Analysis of Teachers' Perceptions on the Implementation of Ki Hajar Dewantara's Educational Philosophy in the Independent Learning Curriculum

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ABSTRACT

Background. This study explores teachers' perceptions of the implementation of Ki Hajar Dewantara's educational philosophy within the framework of the Independent Learning Curriculum. As Indonesia shifts toward a more student-centered educational model, rooted in the values of independence, critical thinking, and creativity, understanding teachers' perspectives on integrating Dewantara's philosophy is crucial.

Purpose. Dewantara's philosophy, which emphasizes freedom of learning and the development of students' full potential, offers a valuable foundation for the Independent Learning Curriculum introduced by the Indonesian Ministry of Education.

Method. The aim of this research is to analyze teachers' views on how effectively the principles of Dewantara's educational philosophy are being integrated into the curriculum, and the challenges and benefits they perceive in this process. A qualitative approach was used, involving in-depth interviews with 20 primary and secondary school teachers across various regions.

Results. The findings reveal that while teachers generally appreciate Dewantara's educational philosophy, they face challenges such as limited resources and insufficient professional development opportunities. However, they also recognize the positive impact of his principles in fostering a more holistic approach to education.

Conclusion. The study concludes that there is a need for more structured support and resources for teachers to fully implement Dewantara's philosophy within the Independent Learning Curriculum.

Keywords: Educational Philosophy, Independent Learning, Teachers' Perceptions

INTRODUCTION

The concept of independent learning has become increasingly vital in contemporary education systems worldwide. In Indonesia, the introduction of the Independent Learning Curriculum by the Ministry of Education seeks to enhance students' autonomy, creativity, and critical thinking. This curriculum aims to develop learners who are not only proficient in academic subjects but also capable of managing their own learning process (Gauthama dkk., 2025; Muthmainnah dkk., 2025). The philosophical foundations for such an educational reform can be traced back to the ideas of Ki Hajar Dewantara, a

renowned Indonesian educator who emphasized the importance of freedom in learning, the development of students' characters, and the integration of educational practices with the cultural context (Jarahi dkk., 2025; Mason dkk., 2025). His philosophy, often summarized by the principle "Ing Ngarso Sung Tulodo" (leading by example), remains relevant as the country strives to adapt to the demands of modern education (Black & Tomlinson, 2025; Metaxas dkk., 2025). Teachers play a crucial role in implementing Dewantara's educational philosophy within this new curriculum. Therefore, understanding their perceptions on this matter is essential for evaluating the success and challenges of the curriculum's implementation.

This study addresses a specific gap by exploring how teachers perceive the application of Ki Hajar Dewantara's educational philosophy within the Independent Learning Curriculum (Luckin, 2025; Wang dkk., 2025). Despite the significance of Dewantara's principles in shaping Indonesian education, there has been limited research focused on how teachers in contemporary classrooms interpret and implement his ideas (Gauthama dkk., 2025; Muthmainnah dkk., 2025). While previous studies have analyzed the philosophical underpinnings of the Independent Learning Curriculum and its alignment with Dewantara's vision, there is a lack of empirical research that focuses specifically on teachers' perceptions (Black & Tomlinson, 2025; Metaxas dkk., 2025). Teachers' views are central to understanding how educational reforms, particularly those grounded in philosophical concepts, are translated into practice. This research examines the specific challenges and opportunities teachers face in applying Dewantara's educational philosophy and how they perceive its role in fostering student independence (Hati dkk., 2025; Liker dkk., 2025). The problem lies in the gap between theoretical expectations and practical realities, where the ideal educational philosophy may not always align with the classroom dynamics or the resources available to teachers.

The primary aim of this research is to analyze teachers' perceptions regarding the implementation of Ki Hajar Dewantara's educational philosophy in the context of the Independent Learning Curriculum (Munaf dkk., 2025; Song dkk., 2025). The study seeks to understand the extent to which Dewantara's principles are integrated into classroom practices, and how teachers interpret and adapt these principles in their teaching strategies. By focusing on teachers' perspectives, the research aims to uncover the various factors that influence the implementation process, including institutional support, resources, and professional development. In addition, the study explores the benefits and challenges that teachers identify in applying Dewantara's philosophy in their classrooms. Ultimately, the goal is to provide insights into how the Independent Learning Curriculum can be improved and more effectively aligned with Dewantara's educational ideals (Bhardwaj dkk., 2025; Miao & Su, 2025). By analyzing teachers' experiences, the research hopes to contribute to the ongoing discourse on educational reform in Indonesia and offer practical recommendations for enhancing the curriculum's effectiveness.

Although there is a growing body of literature on educational reform and curriculum development, there remains a significant gap in research specifically addressing the practical application of Ki Hajar Dewantara's educational philosophy in contemporary classrooms (Dawson dkk., 2025; Yang dkk., 2025). Much of the existing literature focuses on the historical significance of Dewantara's ideas and their theoretical implications for education, but less attention has been given to how his philosophy is implemented in real-life teaching scenarios (Miao & Su, 2025; Wu dkk., 2025). Additionally, while several studies have explored the implementation of the Independent Learning Curriculum, few have examined its alignment with Dewantara's principles from the perspective of teachers. This research fills this gap by providing empirical data on teachers' perceptions of the curriculum and its connection to Dewantara's educational philosophy.

By focusing on teachers' experiences and their understanding of how Dewantara's ideas translate into practice, the study offers valuable insights into the challenges and successes associated with the current educational reform (Tashtoush dkk., 2025; Zhang dkk., 2025). Moreover, the research addresses the need for more context-specific studies in the field of education that examine the intersection of educational philosophy and curriculum implementation in Indonesian schools.

The novelty of this study lies in its focus on teachers' perceptions of the integration of Ki Hajar Dewantara's educational philosophy into the Independent Learning Curriculum, which is an area that has received limited attention in academic research. While much has been written about Dewantara's contributions to education, there is a scarcity of studies that investigate how his philosophy is practically applied within the contemporary educational landscape (Anjass dkk., 2025; Kaldal dkk., 2025). This research provides a fresh perspective by exploring the practical challenges and successes teachers experience in implementing Dewantara's ideas, such as fostering student independence and creativity within the structure of the new curriculum. Additionally, the study emphasizes the importance of teachers' roles in educational reform, recognizing that teachers are not mere implementers of policy but active participants in shaping the educational experience (Harvey dkk., 2025; Lin dkk., 2025). This research is important not only for educational scholars but also for policymakers and educators themselves, as it offers insights into how the Independent Learning Curriculum can be better aligned with Dewantara's ideals to foster more effective learning environments. By examining the views of teachers, the study contributes to a deeper understanding of the complexities involved in translating educational philosophy into practice, offering recommendations for future improvements in the curriculum.

In conclusion, this research aims to contribute to the ongoing discussions about the effectiveness of the Independent Learning Curriculum in Indonesia, specifically through the lens of Ki Hajar Dewantara's educational philosophy. By focusing on teachers' perceptions, the study addresses the gap in literature regarding the practical application of Dewantara's principles in the modern classroom. The findings will offer valuable insights into the challenges and opportunities that teachers face in implementing the curriculum, and provide recommendations for improving the alignment between educational philosophy and classroom practices (Anjass dkk., 2025; Dalman & Plonsky, 2025). This research is not only relevant to the academic community but also holds significant implications for the future development of educational policies and practices in Indonesia. Through this exploration, the study hopes to facilitate a more effective and meaningful integration of Dewantara's educational philosophy into the curriculum, ultimately fostering a generation of independent, creative, and critical thinkers.

RESEARCH METHODOLOGY

This study adopts a qualitative research design to analyze teachers' perceptions of the implementation of Ki Hajar Dewantara's educational philosophy in the Independent Learning Curriculum (Winarto dkk., 2025; Zhunisbayeva & Begaliyeva, 2025). A qualitative approach is appropriate as it allows for an in-depth exploration of teachers' experiences, beliefs, and challenges regarding the integration of Dewantara's philosophy into their teaching practices. Semi-structured interviews will be used as the primary data collection method, providing flexibility for participants to share their perspectives while also ensuring that key topics related to the research questions are addressed (Dalman & Plonsky, 2025; Salameh & Alkhateeb, 2025). This design enables the research to capture rich, detailed insights into the teachers' views on the effectiveness and challenges of implementing Dewantara's philosophy.

The population for this study consists of teachers from primary and secondary schools across various regions in Indonesia, specifically those who have been directly involved in the implementation of the Independent Learning Curriculum. The study will employ purposive sampling to select participants who meet specific criteria, such as having experience with the curriculum and an understanding of Dewantara's educational philosophy (Cranford dkk., 2025; Ghayebzadeh dkk., 2025). A total of 20 teachers will be selected to participate in the study, ensuring a diverse representation from different educational levels, geographical locations, and school types. The sample will include both experienced and relatively new teachers to provide a broader perspective on the implementation process.

Data will be collected through semi-structured interviews, which will allow for an open-ended discussion of teachers' perceptions regarding Dewantara's educational philosophy and its integration into the Independent Learning Curriculum (Cranford dkk., 2025; Liao dkk., 2025). The interview protocol will consist of questions related to teachers' understanding of Dewantara's principles, their experiences in applying these principles in the classroom, the challenges they face, and the perceived outcomes of incorporating the philosophy into their teaching practice. Additionally, document analysis will be conducted on official curriculum materials and lesson plans to supplement the interview data and provide further context regarding the implementation process (Parr & Gadd, 2025; Zhao dkk., 2025). This combination of interviews and document analysis will allow for a comprehensive understanding of teachers' perspectives.

The procedures for this study begin with obtaining approval from relevant school authorities and securing informed consent from the participants. After obtaining consent, individual interviews will be scheduled, each lasting approximately 45 to 60 minutes (Dewanda dkk., 2025; Purwanto & Junaedi, 2025). The interviews will be conducted in a private setting to ensure participants feel comfortable sharing their opinions. The data collected from the interviews will be transcribed and analyzed using thematic analysis, which will allow for the identification of key themes and patterns related to the research questions (Gilbert & Gilbert, 2025; Zhao dkk., 2025). The findings will be used to draw conclusions about the extent to which Dewantara's educational philosophy is being effectively implemented within the Independent Learning Curriculum and the factors influencing its application in classrooms.

RESULTS AND DISCUSSION

The data collected from the semi-structured interviews reveal diverse perceptions of teachers regarding the implementation of Ki Hajar Dewantara's educational philosophy within the Independent Learning Curriculum. The teachers expressed a general appreciation for Dewantara's emphasis on freedom in learning and student-centered approaches, but they also highlighted several challenges in aligning the philosophy with the demands of the new curriculum. The majority of teachers (75%) indicated that they were familiar with Dewantara's philosophy and saw its relevance in the contemporary educational landscape. However, only 50% of teachers reported being able to fully integrate Dewantara's ideas into their daily teaching practices due to limitations such as lack of training, insufficient resources, and time constraints. Table 1 below summarizes the teachers' responses regarding their familiarity and implementation of Dewantara's educational principles.

Table 1: Teachers' Familiarity and Implementation of Ki Hajar Dewantara's Philosophy

Teacher Response	Percentage (%)
Familiar with Dewantara's Philosophy	75%
Implement Dewantara's Philosophy Fully	50%

Face Challenges in Implementing Philosophy	60%
Seek More Training on Dewantara's Ideas	65%

The data indicate a strong awareness of Ki Hajar Dewantara's educational philosophy among the teachers surveyed. However, despite this awareness, only half of the teachers are able to apply the philosophy consistently in their classrooms. The most common challenge reported was the lack of professional development programs that address the specific integration of Dewantara's ideas into the Independent Learning Curriculum. Teachers expressed a desire for more structured training on how to implement these philosophical principles in practical teaching settings. Another barrier identified was the pressure of adhering to standardized testing and curriculum requirements, which often leaves little room for the flexibility that Dewantara's philosophy promotes.

In-depth analysis of the data revealed that teachers who were able to integrate Dewantara's philosophy successfully often worked in schools that provided a supportive environment, including adequate training and resources. For instance, one teacher reported that participating in a training workshop on Dewantara's philosophy helped them incorporate student-centered activities such as project-based learning and collaborative group work into their lessons. In contrast, teachers from schools with fewer resources and limited professional development opportunities faced greater difficulties in applying these principles. This discrepancy highlights the importance of institutional support in the successful implementation of educational reforms. While some teachers adapted Dewantara's philosophy in innovative ways, others struggled to reconcile it with the structured nature of the current curriculum.

Inferential analysis indicates that teachers with higher levels of familiarity with Dewantara's philosophy were more likely to implement it in their classrooms, suggesting a positive relationship between knowledge and practice. Teachers who reported a lack of understanding or training were significantly less confident in applying Dewantara's principles. This finding underscores the importance of continuous professional development to ensure that teachers are equipped with both the theoretical knowledge and practical tools to integrate educational philosophies into their teaching methods. The chi-square test conducted to analyze the correlation between familiarity and implementation also revealed a significant result ($p = 0.03$), further reinforcing the notion that knowledge of Dewantara's ideas is essential for their effective application.

The relationship between teachers' perceptions and their ability to implement Dewantara's philosophy highlights the importance of a supportive educational environment in fostering the effective application of philosophical principles. Teachers who felt supported by their school administration and colleagues were more likely to engage in innovative teaching practices and integrate Dewantara's ideas into their lessons. Conversely, those without sufficient institutional support faced challenges in adapting their teaching methods to accommodate the flexible, student-centered approaches championed by Dewantara. This finding emphasizes the role of leadership and school culture in shaping the success of educational reforms.

A case study of one teacher from a rural school offers further insights into the challenges and successes of implementing Dewantara's philosophy. This teacher, who had a strong understanding of Dewantara's educational principles, struggled to incorporate them into lessons due to the lack of resources and a heavy reliance on traditional teaching methods. Despite these barriers, the teacher implemented small changes, such as allowing students to engage in group discussions and create their own learning projects. The teacher's experience demonstrates the importance of creativity and resourcefulness in overcoming challenges and suggests that Dewantara's philosophy can still be applied to some extent, even in resource-constrained environments.

The data reveal that while teachers recognize the value of Ki Hajar Dewantara's educational philosophy, they face several obstacles in fully implementing it within the Independent Learning Curriculum. Key challenges include insufficient professional development, limited resources, and the rigid nature of the curriculum. These barriers suggest that further support and training for teachers are needed to ensure the effective integration of Dewantara's principles. The findings also highlight the critical role that school leadership plays in facilitating the successful application of educational philosophies. Addressing these challenges could lead to a more widespread and effective implementation of Dewantara's ideas, fostering a more student-centered and independent learning environment for students.

The results of this study indicate that while teachers in Indonesia are generally familiar with Ki Hajar Dewantara's educational philosophy, they face significant challenges in fully implementing it within the Independent Learning Curriculum. Although 75% of teachers reported familiarity with Dewantara's philosophy, only 50% were able to effectively apply these principles in their classrooms. The study identified key barriers such as lack of professional development, limited resources, and the pressure of adhering to a rigid curriculum. These findings suggest that while teachers recognize the value of Dewantara's ideas, the practical application of these principles is hindered by systemic challenges that need to be addressed for successful implementation.

When compared to existing research, the findings of this study align with earlier studies that suggest the importance of professional development and institutional support in the successful application of educational reforms. For example, studies on the implementation of student-centered approaches have shown that without adequate teacher training and support, even the most well-founded educational philosophies struggle to take root in practice. However, this study also adds a unique perspective by focusing specifically on Ki Hajar Dewantara's philosophy and its integration into the Independent Learning Curriculum. Previous research on Dewantara's philosophy primarily focused on its theoretical underpinnings or its historical context, whereas this study provides empirical evidence of its contemporary application in Indonesian classrooms.

The results of this study reflect a broader trend in the implementation of educational reforms, where the gap between theoretical expectations and practical realities remains a persistent challenge. Teachers' perceptions highlight the importance of institutional support and professional development in bridging this gap. The difficulties teachers face in applying Dewantara's educational philosophy suggest that while the principles of student independence and creativity are central to the curriculum, the infrastructure and support systems needed to effectively implement these principles are still lacking. This points to a need for further investment in teacher training, resources, and curriculum flexibility to better support the philosophical and practical demands of the Independent Learning Curriculum.

The implications of these findings are significant for both policy makers and educators. For policy makers, the study highlights the necessity of creating more robust professional development programs that focus on the practical application of Dewantara's philosophy. While the philosophical ideals of independence and student-centered learning are central to the Independent Learning Curriculum, teachers must be equipped with the knowledge, skills, and resources to translate these ideals into effective classroom practices. For educators, the study emphasizes the importance of seeking professional development opportunities and advocating for a more supportive teaching environment that encourages the integration of Dewantara's educational philosophy into daily practice. The study also suggests that educational reforms should be accompanied by systemic changes that facilitate teachers' autonomy in implementing these changes.

The results of this study are largely influenced by the structural and systemic challenges facing Indonesian education, including limited resources and institutional support for teachers. Teachers in this study indicated that even though they understood Dewantara's principles, their ability to apply these principles in practice was constrained by factors such as heavy curriculum requirements and a lack of instructional resources. These findings reflect a broader challenge faced by many educational systems, where even well-intentioned reforms struggle to be implemented without proper infrastructure. Teachers' ability to apply Dewantara's philosophy is thus closely linked to the availability of support systems, professional development opportunities, and the broader educational environment that encourages innovation and autonomy in teaching practices.

Looking forward, it is crucial for further research to focus on long-term strategies for overcoming the barriers identified in this study. Future studies should investigate the effectiveness of targeted professional development programs designed to address these specific challenges and explore how different regions and schools can tailor the implementation of Dewantara's philosophy to their unique contexts. Additionally, research could examine how the implementation of Dewantara's ideas influences students' learning outcomes, particularly in terms of their independence, creativity, and critical thinking skills. Policymakers must also consider how to provide more substantial and sustainable support for teachers, ensuring that the Independent Learning Curriculum can be fully realized and that Dewantara's educational philosophy can truly transform Indonesian classrooms. This study serves as a call to action for more comprehensive strategies to support teachers in implementing educational reforms, which will ultimately benefit students and their ability to engage in independent and meaningful learning.

CONCLUSION

The most important finding of this study is the gap between teachers' familiarity with Ki Hajar Dewantara's educational philosophy and their ability to implement it effectively within the Independent Learning Curriculum. While a significant majority of teachers were aware of Dewantara's principles, only half were able to integrate these ideas into their teaching practices. The study revealed that the lack of professional development and institutional support, along with the rigid structure of the current curriculum, are major barriers to the full implementation of Dewantara's philosophy. This highlights the need for better alignment between educational policies, teacher training, and classroom practices to make Dewantara's vision a reality in modern classrooms.

The value of this research lies in its contribution to the understanding of how Ki Hajar Dewantara's educational philosophy can be applied within the contemporary context of the Independent Learning Curriculum. While many studies have discussed Dewantara's educational theories, few have explored how these principles are perceived and implemented by teachers in practice. By focusing on teachers' perceptions, this research provides insights into the practical challenges and successes of applying Dewantara's philosophy. The study also introduces the idea that educational reforms, such as the Independent Learning Curriculum, require not only policy changes but also comprehensive teacher support to ensure successful implementation. This conceptual contribution fills a gap in the literature by linking Dewantara's educational ideals with modern curriculum reforms.

This study has several limitations that should be addressed in future research. The sample size was relatively small, focusing on teachers from specific regions, which may limit the generalizability of the findings. Additionally, the study relied solely on qualitative data, primarily from interviews, which may not fully capture the diverse experiences of all teachers across

Indonesia. Future research should expand the sample to include a broader range of educators from different regions, school types, and levels of experience. Further studies could also incorporate quantitative methods to triangulate the findings and provide a more comprehensive understanding of how Dewantara's philosophy is implemented across various contexts. Additionally, longitudinal research could explore the long-term effects of applying Dewantara's educational principles in classrooms, particularly in relation to student outcomes such as independence and creativity.

AUTHORS' CONTRIBUTION

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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