

The Relevance of Ki Hajar Dewantara's "Being a Model" Philosophy for Christian Religious Teachers

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ABSTRACT

The purpose of this study is to gain a deeper understanding of the duties and responsibilities of a Christian Religious Education teacher, who serves as the main actor in teaching. Ki Hajar Dewantara's philosophy on teacher education is considered to be a trusted and imitable example, which can be used as a basis for vocation. This research aims to examine how teachers can serve as role models and how this can be implemented by Christian Religious Education teachers in today's context. The study findings indicate that Christian teachers must lead by example in their teaching, fulfill their duties and calling as a gift in teaching, and make Jesus the main principle of their exemplary conduct. The purpose of this research is to illustrate the efforts made by Christian Religious Education teachers to enhance their duties and calling as teachers and to determine whether they have become role models in the present day.

Keywords: *relevance, role model, Christian teacher, Christian religious.*

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INTRODUCTION

In accordance with Law Number 20 of 2003 regarding the National Education System, Article 1 Paragraph 1 defines education as a learning environment that enables students to actively develop their potential, religious spirit, self-discipline, and morality, through a conscious and planned effort to foster knowledge, reasoning, moral values, noble character, and skills necessary for personal, social, national, and state development. Education plays a crucial role in everyone's life. One's grasp and understanding of education can determine the success or failure of their academic pursuits and can also significantly impact their future (Suderadjat Day, 2003).

Education can influence students' self-perceptions. By acquiring as much knowledge as possible, which is the foundation of life, one can shape their self-image. As an educator, your primary responsibility is to teach, educate, and inspire students. Educators have a duty to equip young people with the knowledge, abilities, and skills they need for personal, social, and national development. Ki Hajar Dewantara's philosophy of education

emphasizes the importance of being a role model, as reflected in his three educational mottos. According to Ing Ngarso Sung Tulodo, the teacher must be at the forefront and serve as a leader by setting a positive example for others. Additionally, Ing Madya Mangun Karsa suggests that the teacher must also be at the center of a community of learners. In order to succeed in life, individuals must be able to inspire others and cultivate their own passion.

According to Ki Hajar Dewantara's book "Becoming a Character Teacher" by Agus Wibowo, education should be enriched by sacrificing oneself as a dedicated and selfless educator. Ki Hajar Dewantara himself is an example of such a teacher who is committed to his profession and not driven by materialistic rewards, status, or position (Agus Wibowo, 2012). However, some teachers, especially Christian Religious teachers, have deviated from Ki Hajar Dewantara's ideals. They are solely interested in their salary and certification, lacking the desire to become educators. Professional attitudes such as the desire for self-improvement and keeping up with current trends to achieve positive goals are crucial. Thus, as a teacher, it is your responsibility to inculcate in your students a strong sense of accountability towards their work and self-worth.

Ki Hajar Dewantara emphasized that teachers are highly respected and serve as role models to be emulated by fellow citizens and students. Being a teacher is not just a job, it requires expertise, dependability, and uniqueness to keep up with the latest updates in the field. Due to the demands of regulations and laws, as well as one's conscience, teachers should take the initiative to continuously improve themselves. According to Johnson, being a teacher involves not only pursuing further education, but also developing wisdom, self-control, and working diligently and perseveringly to fulfill daily obligations. Additionally, being aware of and willing to serve as a role model is an important aspect of being a teacher. Ultimately, teaching is a calling that should be pursued with passion, as advised by BS Sidjib in 2018.

The role of a teacher is not easy. According to I Made Suardana, teachers play a critical role in the nation's long-term survival, and this requires solutions. As the teacher's image now reflects their future self, and the development of the country's dynamics is strongly influenced by the teacher's reputation in society, teachers who are aware of their responsibilities face enormous pressure. In other words, teachers must have moral integrity and serve as role models (I Made Suardana et al, 2013).

Ki Hajar Dewantara asserts that education is a pursuit aimed at helping a child develop their character, intellect, and body in order to attain perfection in life and achieve harmony with the universe. The first aspect of this involves developing inner strength and character in students, which is crucial to promoting the ideal of truth among Indonesians. The second aspect emphasizes the importance of cognitive intelligence in enabling individuals to overcome ignorance and deceit. Finally, Ki Hajar Dewantara believes that physical or biological improvement alone is not enough to achieve true excellence (I Made Suardana et al, 2013). Three to five educational concepts known as Poncodharma were proposed by Ki Hajar Dewantara, namely nature, freedom, culture, nationality, and humanity. Ki Hajar Dewantara's educational teachings can be seen as the practical application of these five concepts. The justification for the five principles is as follows:

1. **The Principle of Natural Nature** This principle implies that human nature is a part of the universe. It also emphasizes that on the one hand, every individual learner is subject to natural law, but on the other hand, they are gifted with reason that has the potential to help them manage their lives. In accordance with the nature of education, it is a deliberate and planned action intended to develop the innate potential of students from birth.

2. **The Principle of Independence** This principle implies that life should be full of happiness and peace. According to Ki Hajar Dewantara's thinking, the principle of independence relates to efforts to shape students into individuals who have responsible freedom to create harmony with society. Therefore, educational praxis must be "broad and flexible." Broad means providing the widest opportunity for students to develop their potential as optimally as possible, while flexible means not being rigid in the implementation of educational methods and strategies.
3. **Cultural principles**
This principle is based on the belief that humans are cultural beings who undergo dynamic evolutionary processes in becoming virtuous individuals.
4. **National principle**
The principle of nationality is a fundamental teaching of Ki Hajar Dewantara that is rooted in human understanding. This principle emphasizes the importance of feeling a sense of unity with one's nation and avoiding conflicts with humanity.
5. **Humanity**
This principle stresses the significance of fostering friendships with other nations. In the context of Ki Hajar Dewantara as a prominent figure in Indonesia, this principle highlights the importance of Indonesians not being enemies with other nations (I Made Suardana et al, 2013).

Ki Hajar Dewantara believes that education, which is uniquely Indonesian, must also be based on Indonesian values. He applied three educational mottos that demonstrate the uniqueness of Indonesia. Firstly, "Ing Ngarso Sung Tulodo," which means a teacher is an educator who must set an example. Secondly, "Ing Madyo Mangun Karso," which means a teacher is an educator who is always in the midst of his students and continuously inspires their enthusiasm and ideas for work. Thirdly, "Tut Wuri Handayani," which means a teacher is an educator who continually guides, supports, and points his students in the right direction for their lives and work. (I Made Suardana et al, 2013).

Ki Hajar Dewantara's thoughts regarding education involve concrete efforts to completely and fully liberate humans, indicating that education is a means of achieving physical and spiritual freedom for individuals as well as groups or society. Based on his beliefs, education is a tool for developing intellectual, existential, and social autonomy. According to Ki Hajar Dewantara, a good education should provide a balance between psychology, physical science, civility, aesthetics, and morality. Education should not be imposed but rather internalized for inner growth, where love for the motherland takes precedence. Through this inner strength and stability, the quality of the Indonesian nation can be observed, and it cannot be easily influenced by other nations. With great love for our homeland, we will strive to maintain the prosperity of our nation, and we will learn to adapt to the changing times without losing our national identity, without coercion (Rosario Berlian et al., 2018).

In Ki Hajar Dewantara's book on education (1997), he explains that the education of the Republic of Indonesia must be based on the culture and society of the Indonesian nation, promoting happiness in inner life and safety in outer life. The principles of education, according to him, are rooted in religious teachings, and national education should be grounded in the teachings of religion and national culture, leading to the safety and happiness of the people. According to Ki Hajar Dewantara, education is essential for promoting communal living, liberating humans, and maintaining national unity. Education should prioritize national morality so that individuals are aware of their rights and obligations as citizens and servants of Allah. Education should also humanize individuals (Dr.

Aswasulasikin, 2018). According to Ki Hajar, those committed to becoming teachers must have a humanitarian mission to enlighten and liberate the nation from ignorance.

RESEARCH METHOD

Sugiono defines qualitative research methods as those that yield descriptive data on oral and written information, as well as the behavior of the people being observed. This is the approach that the writer will use. The researchers employed interviews and observations to collect data for this study. The aim of qualitative research is to describe a process or activity based on what actually occurred in the field, using the collected data as source material for future investigation to identify gaps or flaws in the study and make improvements (Sugiono, 2019).

John cites Hamid, who defines qualitative research as a method of investigation aimed at comprehending human issues by generating holistic images through words that describe the opinions of informants in detail, and then presenting the results in a scientific work (Hamid, 2001).

RESULTS AND DISCUSSION

The Nature of Education

According to Thomas H. Groome, education is "a deliberate, systematic, and continuous effort to convey, generate, or acquire knowledge, attitudes, values, skills, sensitivities, and any other consequences resulting from that effort" (Thomas H. Groome, 2015). While education is a universal concept that can be implemented throughout life and from generation to generation, it has a significant impact on human life. Driyarkara (1980) asserted that education is a process of humanizing young people.

In Law no. 20 of 2003 regarding the National Education System, education is defined as a "conscious and planned effort to create a conducive learning environment and process so that students can actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills for themselves, society, and the nation" (Nanang Fattah, 2013). The structuring of national education is an effort to create an Indonesian society that has faith and devotion to God Almighty, possesses noble character, knowledge, and skills, is physically and mentally healthy, has a strong and independent personality, and social and life responsibilities.

The success of the educational process can be seen from two aspects, namely the product and process aspects. In terms of the product aspect, students are required to master at least 75% of the curriculum's target subjects and achieve a minimum report card score of 7.5. As for the process aspect, education must provide meaningful experiences to students so that they can lead their lives in society. This is commonly referred to as meaningful education. Quality education is not only about providing information to students, but also about helping them to understand how to acquire knowledge. Thus, what is prioritized is not what students must know, but how to learn and transfer that knowledge to explore and obtain the desired information (learning how to learn).

Education should not only aim to provide knowledge and information but also to instill societal values and morals as an effort to humanize individuals. Therefore, the priority should be on the process of acquiring knowledge and the ability to transfer it, rather than on the content itself (learning how to learn). As Isjoni (2008) argued, education plays a significant role in shaping individuals' character and fostering a sense of social responsibility.

The Essence of Christian Religious Education

According to Calvin, Christian Religious Education is the cultivation of the minds of believers and their children with the Word of God, under the guidance of the Holy Spirit, through a number of learning experiences carried out by the church. The goal is to produce continuous spiritual growth in believers, which is manifested more deeply through self-devotion to God the Father of the Lord Jesus Christ in the form of acts of love towards others (Robert R. Boelkhe, 1990). By receiving such an education, all students, young and old, enter a living communion of faith with God Himself. Through Him, they are also included in the fellowship of His congregation which acknowledges and glorifies His name in all places and times (Dr. I. H Enklaar and Homrihaugsen, 2009). Christian Religious Education is a way of life for Christians and for those who intend to become Christians (Rev. Em. Budiadhi Henoeh, 2004). Based on the aforementioned views regarding Christian Religious Education, it can be concluded that Christian Religious Education is centered on the teachings of Jesus Christ, aimed at developing faith in order to deepen one's knowledge of Jesus Christ and the fundamental principles of Christian religious beliefs. This entails a comprehensive understanding of the contents of the Bible and proficiency in one's faith.

The purpose of Christian Religious education

The purpose of Christian religious education is to enable people to live according to the Christian faith, which is centered on the Kingdom of God in Jesus Christ (Thomas H. Groome, 2015). The main objective of a Christian religious educator is to guide people towards the Kingdom of God. Groome provides three reasons to support this proposition. First, in the Jewish scriptures, the vision of the Kingdom of God is presented as God's own vision and plan for all humanity and creation. Second, Jesus, whom Christians know as Christ, preached His good news in continuity with and within the Jewish tradition for the Kingdom of God. Therefore, the goal of those who will educate in His name should also be the same. Third, although the Kingdom of God as the main theme of Christian preaching stagnated in the early Church, it is still essential to Christian religious education (Thomas H. Groome, 2015).

Enklaar and Homrighausen expressed a similar view about the purpose of Christian Religious education, stating that the Kingdom of God is a force that operates through the Holy Spirit, revealing itself through the performance of God's will and realized as a divine gift. They also stated that the church is a community of believers who acknowledge Christ as their Lord and Savior, and that the church has a set of knowledge and beliefs that equip Christians to work with God in His plan for the salvation of humanity. The primary objective of Christian Religious education is to lead students to encounter Christ, truly love God, live obediently, and practice their faith in daily life. The objectives of Christian Religious education consist of three aspects: Aims, which are the ultimate goals to be achieved (towards spiritual maturity); Goals, which are the goals to be achieved within a specific period (as a package); and Objectives, which are the goals to be achieved in a single face-to-face teaching and learning session (JM Nainggolan, 2008). According to Robert R. Boelkhe (1990), the goal of Christian Religious education is to educate all members of the church so that they are equipped to study the Bible intelligently under the guidance of the Holy Spirit, participate in divine services, seek unity within the church, choose ways to demonstrate their devotion to God through daily work, and live responsibly under God's sovereignty for His glory as a sign of gratitude for those chosen in Jesus Christ.

Characteristics of Christian Education

Christian education is distinguished by its own unique characteristics, namely, Christian characteristics, which are manifested in the faith and conduct of those who confess Jesus Christ as their Lord and Savior, as witnessed by the Bible, both Old and New Testaments. These characteristics are also recognized by laws and regulations (Weinata Sairin, 2000). Another distinctive characteristic of Christian education is the belief that salvation cannot be achieved through human effort alone, no matter how pure one's intentions are, as sin inevitably taints them. Rather, salvation can only be obtained through God's grace. Christians believe that this grace can only be accessed through the sacrificial death of Jesus Christ, who died to redeem sinners. This is the foundation of the belief that God's love was poured out on humanity through the sacrifice of Jesus Christ, and that those who believe in Him will be saved. This Christian faith forms the basis of all Christian activities, including Christian Education (Weinata Sairin, 2000).

Teachers As Educators

The teacher plays a crucial role in the learning process, as they determine its success or failure. In addition to possessing knowledge, skills, and competency related to teaching, a teacher should also exemplify noble character traits in their personal and professional life. According to Indonesian Law No.14, 2005, "Teachers and Lecturers" are considered professional educators whose primary role is to educate, teach, guide, train, assess, and evaluate students in early childhood education through formal education channels, as well as basic education. The Teacher and Lecturer Law (2005) also outlines several professional principles, including the element of calling. It emphasizes that the teaching profession is a specialized field of work that requires certain principles, such as having talent, interest, calling, and idealism, as well as a commitment to improving the quality of education, faith, piety, and noble character (Chapter III, Article 7).

What is implied by the terms "talent, interest, calling, and idealism" is that the teaching profession should be pursued and practiced because of the motivation of calling, which is an important driving force for every teacher in facing challenges when carrying out assignments. The terms "talent, interest, calling, and idealism" suggest that the teaching profession should be pursued and carried out based on the motivation of calling. This is a crucial aspect because it can serve as a driving force for teachers in facing challenges while carrying out their assignments. (BS Sidjib, 2018)

Christian teachers are individuals who possess a strong foundation in Christianity. According to Sidjaga, there are three types of Christian teachers: first, educators or teachers who approach teaching from a Christian perspective; second, educators who identify as Christians; and third, educators who teach subjects related to the Christian faith. In summary, Christian teachers are those whose teachings are based on Christian beliefs. Therefore, Christian teachers must rely on the guidance of the Holy Spirit. Essentially, Christian teachers receive a gift from God to fulfill their duties and responsibilities as teachers and guides. As mentors, Christian teachers should be able to establish effective communication with their students. However, being a Christian teacher is not just a gift, it is also a calling to serve God in the field of education. As such, Christian teachers must recognize themselves as teachers within the context of God's calling and the gifts bestowed upon them (Alfons Renaldo Tampenawas, 2020).

The ability of a teacher is closely related to their performance. Teachers who exhibit high performance and are aware of their duties and responsibilities will make an effort to acquire various abilities in order to broaden their knowledge and qualifications, and enhance their competitiveness in improving the learning process in the

classroom. According to Houston and his colleagues, in research conducted by the National Education Association in the United States, there are 10 types of daily tasks that teachers must carry out, namely: a) ensuring students complete assignments, b) recording student attendance, c) adjusting work plans for class activities, d) monitoring activities outside of school, e) planning lessons, f) discussing work with colleagues, g) providing counseling to students, h) responding to the principal's questions, i) holding meetings with parents of students, and j). The teacher's ability is closely related to their performance. Teachers with high performance and awareness of their duties and responsibilities will strive to acquire various skills and qualifications to enhance their knowledge and competitiveness, and to improve the learning process in the classroom. According to Houston and colleagues, the National Education Association in the United States revealed ten daily tasks that teachers must perform, including keeping students on task, recording attendance, adjusting lesson plans, monitoring activities outside of school, planning lessons, collaborating with colleagues, providing counseling to students, responding to the principal's inquiries, holding parent-teacher meetings, and attending teacher meetings. In order to perform these daily tasks effectively, teachers must possess personal, professional, and social skills. These skills significantly impact their performance, particularly in planning the learning process. With good skills, it is expected that the learning process will run smoothly and achieve its objectives in the classroom (Isjoni, 2012).

Before instilling character in their students, teachers must first exhibit noble character themselves. Character is the set of values imprinted on a person through education, upbringing, experience, sacrifice, and environmental influence, which form the intrinsic values that underlie their attitudes and behavior. Teachers who are respected and emulated by their students directly impart character education. The teacher's profile and demeanor should have qualities that can guide their students towards the formation of strong character, as teachers serve as role models for their students. Education is not just about making children intelligent, but also about fostering noble character values.

Masnur stated that "a strong character must be built in students, and character determines the strength and weakness of an individual" (Made Suardana et al, 2013). In addition to the characteristics described by the Ministry of National Education, there are several main characteristics that teachers must possess, as follows:

a. Commitment

Commitment is the determination that binds and attaches to a person. As a teacher, commitment means the determination to carry out their duties and responsibilities as an educator. Teachers in the era of Ki Hajar Dewantara were known for their strong commitment to education. For Ki Hajar Dewantara, being a teacher was a humanitarian mission, aimed at enlightening and liberating the nation from ignorance, rather than a pursuit of wealth, rank, or position.

b. Competence

Competence refers to a teacher's ability to conduct effective teaching and solve various problems in order to achieve educational goals. A competent teacher is characterized by expertise in their field, enthusiasm for their profession, and pedagogical, personal, social, and professional competence.

c. Hard work

Hard work is the ability to devote or mobilize all effort and sincerity, potential that is owned until the end of an affair until the goal is achieved. Teachers must always work hard in carrying out their duties, especially in internalizing character education for their students.

d. Consistent

Consistency is the ability to do something with focus, patience, and tenacity and make continuous improvements. The consistent teacher indicators include having principles or *istiqomah*, being diligent and hardworking, patient and tenacious, and focused.

e. Simplicity

The simplicity of a teacher is reflected in their behavior, including being understated, not extravagant in both appearance and lifestyle, not excessive in using anything, using everything appropriately, and having positive uses or contributions.

CONCLUSION

Based on the research conducted, the respondents provided solid answers through interviews and observations, which shows that Christian Religion instructors have successfully implemented Ki Hajar Dewantara's ideas regarding teachers who must serve as role models in all aspects of the educator's life. The instructor serves as a mirror for his students in all of his activities in order to prioritize concrete actions rather than just talking without taking any action. As a teacher of Christian Religious Education, the central theme of the instruction is Jesus, with the goal of imitating Jesus in both the way he is taught and the ideas imparted.

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