



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 6 Tahun 2023 Page 2092-2101

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## Ki Hajar Dewantara's Philosophy Of Holistic Education Concept: Education For Independent Learning

Dewi Fajaryati<sup>1✉</sup>, Aunurrahman<sup>2</sup>, Halida<sup>3</sup>, Darwin<sup>4</sup>

Tanjungpura University, Pontianak, Indonesia

Email: [f2151231032@student.untan.ac.id](mailto:f2151231032@student.untan.ac.id)<sup>1✉</sup>

### Abstrak

Tujuan penelitian ini adalah menerapkan konsep pendidikan holistik dalam membentuk karakter, mengembangkan kreativitas, dan memberikan kebebasan individu untuk menjalani perjalanan pendidikan yang unik sesuai potensi dan minatnya. Konsep pendidikan holistik Ki Hajar Dewantara dalam sistem pendidikan modern cenderung berfokus pada pengukuran hasil pembelajaran dan kurikulum yang terstandar. Metode yang digunakan dalam penelitian ini menggunakan sumber sekunder berupa tulisan atau karya orang lain tentang filsafat pemikiran Ki Hajar Dewantara dan artikel serta pengumpulan data dilakukan dengan menggunakan teknik penelitian kepustakaan. Data yang terkumpul dianalisis secara kualitatif dengan menggunakan pendekatan induktif. Penelitian ini menghasilkan generasi yang mampu berpikir kritis, beradaptasi terhadap perubahan, dan menghargai nilai-nilai kemanusiaan. Dengan memahami dan mengadopsi konsep pendidikan holistik Ki Hajar Dewantara, kita dapat menciptakan masa depan pendidikan yang lebih baik dan bermakna.

Kata Kunci: *Pendidikan Holistik, Filosofi, Merdeka Belajar*

## Abstract

The aim of this research is to apply the concept of holistic education in forming character, developing creativity, and giving individuals the freedom to undertake a unique educational journey according to their potential and interests. Ki Hajar Dewantara's holistic education concept in the modern education system tends to focus on measuring learning outcomes and a standardized curriculum. The method used in this research uses secondary sources in the form of writings or other people's works about Ki Hajar Dewantara's philosophy of thought and articles and data collection is carried out using library research techniques. The collected data was analyzed qualitatively using an inductive approach. This research produce a generation capable of critical thinking, adapting to change, and appreciating human values. By understanding and adopting Ki Hajar Dewantara's concept of holistic education, we can create a better and more meaningful educational future.

*Keywords: Holistic Education, Philosophy, Freedom to Learn*

## INTRODUCTION

Education is a planned and structured process to achieve certain goals. The aim of education is to improve the overall quality of human life (Arikunto, 2021). Republic of Indonesia Law Book Number 20 of 2003 concerning the National Education System also explains that education is a planned and structured process to improve the overall quality of human life. This law also states that education must be able to form a complete human being, both from a cognitive, affective and psychomotor perspective. Education must be able to create the ideal of creating a complete human being. Education must be able to form people who have good knowledge, skills, attitudes and values (Sardiman AM, 2018).

Education is an important process for forming a quality generation. In Indonesia, Ki Hajar Dewantara is an educational figure who has a unique view on education. He developed a holistic education concept that emphasizes developing students full potential. Education not only improves knowledge and skills, but also attitudes and values. Education must be able to form a complete human being, both from a cognitive, affective and psychomotor perspective (Samho and Yasunari, 2009).

As one of the important pillars in the development of a nation, education has experienced significant evolution over time, and one figure who played a major role in changing educational thinking was Ki Hajar Dewantara. Ki Hajar Dewantara, an Indonesian education figure who is famous for his philosophy of "education for freedom of learning," has made an important contribution in changing the educational paradigm in Indonesia.

In developing his views on education, Ki Hajar Dewantara promotes the concept of holistic education which recognizes that education is not only limited to the transfer of knowledge, but also involves character building, developing creativity, and instilling moral

values. This holistic education concept reflects Ki Hajar Dewantara's view of education as a means to liberate individual potential, foster independence, and encourage the exploration of knowledge without limitations.

In the context of Indonesian national education, Ki Hajar Dewantara's concept of holistic education has relevance to the concept of independent learning. Freedom to learn is an educational concept that emphasizes independence in teaching and learning. Where teachers and students can flexibly innovate in the process to discover the potential of students. The concept of independent learning can be realized through the implementation of Ki Hajar Dewantara's holistic education. Holistic education will encourage students to learn actively and creatively, so that they can develop their potential optimally (Tatang, 2022).

A holistic approach is not just about filling students heads with knowledge, but also about shaping character, developing creativity, and giving individuals the freedom to undertake a unique educational journey according to their potential and interests. In his journey to form an independent human being, the question will arise, namely how to apply Ki Hajar Dewantara's concept of holistic education in a modern education system which tends to focus on measuring learning outcomes and a standardized curriculum.

## RESEARCH METHOD

The approach applied in this research is literature study as a methodology for exploring information and literature related to the topic discussed. Secondary sources include writings or other people's works about Ki Hajar Dewantara's philosophy of thought and articles discussing freedom of learning. Data collection was carried out using library research techniques. The data that has been collected is analyzed qualitatively using an inductive approach which refers to the problems formulated and analyzed related to the scope of holistic education, Ki Hajar Dewantara's philosophy regarding education for independent learning.

## RESEARCH AND DISCUSSION

### Ki Hajar Dewantara's Philosophy of Thought

Ki Hajar Dewantara is known as the Father of Indonesian National Education because of his progressive thoughts on education. He believes that education must be child-centered, not the teacher or curriculum. Education must lead children to achieve the highest safety and happiness, both as humans and as members of society. In 1912, Ki Hajar Dewantara founded Taman Siswa, a school which aimed to provide education to indigenous

Indonesians. Taman Siswa was founded with the following basic principles: a) Education must be child-centered, b) Education must be in accordance with the nature of the child, both natural nature and the nature of the times, and c) Education must instill human and national values.

Taman Siswa developed rapidly and became a model for other schools in Indonesia. Ki Hajar Dewantara is also active in writing books and articles about education. He also founded the Taman Madya and Taman Guru organizations to advance education in Indonesia. Ki Hajar Dewantara's thoughts about education are still relevant today. The basic principles of education that he taught, such as child-centered education and education that is in accordance with the child's nature, are still the basis of Indonesia's national education system (Istiq'faroh, 2020).

The following are some of Ki Hajar Dewantara's thoughts about education (Suyanto, 2023):

- a. Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani. (In the front giving an example, in the middle giving encouragement, in the back giving encouragement).
- b. Education is guiding all the natures that exist in children, so that they can achieve the highest safety and happiness both as humans and as members of society.
- c. Children are nature's playground. The teacher is only the servant of that nature.
- d. Education must be in accordance with the nature of the child, both the nature of nature and the nature of the times.
- e. Education must instill human and national values.

Ki Hajar Dewantara is a figure who has contributed greatly to education in Indonesia. His thoughts have inspired many people and have contributed greatly to advancing education in Indonesia.

### Holistic Education Concept

Holistic education is education that develops all students potential in harmony (integrated and balanced), including intellectual, emotional, physical, social, aesthetic and spiritual potential (Miller et al., 2005). Humans who are able to develop their full potential are complete humans, namely humans who have good knowledge, skills, attitudes and values. A complete human being is a true learner who always wants to learn and develop himself. A complete human being also realizes that he is part of a broad living system, so he always wants to make the best and positive contribution to his environment.

Ki Hajar Dewantara's holistic education emphasizes that education is not just filling the head with knowledge, but also shaping a person's character and morals. This includes developing empathy, creativity, curiosity, and critical thinking skills. Holistic education also respects local culture and traditions and teaches respect for differences.

Holistic education emphasizes developing all students potential in harmony, including intellectual, emotional, physical, social, aesthetic and spiritual potential. Holistic education focuses not only on developing knowledge, but also on developing skills and attitudes. Holistic education has the following principles:

- a. Humans are complete creatures, so education must develop all students potential in harmony.
- b. Each student has their own uniqueness, so education must be tailored to the needs and potential of each student.
- c. Students are active subjects in the learning process, so education must provide opportunities for students to learn actively and independently.
- d. Education must prepare students to live in a pluralistic society, so education must instill the values of tolerance, mutual respect and cooperation.

Holistic education involves a comprehensive view of individuals, recognizing that their development does not only involve academic aspects, but also emotional, social and physical dimensions. Therefore, in this emphasis, the characteristics of holistic education are key, because they reflect the values and principles that are the basis for this approach in creating deeper and more sustainable learning for each student. The characteristics of holistic education include: a) Student-centered learning, b) Learning emphasizes the development of skills and attitudes, in addition to knowledge, c) Learning uses various methods and approaches, adapted to students needs and potential, d) Learning is interactive and collaborative.

Holistic education can be applied at all levels of education, from preschool to tertiary level. Some examples of implementing holistic education in the school environment include thematic learning, which integrates various subjects into one learning theme; cooperative learning approaches, which encourage cooperation between students; project-based learning methods, which involve students in real projects; contextual learning approach, which links lesson material to students real life situations; and character education, which aims to instill positive character values in students.

The concept of holistic education has high relevance to the current state of education in Indonesia. This approach not only has the potential to produce graduates who are academically competent, but also individuals who have strong character. Through holistic

education, students can develop their potential as a whole and become more complete individuals. Apart from that, holistic education will also prepare students to face various challenges in their future lives.

### Freedom to Learn

The concept of independent learning is the culmination of Ki Hajar Dewantara's holistic education. Freedom to learn means giving freedom to students to develop their potential according to their interests and talents. Education should not be a burden or coercion, but rather an adventure that stimulates the spirit of learning. In Ki Hajar Dewantara's holistic education, the teacher acts as a facilitator and guide, not as an authority who forces knowledge. Teachers give students the freedom to explore knowledge, discuss and learn from experience. Freedom to learn creates an environment where students feel comfortable to ask questions, express opinions and develop creativity (Hudaya and Supriyanto, 2020).

In writing (Putera and Sugianto, 2020), stated that according to a report published in the Journal of Language and Language Teaching (JOLLT) in July 2020, the director general of Higher Education at the Ministry of Education and Culture (Kemendikbud) in 2020 revealed that the new concept of Independent Campuses had changed views about schools and the learning process. Putera and Sugianto's perception and optimism towards this concept is that it changes the paradigm from a learning space that was previously limited to one that is broader and has a deeper meaning. Now, the learning process is not limited to the classroom or campus, but can be done outside the campus. Besides that, The Head of the Communication and Community Service Bureau of the Ministry of Education and Culture also explained that the philosophy of the Merdeka Belajar policy is to create a fun and satisfying learning environment for students, teachers, the community and all related parties. The concept of "Freedom" here refers to students freedom from restrictions that hinder their creativity and self-development (Source: Media Indonesia, 18/10/2023).

Merdeka belajar is a policy program from the Ministry of Education and Culture of the Republic of Indonesia which was launched by the Minister of Education and Culture of the Republic of Indonesia, Advanced Indonesia Cabinet, Nadiem Anwar Makarim. This program aims to provide freedom for students, teachers and schools to be creative and innovate in the learning process. Merdeka Belajar consists of various policies, including:

- a. National Assessment, namely an evaluation system that measures student competency as a whole, including literacy, numeracy and character competencies.
- b. Independent Campus, which is a program that gives students the freedom to take courses outside their study program, do internships outside campus, and study

abroad.

- c. Distribution and Use of BOS Funds, namely a policy that gives schools the freedom to manage BOS funds according to the needs and conditions of each school.
- d. Mobilizing Organization Program, namely a program that provides support to community organizations to develop educational programs in schools.
- e. Teacher Activator, namely a program that prepares teachers to become learning leaders who can encourage students to learn independently and actively.
- f. Merdeka Belajar, which is a platform that provides various references and inspiration for teachers to teach, learn and work.

Merdeka Belajar is expected to create an education system that is higher quality and more relevant to students needs in the digital era. This program is also expected to encourage students to become independent and creative learners. The benefits of Independent learning include: a) Improving the quality of learning, b) Developing student potential, c) Encouraging creativity and innovation, and d) Preparing students to face future challenges (Rini and Endang, 2022).

#### Implications of Holistic Education in Modern Education

According to Tatang (2022), Ki Hajar Dewantara's concept of holistic education and independent learning has strong implications in modern education. In today's digital era, where information is easily accessible, education is no longer just about memorizing facts, but more about the ability to think critically, collaborate, and innovate. Holistic education creates a strong foundation for developing these skills.

According to Nurihsan (2014) Implications of holistic education in modern education emphasize a more comprehensive approach to student development. Holistic education recognizes that students are complex individuals with multiple dimensions in their lives. In the context of modern education, a holistic approach has several important implications, namely:

- a. Development of the whole individual

Holistic education views that individuals are whole beings, so they cannot be separated from one another. Therefore, holistic education does not only focus on developing students academic aspects, but also other aspects that are important for individual development, such as physical, emotional, social and spiritual aspects. Holistic education is an educational approach that is increasingly popular in the modern era. This approach has the potential to develop students optimally and prepare them to face future challenges.

b. Student Centered Education

Holistic modern education focuses on developing students overall potential. In this approach, teachers and curricula are designed to meet students individual needs and interests. Teachers act as facilitators who help students learn and develop, not as transmitters of information. The curriculum is designed to be diverse and flexible so that students can learn in a way that suits them. With this approach, education aims to help each student achieve his or her highest potential and develop the skills and knowledge necessary for success in life.

c. Character building

Holistic education emphasizes the importance of developing students character and ethics. In this context, education is not only limited to academic aspects, but also emphasizes learning moral values that are essential in life. Students are taught to value values such as integrity, empathy, responsibility, and honesty as an integral part of their development. This approach aims to create individuals who are not only intellectually intelligent, but also have high social and moral sensitivity. Thus, holistic education aims to form students who have a balance between academic achievement and strong character development, preparing them to become ethical and responsible members of society.

d. Contextual Learning

A modern holistic education approach emphasizes the importance of learning that is integrated with the context of students daily lives. This aims to ensure that students not only understand academic concepts theoretically, but can also apply them in real life. In this way, students can develop a deeper understanding of the relevance and usefulness of knowledge in their daily lives. It can also help them prepare to face real-world challenges with more confidence and broader skills.

e. Student Empowerment

In the modern era, holistic education seeks to develop students overall skills, including problem-solving skills, the ability to resolve conflict, and personal initiative. This approach allows students to become agents of their own learning, so they can develop the confidence and ability to face challenges in their lives. Thus, holistic education plays an important role in forming students who are independent and ready to face various challenges in the future.

f. Collaboration with Parents and Community

The importance of close collaboration between schools, parents and communities to support students holistic development is a significant implication. Involving all parties and working together gives students greater opportunities to grow and develop optimally.

Although the school has a primary role as a learning environment, the role of parents as active partners and the community as additional supporters has a very important impact. This collaboration creates an environment that supports student development in various aspects of their lives, including social, emotional and other skills, not just limited to academic aspects. With this strong collaboration, students holistic development can be given proper priority.

In modern education, a holistic approach creates a more balanced and inclusive learning environment. This environment is designed to ensure that students not only gain academic knowledge, but also develop the physical, emotional, social, intellectual, and spiritual aspects of their lives. The implication is that education must pay attention to and develop the whole individual. This means that modern education must focus on developing all students potential, not just on academic achievement alone. In this context, modern holistic education places emphasis on student-centered learning. This means that teachers and curricula must be designed to meet students individual needs and interests, enabling them to develop to their full potential.

Apart from that, holistic education also emphasizes the importance of achieving balance in students lives. It includes a balance between education, physical health, emotional well-being, positive social relationships, and moral and ethical development. Thus, holistic education helps students to become individuals who are more balanced, empathetic, and ready to face the complexities of the real world. By involving all individual dimensions in the learning and development process, holistic education seeks to create individuals who have a deeper understanding of themselves, their environment, and their role in society.

## CONCLUSION

Ki Hajar Dewantara is a visionary educational leader, who sees that true education is holistic education that gives individuals the freedom to learn freely. This concept is still relevant in the world of education today, where we need to produce a generation that is able to think critically, adapt to change, and respect human values. By understanding and adopting Ki Hajar Dewantara's concept of holistic education, we can create a better and more meaningful educational future.

## REFERENCES

- Arikunto, S. (2021). *Dasar-dasar evaluasi pendidikan edisi 3*. Bumi Aksara.
- Hudaya, S., & Supriyanto, A. (2020). Pendidikan humanistik holistik sebagai arah konsep pendidikan merdeka belajar di Indonesia. *Seminar Nasional Arah Manajemen Sekolah Pada Masa Dan Pasca Pandemi Covid-19*.
- Istiq'faroh, N. (2020). Relevansi Filosofi Ki Hajar Dewantara Sebagai Dasar Kebijakan Pendidikan Nasional Merdeka Belajar Di Indonesia. In *Jurnal Pendidikan* (Vol. 3, Issue 2, pp. 1–10).
- Miller, J. P., Karsten, S., Denton, D., Orr, D., & Kates, I. C. (2005). *Holistic learning and spirituality in education: Breaking new ground*. SUNY Press.
- Nurihsan, A. J. (2014). *Pendidikan holistik: Sebuah perspektif psikologi*. Bandung: Remaja Rosdakarya.
- Putera, L. J., & Sugianto, R. (2020). Perception and Optimism About Two-Semester Off-Campus Internship Program of the Kampus Merdeka-Merdeka Belajar (Freedom Campus-Freedom To Learn) Policy Among University Students. *Journal of Languages and Language Teaching*, 8(3), 264. <https://doi.org/10.33394/jollt.v8i3.2756>.
- Rini, B., & Endang, F. (2022). Merdeka Belajar Dalam Perspektif Ki Hajar Dewantara. In *Elementa: Jurnal PGSD STKIP PGRI Banjarmasin* (Vol. 4, Issue 1, pp. 15–25).
- Samho, B., & Yasunari, O. (2009). Konsep pendidikan Ki Hajar Dewantara dan tantangan-tantangan implementasinya di Indonesia dewasa ini. *Research Report-Humanities and Social Science*, 1.
- Sardiman A.M. (2018). *Interaksi dan Motivasi Belajar Mengajar* (Edisi 1, c). Rajawali Pers.
- Suyanto. (2023). *Pendidikan Ki Hajar Dewantara: Pandangan, Perjuangan, dan Pemikiran*. Jakarta: PT. Bumi Aksara.
- UU RI Nomor 20 Tahun 2003, *Sistem Pendidikan Nasional* (2003). Jakarta: Pemerintah Republik Indonesia.