems, the government took the initiative to brand Indonesian students by strengthening character education with superior human resources through the Profile of Pancasila Student (Tricahyono, 2022). Profile of Pancasila Student can be built through six dimensions that must be awakened within oneself: faith, fear of God Almighty and having noble character, global diversity, cooperation, independence, critical reasoning and creativity" (Satria et al., 2022).

Utilizing the former HKS Purworejo building as a source of historical learning can strengthen the dimensions of Student Profile Pancasila. It is, of course, based on the relevance of the values embedded in history learning to the values of Pancasila. Moreover, historical material is presented with concrete examples close to the student, so it will provide a real experience to the student because it seems to be brought to the memory of the past. Students can imagine and feel the educational atmosphere of the

colonial era. These are the explanations from the history teacher at SMA Negeri 7 Purworejo regarding the utilisation of cultural heritage at SMA Negeri 7 Purworejo to strengthen the Profile of Pancasila Student, which is associated with the six dimensions of Profile of Pancasila Student. The dimension of having faith, being devoted to God Almighty, and having noble morals realize their devotion by understanding the teachings of their religion well. The embodiment of God's faithful creation can be seen from the positive attitudes, behaviour, and words applied in life. Five elements can describe a person who has noble morals.

Firstly, religious morals: students can understand and appreciate the essence of God's qualities, namely compassion. Second, personal morals: students can know, look after and care for themselves. It is essential because students will become individuals who are responsible and able to adapt to caring for the common interests of society and the environment. Third, morals towards humans: students understand how important it is to respect differences in social life. So that harmony, togetherness, and humanity can be realized in society. Fourth, morals towards nature: the importance of awareness to protect the surrounding environment so that students do not damage the natural environment and that nature remains suitable for all living creatures. Fifth, state morals: realizing one's role as a citizen by carrying out one's rights and obligations with full responsibility (Kemendikbud Ristek, 2021b). It is hoped that these noble morals can become an inherent foundation for oneself students.

Using former HKS cultural heritage buildings, students can better appreciate and realize the dimensions of belief, have faith in God Almighty, and have noble morals through the values inherent in HKS Purworejo. HKS students consist of the best graduates from all-week schools and MULO's in the Dutch East Indies, and they consist of various religions. It can illustrate the existence of religious tolerance implemented by HKS's students. A sense of tolerance later strengthens brotherhood ties among fellow teacher candidates at HKS and enhances the feeling of love for the country. Students can emulate and practice religious tolerance, in which, as creatures created by God, humans must continue to respect and respect each other. Students understand that, as religious people, we must carry out the worship and spiritual values we adhere to. However, we still need to respect other people's beliefs.

Nationhood morals are also clearly depicted in HKS Purworejo, especially the love for Indonesia. Nationalism developed within the HKS environment and later spread throughout the Dutch East Indies through the best teachers who graduated from HKS Purworejo. Through these teachers, the spirit of nationalism is increasingly passionate among native students. Besides filling in with knowledge, the teacher also fills the student's soul with the spirit of nationalism, so efforts to achieve independence are increasingly being fought persistently. Using the former HKS Purworejo cultural heritage building can strengthen the dimension of faith, devotion to God Almighty, and noble morals. This noble morality manifests in giving birth to students who have religious tolerance, love the environment, participate in caring for cultural heritage buildings, and further strengthen the spirit of nationalism.

Dimensions of global diversity. This dimension is related to the skills that students maintain in the noble culture of the Indonesian nation, as well as their local culture and identity. This dimension is manifested by openness and tolerance when it comes to other cultures at a global level and does not conflict with the noble culture of the nation. There are three critical elements of international diversity: recognizing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for the diversity experience. (Ministry of Education and Culture, Research and Technology, 2021a). Global diversity is mutual respect and tolerance for differences to create harmony. Implementing this positive attitude should start from the most miniature environments, such as schools and communities. The critical elements of global diversity manifest in the ability to recognize, understand and respect other cultures, communicate across cultures and relationships with others, and reflect on and take responsibility for experiences of difference (Istianah et al., 2021).

The global dimension of diversity can be appreciated through former HKS learning resources because of the interaction between Indigenous people from various regions and teachers from the Netherlands. HKS's students are not against change as long as the change is good and beneficial. They learn to use Dutch to get to know the culture of their colleagues and Dutch culture, but they do not immediately forget their identity as Indonesian people. It can be seen from their efforts to spread knowledge to other indigenous communities. Global diversity dimension values applied in Hoogere Kweekschool Purworejo can be emulated today by remaining open to other cultures and not being anti-development but still upholding the noble culture of the Indonesian nation so as not to lose its identity

as Indonesians. Indonesian society values tolerance and easily adapts to new things while maintaining the nation's culture.

The dimension of working together. The characteristic of Indonesian society is cooperation. In this case, Indonesian students can collaborate for good as a manifestation of humans as social creatures. Through the partnership, students are trained to work together with sincerity and sincerity so that work can run smoothly and feel light. The critical elements of cooperation are collaboration, caring, and sharing. Pancasila students must understand the nature of working together to produce something useful and valuable. The main aspects of cooperation include collaboration, altruism, and sharing (Kurniawaty & Widayatmo, 2021). The values of cooperation and cooperation can be emulated from the long history of HKS Purworejo. HKS Purworejo students have a close sense of brotherhood, and they collaborate to advance the education of indigenous communities, thereby providing awareness of how important education is in people's lives. An educated society will undoubtedly contribute to building a better nation. After 50 years of HKS Purworejo's closure, there is a feeling that the family is unbroken. It is proven by a community of HKS Purworejo alumni who produce "50 Years Ago HKS Was Abolished" books.

Learning history can undoubtedly strengthen the dimension of cooperation. Through cooperative learning methods, students can practice working together in a team and helping groups or individuals who need help. Collaborative learning linked to historical learning sources, namely the former HKS cultural heritage buildings, will become even more interesting because students can utilize learning resources directly by exploring the history and every corner of HKS Purworejo. History learning becomes contextual by using the immediate student's environment. The independence dimension of Indonesian students can be seen from their attitude of responsibility towards the learning process and results. Students can independently recognize and manage their thoughts, attitudes and actions to achieve personal and shared goals (Rahayuningsih, 2022). Using the former HKS Purworejo as a learning resource is enjoyable; students are reminded of when this building gave birth to national leaders whose independence had been tested. Former HKS students come from various regions. They are willing to leave their homeland and be far from their families to study. Students should emulate this attitude to become independent and have a fighting spirit in pursuing education. The existence of HKS in Purworejo is also proof that Purworejo was once a student city that could be compared to Yogyakarta.

Dimensions of critical reasoning: Students who reason critically can think highly about processing information and concluding it wisely. The essential essence of reasoning that is worth having students is the ability to obtain and process information and ideas, analyse and evaluate reasoning, reflect thoughts in the thinking process, and arrive at decisions (Ravyansah & Abdillah, 2021). Students who reason critically can analyze learning material and utilize various learning resources that can be accessed. Utilization of learning resources close to students, namely the cultural heritage building of the former HKS Purworejo, can provide real experience in delivering historical material, so students have a sociocultural and emotional connection to the material presented. After processing the relevant information obtained, students reflect on it until they conclude. They can explore every corner of a cultural heritage building to train critical thinking skills and strengthen historical thinking skills. It is in line with what Evtasari explained in his research regarding essential skills of thinking students increasingly develop when seeing historical relics directly because they can process information about past events through real experience (Evtasari et al., 2021)

In the creative dimension, creative students can optimize something existing, create new and meaningful things, have use value, and impact those around them (Tricahyono, 2022). Pancasila students are expected to be creative and innovative in various ways, producing new work and finding solutions to problem-solving. Vital elements of creativity are creating original ideas and work. Learning history can increase students' creativity by applying a student-centred learning model (Suprihatini, 2020). Through learning history, the student can develop their creative powers through works related to historical events. Creative students' works in history learning can be seen from the tasks produced, such as song lyrics, biographies of heroes, and exciting video displays. Student creatively takes every corner of beauty in the former HKS cultural heritage building as a background in his work. Based on the explanation above, the use of cultural heritage at SMA Negeri 7 Purworejo, the former HKS Purworejo building, can be a medium for strengthening the Profile of Pancasila students. The values that can be emulated from HKS Purworejo are very relevant to Pancasila's values. Historical material is presented with concrete examples close to the student, which will provide real experience for the student because it seems to be brought to the memory of the past. The selection of learning resources around the student's environment helps

convey historical material so students have a sociocultural and emotional connection to the material presented. Contextual local history teaching resources can also be integrated with national history learning.

## Conclusion

Based on the results of research that has been carried out, it provides a brief overview of the potential for utilizing cultural heritage at SMA Negeri 7 Purworejo, which is the former HKS Purworejo building, as a means to strengthen the Profile of Pancasila Student. This is, of course, based on the relevance of the values embedded in history learning to Pancasila's values. Utilizing the former HKS Purworejo building as a learning resource can enrich historical learning resources, especially local historical sources in Purworejo. Contextual learning resources can be integrated with national history learning. The selection of teaching resources in the surrounding student's environment helps convey historical material so their sociocultural and emotional connection with the material is presented. Historical material, presented with concrete examples, can provide a real experience to the student. In writing this, the author had difficulties explaining the architectural aspects of the building Ex HKS Purworejo due to the lack of related research. It is hoped that in the future, more research will emerge regarding the architectural aspects of the former HKS building Purworejo so that it can help history teachers use this building as a source of history learning.

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