Philosophy of education: “Tut Wuri Handayani” as the spirit of governance process in Indonesia’s educational organization

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Abstract
‘Tut Wuri Handayani’ is the slogan of the National Education of Indonesia, written in Sanskrit. It is a philosophy of education that Ki Hajar Dewantara originally promoted. Practically, it is an accumulation of educational processes that prioritize the transformation of good character and knowledge through a governance organization that is instigated by educational leadership. In this regard, the paper utilizes the literature review method to get information from researchers published in refereed journals regarding process governance, model of governance organization in school and synthesizes the information to show how the school leaders can promote “Tut Wuri Handayani” in order that it can be integrated into the school governance. This paper invites researchers to apply qualitative research designs to explore the possibility of implementing the Philosophy Education: “Tut Wuri Handayani” in the governance organization of Schools in Indonesia. Indonesia’s educational system has experimented with several forms of leadership. The paper discusses the necessity of promoting the Indonesian philosophy of education, ‘Tut Wuri Handayani,’ to preserve its worth as a guide for all school leaders and instructors to maintain a positive attitude and behavior to achieve educational goals. School leaders and instructors are encouraged to use this Indonesian Philosophy of Education to ensure that children always receive a decent education and in all places. The authors also recommend that module and curriculum creators collaborate with learning facilitators to integrate the Philosophy of Education: ‘Tut Wuri Handayani’ as one of the school governance principles and values. In addition, this research suggests that future researchers use qualitative research designs to investigate the influence of the implementation of ‘Tut Wuri Handayani’ on students, school leaders, teachers, and other stakeholders in a sample of Indonesian schools.

Keywords:
Governance organization; governance process model; philosophy of education; Tut Wuri Handayani.

1 INTRODUCTION
Education is a process to develop the human potentials in all aspects such as intellectual, social, cultural, political, and technological and the ways of thinking until these potentials become real acts and effective for human life. It includes how to address educational problems through a philosophical approach so that all concerned parties can also understand the solutions to the problems. For this reason, most of the educational organizations, especially public schools in Indonesia, adapt the value of the Philosophy of Education: ‘Tut Wuri Handayani’. ‘Tut Wuri Handayani’ is a short form of the slogan ‘Ing Ngarsa Sing Tulodo, Ing Madya Mangun Karso, and Tut Wuri Handayani’, which was introduced by Ki Hajar Dewantara in 1922. It was derived from the local wisdom and situation in Indonesia during that time. Ki Hajar Dewantara was the first Ministry of Education, Republic of Indonesia. He was the Father of National Education who transformed the educational system from colonialism to a nationalistic approach (Nisa et al., 2019).

Literarily, ‘Ing Ngarsa Sing Tulodo’ means “in front should set a good example”. The school leaders and educators could apply it to give good examples for the students. A teacher should be a role model to show the students how to behave in daily life, apply the values in life, and act accordingly as a learner (Koesoema, 2017). In addition, ‘Ing Ngarsa Sing Tulodo’ emphasizes a teacher’s capacity to be a role model so that students will listen to and imitate the teacher's advice (Dwikurnaningsih, 2017). ‘Ing Madya Mangun Karso’ literarily means “in the midst should take the initiative and create a goal”. The teacher as an educator should continuously develop students’ enthusiasm and ideas to create something new (Dwikurnaningsih, 2017). ‘Ing Madya Mangun Karso’ should be implemented in teaching so that the teacher should be in the midst of the students, promoting their desire to be self-sufficient. Kids who are enthusiastic and creative are the outcome of education, which aids in developing positive characteristics in students. Therefore, the teachers should contribute their skills and talents to the country’s education by helping them build their potentials to help themselves, the nation, and others (Darmawan, 2019).

Lastly, ‘Tut Wuri Handayani’ literally means “at the back should give support”. This slogan wants to emphasize the role of educator as a motivator and supporter for their students to achieve their best potentials. This understanding could also be applied by the school leaders and educators who should give good examples to their students (Darmawan, 2019). The teachers must give encouragement and guidance to their students from behind (Samuel et al., 2017) to learn how to be more responsible in every decision they make. ‘Tut Wuri Handayani’ emphasizes that education should balance a student’s intelligence with his/her personality (Supriyoko, 2017).

In summary, ‘Ing Ngarsa Sing Tulodo, Ing Madya Mangun Karso, and Tut Wuri Handayani’ is a dynamic principle and practice within an educational organization. It is connected not only to teaching method but also to leadership and other educational processes which involve teachers and students in the teaching learning process through an integral way (Karyawanto & Ms, 2018). This paper shows the readers the necessity and benefits of Philosophy Education: ‘Tut Wuri Handayani’ in governance organization of schools in Indonesia, especially in applying the Governance Process Model.
2 Governance in Educational Organization

We usually link a governance organization to an organization that prevents negative things like corruption, scandal or protects the organization from natural disasters or other unexpected incidents. However, successful implementation of governance organization refers to a systematic approach that includes strategic planning, risk management, and well-organized management performance. The word governance can be described as a system that regulates the structure, character, accountability, and decision-making process by the top management in an organization. Governance aims to set and accomplish organizational goals and monitor and minimize risk by optimizing performance (Governance Today, 2021). This shows that governance organizations both a system and a process. It requires an effective and systematic methodology that integrates planning and management processes to achieve the organization’s goals successfully. It is not a single activity but several activities of the management that protect the various stakeholders’ interests. Governance is a core element of a successful organization.

Governess in educational organizations can restructure the people and processes involved in the teaching and learning activities. This system or process works towards the efficient functioning of the school/university as a whole. Generally, school governance aims to prosper the teaching-learning experiences integrally. This includes selecting competent teachers, the correct curriculum, practices, and philosophy that align with the school’s goals and objectives. Then, the school stakeholders arrange government intervention, direct the education specifications, and take over the structural responsibility in education (Saguin, 2019). Effective governance organization also fosters school culture and organization by maintaining a clear level of accountability and communication within the organization.

For example, teachers or educators are expected to address parents’ concerns regarding academic progress, time management, lack of self-motivation, and other problems regarding the study of their children. The school management has to help parents address these issues and partner with the teachers to solve the problem/s and suggest ways to reduce or resolve the problem/s. To ensure proper implementation of organization governance, teachers must enrich their home-school collaboration efforts to facilitate an effective program with parents to help their children adjust to the curriculum. Effective governance requires school leaders and teachers to apply effective collaboration and communication to improve student performance and, consequently, improve the organization.

3 Governance Process as a Model of Governance Organization at School

Governance process model directs process management within an organization to build a mutual relationship between intention and sustainable development. Organization elements such as roles, responsibilities, standards, structure, and goals, and control and evaluation mechanisms are carefully coordinated through this model. Thus, the main aim of this model is to regularly facilitate the management process through its elements and improve the governance performance (Kirchmer, 2017). Governance process model in schools ensures proper leadership and instructional delivery during the education process. Teachers must be immersed in varied professional development courses, learning innovative teaching techniques in actual or virtual classrooms, and assessing the implementation of curriculum and instruction.

The governance process is especially important in the educational organization because it strengthens stakeholders’ decisions, supports the education process, and provides the foundation for school achievements. It involves processes by which a school is directed, controlled, and held accountable. To maintain a good Process Governance, an organization needs qualified human resources, good leadership, clear direction, and strong commitment from the stakeholders. If a strong commitment and proper governance process are practiced throughout the educational organization, success can be achieved (Kirchmer, 2017).

4 “Tut Wuri Handayani” as the Spirit of Governance Process

Based on the Ki Hadjar Dewantara’s Philosophy of Education: ‘Ing Ngarso Sung Tulodo’, the spirit could inspire the school leaders and teachers to select the best practices and philosophy aligned with the school’s mission and vision, then act accordingly. ‘Ing Madya Mangun Karso’ is the spirit that could direct the school leaders and teachers to be immersed in varied professional development courses to guarantee proper instruction delivery. ‘Tut Wuri Handayani’ is the spirit that could empower the school leaders and teachers to continuously observe and support the students’ learning experiences through varied learning and assessment tools.

With the spirit of ‘Ing Ngarso Sung Tulodo’, the school’s leader and teachers select the best strategy, practice, and philosophy, which aligns with the school’s mission and vision, then act accordingly.

With the spirit of ‘Ing Madya Mangun Karso’, the school’s leaders and teachers will be immersed in varied operational development courses in order to ensure proper instruction delivery.

Figure 1. ‘Tut Wuri Handayani’ as the spirit of governance process
The Benefits of ‘Tut Wuri Handayani’ for Educational Governance Organization

A good education will not emphasize merely the cognitive aspects but also affective and psychomotor skills. It is the responsibility of the teachers to help their students develop those skills (Saptandari, et al., 2015). Education is a process of fostering students’ intelligence and character. By applying ‘Tut Wuri Handayani’ in school, the leaders and teachers have to give good examples, foster freedom, and positive values such as culture, religion, nationalism, humane, accountability, and responsibility.

Education transmits knowledge and skills of teachers to learners and builds the characters of learners through formal and informal ways. This objective is essential for a nation to nurture its identity because it can assist students who will not disregard their culture and spirit of nationalism (Towaf, 2017). According to Ki Hadjar Dewantara, student freedom or independence is advocated in democratic education and leadership (Nugroho, 2017). Thus, ‘Tut Wuri Handayani’ idea aligns with student-centered learning.

The benefits of ‘Ing Ngarso Sing Tulodo, Ing Madya Mangun Karso, and Tut Wuri Handayani’ for educational Governance Organization in Indonesia are the closer relationship between students and teachers due to social hierarchy in Indonesian culture; teachers as role models of the learners either at school or outside the school; adaptation of the culture and other practices as sources of learning, learners’ social sensitivity; and more independent, and responsible and create dynamic learners (Claramita, 2016). Below is the table to present the benefits.

Table 1. Benefits of “Tut Wuri Handayani” for educational governance organization

| No. | Philosophy Education               | Leadership Perspective                           | Educational Perspective                                      |
|-----|-----------------------------------|-------------------------------------------------|-------------------------------------------------------------|
| 1   | Ing Ngarso Sing Tulodo            | A leader is a role model for his/her members.   | A teacher provides good examples to be a role model for his/her learners. |
| 2   | Ing Madya Mangun Karso            | A leader in the middle of his service arouses the work spirit of his/her members. | A teacher provides innovations in the classroom environment to create a conducive learning atmosphere and safe for learning. |
| 3   | Tut Wuri Handayani                | A leader who follows behind gives a good and inspiring influence for his/her members. | A teacher does not force learners to the front but lets them find their way, and when they go wrong, the teacher may correct them. |

The Roles of School Stakeholders in Fostering “Tut Wuri Handayani”

School stakeholders as leaders link to the school vision and mission and are the builders of the spirit of the governance process in educational organizations. The philosophy of education: ‘Tut Wuri Handayani’ had emphasized that teachers should follow the students who should lead their learning process. We used to perceive that a teacher should be present as a ‘role model’ of their students, who observe and follow him/her. However, a role model creates a free and independent person who can stand on his/her own feet based on what he has learned from the role model (Supriyoko, 2017). The role model may create the students’ desire to do good things as they have been exposed to good things by their teacher. If students are exposed to good attitudes and behaviors of the models, the students will develop the same good values, which would affect their lives (Darmawan, 2019).

On the one hand, the school stakeholders should establish a clear school vision and mission to help principals, school leaders, and teachers enhance students’ performance. They should do their tasks based on these, so that leadership in the organization will significantly influence the students’ academic performance and behavior. They should always be aware of their contribution to the development of the organizational culture in their school. They have the task to foster the value of ‘Tut Wuri Handayani’ in their school. It is necessary so that this slogan of the National Education in Indonesia can guide students to the right path and help them become good citizens of Indonesia. On the other hand, in fostering ‘Tut Wuri Handayani’, the stakeholders need to articulate this Philosophy of Education in the vision and mission of the school. They must encourage school leaders and teachers to observe ‘Tut Wuri Handayani’ by clearly communicating the vision and mission through creative and friendly ways (Nisa et al., 2019).

Conclusion and Future Directions

The educational system in Indonesia has undertaken different types of leadership. The study presents the importance and ways to promote this Indonesian philosophy of education, ‘Tut Wuri Handayani’ to conserve its value as a guide for all school leaders and teachers' good spirit and right conduct to attain the educational goals. School leaders and teachers are directed to apply this Indonesian philosophy of education to ensure good education of students anywhere and anytime. The authors also suggest the collaborative efforts of the module and curriculum developers and the facilitators of learning to include the Philosophy of Education: ‘Tut Wuri Handayani’ as one of the principles and values in school governance. Moreover, this study proposes that future researchers apply qualitative research designs to explore the impact of ‘Tut Wuri Handayani’ on the learners, school leaders, teachers, and other stakeholders in selected Indonesian schools.

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