KI HADJAR DEWANTARA PHILOSOPHY OF EDUCATION IN TAMANSISWA PHYSICS LEARNING

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ABSTRACT

This study aims to find out the implementation of Ki Hadjar Dewantara philosophy of education in Physics lessons at SMA Taman Madya Ibu Pawiyatan Yogyakarta. The method used in this study was a descriptive-qualitative method. This research was conducted at SMA Taman Madya Ibu Pawiyatan Yogyakarta. There were four stages done in this study, among others: Pre-Field Stage, Field Stage, Data Analysis Stage, and Report Writing Stage. Data for this study were collected through interviews, observations, and documents. Instruments employed in this study included: interview guides, observation sheets, and documents. Meanwhile, the technique of examining the data validity of this study was done through data triangulation. The results of this study indicated that the teacher of Physics at SMA Taman Madya Ibu Pawiyatan Yogyakarta has had enough understanding of Ki Hadjar Dewantara philosophy of education, but not yet applied in the process of Physics learning. This was shown from the results of observations and interviews conducted by the writer during the process of learning Physics in the classroom, as well as the analysis of Physics learning devices used in learning Physics.

Key words: Ki Hadjar Dewantara philosophy of education, Physics learning process

A. INTRODUCTION

Ki Hadjar Dewantara has been an Indonesian educational figure since the Dutch colonial era. He had long developed an educational concepts adapted to the social, cultural, and religious conditions of Indonesian society. Not only explored the concept of education for indigenous peoples who were still colonized, but he also played an active role in implementing and engaging directly in the world of education and struggling through the development of education for indigenous communities by establishing Tamansiswa organization. The organization that built an independent spirit for indigenous peoples using the basis of the socio-cultural forces.

The historical experience of the Indonesian nation has proved that education is an important tool of struggle in achieving independence, national integrity, and national development. Education as a means of struggle to build national integrity has begun since the period of the nationalist movement against the invaders around the first decade of the twentieth century, with the aim of