

REDEFINING EDUCATION: MEANING AND CONCEPT

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Abstract: *Currently, the revolution has reached the stage of society 5.0, where technology has become an integrated part of human development itself, positioned as a solution to everyday problems, emphasizing an integrated, easy, and fast life. Rereading, or in other words redefinition, is an activity of redefining something in a new or different way than before. In the last two decades, we have witnessed the evolution of education based on the paradigm of dynamism and optimization of the meaning of organizational systems, as well as adaptation to society 5.0; a necessity that has occurred is the rereading of the meaning of education. Education is applied as an anticipatory activity to welcome developments and provide solutions to problems that occur and will occur. Based on the problems above, it is important to reread the meaning of education from a different perspective in order to adjust or expand its meaning, relevance, precision, and scope limitations so that it can contribute significantly to optimizing the analytical framework of an organizational system holistically and comprehensively. This research aims to reread the meaning of education through a qualitative approach using the method of literature study or library research. The literature review is based on neo-institutional theory and human capital theory used to analyse the data. Based on the perspective of these two theories, the results obtained are changes in the meaning of rereading, the redefinition of concepts and definitions in presenting an effective and inclusive framework that can encourage educational transformation focused on improving the quality of human resources that are globally competitive and provide solutions to the developments of the era.*

Keywords: *Redefining Education, Evolution Of Education, Educational Reform*

Introduction

The Preamble of the 1945 Constitution of the Republic of Indonesia asserts that one of the objectives of establishing the Unitary State of the Republic of Indonesia is to enhance the intelligence of the nation. The definition of an intelligent nation is one that is ready to face various dynamics of solutions and challenges in the future. Referring to Article 3 of Law Number 20 of 2003 concerning the National Education System, the goal of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The understanding of education that we have known so far is the effort to shape an individual's character through a specific, systematic, and planned process in active learning to develop their potential to possess religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, the nation, and the state.

In the era of modernization, education continues to experience dynamics of change and transformation in line with the development of the times, technology, and the demands and expectations of society. In the era of digitalization and the rapidly growing global economy, the need for skills that match the demands of the times is becoming increasingly important for students (Ngongo et al., 2019). Consequently, a paradigm shift in the world of education has occurred, demanding that education be responsive and relevant to the needs of students and the world of work. Advances in information and communication technology and the phenomenon of globalization have significantly changed the educational paradigm worldwide (Fakhrudin et al., 2013). With the widespread adoption of technology, learning is no longer limited to the classroom but can be accessed from anywhere. We began to recognize the "Merdeka Belajar" (Freedom to Learn) curriculum, which is one of the breakthroughs made by Nadiem Makarim as the Minister of Education, Culture, Research, and Technology.

Education today is designed considering technology, both as a learning tool and for developing skills relevant to the digital era, such as digital literacy, problem-solving, and online collaboration (Farid et al., 2023). Furthermore, globalization also encourages education to produce graduates who have a broader understanding of various cultures, values, and different perspectives, so the educational curriculum must pay attention to aspects of multiculturalism and global awareness (Suradi, 2018). Thus, education today not only provides academic knowledge but also produces skills relevant to future life and careers. Understanding and addressing these challenges is crucial in designing an effective, inclusive, and relevant curriculum transformation for the future of education (Surachman et al., 2024). In line with the research by Jaya et al., (2023), education is designed for learning that is responsive, flexible, and relevant to contemporary needs and challenges for the transformation of the educational curriculum.

The current reform in the world of education has reached the stage of "Impactful Education," referring to an education system focused on creating positive change in society, where the knowledge and skills acquired are not only for oneself but also for addressing social problems and driving progress. Impactful education emphasizes the important role of collaboration between universities, industry, government, and society to create relevant and impactful education, and education must be aligned with the needs of industry and society, thereby creating superior human resources capable of developing the potential of all students holistically (intellectually, emotionally, physically, socially, aesthetically, and spiritually). Furthermore, impactful education is an adaptation to society 5.0, particularly through a deep learning approach, bringing significant impact to the meaning of education. The integration of deep learning into an impactful educational curriculum not only focuses on mastering technology but also encourages pedagogical transformation, personalized learning, and competency development that creates real positive change, empowers individuals and society, focuses on the relevance of social problems, provides solutions, and develops integrated character for the nation's progress. For this reason, it is necessary to reread or redefine the meaning of education, which aims to review, adjust understanding to a new context in depth, or for specific purposes. This process provides new understanding or expands the scope of existing meaning. This research aims to reread the adaptation of education to society 5.0, based on the paradigm of neo-institutional theory and human capital theory.

Literature Review

Etymologically, the word "education" in English is derived from the Latin word "educatum," which is composed of two words: "E" and "Duco." "E" means development from the inside to the outside or from little to much, while "Duco" means development or developing. In Greek, it comes from "paedagogie," from the words "pais" (child) and "agogos" (leading), meaning the science of guiding or leading children. The Romans viewed education as "educare," which

means to bring out and guide, an act of realizing the potential of a child brought at birth. In German, education is understood as "Erziehung," equivalent to "educare," which is to arouse hidden strengths or activate the child's strengths or potential. In Arabic, it is "Tarbiyah" (to grow, to nurture) and "Ta'dib" (manners, character). In Javanese, it is "panggulawentah" (processing), to process, to change the psyche, to mature feelings, thoughts, will, and character, to change the child's personality.

According to Law Number 20 of 2003, Article 1, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, the nation, and the state (Depdiknas, 2003). Based on the Kamus Besar Bahasa Indonesia (KBBI), education comes from the root word "didik" (to educate), which means to nurture and provide training (teachings, guidance) regarding morals and intellectual intelligence. So, etymologically, the definition of education is the process of developing one's own abilities and individual strengths.

Ki Hajar Dewantara, the Father of National Education, argued that education (including teaching) for every nation aims to develop the nation's future generations so that they can develop healthily in body and soul. For this reason, the human individual's body and soul must be developed by utilizing all educational efforts and media based on the people's customs, implemented in two views:

- a. Tri Pusat Pendidikan (Three Centres of Education): The education received by students is applied in three scopes: family, school, and community, all of which have an educational influence in shaping the student's personality. These three educational centers will produce future national leaders with the character of *ing ngarsa sung tuladha* (setting an example in front), *ing madya mangun karsa* (building aspirations in the middle), and *tut wuri handayani* (following and supporting from behind).
- b. Sistem Among (The Among System): An educational system with a familial spirit based on natural law and independence. The Among system is implemented with the motto *Tut Wuri Handayani* (Widodo, 2017).

The related theories used are as follows:

a. Neo-Institutional Theory

Neo-institutional theory serves as a holistic framework approach for understanding organizational change in the public sector. This research tends to use and explore the relationship between institutional pressures and change in public organizations, where institutional change occurs in response to internal and external pressures (Greenwood et al., 2011). Institutional change can occur in response to exogenous forces (political power) as well as endogenous forces such as shifts in organizational norms and values (Calvert, 2017).

Furthermore, neo-institutional theory plays a role in understanding isomorphism and the stability of organizational behaviour. Isomorphism refers to the tendency of organizations to adopt similar structures and practices in order to conform to institutional pressures and gain legitimacy (DiMaggio & Powell, 1983). This is exemplified in organizations such as healthcare, finance, and education, where institutional pressures shape their behaviour and practices.

In this way, neo-institutional theory reinforces stability and encourages homogeneity within a specific population or organization. However, neo-institutional theory also acknowledges the potential for institutional change to disrupt stability and encourage heterogeneity, as organizations seek to adapt in response to changing environmental conditions (Scott, 2014).

Neo-institutionalism is a theoretical perspective in organizations that primarily focuses on the influence of institutions (e.g., laws, norms, and regulations) in shaping organizational behaviour and structure. This perspective helps understand how organizations function and adapt within the broader societal context. However, the successful application of neo-institutionalism in practice depends on several factors, namely the type of organization, environmental factors, organizational culture, leadership and management, organizational goals, and geographical and cultural context. Organizations in more stable and institutionalized environments tend to be more compliant with institutional norms and practices. Conversely, organizations in dynamic environments tend to have more flexibility in complying with institutional pressures. Organizational culture and leadership play a significant role in determining the optimal application of neo-institutionalism. Some organizations may resist institutional pressures and maintain their unique identity and practices, while others adapt more readily. Thus, the effectiveness of applying neo-institutionalism depends on the knowledge, skills, and commitment of the organization's leadership and management in facing institutional pressures.

Neo-institutionalism offers valuable insights for understanding organizational change, particularly within the complex landscape of public organizations. The strength of this framework lies in its ability to explain change in the public sector, focusing on the crucial concept of legitimacy, which enhances interpretive power. Neo-institutionalism acknowledges that public organizations operate in a unique state where ambiguity surrounds inputs and outputs, making it difficult for alternative theories to explain change effectively. By emphasizing how organizations adapt to institutional pressures in an effort to gain legitimacy, this framework offers a nuanced view of organizational transformation. A key advantage of neo-institutionalism is that it does not limit change to external pressures but recognizes the active role of organizations and individuals (agents). This allows organizations to strategically respond to these pressures and even exert their own influence on institutions. Effective leadership, for example, can shape and monitor institutionalization within public organizations. This perspective aligns with the idea that change results from actors' belief in their ability to alter existing institutional frameworks, providing a dynamic lens for viewing organizational change. Furthermore, neo-institutionalism's emphasis on deinstitutionalization explains the change process more comprehensively, clarifying how organizations move away from established norms and practices in response to external pressures. This framework has been accepted as a valid theory of change and competitiveness, making it an invaluable tool for practitioners, especially in the field of public administration.

To achieve balance, practitioners can integrate neo-institutionalism with other theories of change to gain a more comprehensive understanding. Effective leadership plays a crucial role in balancing the logic of appropriateness and the logic of consequentiality, enabling innovation while respecting institutional norms. Contextual analysis and flexibility are also essential, allowing for a tailored application of neo-institutionalism across various organizational contexts. In short, while neo-institutionalism is a valuable tool for understanding organizational change, its use must be thoughtful, alongside other theories, to offer a holistic perspective on organizational dynamics.

b. Human Capital Theory

Etymologically, "capital" comes from the Latin word "caput," meaning "head." In the 12th and 13th centuries, it was understood as funds, stock of goods, a sum of money, or interest on a loan (Berger, 1999:20). "Capital" can also be translated as "modal" (productive assets), as commonly used by many.

Human Capital Theory is a line of thinking that considers humans as a form of capital or capital goods, similar to other capital goods such as land, buildings, machinery, and so on. Human capital can be defined as the total sum of a nation's people's knowledge, skills, and intelligence. According to Romer (1996), the quality of human capital consists of an individual's (worker's) abilities, expertise, and knowledge. Thus, conventionally, the quality of human capital is something that must be separated and valued independently. Meanwhile, according to Hildebrand (1995), the quality of human capital includes nutrition levels, life expectancy, expertise, knowledge, abilities, and attitudes. Both opinions define that the quality of human capital is a distinct form of capital that can be equated with physical capital. This investment (human capital) is made to achieve a higher level of consumption in the future. Although the controversy regarding the treatment of human resources as human capital remains unresolved, several classical and neoclassical economists such as Adam Smith, Von Thünen, and Alfred Marshall agree that human capital consists of skills acquired through education and are useful for all members of society. These skills are a primary driver of economic growth.

Human capital is a concept that first emerged in 1776 in the field of classical economics (Fitzsimons, 1999). Linguistically, human capital consists of two root words: human and capital. Capital is defined as a factor of production used to create goods or services without being consumed during the production process. Based on this definition of capital, humans in human capital are a form of capital similar to machinery and technology. Humans also have a role or responsibility in all economic activities, such as production, consumption, and transactions. As this theory developed, the concept of human capital can be defined in three ways:

- a. **Human Capital as an Individual Aspect.** This concept states that human capital is an ability inherent in humans, such as knowledge and skills. This is clarified by Rastogi (2002), who states that human capital is the knowledge, competence, attitudes, health, and traits possessed by humans.
- b. **Human Capital as Knowledge and Skills** acquired through various educational activities such as schooling, courses, and training. The main concept of this model is that human capital is something obtained through the accumulation of a specific process (Alan et al., 2008). This concept assumes that human capital does not originate from human experience alone.
- c. **Human Capital through the Perspective of Production Orientation.** Romer (1999) states that human capital is a fundamental source of economic productivity. Human capital is also an investment made by humans to increase their productivity (Rosen, 1999). Frank and Bernanke (2007) argue that human capital is a combination of education, experience, training, skills, habits, health, energy, and initiative that affect human productivity.

Schultz (1961) stated that human capital is one of the important factors in increasing the economic productivity of a country, achieved or obtained in two ways:

- a. Humans are used as labor based on their quantitative number. This implies that the greater the number of humans or workers, the higher the productivity.
- b. Investment is the primary way to enhance or acquire human capital. Education and training obtained by humans will improve their abilities and skills, thus productivity will also increase. This second method does not prioritize the quantity of labor.

Todaro (2000) revealed that human capital can be measured through the fields of education and health. Education and training can be an added value for a human. This can be explained if a person's education is higher or they participate in more training, then their abilities and skills are higher. Meanwhile, health is a field interconnected with education. Having a high education without a healthy body will not increase productivity. Conversely, higher education can also affect a person's level of health awareness.

Human Capital Theory, as stated by Ehrenberg and Smith, conceptualizes that employees possess a set of skills that can be "rented" to their organization, meaning employees can contribute or interpret their skills or abilities to the organization they run. Humans as business actors have a productive work ethic, skills, creativity, discipline, professionalism, and the ability to utilize, develop, and master science and technology as well as management skills. In real life, humans play a major role in increasing productivity and operating sophisticated production tools, and are required to become skilled/expert human resources. The success of an organization is greatly influenced by the performance of individual employees. Proponents of human capital theory argue that education is an investment in human resources that provides monetary or non-monetary benefits. Non-monetary benefits of education include obtaining better working conditions, job satisfaction, consumption efficiency, satisfaction in enjoying retirement, and longer life benefits due to improved nutrition and health. Monetary benefits are economic benefits, namely additional income for someone who has completed a certain level of education compared to the income of graduates from lower education levels. The function of education refers to its contribution to the development and maintenance of education at different social levels. At the individual level, education helps students learn how to learn and helps teachers how to teach. Educated people are expected to have an awareness of lifelong learning, always feel left behind in information, knowledge, and technology, so they are continuously driven to advance and continue learning.

Method

Qualitative research is used to describe and analyse the meaning and concept of Indonesian education using literature study. Various supporting literature and previous research studies are used as data sources and simultaneously become the data for this research. Data were analysed using the Miles and Huberman model.

Result and Discussion

a. Redefining Meaning and Concept of Education in Indonesia

Education is not merely teaching; it can be better described as a process of transferring knowledge, thoughts, and expertise, transforming religious and cultural values, and shaping personality with all its specific aspects or fields. Therefore, its attention and interest are more technical and utility-oriented, aiming to prepare for a brighter future for the nation and state. An empirical experience in applying knowledge must consider many factors, such as historical, geographical, socio-cultural, political, and other factors.

This writing re-examines the definition of the meaning of education that has so far been the standard definition. The definition of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, the nation, and the state (Depdiknas, 2003).

We can reread the definition of education adapted to society 5.0 by providing a redefinition of education as an innovation of conscious and planned effort, technology adaptation supporting the achievement of comprehensive competencies, including technical, cognitive, and character skills, adaptive pedagogical approaches, to achieve optimal learning outcomes while contributing to problem-solving in various areas of life and developing 21st-century skills.

Ki Hadjar Dewantara believed that a nation's independence would not be achieved if fought only with political movements but must also be balanced with an educational movement that spreads the seeds of independent life among the people through national teaching and education. Education that prioritizes "intellectualism" must be avoided and replaced with a teaching system called the Among system, which supports the natural nature of students not with "coercive

commands" but with "guidance" so that the child's inner and outer life develops according to their own nature, fruitfully and safely.

This Among system puts forward two principles:

- a. Freedom as a condition to enliven and mobilize inner and outer forces so that one can live independently (stand on one's own).
- b. Natural law as a condition to enliven and achieve progress as quickly and as well as possible.

Here, it is evident that the substance of education according to Ki Hajar Dewantara is to liberate humans, and according to *Drikarya*, it is to humanize humans. This shows that education does not only pay attention to cognitive aspects but its scope must be broader; adaptation, independence, and freedom are basic requirements that must exist in the world of education.

Educational transformation is an inevitability, the right choice in adapting to technology because not only in Indonesia but globally, there is a shift from the industrialization era to the information era. According to Law of the Republic of Indonesia No. 20 of 2003, education is required to have educational resources to prepare resilient, excellent, participatory, and competitive agents of change. Educational resources are everything used in the organization of education, including educators, the community, funds, facilities, and infrastructure. Thus, "Impactful Education" was born as a follow-up and development program from the *Merdeka Belajar* program. In this new program, the Ministry of Higher Education, Science, and Technology expands the impact or benefits of education in Indonesia. It no longer only focuses on improving the quality of education but also has a direct impact on the community, as part of efforts to equalize improvement and achieve national education quality, realize Golden Indonesia 2045, and adapt to society 5.0. (<https://www.polsri.ac.id/news/diktisaintek-berdampak-ini-bedanya-dengan-kampus-merdeka/19085/>).

The transformation of education in this 5.0 era involves adaptation to advances in information technology (IT) in the era of information acceleration (Big Data, Cloud Computing, the Internet, and the Internet of Things (IoT)), global coverage, and digital media. In the world of education, information technology-based terms have emerged, such as blended learning, distance learning, electronic learning (e-learning), and web-based learning. The super-fast changes occurring in the world of education and the world of work due to the significant influence of information and communication technology have led to changes in educational and employment requirements and characteristics that are not easy to predict (Rojewski, 2009).

The concept of Society 5.0 first appeared in the "Basic Policy on Economic and Fiscal Management and Reform 2016". The Society 5.0 concept was adopted by the Japanese government in 2019, in anticipation of global trends resulting from the emergence of the Industrial Revolution 4.0, which is considered to be accompanied by disruption characterized by a world full of turmoil, uncertainty, complexity, and ambiguity. In the Society 5.0 concept, society must be able to solve various social challenges and problems by utilizing various innovations born in the Industrial Revolution 4.0 era, such as the Internet of Things, Artificial Intelligence, Big Data, and robots to improve the quality of human life (Williamson, 2017). This era places humans as the main component, not just a passive component, in adapting to produce new value through elaboration with technology. The quality of human resources or human capital is measured by the ability to solve complex problems and become problem solvers for oneself and others, followed by the ability to think critically, not only in the classroom but also in community life and the environment, focusing on social sensitivity and creativity.

The adaptation of education to the society 5.0 era can be described as the integration of virtual and physical spaces, making everything easier with artificial intelligence. Society is directed to think with Higher Order Thinking Skills (HOTS) to answer global challenges. To

minimize the gap in mindset and technological orientation, every student must be able to integrate with renewable technology while not forgetting the nation's identity and ideology. Thus, the world of education inevitably undergoes several fundamental paradigm shifts, particularly those caused by the application of information technology that accelerates the transfer of knowledge.

Education in the Digital Trend Era (society 5.0) embraces technology-based learning. The "Impactful Education" program promoted by the Minister of Education and Research of the Republic of Indonesia was launched to adapt to society 5.0. Various "Impactful Education" policies provide flexibility for students to learn outside of school and encourage students to master various disciplines useful for entering the world of work and providing solutions to global challenges. Strengthening soft skills, as part of the strategy to face society 5.0, requires mastery of technology, especially the Internet of Things (IoT), Artificial Intelligence (AI), Big Data, and Drones, i.e., skills related to communication, elaboration, creativity, initiative, and emotional intelligence (Williamson, 2017). In facing the society 5.0 era, learning that instills soft skills is essential. Because the quality of graduates is a benchmark of how capable they are in facing the challenges of the world of work and providing solutions to global problems, the learning process carried out by educators must be able to produce students who have good soft skill competencies.

According to Septiawan (2020), several soft skills that must be instilled in students are as follows: Emotional intelligence, judgment and decision making, service orientation, negotiation, and cognitive flexibility. In this regard, the development of educational transformation must be equipped with various adaptation skills in the society 5.0 era, namely students' abilities not only in the pedagogical dimension but also in life skills in society, the ability to work together in teams, and having critical and creative thinking globally. The development of soft skills, transfer of soft skills, and higher-order thinking skills – these invisible skills – are needed in life in the revolutionary 5.0 era (Mulyasa, 2013).

Fisk (2017) argues "that the new vision of learning promotes learners to learn not only skills and knowledge that are needed but also to identify the source to learn these skills and knowledge." Education in Indonesia must improve the quality of graduates according to the world of work and the demands of the times. Education in the revolutionary 5.0 era is a way in which humans and technology are aligned to be able to use creative opportunities and new, creative, and innovative ideas. Education is placed as the most important priority and long-term investment to support industrial and economic development and as the main energy for building the nation. This aligns with the opinion of Professor Toshiko Kinoshita, a professor at Waseda University in Japan, who stated that Indonesia's human resources are still very weak to support industrial and economic development because the government has never placed education as the most important priority and long-term investment. (<https://media.neliti.com/media/publications/104343-ID-none.pdf>)

Similarly, the concept of education is one of the main pillars in building scientific knowledge in Indonesia. Siemens (2013) asserts that modern learning must be connective, utilizing technology to connect knowledge sources and encourage active learner engagement. In this context, deep learning is used not only as an object of study but also as a tool to create an adaptive and contextual learning environment. The transformation of education integrated with deep learning is expected not only to produce graduates who master technology but also to contribute to solutions for social, economic, and environmental problems. This aligns with the idea of Laurillard (2012), who emphasizes the importance of technology-based learning design to support the achievement of educational goals relevant to societal needs. Thus, impactful

education is a strategic step to transform education in the digital era, ensure academic relevance, and enhance the competitiveness of graduates at the global level.

Impactful education, as an adaptation to society 5.0, particularly deep learning, brings significant impact to the meaning of education. The integration of deep learning into an impactful educational curriculum not only focuses on mastering technology but also encourages pedagogical transformation, personalized learning, and competency development that creates real positive change, empowers individuals and society, focuses on the relevance of social problems, provides solutions, and integrates character development for the nation's progress. For this reason, it is necessary to reread or redefine the meaning of education, aiming to review, adjust understanding to a new context in depth, or for specific purposes. This process provides new understanding or expands the scope of existing meaning. The research results present a redefinition of the meaning of education, encouraging educational transformation in creating a generation with a solid understanding not only of the subject matter but also capable of thinking critically, working collaboratively, innovating, possessing good digital literacy, being intelligent, creative, independent, and responsible.

Redefining meaning and concept of education adapted to society 5.0 is an innovation of conscious and planned effort, technology adaptation supporting the achievement of comprehensive competencies, including technical, cognitive, and character skills, adaptive pedagogical approaches, to achieve optimal learning outcomes while contributing to problem-solving in various areas of life and developing 21st-century skills.

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