

Literature Review

**EXCELLENCE OF KI HAJAR DEWANTARA'S CHARACTER EDUCATION
FOR THE EDUCATION SYSTEM IN INDONESIA****Suyanto^{1)*}, Jumintono²⁾**

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ABSTRACT

Background. The era of globalization is full of competition, so education needs to be based on quality to produce superior human resource development. The quality of education graduates is related to the characteristics determined by educational institutions and shows the readiness of graduates to plunge and work directly in the community and the world of work as expected by stakeholders.

Research Purpose. The purpose of this study is to describe Ki Hajar Dewantara's character education as an excellence in education management in Indonesia.

Research methods. This research collected literature from various databases from Google Scholar, DOAJ, and Research Gate related to Ki Hajar Dewantara's character education. The keywords in this literature review, according to the PICO framework, are P: character education, I: Ki Hajar Dewantara, C: other character education theories, and O: excellence. The three main components of data analysis: data reduction, data presentation, and conclusion drawing.

Findings. There were 6 articles relevant to this research topic out of 218 articles that were assessed and analyzed Ki Hajar Dewantara's character education has a positive influence on Indonesia's strong education system that creates a diverse and high-quality generation, from the contemporary to the digital era as it is today.

Conclusion. The excellence of Ki Hajar Dewantara's character education reflects the unique characteristics of society and culture, fostering the nation's character, including honesty, courtesy, intelligence, spirituality, and leadership spirit, fostering a culture of mutual tolerance for diversity in Indonesia and mutual dependence on one another.

Keywords: Character Education, Education System, Excellence, Ki Hajar Dewantara.

BACKGROUND

Education management in Indonesia is an effort to manage the education system effectively. The aim is to improve the quality of education, ensure equitable access to education, and respond to changes in the world of education[1]. Good education management can create a conducive learning environment, help students reach their maximum potential, equip students with skills relevant to the needs of society, and prepare students for a successful future.

One of the efforts to improve the quality of education management in Indonesia is curriculum management. Curriculum management includes planning, implementing, and evaluating the education curriculum. This process is important in ensuring the quality of education. A well-designed and effectively implemented curriculum is essential for delivering high-quality education and preparing students for the demands of the modern

workforce[2]. Curriculum development strategies must involve stakeholders. Collaboration between academia and industry is essential. Collaboration is meant in terms of: involving educators in curriculum planning, establishing partnerships with industry, and using feedback from students and stakeholders for improvement. However, another crucial thing is that curriculum management must be based on a particular approach that shows the excellence of each educational institution[3].

The results of learning evaluations conducted by an institution showed that the quality of graduates is currently lacking in character traits, for example: indifference to others, lack of verbal and non-verbal communication, and resilience/difficulty adapting. Currently, one of the things that is often discussed is character education. Issues of culture and national character are now in the public spotlight, as corruption, violence, sexual crimes, vandalism, mass fights, consumptive economic life, unproductive political life, and so on become hot topics of discussion in the mass media. Education is expected to develop the quality of the nation's young generation in various cultural and national character issues. Education is considered a preventive alternative because education builds a new generation of a better nation, and is expected to develop the quality of the nation's young generation in various aspects that can minimize and reduce the causes of various cultural and national character problems[4]. Character education is expected to be implemented by all educational units in an integrated manner in classroom learning and school culture[5]. Character education is a deliberate effort to help people understand, care, and act according to ethical values. Character education has the same essence and meaning as moral education and moral education[6]. The goal is to shape children's personalities so that they become good human beings, good citizens, and good citizens.

Character education in schools requires basic principles that are easily understood by students and every individual working within the scope of education itself. Practically and simply, five elements can be considered to direct schools to a realistic, consistent, and integral appreciation of character education. Character Education Design: Effective and complete character education includes three design bases in its programming[7]. The three bases are classroom base, school culture base, and community base. Instilling national character education is a priority because the problem of humans is an endless job, from birth to death many miraculous and embarrassing events occur in their lives. Humans are an important factor in creating a good life. A good and prosperous life can be shaped and created.

Character education research has been discussed in several books and previous research results. However, no one has described and explained the advantages of Ki Hajar Dewantara's character education as an education management system in Indonesia. Ki Hajar Dewantara as we know is a famous educator, philosopher, and nationalist, known by the wider community so that he is considered the "Father of Indonesian Education" and another nickname "Respected Father of Education". Ki Hajar Dewantara pioneered a holistic approach to education, emphasizing the importance of fostering students' intellectual, emotional, and spiritual development[8]. Ki Hajar Dewantara's educational philosophy, known as the "Taman Siswa" system, promotes an educational curriculum rooted in Indonesian culture and values while equipping students with the knowledge and skills to thrive in the modern world[9].

Ki Hajar Dewantara was deeply committed to empowering Indonesian society through educational transformation. His philosophy continues to inspire and guide Indonesians in their quest to achieve potential on the global stage. This is particularly similar to his interest and motivation as an educator, highlighting the significant contribution and leadership role of individuals in the academic or educational field[10].

Ki Hajar Dewantara's innovative approach to education revolutionized the way Indonesians learn and grow[11]. His Taman Siswanya system emphasized character development, cultural relevance, and hands-on learning, empowering Indonesia's youth. Dewantara's emphasis on nurturing the whole person intellectually, emotionally, and spiritually, empowered generations of Indonesians to become active and engaged citizens. Dewantara's immense contribution to Indonesian education has been recognized through various prestigious awards and accolades, cementing his status as a national icon. Therefore, this study aims to describe Ki Hajar Dewantara's character education as a form of excellence in Indonesia's education management system.

RESEARCH METHOD

This research design uses descriptive research with a literature review approach. This literature review provides a comprehensive overview of the excellence of Ki Hajar Dewantara's character education. The main purpose of the literature review is to find several sources related to the research topic, analyze some of the findings obtained, and make conclusions on the superiority of Ki Hajar Dewantara's character education. By engaging in this process, researchers can ensure that the proposed research will contribute something new and innovative to the education management system in Indonesia. The quality of a literature review can be evaluated based on its breadth and depth, clarity, rigor, consistency, and effective analysis[12].

There are several main stages in this literature review research including searching, identifying, selecting, and synthesizing relevant literature. The first stage is looking for data. The data used in this research is secondary data obtained not from direct observation, but obtained from books and previous studies. Secondary data sources are national journal articles and accredited national journals. The search for articles in this literature review was taken from three databases that are often used in Indonesia, namely: Google Scholar, DOAJ, and Research Gate. Article or journal searches use keywords and Boolean operators (AND, OR NOT, or AND NOT) which are used to expand or define the search to facilitate article searches. The keywords in this literature review according to the PICO framework are P: character education, I: Ki Hajar Dewantara, C: other character education theories, and O: excellence. The search results that have been obtained are then checked for duplicates, 232 similar articles are found and the sorting results are by the topic of 218 articles.

The researcher then extracted data from the included articles according to the inclusion criteria, namely original articles/review articles, domestic research, Indonesian language, and publication of articles in the last 10 years (2016-2025). Exclusion criteria were abstract only, closed access, or paid. This stage showed 31 articles. At this stage of the literature synthesis, the titles and abstracts reviewed by the researchers were included in the eligibility assessment sheet for the prospective journals under review. Journals were included based on pre-defined inclusion criteria. In the final screening, 6 articles achieved a score higher than 50% and were ready for data synthesis.

FINDINGS

Ki Hajar Dewantara said that education is a cultural effort that intends to guide life, and the growth of the body and soul of children so that in their nature and the influence of their environment, they make physical and mental progress towards a civilized direction. This means that to achieve one's personality or character, humanity is at the highest level. So that in this study discusses Ki Hajar Dewantara's character education as an advantage,

which can be applied in one of the education systems in Indonesia. The results of the article search can be seen in Table 1. 6 articles are relevant to the topic of this research and analyzed.

Table 1. Review & Analysis Article

No	Title (Publication)	Research Method	Result & Discussion
1.	Early Childhood Character According to Ki Hajar Dewantara's Theory (Jurnal Pelita PAUD Vol.7 No.1, December 2022)[13]	Quantitative method with a descriptive analysis approach, namely collecting some material from various sources, from various journals and several books, and then reviewing/exploring the materials that have been collected.	The concept of Ki Hajar Dewantara's thought, education is a positive influence for one's progress that comes from anyone and anywhere, education can be understood in two aspects consisting of the form of activities and goals in the context of its implementation. In the form of activities, education is a cultural effort, education as a cultural effort is oriented towards efforts to develop individuals to be able to become human beings who can live and live in a civilized manner, which means that education aims to make humans virtuous or character. Early childhood education, is based on how the pattern of parenting. By fostering, growing, and developing the potential of early childhood optimally, children will have the readiness to enter further education. Education for children is by the needs of child development in all aspects of child development. Instilling education in early childhood to become a virtuous and characterful human being, education for early childhood is the beginning of a journey for the future, when education makes the child a better person than before, therefore education succeeds in making the child a person of character. Every parent and educator must instill character education in children such as about their spirituality, personality, and social environment. Positive or negative behavior is determined by the environment because the environment is very influential on a person's behavior. Therefore, shaping positive character from an early age is very good for its development.

2.	<p>The Realization of Character Education in the Contemporary Era Based on Ki Hajar Dewantara's Perspective (Jurnal Humanitas: Katalisator Perubahan dan Inovator Pendidikan Vol.7 No.2, June 2021)[14]</p>	<p>The literature study method includes several sources of literature, namely educational journals, e-books, articles, papers, the internet, and other sources. This research was obtained from various reliable sources after reviewing the material for the realization of character education in the contemporary era based on Ki Hajar Dewantara's perspective. The data analysis technique used is the interactive model analysis technique. Interactive model analysis includes three important components, namely data reduction, data presentation, and conclusion drawing.</p>	<p>The existence of education in Indonesia is none other than to create the next generation with noble character and quality. In realizing this expected generation, one of them is character education. Good personality values can be poured into students through this character education. The personality values that must be realized by character education include honesty, courtesy, intelligence, and leadership. One of the famous educational figures in Indonesia, Ki Hajar Dewantara has thoughts that are very influential on the world of education in Indonesia. He made many contributions to advance education, including character education in Indonesia. This article discusses Ki Hajar Dewantara's thoughts that can be applied to character education in the contemporary or digital era.</p>
3.	<p>Character Education in the Concept of Ki Hajar Dewantara's Educational Thought (Insania: Jurnal Pemikiran Alternatif Kependidikan Vol.23 No.2, December, 2018)[15]</p>	<p>The literature study method uses educational journals, e-books, articles, papers, the internet, and other sources. This research collects data from various reliable sources. The three main components of data analysis are: data reduction, data presentation, and conclusion drawing.</p>	<p>Ki Hajar Dewantara's educational thoughts point to the importance of the role of an environment, a place where the character is formed, the spirit of leadership and helping each other, as well as the growth of love for the nation's culture to form the next generations of a good nation.</p>
4.	<p>Indigenization of Education: The Rationality of</p>	<p>This study aims to reveal Ki Hajar Dewantara's</p>	<p>Ki Hajar Dewantara places education as a prerequisite for realizing a just and civilized social transformation.</p>

	Revitalizing Ki Hadjar Dewantara's Educational Praxis (Jurnal Pendidikan dan Kebudayaan Vol.2 No.1, August 2017)[16]	educational ideas and practices. The study is conducted through a search of Ki Hajar Dewantara's works and relevant contemporary literature.	According to Ki Hajar Dewantara, educational praxis must be rooted in the identity and noble treasures of the nation's culture, which in recent decades has been popularly called indigenization or pribumisasi. Indigenization of education requires critical and creative efforts to summarize the nation's noble cultural heritage as the foundation of education by not closing our eyes to the dynamics of science, technology, and social change. The indigenization of education that has been laid the foundation by Ki Hajar Dewantara places education as a conscious and systematic process to develop noble character rooted in local cultural values and at the same time pay attention to the development of students' competencies so that they can live life with dignity according to the demands of the times. Thus, the main postulate of Ki Hajar Dewantara's educational praxis is the interdependence of culture and education.
5.	Ideal Education Perspectives of Tagore and Ki Hajar Dewantara in Student Character Building (Jurnal Civics: Media Kajian Kewarganegaraan, December, 2016)[17]	The goal of the study is to examine Rabindranath Tagore's and Ki Hajar Dewantara's ideas on perfect education and how it shapes students' personalities. This study uses a content analysis technique to review the literature. Data sources on the opinions of two educational leaders include primary and secondary data. The inductive method was used to qualitatively assess the data.	1) Rabindranath Tagore viewed education as based on freedom and love. The learning approach taken by Rabindranath Tagore in the education system is experiential learning; 2) Ki Hajar Dewantara developed the Among system in education which is an effort to advance the development of morality (inner strength), mind (intellect), and physicality of students; and 3) there is a connection between Rabindranath Tagore's thoughts and Ki Hajar Dewantara's thoughts in viewing education and developing an ideal education system.
6.	The Role of Local Content Education in National	This research aims to explain the role of local content	The implementation of local content education can build the character of the nation because the implementation of

	<p>Character Building (Citizenship: Jurnal Pendidikan Pancasila dan Kewarganegaraan, April 2016)[18]</p>	<p>education in the development of national character with the conceptual paper method, namely through qualitative studies through the collection of descriptive journals and literature.</p>	<p>local content pays attention to the characteristics of the environment and local culture. The concept of local content is by the concept of trikon proposed by Ki Hajar Dewantara, one of which is concentric, which means that after uniting and communicating with other nations in the world, do not lose your personality. Local content can shape the character of the original Indonesian nation because as a strengthener of Indonesian human resources for the love and value of local areas as a form of self-defense in the current globalization. Local content is included in the curriculum because it is based on the fact that Indonesia has a variety of customs, arts, procedures, social manners, languages, and patterns of life that have been passed down from generation to generation from the ancestors of the Indonesian people. This shows that local content can build the character of the nation by the characteristics and identity of the nation.</p>
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DISCUSSIONS

According to Ki Hajar Dewantara, education can be viewed from two perspectives: the form of the activity and the purpose in the context of its execution. Education has a good impact on a person's advancement that may come from anybody and anywhere. Education is a cultural endeavor in the form of its activities. As such, it is focused on efforts to develop individuals so that they can become human beings capable of living in a civilized manner; in other words, education seeks to create people with noble character. Education for young children, depending on parental styles. Children who receive the best possible early childhood development will be prepared to move on to higher school. In every facet of a child's growth, education is tailored to meet their requirements. Instilling education in young children is essential to helping them develop into human beings with moral character. Early childhood education marks the start of a journey that will shape their future; if education improves a child's character, it has succeeded. Character education, including spirituality, personality, and social environment, must be instilled in children by all parents and educators. The environment has a significant impact on a person's conduct, hence it substantially determines whether they behave positively or adversely. Therefore, forming a positive character since early childhood is very good for their development.

The only objective of education in Indonesia is to produce the next generation of morally upright and high-caliber individuals. Character education is one way to realize this anticipated generation. Through this character education, kids may be instilled with positive personality traits. Honesty, civility, knowledge, and leadership are among the character traits

that this character education must instill. Ki Hajar Dewantara, one of Indonesia's most well-known educators, has ideas that have a significant impact on the country's educational landscape. Character education in Indonesia is one of the numerous educational advancements he has accomplished. The ideas of Ki Hajar Dewantara that apply to character education in the modern, digital age are covered in this article[13].

The educational ideas of Ki Hajar Dewantara emphasize the significance of the environment, a setting where the character is developed, a spirit of leadership and mutual support, and the development of a passion for the country's culture to create excellent future generations. According to Ki Hajar Dewantara, achieving a fair and civilized societal transition requires education. According to Ki Hajar Dewantara, educational practices, often referred to as indigenization or nativeization in recent decades, must be anchored in the identity and noble riches of the country's culture. Without ignoring the forces of science, technology, and social change, the indigenization of education necessitates critical and innovative attempts to distill the nation's rich cultural legacy as the cornerstone of education. Ki Hajar Dewantara laid the groundwork for the indigenization of education, which views education as a deliberate and methodical process to cultivate moral character based on regional cultural values while also focusing on the development of student competencies to enable them to live a respectable life in line with contemporary demands[16]. Therefore, the interconnectedness between culture and education is the central tenet of Ki Hajar Dewantara's educational approach.

According to Rabindranath Tagore, education is founded on compassion and freedom[17]. Rabindranath Tagore used experiential learning as his method of instruction. Ki Hajar Dewantara created the Among system, which aims to improve students' morality (inner strength), intellect, and physicality. Rabindranath Tagore's and Ki Hajar Dewantara's perspectives on education and the creation of an ideal educational system are related. Because local content education truly takes into account the unique features of the local environment and culture, it can promote the development of national character.

The idea of local content aligns with Ki Hajar Dewantara's trikon concept, which includes the idea of concentricity, which suggests that you should maintain your individuality after interacting and joining with other countries. Because it fortifies Indonesian human resources for love and regional values as a kind of self-defense in the face of globalization, local content may help shape the character of the original Indonesian country. Since Indonesia has a wide range of customs, arts, processes, social etiquette, language, and living patterns that have been passed down from the country's forefathers from generation to generation, local material is incorporated into the curriculum. This demonstrates how local material may develop national character in line with the traits and identity of the country.

Ki Hadjar Dewantara has contributed many thoughts in the world of education in Indonesia. Some of the theories of education mentioned above have provided an overview of the magnitude of Ki Hadjar Dewantara's attention to education[8, 14]. Character education, which is starting to become the concern of some education experts today, is expected to be a breakthrough in providing a good thing for today's teenagers who are starting to be eroded by juvenile delinquency which is often presented in various media. The good character begins to disappear along with the times. Various cases that show the brutality of the behavior of some teenagers present a concern about the loss of good noble values for the young generation of the Indonesian nation.

Character education that is currently being applied in the process of the life of the nation and state applied in schools is actually by the thoughts of Ki Hadjar Dewantara. The

Trip Center of Education, where an educational environment that has been mapped by Ki Hadjar Dewantara into three parts, becomes a place for individuals to develop. Ki Hadjar Dewantara mentions that the three places, family, school, and community, are places that greatly influence a person's character because it is in that environment that they will play their respective roles.

At home, a person will interact with family members. Here, the cultivation of good values will greatly determine the character of a child. Parents and other family members have their roles to play. From home, the child will go to school, which is a new environment that is different from his environment at home. At school, he will face situations that are different from his environment at home. At school, it is wider for him to associate, but the association with his peers. This is where the teacher plays a role in instilling good values in the child. After home and school, there is an open and wider environment, namely the community. In this community environment, children will experience a lot and see firsthand the reality of life that occurs. This is where children are expected to be able to apply the good values they have learned at home and school. These are the three environments referred to as formal, informal, and non-formal according to Ki Hadjar Dewantara. These three environments will greatly influence the character-building of a child.

Trikon theory known as continuity, concentricity, and convergence has the aim of forming a strong character that comes from the nation's culture[19]. Learning the nation's culture is an important thing to continue to be taught to children and is very suitable for today's life which gets a lot of influence from outside. Ki Hadjar Dewantara's Leadership Trilogy teaches a spirit of cooperation or cooperation in achieving a goal. Character building does not take the role of one party alone. Various elements play a role here. So the concept offered by Ki Hadjar Dewantara is very important in building a character.

This research's result was similar to the previous study that by the concept of education offered by Ki Hadjar Dewantara, education today should be able to provide real benefits for the development of students. This has been shown by Ki Hadjar Dewantara in the pre-and post-independence periods with Taman Siswanya, who fought for a complete education that must be built in students[20]. Strong synergy between the family as the first roof for children's growth and development is expected to be able to provide a strong provision of goodness embedded in children before they enter school as a formal institution. Then a good community environment will complement the child's life to be directed towards the educational goals to be achieved.

Teachers as facilitators should also be able to become role models for their students because, in the world of formal education, a teacher is in control of cognitive, affective, and psychomotor development. At least the teacher can provide a strong stimulus needed by a learner in the education process. Ki Hajar Dewantara's character education gives a big signal that no matter how far a person learns, he must not forget the cultural roots of his nation, namely the Indonesian Nation.

CONCLUSION

The excellence of Ki Hajar Dewantara's character education reflects the unique characteristics of society and culture, fostering the nation's character including honesty, courtesy, intelligence, spirituality, leadership spirit, fostering a culture of mutual tolerance for diversity in Indonesia and mutual dependence on one another.

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