



The Relevance Of Among Ki Hajar Dewantara System Education To The Differentiated Learning System In Elementary School Age Children

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Article Info	Abstract
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INTRODUCTION

Improving the quality of human resources is an effort that aims to understand and develop individual potential, both as human beings and as assets for the betterment of society. This process starts from the most basic thing, namely education. Through education, individuals can acquire knowledge and information that is useful for their lives. Thus, education plays an important role in helping a person develop the skills they have.

School is a vital element in human life, because through education one can gain insight and knowledge. Education does not only take place in formal institutions such as schools, but can also be carried out outside of schools, such as non-formal institutions and families, where parents have great responsibility in the education of their children. This

is in accordance with Law of the Republic of Indonesia Number 20 of 2003 Article 1 concerning the National Education System. In the article, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can develop their potential optimally, have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state.

Education has an important role for every individual, nation, and government, so its implementation must be designed effectively to meet human needs. In Indonesia, education has undergone many changes along with the times. The traditional education system implemented in the past certainly has significant differences from the current modern education system, so the challenges faced are also different. Therefore, the author tries to connect the concept of Ki Hajar Dewantara education with a modern approach in early childhood development that emphasizes freedom and gratitude.

This educational update is carried out to ensure the relevance of learning to the needs of the times. However, in reality, the current education system often does not match the expectations of society and the demands of the modern era. In Indonesia, educational reform has actually begun since the Dutch colonial period, when schools that offered Western-style education were introduced. Although various efforts have been made to date, the results achieved are still not optimal.

In practice, there are still many obstacles in the implementation of education in accordance with the ideal theory. For example, early childhood mental coaching often does not match their interests and talents. Some schools in Indonesia still apply an approach based on orders, strict discipline, and pressure, which can actually damage children's development. When children are constantly under pressure, they lose the freedom to develop their natural potential.

In Islamic teachings, the importance of non-coercive education is also reflected in Luqman's advice to his children, as mentioned in Surah Luqman verses 13-15. In this verse, Allah emphasizes the importance of giving thanks to Him and doing good to parents, without violating the principles of faith.

The concept of Ki Hajar Dewantara education is in line with this principle. In the among system that he introduced, education is not based on coercion, but on freedom. The purpose of the among system is to form independent human beings, both in their mind, soul, and energy.

Based on this, this study focuses on the concept of the among Ki Hajar Dewantara system and relates it to the differentiated learning approach and appreciative inquiry in elementary school children. This study uses a qualitative method by conducting a literature review of literature related to Ki Hajar Dewantara's ideas, which is then associated with modern learning approaches such as differentiation and appreciative inquiry.

In Indonesian, education comes from the word "didik" by giving the prefix "pe" and the suffix "an", which means "deeds" (things, ways, and becoming). The word education originally came from the Greek word *paedagogos* which means association with children.(Ujud et al., 2023) In the context of Islam, education with language (*lughatan*) there are three words used, the three words are (1) *al-tarbiyah* which means to increase, guide, and develop (2) *al-ta'lim* which means to teach and (3) *al-ta'dib* which means to give manners. But in its development, the word *tarbiyah* is considered to be used more in terms of education.

One of the frameworks is the educational method used in the Taman Siswa school system, which fully aims to oblige educators to remember and add meaning to children's thoughts, by not forgetting all the conditions that surround them. The structure of Among education depends on two things, namely: the idea of nature is a condition for restoring and achieving progress as quickly as possible and freedom is a condition for reviving and activating children's physical and mental strength so that they can live freely. The framework of Among is often associated with the rule which reads: *Tut Wuri Handayani, Ing madya mangun karsa, Ing ngarso sung tuladha* (Juliyantika & Batubara, 2022).

So far, training, especially in schools, has applied many teaching and learning frameworks and techniques starting from Western countries. Indeed, this framework can be successful, but not least because it is not in harmony with the quality and culture of the Indonesian state or even vice versa, the framework does not give normal results. As a result, hypothetical actions and instructive reasoning are still considered unacceptable both abroad, such as in the US (Gess-Newsome. et al: 2003) and in Indonesia.

In this view, it is important to find a model to implement an instructive hypothesis that is in line with the needs and culture of Indonesia, in the end, is logical. Therefore, the instrument of "order, pressure with discipline" used by ancient training must be replaced by a rule: to direct and support the children in it to develop and be creative because of their own temperament, killing everything that stands in the way of development and improvement. themselves and bring children closer to nature and society. Orders and intimidation can be carried out if children cannot in their own solidarity avoid the danger that will befall them, while discipline may be nothing but the idea of events that they really must be capable of, next or because of their missteps. Be a liberator, not a torment from others.(Efendy, 2023)

The purpose of the Among Framework is to foster students to become human beings who have faith and devotion, are independent both earnestly and intellectually, have noble ethics, are intelligent and talented, and are intellectual and intellectual so that they become independent citizens and are responsible for the government. assistance to the country and the people as a whole. In carrying out the Among Framework, after students have mastered the information, they are urged to be able to display it in the eyes of the public, driven by imagination, feeling, and purpose.Suparto Rahardjo, in Ki Hadjar Dewantara Brief Biography 1889-1959 (Jogjakarta: GARASI, 2010), p.71.

"To be able to achieve this goal is enough here I advise: educate our children in a way that is in harmony with the demands of nature and its own times....." Not only the educational goals must be clear, but in order for the educational stages to run in harmony with these goals, a system or method in practice is needed.(Hepi Ikmal, 2021)

One of the methodologies that can be used to determine the nature of the learning cycle is the framework approach. With a framework approach, we can look at different perspectives that can affect the outcome of a cycle. The word framework comes from the Greek word framework which contains the meaning of framework, game plan, organization, technique. The framework is also interpreted as a system, perspective or model of thought.(Ramayulis, 2015)

In the opinion of Wina Sanjaya, "a framework is a united part that is interrelated and works together to achieve a result that is applied ideally in line with the goals that have been set".(Ningari, 2022). That is what Omar Hamalik expressed, "a framework is a set of parts or components that are interrelated and interrelated for one reason". Meanwhile, Imam Barnadib in his book Ramayulis, "a framework is an interrelated thought or order, which is consolidated into a single unit.(Ramayulis, 2015)

In instructive exercises there are six instructive parts that can form examples of linkages or impacts with each other, but the reconciliation part mostly lies with teachers with all their skills and shortcomings. The learning parts include: 1) objectives, 2) educators, 3) students, 4) content/materials, 5) methods, and 6) environmental situations.(Ramayulis, n.d.-b) The components of education include: 1) objectives, 2) subjects, 3) educators, 4) environment.(M. Bisri et al., 2023)

Etymologically, assessment comes from the English word assessment, which is basically esteem, which means worth or cost.(Anas Sudion, 2016) In his expression, Edwin Wandt said that "assessment hints: an activity or cycle in tracing the benefits of something.(M. Bisri et al., 2023)

With the aim of further developing students' critical thinking skills, educators must have the option to separate learning guidelines in the classroom. Basically, each student has differences in terms of skills, interests, social foundations and learning styles. One of the learning systems that can meet the needs of advanced students who have many skills is separate education or separate teaching. Another name for Separate Education is Separate Guidelines or Separate Realization written by Tune Ann Tomlinson.(Fauziyyah et al., 2021)

Thus, educators must be able to become experts in Separate Guidance (separated learning how) in order to overcome student problems, rebuild or accelerate guidance, and provide learning and learning experiences to all students. According to Corley, distance learning is a method that allows teachers to design systems to deal with each student's problems. Champan and Ruler propose that separate tutoring is separate learning considering the diversity of availability, student learning profiles, and interests. In Adriany's opinion, Separated Learning (Separated Guidance) is a learning hypothesis

considering the reason that educational methodology must be based on the difference in the quality of individuals in the class that answer the needs of students. (Farid, 2022).

METHOD

In this study, the researcher uses a qualitative exploration approach. According to John W. Creswell, qualitative exploration allows for the gathering of more in-depth, detailed, and meaningful information. With this approach, the data obtained tends to be more comprehensive, covering various aspects ranging from the work process, the development of an action, to a comprehensive understanding from various points of view. This approach is also able to explore emotions, values, views, attitudes, beliefs, work culture, and norms embraced by individuals and groups in a certain environment. Thus, the exploration objectives can be achieved optimally (Assyakurrohim et al., 2022). As Creswell explains, qualitative research is one of the most effective methods for understanding the meaning behind individual and group behavior related to certain social issues or issues. This approach can be carried out through various methods, such as participatory exploration, grounded theory, phenomenology, ethnography, narrative, and contextual analysis. In this study, the contextual analysis method was chosen because it was considered relevant to produce in-depth and significant qualitative reports. (John W. Creswell, 2013).

RESULTS AND DISCUSSION

The Concept of Ki Hajar Dewantara's Thought on his Ideas Related to the Among System and its Relevance to its Application in Today's Age

Ki Hajar Dewantara's thoughts on the Among System offer a concept of education that is relevant to the present day. So far, various education and learning methods adapted from Western countries have been implemented in Indonesia. Although some of them are successful, it is not uncommon for the implementation to be less in accordance with the values and culture of the nation, so the results are not optimal. Therefore, a contextual education model is needed, according to needs, and in harmony with Indonesian culture (Basser, 2020).

Indonesia has an original educational method developed by Ki Hajar Dewantara, namely the Among System. This method, which is applied in Taman Siswa education, is rooted in local wisdom and can be superior in the global education competition. This system prioritizes an approach based on compassion, guidance, and nurturing (*love, hone, nurture*), and rests on two main principles: nature and independence. This principle aims to develop children's natural potential and guide them to become independent, faithful, pious, virtuous, intelligent, skilled, and physically and spiritually healthy individuals. (Rodin & Huda, 2021)

The Among system is derived from the word "mong" or "momong," which means to nurture. In this context, the teacher plays the role of a teacher who is in charge of

guiding children with love. This method emphasizes learning that is free from coercion and repressive punishment. Instead, teachers provide direction, support children's development, and remove obstacles that hinder their growth. Punishment is only given as a natural consequence of the child's actions, so that it becomes a lesson, not as a punishment from the other party.(Noventari, 2020)

Ki Hajar Dewantara also introduced a very well-known educational principle, namely "Tut Wuri Handayani, Ing Madya Mangun Karsa, Ing Ngarsa Sung Tuladha." This principle strengthens the educational philosophy that liberates children to develop according to their nature, while still considering the environment and society. In addition, he put forward the concept of the Tricenter of Education, which involves families, schools, and communities as a complementary educational environment.(Noventari, 2020)

In the modern context, the principles of the Among System are applied through the Independent Curriculum, which emphasizes the development of students' talents and potential. This curriculum utilizes two aspects of nature: the nature of nature and the nature of the times. The nature of nature refers to the environment in which students live, which influences the development of their intellect and mind. Meanwhile, the nature of the times refers to the demands of the modern era that require students to develop 21st century skills, such as critical thinking, creative, innovative, and the ability to communicate and collaborate. Continuity trichomes, convergence and concentricity are used to ensure education remains relevant and integrated with the times. With the implementation of the Among System, education in Indonesia is expected to be able to form a generation with character, independence, and competitiveness in the global era. (Efendy, 2023).

Concept of differentiated learning system

Education and learning have a close relationship with each other. Education aims to guide students to become independent and mature individuals. In the context of human habitus explained by Tilaar, education is the process of shaping human beings according to their human habitat. This habitus includes the environment in which the individual lives, including nature, culture, and the surrounding community. From the family environment to the global society, individuals learn to adjust to the natural environment, customs, customs, and existing cultures. This adaptation is a continuous process carried out by individuals to achieve life goals in the form of happiness and well-being. Therefore, education also includes the learning process of individuals who are constantly looking for solutions and exploring how to solve various problems in life.(Mahrus, 2021)

Education is a fundamental right for every child, regardless of its diverse conditions and characteristics. Children born in families carry their own characteristics and uniqueness. This diversity is a gift from God Almighty. To provide equal opportunities for all children, inclusive education is here as an answer. Inclusive education focuses on accepting the diversity of learners, not only in a physical sense but also through the

adjustment of learning methods according to their needs and conditions. Managing learning for diverse learners is a challenge in itself. Teachers are not only required to understand the differences in student characteristics, but must also have skills in creating an equal learning atmosphere for all.(Yamin & Syahrir, 2020)

One approach that can accommodate the diversity of students is differentiated learning. This learning is a framework and principle that allows all students to have the best possible learning experience. The basic principle of differentiated learning is to provide opportunities for each student to learn according to their level of readiness, interests, and learning profiles. Teachers play an important role in managing these differences through adjustments in various aspects of learning, such as goals, materials, methods, media, and achievement standards.(Festiawan, 2020)

Etymologically, differentiated learning comes from the words "different" and "learning". Learning is interpreted as the process of students learning with the guidance of teachers to achieve the goals that have been set. Meanwhile, "different" refers to various differences that exist, both in terms of abilities, learning methods, and student needs. Thus, differentiated learning is an approach in which teachers facilitate the learning process of students with different methods according to individual needs. This adjustment includes aspects of learning objectives, materials, learning strategies, tools, and evaluation of learning outcomes.(Kurniasih & Priyanti, 2023)

Conceptually, differentiated learning seeks to provide equal educational services for students with diverse abilities in one class. Teachers adapt the standard curriculum to the level of achievement, characteristics, and learning needs of students. In the context of inclusive classrooms, differentiated learning allows students from different backgrounds and needs, including those with special needs, to obtain the same education in a supportive environment.(Kurniasih & Priyanti, 2023).

What is the relationship between system among and differentiated learning

Repetition after learning so that the explanation of the material provided by the educator is easy to remember in the long run. Based on the following explanation, it can be concluded that the AIR (Auditory, Intellectually, Repetition) learning model is a learning model that has 3 main aspects, namely learning by listening and speaking (auditory), learning by using thinking skills (intellectually), and learning by repeating material in learning so that students will not easily forget (repetition). Steps of the AIR Learning Model (Auditory, Intellectual, Repetition)

The implementation of Independent Learning by educators has a strong relationship with the educational philosophy of Ki Hajar Dewantara. One of the key aspects of this philosophy is the "among" system, which can be implemented in the learning process. The among system emphasizes the responsibility of educators to guide students to develop according to their nature, namely based on their interests and talents.

This approach is in line with the principle of differentiated learning, which aims to create a student-centered learning atmosphere. (Anwar, 2021)

Differentiated learning is an approach that allows students to develop their potential and thinking freely. In addition, this approach is also expected to be able to form character in accordance with the Pancasila Student Profile. Implementing differentiated learning means creating a learning environment that supports the various needs of students throughout the learning process. Therefore, educators must have creativity and innovation in designing learning that suits the diverse characteristics of students. (Ryan & Bowman, 2022)

Differentiated learning is ideally sourced from an innovative and creative curriculum, which is able to accommodate various learning styles of students. In this case, educators need to act as facilitators who are active, responsive, and able to meet the learning needs of students by managing the classroom effectively. Differentiated learning planning must begin with mature thinking and understanding that each student has its own uniqueness. In practice, educators need to use various learning strategies so that students can gradually understand the material being taught and realize the importance of learning the topic. (Astria & Kusuma, 2023)

- 1) There are several important aspects to consider in designing differentiated learning:
- 2) Content differentiation: Tailoring learning materials to students' needs based on their readiness level, interests, and learning styles.
- 3) Process differentiation: Using a step-by-step learning method, providing thought-provoking questions, and keeping a journal to monitor student learning progress.
- 4) Product differentiation: Develop projects that allow students to showcase their work as well as communicate learning outcomes to educators. (Astria & Kusuma, 2023).

Technological advances must be a reflection material for educators in adopting differentiated learning. Understanding and applying technological literacy can help educators take advantage of learning media that support the application of differentiated learning, in accordance with the philosophy of Ki Hajar Dewantara and the principles of the among system. (Faiz et al., 2022)

Implementation of the Independent Curriculum

In the implementation of the Independent Curriculum, there are several main principles that are the basis for learning. The first principle is to side with students, which can be seen from the teacher's habit of reviewing previous material and having an active dialogue with students. The second principle is lifelong learning, where teachers always respond to students' questions by providing motivation and enthusiasm, as well as using various learning methods. The third principle is relevance, where teachers relate learning materials to real situations and the surrounding environment. The last principle is sustainability, which is reflected in teachers' efforts to integrate the values of caring for

the environment. For example, at the end of the lesson, the teacher reminds students to ensure that the classroom is clean by disposing of garbage in its place. (Rahayu et al., 2022)

The interview was conducted with the head of the madrasah (kamad) of MI Al-Ijtihad, Mr. Budiyanto, S.Pd., who provided the following information:

- 1) Initial learning evaluation: Evaluation is conducted at the beginning of the new school year to measure student readiness. The type of evaluation, such as multiple-choice questions, essays, or oral, is adjusted by the teacher of the respective class.
- 2) Designing fun learning:** Learning media and teaching methods are adapted to the material to create a fun learning atmosphere.
- 3) Student personality development:** Conducted with face-to-face activities in grades I to VI, which include discussions about the difficulties students face during learning.
- 4) Support for student competence: Teachers give rewards such as class stars or small rewards to students who answer questions correctly.
- 5) Understanding student character: This understanding is derived from the way students complete tasks and the social interactions between them.
- 6) Learning relevance: Teachers adapt learning media and methods to the material to ensure relevance.
- 7) Learning continuity: Assessments are conducted monthly to evaluate students' understanding, and if obstacles are found, teachers look for alternative methods or media.

The documentation includes photos of class I learning activities at MI Al-Ijtihad, showing that teachers have used the Teaching Module and Learning Objective Flow (ATP) as a learning design, according to the rules of the Independent Curriculum. The document also shows the implementation of subject-based learning, the existence of science lessons for grade I, and the use of report cards that are still in the improvement stage.

Implementation of the Differentiated Learning System at MI Al-Ijtihad

Differentiated learning is a strategy designed to meet the unique needs of each learner, by accommodating differences in their abilities, interests, and learning styles. This approach can be done through four main elements: content, process, product, and learning environment. In content differentiation, teachers vary the material taught by adjusting the content of the curriculum based on the results of mapping the learning needs of students, one of which is through the use of the *Independent Teaching Platform* (PMM). With access to a variety of modules, videos, and interactive resources, teachers can compose materials that are tailored to the individual abilities of students, enabling inclusive and effective learning. (Rachmadhani & Kamalia, 2023)

Furthermore, process differentiation involves adapting learning methods to accommodate diverse learning styles. Teachers can organize activities such as group

discussions, the use of multimedia, or practicum activities designed to meet visual, auditory, and kinesthetic learning preferences. In this case, PMM helps teachers design activities with the appropriate level of difficulty and provides flexibility in scheduling assignments. (Rachmadhani & Kamalia, 2023)

Product differentiation aims to provide learners with the opportunity to explore their understanding through a variety of means, such as project assignments, poetry writing, or presentations. With the support of PMM, teachers can create a variety of learning products that suit the ability level of students, encourage creativity, and provide relevant challenges. In addition, differentiation in the learning environment is also important to create an atmosphere that supports diversity. Teachers can set up classrooms flexibly, giving students the freedom to choose comfortable seats, as well as using resources that support their learning preferences. (Naibaho, 2023)

Finally, evaluation and reflection are integral parts of differentiated learning. Teachers conduct formative and summative assessments to measure students' understanding, as well as reflect on learning outcomes to improve future strategies. By utilizing PMM, teachers can analyze evaluation data more effectively, ensuring that differentiated learning runs optimally, and that the learning needs of each student are well met. This approach not only creates a meaningful learning experience, but also maximizes the potential of each learner. (Aprima & Sari, 2022).

The application of differentiated learning in Indonesian subjects requires teachers to have high creativity in designing activities and adapting learning methods to the variety of student needs. This learning reflects the teacher's ability to adapt the approach to the diversity of competencies and characteristics of students. The division of groups in differentiated learning, especially in Indonesian subjects, is flexible and heterogeneous. Students with higher abilities can be combined with students who have a lower level of understanding, allowing them to help each other. This gives teachers an advantage, as more competent students can function as peer tutors, so teachers can focus more on students who need more intensive attention.

Differentiation in learning does not mean that teachers have to create different materials, methods, or questions for each student. Instead, teachers prioritize strategies that can be applied to all students in general, but with adjustments to help students who are struggling, based on their learning styles and interests. Differentiated learning allows students with diverse abilities to collaborate and learn together. Students who are more proficient in Indonesian lessons can help their friends who are struggling, create an inclusive learning atmosphere, and respect each other's differences.

The consequence of the implementation of differentiated learning is the increased motivation and interest of students in the lesson, because learning is tailored to their respective interests, styles, and learning readiness.

Overall, differentiated learning has a positive impact in accommodating the diverse learning needs of students. With the Independent Teaching Platform, teachers

have access to various resources that support the implementation of differentiated learning. The features provided by PMM allow teachers to search for the right references and strategies in designing learning that is in accordance with the principles of differentiation.

The introduction to differentiated learning and the use of the Independent Teaching Platform as an innovation in the world of education in Indonesia emphasizes the importance of developing teachers' understanding and skills in this concept. The implementation of differentiated learning should be a priority for all teachers in Indonesia, because this approach is able to accommodate the diversity of students' learning needs, which has a significant impact on their development. Another positive impact is the increase in students' understanding of the subject matter, especially in Indonesian subjects, thanks to the variation in teaching methods that are tailored to their interests and learning styles.

CONCLUSION

Based on interviews, observations, and document studies conducted, researchers can draw several conclusions as follows:

- 1) In the implementation of differentiated learning using the Independent Teaching Platform (PMM) in Indonesian subjects, teachers start by conducting an initial assessment to map the learning needs of students. Based on the results of the assessment, the teacher then plans the lesson and prepares the material in the form of a teaching module that is tailored to the needs of the students.
- 2) Differentiated learning does not mean a complete change in all aspects of learning. Differentiation in material does not require teachers to create different material for each student individually. The same applies to learning methods and products; Teachers are not required to use different approaches or assign varied assignments to each student.
- 3) The obstacle that arises in the implementation of differentiated learning is the limitation of time. Due to the diverse learning needs of students, teachers are faced with the challenge of accommodating everything in a limited time. In addition, the inability of some students to use digital devices such as Chromebooks is also an obstacle, because not all students have equal technological skills. This can create inequality in learning participation and achievement.

The findings in this study produce two types of implications, namely theoretical and practical implications. Theoretical implications are related to the impact of research on the development of theory or understanding of concepts in the field of education, while practical implications are more related to the application of research results in real life, such as education policy and learning practices. Differentiated learning focuses on mapping students' learning needs. Before starting learning activities at the beginning of

the school year, teachers must understand students' abilities, characteristics, and learning interests. This is the basis for teachers to know the needs of each student, as well as areas that need more attention. This mapping is very important in designing a learning strategy that suits the condition of each student.

Teachers need to maximize the implementation of differentiated learning and utilize the Independent Teaching Platform in accordance with existing principles. The impact of the lack of teacher experience in implementing differentiated learning and limited digital skills among students can be seen from the low implementation of differentiation using PMM as a whole. There are still many teachers who rely on conventional learning models without involving differentiation in aspects of content, processes, products, or learning environments. Therefore, it is important to increase socialization and training related to the implementation of differentiated learning, so that teachers can better understand and implement it properly.

The role of the principal as a leader and supervisor of teacher performance is very important to support the implementation of differentiated learning. School principals must pay attention to the provision of facilities and infrastructure that support the implementation of this learning. In addition, they also need to create opportunities for teachers to participate in workshops, trainings, and socialization activities that can deepen their understanding of how to implement differentiated learning effectively.

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