

Ki Hajar Dewantara's Educational Philosophy: Among and Student's Academic Performance

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ABSTRACT

This research aims to describe an overview of the implementation of Ki Hajar Dewantara's educational philosophy and concept of among, where according to Ki Hajar Dewantara, the purpose of education is to liberate a human being whose mind does not depend on others and rests on its strength, with the motto of Tut Wuri Handayani that provides a broad range of freedom. In line with the government policy, Merdeka Belajar, Freedom of Learning that was rolled out in Cendekia Harapan School in Bali—"CH Way of Learning"—has been proven to effectively increase student's academic performance, which combines elements of interest, talent, individual speed, learning styles, and games into a fun and productive learning model, as well as emphasizes the freedom of "among" in each student, teachers' role as "pamong" is to facilitate students to realize their greatest potential. Using a qualitative approach, observation, and interviews; the longitudinal results of the 2-years study show that students who choose to use this learning method are happier and more satisfied with their performance which correlates with academic performance and students' achievement.

Keywords: *Ki Hajar Dewantara's Educational Philosophy, Among, Academic Performance*

1. INTRODUCTION

Learning, education, and school have always been overlooked in certain ways—where some students might see the whole process as 'boring' or 'pointless'. Some are even to the extent of 'depressing' and 'unbelievably annoying'. It is a common phenomenon that most educators are used to, at least observe every day. However, to what extent is this considered as not interesting? And what could have been the root of the problem that may be the fuel of all these states?

Speaking of each of its meaning, at least from the perspective of linguistic, "learning" is rooted from the word "learn" which has a meaning of "Acquire knowledge of (a subject) or skill in (an art etc.) as a result of study, experience, or instruction" [1] While education is "The process of bringing up children in particular manners, habits, or ways of life." [1]. On the other hand, school means "An establishment in which children are given formal education." [1]. All these three words have strong relation, as it is expected to synergize accordingly and work in line with the concept of acquiring, as well as nurturing children. Learning itself has a very similar function to the action, while education can be viewed as a system and/or method, while school is the culture, the home for children to develop.

According to [2], since the purpose of education itself is to liberate a human being, as well as every child has its own inner teacher—'among'. This principle is eternal, which should have been implemented accordingly as the whole world evolves. However, the complexity of education system, the approach, and the people responsible in guiding the line of education could be the one to blame. The education system may have been more than a decade type of education system that is applied over and over again, and is rarely developed to catch up with the development of technology and world as a whole, or it may focus so much on the idea of a teacher being the source of all. Of course, this sadly develops into 'bad teachers', 'bad doctors', 'bad attorneys', 'bad governor', and more label of 'bad' with the title given to their profession that students have developed later on.

Simplifying the system, revamping the whole process of learning, are believed to create a solution for this issue. With the spirit of change, and a strong base to improve, "CH Way of Learning" was formulated, which combined elements of interest, talent, individual speed, learning styles, and games into a fun and productive learning model, as well as implementing a student-centered approach. If technology develops each day, education should have been able to keep up, or to the point where this kind of system would be missed in a good way, where

students finally feel the essence and the usefulness of the education which will lead to an increase in student's academic, as well as make the children happy and be able to survive the world they are living in.

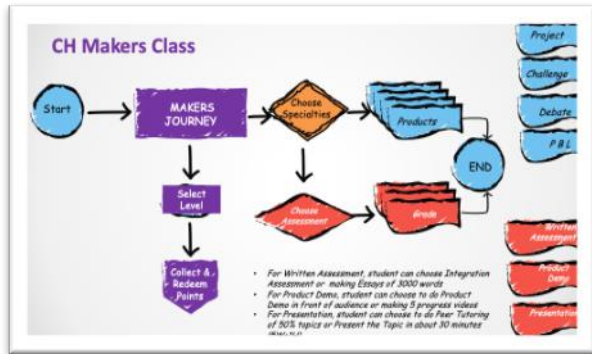


Figure 1. CH Way of Learning

1.1. CH Way of Learning

CH Way of Learning Cycle is started with what we call as CH Makers Journey, where they can choose the level of how many subjects are integrated as well as choosing specialties/areas of products/outcomes they would like to produce as displayed in Figure 1.

Afterward, a supervisor will be dedicated to supervising the students along the journey related to supervisors' expertise. Students then do the process of "making" their products, and during the making process, they can collect and redeem points based on their progress. This way, students get feedback and reward at the same time which stimulates them to do even better for the next process.

For the assessments, students can choose their preferred way of assessment as well, whether it will be conducted as a written assessment, a project presentation, or a product demo. This will usually be related to their style of learning—visual, auditory, reading and writing preference and Kinesthetic [3].

This way of learning is improved along the way and will always be improved continuously based on all stakeholders' feedback, as well as products or outputs and outcome analysis.

2. METHODOLOGY

Methodology focuses on the procedure with a purpose to understand the matter and the problem that were designed specifically to become the object of study and support the research as a whole [4]. A research method, as important as it is, has the intention to collect information and data, as well as being the procedure in conducting the research. Focusing on digging into the implementation as well as to verify the hypothesis formulated from the idea of the freedom of "among" in each student, and teachers' role as "pamong" in

facilitating students to realize their greatest potential, this research uses a qualitative approach, observation, and interviews in conducting the research.

Qualitative approach or methodology is a research procedure that leads to a descriptive data in a form of written or spoken words based on the people and the behavior observed. It also illustrates that qualitative research is a research method that prioritizes natural settings, natural methods, and is carried out by researchers who have a natural interest in producing descriptive data [5].

Observation is a process of observing or monitoring that is done systematically and is documented [5]. The observation method allows the researcher to obtain data transparently, since it was directed and conducted directly with the assessment objectives that the researcher has formulated. The data obtained from observation is the data that are in the form of factual and accurate, with detailed description that represents well the real conditions on the spot observed.

Interview is a data collection technique that is conducted by asking direct questions to the informant or respondent, and is recorded and well documented. Interview is conducted if a researcher has the purpose to dig in deeper into the respondent [6]. The technique of sampling was also conducted with the total of 10 of total numbers of students per class that were randomly chosen, and have been in Cendekia Harapan School since Grade 1.

Generally, from the process of collecting data by doing a specific observation to get the general and detailed overview from the third-person perspective, to interview—to verify the data obtained from the observation conducted—the data obtained that are in line between the observation and the interview are then being compared and concluded descriptively in detail. This is when the data obtained from the observation can be strengthened by conducting interview—where it can be handy in revealing things that may not be revealed in the process of observation.

3. RESULTS AND DISCUSSION

Interviews were conducted based on the questions prepared, with the total of 80 students from Grade 4–Grade 12: Grade 4, 5, 6, 7, 8, 9, IGCSE 10, 12, that were all taken using sampling technique, with the total of 10 of total numbers of students per class that were randomly chosen, and have been in Cendekia Harapan School since Grade 1. Each question has also been specifically designed to represent the whole experience of having CH Way of Learning as a learning process conducted daily for two years.

3.1. List of Questions

Referring to the CH Way of Learning that has been conducted for two years,

1. Do you find learning is more fun with CH Way of Learning?
 - a. Yes
 - b. No
 - c. Others
2. How long do you find yourself learning uninterrupted out of school?
 - a. 1–5 Hours
 - b. <5 Hours
3. What interests you in learning?
 - a. Freedom of learning
 - b. Structured learning
 - c. Others
4. Do you think the use of technology help you in learning better?
 - a. Yes
 - b. No
 - c. Others
5. Do you feel the benefit of learning?
 - a. Yes
 - b. No
 - c. Others

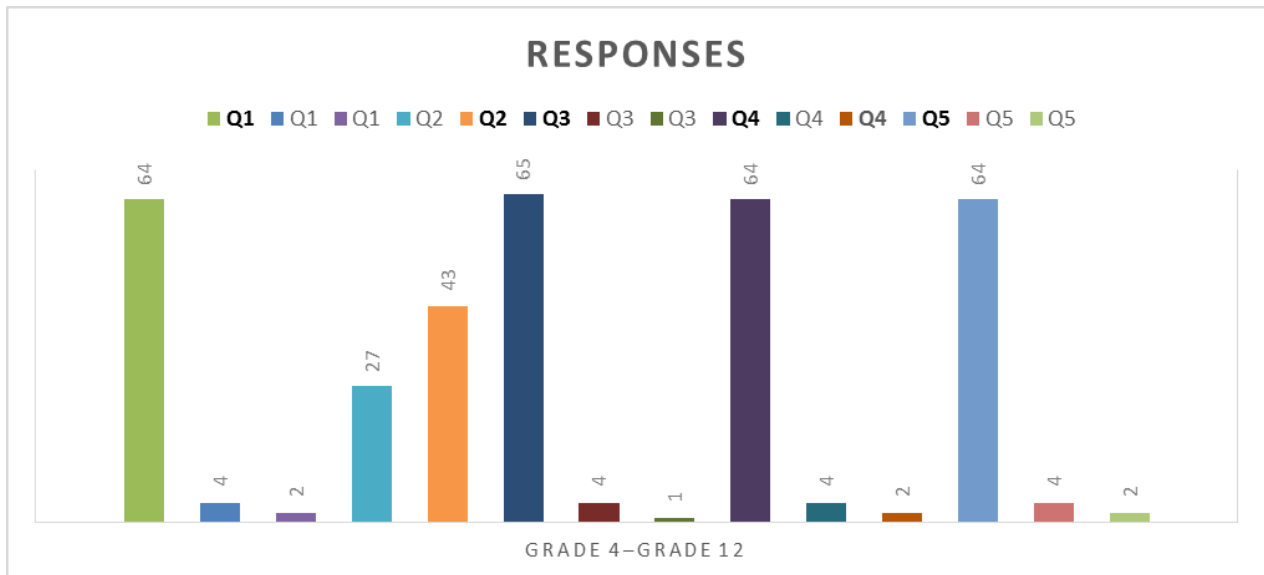


Figure 2. Interview Responses of Grade 4–Grade 12

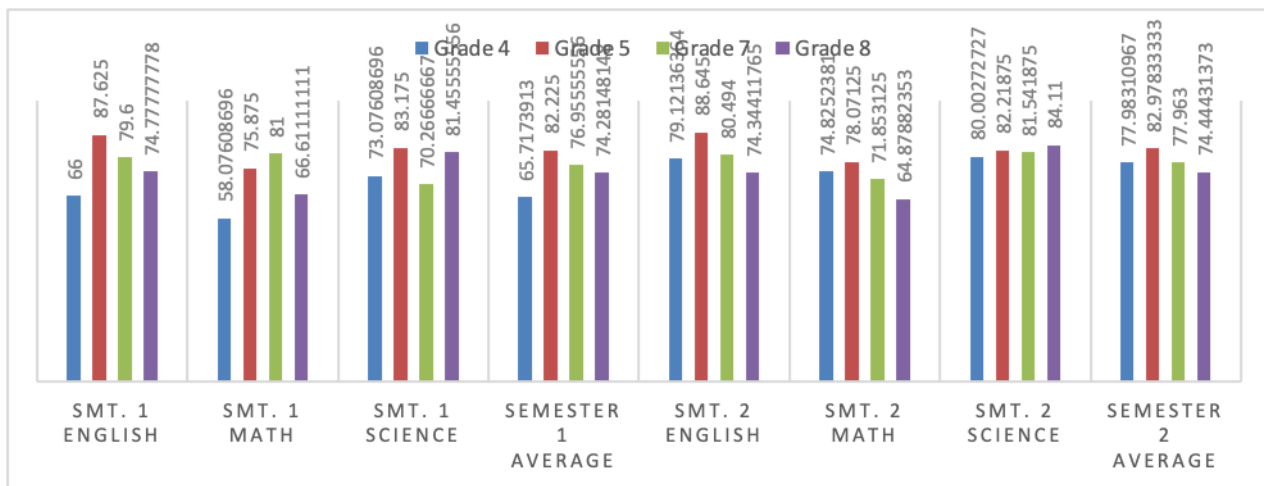


Figure 3. Score Mean of Grade 4, 5, 7, 8: Semester I vs. Semester II 2019/2020

As displayed in Figure 2 of how positive the response from the students is, as it shows up to 92.5% find that learning is more fun with the implementation of CH Way of Learning, as well as up to 66.25% prefer to learn more than 5 hours out of school, compared to 1–5 hours learning out of school. Up to 93.75% of students also

prefer having their own freedom of learning, and up to 92.5% find that technology makes them learn better, as well as getting the benefit of learning.

This is as representative to Figure 3, where there is an increase in score average of the three subjects—that

correlate to better satisfaction in academic performance and students' achievement: English, Math, Science from all Grades; Grade 4 from 65.71 to 77.9, Grade 5 82.22 to 82.97, Grade 7 from 76.95 to 77.96, and Grade 8 from 74.28 to 74.44.

The longitudinal results of the 2-years study, shows that students who choose to use CH Way of Learning method are happier and more satisfied with their performance which correlates with academic performance and students' achievement, as displayed in Figure 2 and Figure 3.

4. CONCLUSION

Learning, education, and school—as much as these are highly overlooked—with the willingness to change and experiment for better, can actually get into the fun part that will lead into a better education system with an enormous impact in learning process and getting the essence of learning as whole. In line with the government policy, Merdeka Belajar, Freedom of Learning that was rolled out in Cendekia Harapan School in Bali—"CH Way of Learning"—has been proven to effectively increase student's academic performance, with the combination of interest, talent, individual speed, learning styles, and games into a fun and productive learning model, as well as emphasizes the freedom of "among" in each student, teachers' role as "pamong" is to facilitate students to unlock their greatest potential, as shown in the longitudinal results of the 2-years study, students who choose to use this learning method are happier and more satisfied with their performance which correlates with academic performance and students' achievement.

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