



Ki Hajar Dewantara's "Guiding" Basic of Education at Muhammadiyah Alam Surya Mentari Elementary School

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Abstract

One of the national heroes who fought for education in Indonesia was Ki Hajar Dewantara. The various thoughts that Ki Hajar Dewantara contributed brought progress to education in Indonesia. The five basics of education, according to Ki Hajar Dewantara, encompass guiding, the nature of nature, the nature of the times, manners, and the among system. Many previous studies have discussed the "among system." Therefore, in this study, the researchers aim to outline Ki Hajar Dewantara's "guiding" basics of education at elementary school. The method used in this research was qualitative with a case study approach. Data collection was carried out by observation, interviews, and documentation. Data analysis techniques employed the Milles and Huberman model, including data collection, data reduction, data presentation, and conclusions. The research findings demonstrated that Ki Hajar Dewantara's educational concept of "guiding" at Muhammadiyah Alam Surya Mentari Elementary School could be seen from (a) the learning objectives, namely guiding the nature of students to become human beings with character by teaching honesty, good manners, and leadership; (b) the learning process, which guides each student to learn optimally according to each student's readiness, learning profile, and diverse interests by using various methods, media, and scaffolding in learning; and (c) habituation activities before learning, such as reading Qur'an, stretching, praying Dhuha in the congregation, and praying together

Keywords:

Ki Hajar Dewantara's Thoughts, Guiding, Among System, Basic of Education

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Abstrak

Tokoh pahlawan nasional yang memperjuangkan pendidikan di Indonesia salah satunya yaitu Ki Hajar Dewantara. Berbagai pemikiran yang Ki Hajar Dewantara sumbangkan membawa kemajuan terhadap pendidikan di Indonesia. Terdapat 5 dasar pendidikan menurut Ki Hajar Dewantara yakni menuntun, kodrat alam, kodrat zaman, budi pekerti dan sistem among. Banyak penelitian sebelumnya yang membahas "sistem among". Pada penelitian ini, peneliti bertujuan untuk menguraikan dasar pendidikan "menuntun" Ki Hajar Dewantara di SD. Metode pada penelitian ini adalah kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan dengan observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan model Milles dan Huberman, meliputi pengumpulan data, reduksi data, penyajian data dan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) konsep pendidikan "menuntun" Ki Hajar Dewantara di SD Muhammadiyah Alam Surya Mentari dapat dilihat dari: (a) Tujuan pembelajaran yaitu menuntun kodrat peserta didik menjadi manusia yang berkarakter dengan mengajarkan jujur, sopan santun, dan jiwa kepemimpinan, (b) Proses pembelajaran menuntun setiap peserta didik belajar dengan maksimal sesuai dengan kesiapan, profil belajar dan minat setiap peserta didik yang beragam dengan menggunakan berbagai metode, media dan scaffolding dalam pembelajaran, (c) Kegiatan pembiasaan sebelum pembelajaran seperti membaca al qur-an, stretching, sholat dhuha berjamaah dan berdoa bersama

Kata Kunci:

Pemikiran Ki Hajar Dewantara, Menuntun, Sistem Among, Dasar Pendidikan

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INTRODUCTION

Guiding students towards attaining the utmost happiness as human beings is a critical function of national education (Wendri et al., 2023; Indahri, 2021; Irmawanty et al., 2020). In Indonesia, education is regarded with particular significance in relation to the nation's objectives, which include the obligatory provision of intelligent life for all citizens. Furthermore, in alignment with the personality of the Indonesian nation, education serves to develop and shape the character of students (Suwahyu, 2018; Helda & Syahrani, 2022). Holistic education grounded in local wisdom constitutes the fundamental cornerstone for students' character development. One of the national education figures who developed this educational concept was Ki Hajar Dewantara.

Ki Hajar Dewantara's educational concept is centered on the principle of freedom of learning, which permits students to consider and express themselves during the learning process so that they may develop to their fullest potential (Ainia, 2020; Hidayat, 2021). In contemporary education, discrimination against students persists due to the restriction of their freedom of thought and expression. In a similar vein, Ki Hajar Dewantara introduces the concept of the "*among* system," which forbids the use of punishment and coercion as a means to inhibit the creativity and freedom of expression of students (Suparlan, 2015; Noventari, 2020). As such, students must possess both physical and mental autonomy to avoid being readily influenced or controlled by other nations in the future.

Ki Hajar Dewantara further expounded that education aims to guide children's development, enabling them to enhance their behavior and achieve the highest level of happiness (Irawati et al., 2022; Suryana & Muhtar, 2022). According to Kawuryan (2018), Ki Hajar Dewantara's basics of education cover guiding, the nature of nature, the nature of the times, manners, and the *among* system. This educational basis serves as the fundamental framework for providing education and teaching to students.

In the process, the "guiding" basics of education give freedom to students, but teachers as guardians are still tasked with

directing students so that they do not go in the wrong direction. Teachers can guide students while still providing them with freedom of learning. In the concept of "guiding," Ki Hajar Dewantara likens teachers to farmers and students to corn plants. Farmers will not be able to change growing corn plants into rice plants, but farmers can care for corn plants until they grow well and are of good quality (Faradila et al., 2023; Rahayuningsih, 2022). This indicates that teachers cannot change the natural nature of students, but teachers can guide them to obtain the students' best potential.

Previous research related to Ki Hajar Dewantara's thoughts was conducted by Handoko (2023) about building character culture in schools through Ki Hajar Dewantara's *Among* System. The research was carried out at the State Elementary School of Kedadongan 1. The research intended to describe how character development is based on the *Among* system. The research findings revealed that the implementation of character development based on the *among* system was carried out through 1) determining the vision, mission, and goals, 2) determining the character values to be developed, 3) preparing the curriculum, and 4) implementing it through learning, coaching, and extracurricular activities.

Other research from Nurhalita and Hudaidah (2021) investigated the relevance of Ki Hajar Dewantara's thoughts in the 21st century and exhibited that until now, Ki Hajar Dewantara's thoughts remain highly relevant. In their research, Ki Hajar Dewantara's thoughts discussed were *Among* system and three educational centers, which provide space and creativity for students in the 2013 Curriculum. The research concluded that Ki Hajar Dewantara's thoughts on aspects of religion, discipline, honesty, and responsibility could be used as a basis for the formation of 21st-century morals.

In this case, the only nature-based elementary school from the Surakarta City Muhammadiyah Organization is Muhammadiyah Alam Surya Mentari Elementary School. Apart from nature-based schools, this school has regular programs and inclusion programs for children with special needs (Minsih et al., 2021). This piques the

researchers' interest in conducting research in that location.

Based on the explanation above, there has been much previous research related to Ki Hajar Dewantara's basics of education, but previous research has not discussed Ki Hajar Dewantara's basic ideas of "guiding". For that reason, this research focuses on the basic ideas of "guiding" of Ki Hajar Dewantara. The researchers, thus, researched Ki Hajar Dewantara's "Guiding" basic of education at Muhammadiyah Alam Surya Mentari Elementary School.

METHODS

This type of research is qualitative. The discovery strategy in this research is a case study. According to Utama et al. (in Rosyida et al., 2023), a case study is a detailed examination of a person, group, institution, or a particular event. This research looked directly at Ki Hajar Dewantara's "guiding" thoughts in an elementary school.

The setting for this research was Muhammadiyah Alam Surya Mentari Elementary School in Surakarta. The reason for choosing this location is that Muhammadiyah Alam Surya Mentari Elementary School has regular and inclusive programs that adopt three curricula: the natural school curriculum, the Muhammadiyah curriculum, and the government curriculum. The Muhammadiyah Alam Surya Mentari Elementary School was also selected as the research setting due to the absence of any previous studies on Ki Hajar Dewantara's thoughts at that school.

Data sources were acquired from both primary and secondary sources. The primary sources for this study were attained from school principals, teachers, and parents. Secondary data for this research was obtained from relevant sources pertaining to the research subject, including works on Ki Hajar Dewantara's educational philosophy. The data collection techniques employed were observation, interviews, and documentation. Data validity techniques used source triangulation, as well as data and time collection technique triangulation. The research utilized descriptive analysis for data analysis, which aimed to provide a detailed description of the conditions in the research

setting. Further, the data analysis steps utilized the Milles and Huberman model, consisting of data collection, data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

The Muhammadiyah Alam Surya Mentari Elementary School Surakarta is a privately owned educational institution affiliated with Muhammadiyah, a prominent member of the natural school community. The activities at this elementary school are designed to maximize efforts in guiding students towards developing noble character, a well-rounded personality, extensive knowledge, and outstanding achievements, all guided by the principles of religion, art, science, and outbound activities. These objectives are based on observations, interviews, and documentation. This objective aligns with Ki Hajar Dewantara's thoughts, who posited that education could enable children to attain happiness and safety in life and lead them to have good manners and noble character.

Children or students are valuable assets if they are prepared and guided from an early age to achieve their best potential. Guiding students undoubtedly needs to be adjusted to the conditions of each student. In this case, Muhammadiyah Alam Surya Mentari Elementary School is a school with regular and inclusive programs that can facilitate and guide students according to their conditions. There, it is not generalized between students. This corroborates with Ki Hajar Dewantara's thoughts, stating that education must be adapted to the nature of students.

Based on the results of observations, interviews, and documents, learning planning at Muhammadiyah Alam Surya Mentari Elementary School was guided by the official curriculum, the natural school curriculum, and the curriculum from Muhammadiyah basic education. The curriculum structure consisted of habituation development and learning development. Habitual development contains moral aspects, religious values, environmental concerns, social-emotional aspects, and independence. Meanwhile, in learning development, the material content did not completely follow from the education department but was adjusted first to the child's

learning readiness. The preparation of daily and weekly learning activity plans was carried out by teachers at Muhammadiyah Alam Surya Mentari Elementary School at the beginning of the semester. This aligns with Syahrir et al.'s (2023) statement regarding Ki Hajar's philosophy of thinking regarding an independent curriculum, which frees teachers from choosing the material.

Muhammadiyah Alam Surya Mentari Elementary School continuously follows and adapts curriculum developments and changes that occur over time. Based on the results of observations and interviews, in the 2021/2022 academic year, Muhammadiyah Alam Surya Mentari Elementary School used the 2013 Curriculum in accordance with the recommendations of the Education Office. In the 2023/2024 academic year, the Muhammadiyah Alam Surya Mentari Elementary School changed to using an independent curriculum. This is in accordance with Ki Hajar Dewantara's thoughts that education must be adapted to the nature of the times and have curriculum flexibility to develop students (Sani et al., 2022; Irawati et al., 2022; Irianti & Mufaridah, 2023; Taufikin & Ma'shumah, 2021).

Learning activities at the Muhammadiyah Alam Surya Mentari Elementary School, based on the results of observations and interviews, appeared to have accommodated the diversity of students. In the learning process, teachers could carry out differentiated learning between regular students and children with special needs. The teacher did not force and required students to master all the material presented by the teacher. The teacher realized that the students in the class were very diverse, especially students with special needs. What the teacher did was guide students in learning.

Regarding habituation activities or school culture based on the results of observations and interviews at the Muhammadiyah Alam Surya Mentari Elementary School, there were habits before starting learning: 1) reading Iqro or Al-Qur'an, 2) stretching, 3) Dhuha prayer, and 4) praying together. This habit aimed to guide and develop students' Islamic character. It is hoped that this routine will become a good thing that students will continue to do until they grow up.

This agrees with Ki Hajar Dewantara's guiding concept that teachers can guide students to become well-developed human beings.



Figure 1. Habituation of Dhuha prayers in congregation

Based on the results of observations and interviews at the Muhammadiyah Alam Surya Mentari Elementary School, outbound activities were one of the character development activities. Outbound activities were held once a week for each class as a substitute for physical education subjects. According to Panji et al. (2023), outbound activities at the Muhammadiyah Alam Surya Mentari Elementary School play a role in developing students' disciplined, independent, responsible, and courageous character. Each week's outbound activities were different; there was a flying fox, climbing cliffs, climbing trees, walking on bamboo, and other traditional games, which honed students' cooperation.



Figure 2. Implementation of outbound

Additionally, traditional games can train students' cooperation and can include learning elements so that it feels like they are learning by playing (Karina et al., 2021). Witasari and Wiyani's (2020) study also concluded that apart from being able to shape children's character, traditional children's songs and games can teach children to love local culture and preserve it so that culture is not destroyed. Therefore, outbound activities at the Muhammadiyah Alam Surya Mentari Elementary School remain a special attraction of the school and are something that makes researchers interested in continuing as a research study.

The methods for learning activities at the Muhammadiyah Alam Surya Mentari Elementary School based on the results of observations and interviews were very diverse, namely the methods of habituation, example, observation, observing the environment, lectures, presentations, questions and answers, and direct visits. This is in line with Ki Hajar Dewantara's thoughts in Asnawan's (2020) research, who said that with the different characteristics of children, there needs to be a diversity of methods used so that all children's needs can be accommodated and facilitated. Age differences are also a concern in choosing appropriate methods so that students can participate in learning effectively. Hence, the learning activities at this elementary school used the latest methods and continued to apply Ki Hajar Dewantara's guiding thoughts.

In implementing learning, based on the results of observations and interviews at Muhammadiyah Alam Surya Mentari Elementary School, it was shown that teachers are parents to their students. This can be seen in how teachers treat students during and outside of learning. This elementary school did not have a teacher's room like state schools in general. The homeroom teacher is in the classroom as his office. This allows teachers to monitor students even when not during learning. They can monitor students when they are resting, eating, and socializing with friends. Students also often chat with the teacher during breaks and ask the teacher to help open the bottle. This can increase kinship and implementation of Ki Hajar Dewantara's thoughts if teachers are parents of students at school.

Based on the results of observations and interviews, the evaluation carried out at the Muhammadiyah Alam Surya Mentari Elementary School so far has only used the final results. The final results obtained by students from the mid-semester and end-of-semester assessments were the teacher's main reference in evaluating learning. Several activities in the learning process, such as drawing, presentations, asking and answering, have not been massively assessed by teachers. Teachers rarely assessed the learning process; there was a tendency for teachers to put stars with markers in students' hands as a form of appreciation. Moreover, in the independent curriculum, which is basically taken from the guiding thoughts of Ki Hajar Dewantara, the teacher should assess each planned learning objective. Thus, at the Muhammadiyah Alam Surya Mentari Elementary School, Ki Hajar Dewantara's thoughts regarding the evaluation process in learning have not been maximally implemented.

Furthermore, teachers at the Muhammadiyah Alam Surya Mentari Elementary School, based on the results of observations and interviews, have seen the overall development of students. In this case, the teacher realized that each student has their strengths and weaknesses. Teachers at the Muhammadiyah Alam Surya Mentari Elementary School did not force students to be the same as their friends but adapted to the conditions of each student. The conditions of regular students certainly cannot be equated with those of students with special needs. The teachers understood this, and the school also facilitated it by having special accompanying teachers for children with special needs. This aligns with and strengthens the application of Ki Hajar Dewantara's guiding thought, which suggests that teachers cannot change corn plants into rice plants, but teachers can guide students to grow to achieve happiness and safety in life.

Obstacles in the Implementation of Ki Hajar Dewantara's Thoughts at the Muhammadiyah Alam Surya Mentari Elementary School

The obstacle in the learning process at Muhammadiyah Alam Surya Mentari Elementary School, based on the results of

observations and interviews, was the diversity of students. One class of 17 students consisted of 14 regular students and 3 students with special needs. Three students with special needs were diagnosed as hyperactive, autistic, and slow learners. In the learning process, students with special needs diagnosed as hyperactive often run and jump in front of their friends and in front of the class. This could disturb the concentration of other students.

Another obstacle encountered in observations and interviews was that classes were often not full. In other words, many students often do not attend school. KI Hajar Dewantara stated that the school is one of the educational centers in the tri-education center, which is a bridge between the home environment and the community environment (Fanny, 2020). In Ferary's (2021) research, the tri-education center has its respective duties: 1) the family is tasked with educating character and behavior; 2) schools provide knowledge; and 3) society helps in the development of intelligence and character.

The task of teachers at the Muhammadiyah Alam Surya Mentari Elementary School is not only to guide students according to nature truly but also to ensure that students can develop optimally. This supports Ki Hajar Dewantara's thoughts that teachers must be teachers to guide students, help students, understand student development, and create a supportive learning environment for students. The Muhammadiyah Alam Surya Mentari Elementary School also tries to apply Ki Hajar Dewantara's thoughts through teachers.

Efforts Made to Improve the Learning Process at the Muhammadiyah Alam Surya Mentari Elementary School

The school's efforts to overcome obstacles and improve the learning process are by using special accompanying teachers and involving student parents in school activities. Special accompanying teachers are tasked with accompanying children with special needs, not replacing homeroom teachers or becoming private teachers. Meanwhile, involving student parents in school activities is done by making student parents committee members or sponsoring school activities.

In its implementation, special accompanying teachers accompany students with special needs, starting from the morning before learning until the students go home. In the learning process, they are tasked with assisting students with special needs to ensure it remains conducive and help them understand the material if they cannot follow the class teacher. This is also an implementation of Ki Hajar Dewantara's scaffolding. In their research, Pratiwi et al. (2023) stated that scaffolding is needed so that students can participate in learning effectively and confidently. The following is a picture of the learning implementation in class with a special accompanying teacher for students with special needs.



Figure 3. Special accompanying teachers accompany children with special needs

In the figure, it can be seen that a special accompanying teacher provides individual assistance to students in the learning process. Students with special needs not only pay attention to explanations from the homeroom teacher but also receive assistance from special accompanying teachers if there are difficulties. This is done to help students understand the material.

The school's efforts to make student parents part of the school activities committee received a positive response from student parents. Based on the results of observations and interviews, parents felt the school needed them and could monitor their children at school more intensely. By involving parents in school activities, it will increase parents' awareness of the school. Apart from that, it can also improve communication and

collaboration between parents for school progress (Apriliyanti et al., 2021).

Ki Hajar Dewantara's thoughts in Ferary (2021) stated that the tri-education center must synergize with each other. The family, as the first tri-education center, must monitor children at the second tri-education center. Therefore, there needs to be cooperation between the parents of students and the Muhammadiyah Alam Surya Mentari Elementary School in educating and guiding children so that they can learn optimally. Thus, Muhammadiyah Alam Surya Mentari Elementary School has tried to implement Ki Hajar Dewantara's thoughts in its tri-education center so that harmony can be established between the two.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that 1) the "guiding" educational concept of Ki Hajar Dewantara at Muhammadiyah Alam Surya Mentari Elementary School could be seen from (a) Learning objectives, i.e., guiding the nature of students to become human beings with character by teaching honesty, good manners, and leadership spirit; (b) The learning process, namely guiding each student to learn optimally according to the readiness, learning profile, and interests of each student, using various methods, media, and scaffolding in learning; (c) Habitual activities before learning, such as reading Qur'an, stretching, praying Dhuha in congregation, and praying together. Apart from that, 2) the obstacles to implementing Ki Hajar Dewantara's thoughts included (a) the diversity of students and (b) the minimal number of students. Finally, 3) the efforts made were (a) using special accompanying teachers and (b) involving student parents in school activities.

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