



SUKARNO'S THINKING CONTRIBUTION IN THE FLOW INDONESIAN EDUCATION, 1945-1967

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ABSTRACT

The purpose of this study is to analyze President Sukarno's educational thoughts and policies which have an impact on the development of education in Indonesia. The method used in this study is the Historical Method with four steps, namely Heuristics, Criticism, Interpretation, and Historiography. The results of the research show that before Indonesia's independence, education had begun to develop with the existence of different types of schools. After Indonesia's independence, the education system was revitalized and changed in accordance with the ideals of an independent Indonesian nation. Sukarno's thoughts and policies on education had a major impact on the development of education in Indonesia. Manipol-Usdek emphasizes equality of access and participation in education for all levels of society, while Trisakti emphasizes the importance of empowering the younger generation through education to build the intellectual and moral strength needed in nation building. The results of this study indicate that Sukarno's thoughts and policies on education have had a positive influence on education in Indonesia.

Keywords: *Indonesia, Education, Development*

1. INTRODUCTION

Education is an important part of human life that has been going on for a long time. Based on the Law of the Republic of Indonesia No. 20 of 2003, the notion of education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Education in Indonesia experiences various problems such as curriculum, quality, competence and leadership. The survey shows that the quality of education in Indonesia ranks 12th out of 12 countries in Asia. The problem that occurs is the low quality of teachers and student achievement. In the pre-independence era of Indonesia, education was influenced by the Dutch government system for the benefit of the rulers, not for the formation and education of young people to serve their own nation and homeland (Fajri, 2019: Education policy is a strategic part that can be implemented in improving the quality of education (Mukodi, 2016: 38).

According to Kartono (1997:49-50) during the Dutch colonial administration, education was influenced by the colonial education system which distinguished education between the natives and the Dutch/Europeans. (Sultani and Kristanti, 2020:91) Politics carried out by the Netherlands, namely the Ethical Political System, this system is the spearhead of creating modern education in Indonesia, the Ethical Political system which seeks to develop Western education for natives, but in reality the program has instilled awareness of nationalism, to take over the system that will be developed in accordance with the system that has long existed in the traditional education system.

Furthermore, during the reign of Sukarno, policies in the field of education were regulated using Law no. 4 of 1950, namely with the aim of forming capable moral people and democratic

Cici Fanisa Yulia Dwi Jayanti, Sahru Romadloni, I Kadek Yudianta, Mahfud

citizens. This is because it has been proven that phenomena related to Sukarno's life and thoughts have become a lot of research material for historians who want to explore in depth about Sukarno's thoughts. So do not be surprised if it is easy to find books, research results such as theses and theses (Moestoko, 1986: 17). It is not uncommon for foreign authors to write in depth about Sukarno's thoughts. Sukarno was also considered a great figure, a capable thinker in various fields: politics, economics, social, culture, education and religion.

Sukarno's thoughts are recognized as having had a major influence on the history of the Indonesian nation from the movement period to independence. From this, Sukarno had a vision of education, namely the intellectual life of the nation and state by using education as a means of struggle. Education under Sukarno's control was given free space and based on socialism with an orientation towards Pancasila and the Manipol of the 1945 Constitution. In addition, he also proposed the concept of Guided Democracy and the spirit of "Nation And Character Building" which emphasized nationalism and national character education in building revolutionary character. .

Looking at the description above, it can be seen that Sukarno's thoughts were not only in one area, but he paid attention to many aspects. So do not be surprised if many writers have produced books about Sukarno's thoughts, both in the fields of politics, economics, culture, religion to educational issues. However. There are no books or research results that specifically examine Sukarno's contribution to education in Indonesia. Even though the main essence of the problems of thought that Sukarno gave to education in Indonesia was very important in the movement for independence and changes in the generation of the Indonesian nation in the following periods.

Basically, to review these problems, the theory used in this study is a leadership theory which contains three important implications, including: (1) leadership must involve other people, both subordinates and followers, (2) leadership must involve the distribution of power between leaders and group members. in a balanced manner, and (3) the ability to use different forms of power to influence the behavior of followers in various ways (Stoner and Freeman, 1992:472).

Humanism Education Theory is the first modern educational theory that places humans as a starting point and as a destination point. The aim of humanistic education is to form human beings who have true humanitarian commitments, namely human beings who have awareness, freedom and responsibility as individual beings and as social beings. Philosophy of Education is a philosophy that views education as a process of humanizing students so that they are able to develop and actualize themselves with all the original potential that exists within them. "Philosophy rests on the ability of human reason or reason, the essential truth that is sought is as far as human reason can reach" (Sodirdjo, 2016:69).

Hegemony theory emphasizes that the basic structure of the economy determines the super structure. Hegemony takes place when the lower class accepts and imitates the way of life, way of thinking, and views of the elite group that dominates and exploits them (Siswati, 2017:27). Paulo Freire's theory emphasizes that education is a discourse that becomes the beginning of the realization of ideals and eliminates despair. Education is also an exercise to understand the meaning of power, and the dynamics of education occur in a dialectical relationship between individuals and groups to jointly break away from life which has historical roots full of domination (Fudiyartanto, 1999:5-6).

Based on the description of the problem above, for a deeper understanding regarding Sukarno's thoughts on education in Indonesia, the writer is interested in studying in depth by formulating the problem in this research as follows: 1. What was the condition of education in Indonesia before independence? 2. How did Sukarno's thoughts and policies influence Indonesian education in 1945-1967? 3. How was the Implementation of Sukarno's Policy on Indonesian Education in 1945-1967.



2. METHOD

The method used in this study is the Historical Method with four steps, namely Heuristics, Criticism, Interpretation, and Historiography (Abdurahman 2007:54). The data collection technique used was tracing primary and secondary sources through documentary techniques in several libraries, such as the 17 August 1945 Banyuwangi University Library, the Regional Library (Banyuwangi), the Bung Karno Proclamator Library in Blitar and private collections from researchers.

The data analysis technique used is through External Criticism and Internal Criticism by looking carefully at the cover form, year of publication, title, author's name and background and ideological orientation and re-examining sources that have proven their authenticity to examine their credibility. Furthermore, using interpretation with an intellectual history approach and leadership theory to assemble historical facts as a result of interpretation of these facts so that a scientific historical story occurs. And finally is Historiography by way of writing chronologically, logically, and systematically.

3. RESULTS AND DISCUSSION

3.1. Conditions of Education in Indonesia Before Independence

Dutch Colonial Education for native children began with a decree issued in 1848. In 1850, Class I Schools were established with a five-year education period for children from civil service officials who were placed in residential towns. The subjects given include reading, writing, arithmetic, drawing, singing, geography, botany, zoology, natural sciences, and the Indonesian language.

In 1907, the Dutch style and characteristics were held in Class I Schools, together with the formation of Village Schools. The Village School aims to address the problem of affluence and reduce illiteracy. In 1915, the Vervolg School was established as a continuation of the Village School with a 2 year study period. In 1902, Class II Bumiputra School was established with a 5 year study period. In 1900, Tiong Hwa Hwee Koan was founded to develop modern education for Chinese children, and on May 1, 1908, HCS (Hollandsch Chineesche School) was founded to educate them in Dutch.

In 1915, the government established a new type of school, namely Vervolgschool which prepared Village School graduates to enter Vocational Schools. In 1914, MULO (Meer Uitgebreid Lager Onderwijs) was established as a continuation of HIS (Hollands Inlandse School). In 1919, AMS (Algemeene Middlebares School) was founded as a continuation of MULO. In 1920, HBS (Hooger Burger School) was established for Europeans, Bumiputera aristocrats, or prominent figures.

In addition to secondary schools, the Netherlands also established teacher education schools as an implementation of ethical politics. For Village Schools, an Apprenticeship System is implemented which is led by the Principal (Mantri Guru). This system ended with the PO Examination (Premie Opleiding) which ended in 1921. In addition, there was also a CVO (Cursus Volks Onderwijzer) whose language of instruction was the regional language, studied for 2 years and graduated as an assistant teacher at a village school.

For the Vervolg School (Class II School), there is an Apprenticeship System, 2-year Normaal cursus, Normalschool (NS) which accepts students from the Vervolg School or Class II School and Kweekschool (KS) which accepts HIS graduates. Apart from that, there is also Hogere Kweekschool (HKS) which accepts KS and Mulo graduates, the duration of study is 3 years and the language of instruction is Dutch. And there is also the Hollands Inlandse Kweekschool (HIK) which accepts students from HIS, the duration of study is 6 years and the Hoofdacte Course which is attended by graduates of HKS or HIK, the duration of study is 2 years.

Cici Fanisa Yulia Dwi Jayanti, Sahru Romadloni, I Kadek Yudianta, Mahfud

Apart from that, there is also vocational education, including the Carpentry School (Ambachts Leergang) which originated from the Handwork School (Hondwerk School) and the Handicraft School (Njverheid School), which was first established in 1881. Furthermore, the Technical School (Technish Onderwijs) which developed due to the beginning of the 20th century technical and industrial companies increasingly expanded. KWS (Koningin Wilhelmina School) which is divided into 2 parts, namely the 3 Year HBS Section and the Engineering and Koningin Emma School Section which was founded in 1912.

Then, there is Commercial Education (Handels Onderwijs), namely night schools founded in 1914 in Surabaya, Lower Trade Schools with a 3 year study period and Middle Trade Schools which opened in 1935. Finally, Agricultural Education (Landbauw Oderwijs)) which was founded in 1911 in Bogor and moved to Sukabumi, the duration of study was three to four years and also the Women's Vocational Education (Meisjes Vokonderwijs) which was founded by the School of Girls Skills (Lagere Nijverheidschool voor Meisjes) in 1918 and the old Huishoudschool (Household School) three years of study and the Van Deventer School which provides a European (Dutch) oriented female education.

High school education in Indonesia began in 1920 with the opening of the Association of Indonesian Universities (Indische Universiteits Veriniging). Higher education institutions consist of three main areas of expertise, namely:

1. College of Physicians/Higher Medical Education (GHS) - founded in 1927 in Jakarta with a length of study of 7 years.
2. Legal Higher Education (Rechtsschool) - founded in 1909 with a length of study of 3 years.
3. Technical Higher Education (RHS) - founded in 1920 in Bandung with a length of study of 5 years.

In addition, in 1921 Schakel Schools were opened in Bandung and Padang Panjang to link native and western teaching, with a study period of 5 years. Meanwhile, in 1937, the Muhammadiyah association founded Inheemse Mulo in Yogya which provided advanced teaching in the local language (Indonesian) as the language of instruction, the duration of study was 4 years, and the recipients of students were graduates of Class II Schools or Vervolg Schools.

Education in Indonesia during the Japanese colonial period was influenced by motives to support military victory in the Pacific war. The education system was replaced by a pacific war oriented one, in which educational dualism was abolished. The learning process was replaced with activities that had nothing to do with education, educators were trained to have a fighting spirit, and education during the Japanese period was very apprehensive. The use of Indonesian as the official language is also implemented. Teacher education consists of a 2 year Teacher School (Syoto Sihan Gakko), a 4 year Middle School Teacher (Guto Sihan Gakko) and a 6 year College Teacher School (Koto Sihan Gakko). As well as Islamic education also received special attention from Japan.

After Indonesia's independence, the ministry of education was formed. The current education system was changed in accordance with the ideals of an independent Indonesian nation. At the beginning of independence there were 4 types of schools namely Elementary School (SD) founded in 1945, Junior High School (SMP) founded in 1947, High School (SMA) founded in 1947 and Higher Education (PT) founded in 1945. The purpose of education during this period independence is to educate the people of Indonesia.

3.2. The Influence of Sukarno's Thoughts and Policies on Education in Indonesia 1945-1967

Sukarno was Indonesia's first president who became a national hero. He was born on June 6, 1901 in the city of Surabaya, East Java. His father, Raden Soekemi Sosrodirdjo, was a teacher and his mother, Ida Ayu Nyoman Rai, was a trader. From childhood, Sukarno had a love of science. He spent his childhood reading and listening to stories from his father about the history and struggles of the Indonesian people.

The inspiration Sukarno received from his father inspired him to take higher education. He continued his education at the People's School and Middle School, and then continued his studies at



the Higher Technical School in Bandung. On May 25, 1926 Sukarno received a promotion to the title of "Ingenieur" with a diploma majoring in Civil Engineering. From then on Sukarno used the title Ir. Raden Sukarno (Adam, 1965: 34). In this higher education, Sukarno was aware of the importance of education for himself and also for the Indonesian people. He was determined to use his education to advance the Indonesian nation.

Sukarno's thoughts and policies on education focused on building the character of the younger generation and building the Indonesian nation. By basing education on Pancasila, he seeks to produce the character of a cultured young generation, based on the basic values of Pancasila. Manipol-USdek emphasizes equality of access and participation in education for all levels of society. In addition, Trisakti emphasizes the importance of empowering the younger generation through education to build the intellectual and moral strength needed for nation building. Sukarno's thoughts had a major influence on Indonesian education, especially in terms of building the character of the younger generation and improving the quality of education. This has helped create a more cultured and talented generation of young people,

The contents of Trisakti which was born in 1964 are:

1. Sovereign and free in politics: this means that Indonesia must maintain its sovereignty as an independent and independent country. Indonesia must carry out a free and active foreign policy, which carries out the values of democracy, human rights, free markets, the environment and the rule of law.
2. Independent in the economy: this means that Indonesia must be independent in making economic policies and must be able to face the global economic arena. Indonesia must have strong economic fundamentals so as not to become the butt of the global economic arena.
3. Personality in culture: this means that Indonesia must have strong values and behavior, ethics, morals and good manners, creative ideas, sophisticated knowledge and technology and a strong national identity.

This is because education in Indonesia now follows the Trisakti which is sovereign and free in politics. This can be seen from the government's efforts to improve the quality of education by simplifying education governance, improving the quality of human resources, strengthening the national education system, and encouraging openness and innovation in education. This can also be seen from the increase in public awareness of the rights to education, and the increase in the number and quality of higher education in Indonesia.

The government has also made efforts to strengthen the national education system, by improving the quality of human resources, strengthening the education quality assurance system, and improving educational information services broadly. Thus, education in Indonesia has now joined Trisakti which is sovereign and free in politics.

3.3. Implementation of Sukarno's Policy on Indonesian Education in 1945-1967

Sukarno's policy towards Indonesian education from 1945-1967 covered various aspects, including the development of educational units, the regulation of the education system, and the development of the goals and spirit of the Indonesian educational curriculum. In the 1945-1950 period, the educational units that were developed included Lower Education (Sekolah Rakyat), Teacher Education, General Education (SMP), Women's Education, Economic Education, Technical Education, and Higher Education. In the period 1950-1966, the policies carried out by Sukarno only continued and implemented previous policies.

In principle, the concept of socialism in education provides the basis that education is the right of all groups in society regardless of social class. Under the leadership of the Sukarno government, it was felt that it was sufficient to provide educational opportunities as a form of interpretation after the proclamation. The policies and laws that have been made are felt to be very influential on the education and learning system in the country, including Law no. 4/1950, UU no. 12/1954, Law no. 22/1961, Law no. 14/1965, and Law no. 19/1965 regarding the principal education system based on Pancasila.

Cici Fanisa Yulia Dwi Jayanti, Sahru Romadloni, I Kadek Yudianta, Mahfud

Presidential Decree No. 145 of 1965 formulated the national education goals for Indonesian education in accordance with Manipol and USDEK. The Indonesian socialist man is the main goal of every Indonesian educational enterprise. Furthermore, the development of Indonesian education during the Sukarno Government, a national education policy emerged, a policy known as Sapta Usaha Tama and Pancawardhana contained in PP & K instructions No. 1 of 1959. Sapta Usaha Tama contains: controlling the apparatus and business of the Ministry of PP & K, activating arts and sports, expect yard businesses to require savings, oblige cooperative businesses, organize community classes, form work teams among SLAs and universities.

Tilaar (1995: 103-105) constitutionally concluded that the education system in this era was based on the following arrangements:

1. The basic law on education no. 4 of 1950 juncto No. 12 of 1954.
2. Law no. 2 of 1962 concerning Higher Education.
3. Presidential Decree No. 5 of 1965.

Furthermore, in order to realize national education, through the Decree of the President of Indonesia No. 19 of 1965 concerning Principles of the Pancasila National Education System. Among them are reformulating the basic principles of national education, goals, moral content, and national education politics. It is clear that it is already known in which direction the national education system is being taken, even though in the basic formulation the principles are still based on Pancasila, plus the Manipol-usdek appendix. So that in the national education system Pancasila remains the goal and soul of the curriculum in Indonesian education. (Agastya, 2019: 170).

4. CONCLUSION

Before Indonesia's independence, education in Indonesia had begun to develop with the existence of different types of schools. The education system that existed at that time was engineered by the Dutch to control and standardize native children. After Indonesia's independence, the education system was revitalized and changed in accordance with the ideals of an independent Indonesian nation. Sukarno's thoughts and policies on education had a major impact on the development of education in Indonesia. His thoughts and policies that focus on building the character of the younger generation and building the nation have had a positive influence on education in Indonesia. By basing education on Pancasila, he seeks to produce the character of a cultured young generation, based on the basic values of Pancasila. Manipol-USdek emphasizes equality of access and participation in education for all levels of society. In addition, Trisakti emphasizes the importance of empowering the younger generation through education to build the intellectual and moral strength needed for nation building. Then, the implementation of various policies and laws that have been made has shown that Indonesia has tried to create an education system that is developed and oriented towards the national goals that have been set.



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