

APPLICATION OF AMONG SYSTEM TO LEARNING IN PRIMARY SCHOOLS

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Abstract

Real education does not only develop students' intellectualism but also has to instill character values. Education must be carried out using the right system. The among system is the most appropriate system used in education in Indonesia. This study aims to identify the supporting factors and inhibitors of the implementation of systems among science learning in SD Negeri 1 Donotirto. This research is a qualitative descriptive study, the data source consists of principals, science teachers and students. Techniques for collecting data by interview, observation and documentation. The results showed that (1) Factors supporting the implementation of the system among science learning in SD Negeri 1 Donotirto were (a) Schools had implemented the Leadership Trilogy (ing ngarsa sung tuladha, Ing Madya mangun karsa, and tut wuri handayani), (b) Teachers has instilled moral values that are integrated into science learning, (2) the inhibiting factors for the implementation of systems among science learning in Donotirto Elementary School are (a) the heterogeneous ability of students, so the right strategy is needed; (b) the teacher's burden outside of teaching hours. The solution is the teacher needs to apply various learning strategies that are in accordance with the characteristics of students, and the teacher must focus on his main task of educating.

Keywords: system among, learning, elementary school

Introduction

National Education functions to develop capabilities and shape the dignity and character of a dignified nation. Education should be implemented not only to sharpen the intellectuality of students but also to emphasize the values of national character. General education is guidance in the life of the growth of children, education guides all the natural strengths of the children so that they as human beings and as members of society can achieve the highest safety and happiness (Ki Hadjar Dewantara, 2004: 04).

At present, many education in schools are implementing various systems and methods of education and learning from western countries. The western education system educates only to achieve the goals of

educators; Not for the content of education, and not for seeking knowledge for the happiness of the body's soul of students. The education system like this makes education graduates trained to become workers. However, the theories and philosophy of education in western countries are still widely used in Indonesia. Therefore, it is necessary to look for a model for implementing the theory of education that is suitable with Indonesian needs and culture.

The Indonesian nation actually has an Indonesian education system and method. Educational systems and methods that carry out national education and teaching, provide the widest possible independence for students is called the system among. This system is an idea or idea from Ki Hadjar Dewantara and has been implemented through Student Education. Ki Hadjar Dewantara's thoughts on education, culture and nationality are very good and contain the values and philosophy of life and life of the Indonesian people. The teachings of Ki Hadjar Dewantara about humanity are very suitable for Indonesian national culture as quoted in the message "**Lawan Satra Ngesti Mulya**" means "if humans have knowledge, then they will be able to achieve glory/ happiness (Ki Hadjar Dewantara, 1964: 22).

Educational development means building a dignified civilization for the future of the nation and the state, thus important to instill character in Education. This is supported by the opinions of Agboola and Tsai (2012; 163) Character education is an attempt to optimize students' ethical behavior. The outcome of character education has always been encouraging, solid, and constantly preparing for the leaders of tomorrow. Nowadays character education is widely cultivated in schools. "Currently character education is best understood as the deliberate attempt to promote the development of virtue, moral values, and moral agency in youth, especially in schools" (Berkowitz and Hoppe, 2009).

The among system is an appropriate method for education in Indonesia because it is a teaching and education method that is based on **Asah, Asih, Asuh** (care and dedication based on love). The system among people is based on two things: (1) nature as a condition to bring life to progress as quickly as possible and (2) independence as a condition to revive and move the birth and inner strength of children to be able to live independently. The system among those according to how it applies is called Tut Wuri Hanadyani.

The researcher looked at different conditions of the system applied in Donotirto 1 Elementary School through observation. This school has implemented a system among in the implementation of education. This study aims to identify the supporting factors and inhibitors of the implementation of systems among science learning in SD Negeri 1 Donotirto.

Theoretical Review

Ki Hadjar Dewantara (2004) states that "Among our system is: supporting the natural nature of the children we educate, so that they can develop their lives physically and mentally according to their own nature". Ki Soeratman (1990: 18) also revealed that "the system among is a system of education that has a family spirit and is based on two bases namely nature and independence". Meanwhile, Mochammad Tauchid (2011: 28) reveals that "the system among as a means of education used in Tamansiswa with the intention of obliging the teacher to remember and prioritize the nature of students by not forgetting all the circumstances surrounding it". The system among functions as a means to internalize values through character education, art education, history lessons and the noble values of the Indonesian people (Ki Soeratman, 1991: 03). Thus the school is one vehicle for developing students' education. Therefore, children must be able to develop naturally with the direction of the uncle. Ki Iman Sudiyat (1987: 03) revealed that the nature of the civil service can be described as follows:

1. Teacher - educating teacher;
2. Educators who form and foster creativity - the sense of the child / learners' intentions - in rhythm with the nature - talents - the nature of the child / student;

Ki Soeratman (1990: 35) revealed that in the system among, personal and teacher roles are very important because the teacher will behave among. Among the behavior attitudes are the characteristics and coloring of the system. Through the behavior of students, students are expected to develop creativity according to their aspirations and can strengthen their confidence in their abilities. " There are two syllables that are often confusing, namely the system among and among methods. The two syllable differences can be seen from the understanding of the system in the system among, which means a unity of several components. These components interact with each other in achieving one goal. While the method is one component of the system. Thus, the method is a subsystem of the system, in this case the system among (Ki Hariyadi, 1985: 12).

The system among is the method used in Tamansiswa with the intention of requiring teachers to remember and prioritize the nature of their students by not forgetting all the circumstances surrounding it. Therefore the tools of command, coercion and punishment commonly used in ancient education must be replaced with rules that provide guidance and support to students. Mochammad Tauchid (2011: 49-50) explains that: System among teaching means educating peseta educators will become human beings who have an independent mind, free their minds and independent energy. The teacher provides necessary and good knowledge but must also educate students to find out the knowledge themselves and use it for public-purpose charity. Such methods provide opportunities for students to foster personal discipline and develop

themselves naturally through their own experience, understanding and effort.

In System among, educators must have a soul among: family spirit, human and wise. Ki Soeratman (1991: 10) reveals that one mirror of the teacher in the system among is behaving among. Some among the behavior attitudes are as follows:

- a. Treat students according to their dignity and humanity.
- b. Placing students as subjects and objects in the education process.
- c. Paying attention to the natural nature of students in accordance with the stages of physical and mental development.
- d. Always ready to be an example in all behavior based on the noble values of Pancasila.
- e. Acting Tut wuri handayani.
- f. The task of educating is carried out with dedication.

Ki Soeratman (1990: 35) reveals that in "among personal systems and teacher roles is very important because the teacher will behave among. Among the behavior attitudes are the characteristics and coloring of the system. Through the behavior of students, students are expected to develop creativity according to their aspirations and can strengthen their confidence in their abilities. " The application of the 2013 curriculum in Indonesia has the characteristic of using a scientific approach. The scientific approach has actually been around for a long time, although it was not specifically mentioned. But learning according to the teachings of Ki Hadjar Dewantara. The thinking of Ki Hadjar Dewantara in the context of Tamansiswa education and teaching was characteristic of the scientific approach. The scientific approach is student-centered learning and students are given the freedom to find their own knowledge by observing the situation in the environment of students and the events experienced by students using the skills of observing, asking, reasoning, trying and networking. This was a manifestation of the teachings of Ki Hadjar Dewantara, namely a student-oriented approach using the system among and the learning concept was Tri N consisting of niteni-nirokke-nambahi. This is reinforced by (Yuli Prihatni 2014: 298) arguing that "the scientific approach in the teaching of Ki Hadjar Dewantara is a student-oriented approach using the system among with the concept of niteni-nirokke-nambahi. Observing, asking, reasoning skills, trying and networking that are characteristic of the scientific approach in the 2013 curriculum are contained in niteni - niroke - nambahi ". Thus the concept taught by Ki Hadjar Dewantara is very relevant to the state of Indonesian education from the past until now, even though with a different name.

Research methods

This type of research is descriptive qualitative to investigate the circumstances, conditions or other things that have been mentioned, the

results of which are presented in the form of research reports. This study investigated the Among System Implementation in learning at SD 1 Donotirto. The primary data sources in this study were: the results of interviews with the Principals in SD Negeri 1 Donotirto, class teachers and 3rd grade students at SD Negeri 1 Donotirto.

The purpose of choosing the principal as the subject of research is that the principal acts as the party who leads and evaluates the implementation of the system among. Furthermore, the purpose of class teacher selection as the subject of research is that the teacher has a strong enthusiasm in implementing the system among so that the researcher wants to know the implementation of the system among in learning science in grade 3 at SD Negeri 1 Donotirto. Furthermore, the reason the researchers chose students was that the students had a high level of adherence to the rules at school.

Data were analyzed using the steps of Milles and Huberman theory including data collection, data reduction, data display, and conclusion drawing. Techniques for retrieving the validity of data using triangulation of sources, techniques, and time.

Result

Factors supporting the implementation of the system among Science Learning in 3rd grade SD 1 Donotirto. Based on the results of data collection that researchers conducted through data collection techniques for interviewing, observing and documenting, it was obtained about what are the supporting factors and obstacles to the implementation of among the learning systems in science in grade 3 at SD Negeri 1 Donotirto. Factors supporting the implementation process of systems among science learning are teachers implementing the Tamansiswa trilogy; *ing ngarsa sung tuladha*, *ing madya mangun karsa*, and *tut wuri handayani*. Teachers as leaders in the class, when they are in front must be able to be an example, the teacher becomes a role model in acting and acting. When in the middle, the teacher is able to give enthusiasm to students so students do not laze around. At the time behind, the teacher is able to give a positive influence, directing students who do not understand about the lesson and provide guidance to students who make mistakes. Teachers establish good communication with guardians of students and students. The teacher is always sharp, caring and nurturing. At the time of learning the teacher teaches with the heart, pays attention to student characteristics, and learning at SD Donotirto is carried out in a family atmosphere. If there is a violation of the rules, the teacher directs and advises that the things done wrong are then directed to the appropriate ones. The teacher's learning is student-centered, so that there is interaction between teacher and student. Thus learning will be more fun and make students' creativity.

Table 1. Factors supporting the implementation of the system among in Learning

Information	Findings
Factors supporting the implementation of the system among learning in elementary school	<ol style="list-style-type: none"> 1. Application of the Tamansiswa trilogy, Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa and Tut Wuri Handayani. 2. The teacher educates with the principles of Asah, Asih and Asuh 3. Teacher communication openness with guardians of students, teachers and students. 4. Convey moral values to students such as manners.

In science learning the teacher not only teaches science but also instills noble values. The teacher when learning does not commit violence, coercion and punishment. Classroom learning is fun. If there are students who make mistakes, the teacher fosters students and advises them not to repeat again. In advising teachers, convey gently without any intervention to students. Although given freedom in learning, freedom is not entirely free and is still bound by applicable regulations. When explaining science learning materials, sometimes teachers use concrete media that are around and use environmental media in accordance with the material.

Factors inhibiting the implementation of the system among Science Learning in 3rd grade SD 1 Donotirto.

The teacher has a workload outside of teaching hours. Teachers are required to make complicated administrative tools and the teacher also gets additional assignments outside of teaching hours. Another inhibiting factor is the environment around students who do not support teaching and learning activities, different student backgrounds and heterogeneous student abilities. The teacher has difficulty in applying the system among in learning because of the conditions and diversity of students in the class. The influence of the development of the times and the external environment also has a negative impact and hampers the implementation of the system among them is the student's manners are reduced. The influence of the progress of the times, children are used to HP, so it can interfere with children's interest in learning.

The solution taken is the application of appropriate teaching strategies tailored to the characteristics of students. Teachers are also expected to prioritize a sharpening, loving and caring attitude in classroom learning because basically the teacher's job is to educate.

Table 2. Factors inhibiting the implementation of the system among in Learning

Information	Findings
The inhibiting factors and solutions are carried out for the application of the system among class 3 science learning outcomes	<ol style="list-style-type: none"> 1. Diversity of background and characteristics of students. 2. Teacher workload outside teaching hours <p>Solution:</p> <ol style="list-style-type: none"> 1. There needs to be an appropriate strategy to accommodate the diversity of students. 2. Teachers must be smart in managing time so that teaching and learning activities are not disrupted.

To complete the inhibiting factors in learning, the teacher can apply learning strategies outside the classroom.. PLS (Outside School Learning) is also needed in learning activities. The strategy is applied by the teacher to accommodate the characteristics of students in different learning so that students do not experience boredom in learning. Outside the learning activities, the teacher gives students the freedom of choice to develop the talents possessed by students. These talents were developed through extracurricular activities. There are extracurricular scouts, rations and drumb bands. With the existence of a talent development forum through extracurricular activities, it is expected that the talents possessed by students will further develop. The teacher accompanies and directs how to make these student talents even more.

Conclusion

Based on the results of the research and discussion that have been conducted by the researcher regarding the application of the system among the students in science learning in SD Negeri 1 Donotirto, the conclusions of this study are:

1. Factors supporting the implementation of the system among science learning in SD Negeri 1 Donotirto were:
 - a. Schools had implemented the Leadership Trilogy (ing ngarsa sung tuladha, Ing Madya mangun karsa, and tut wuri handayani),
 - b. Teachers has instilled moral values that are integrated into science learning,
2. Factors inhibiting the implementation of the system among science learning in SD Negeri 1 Donotirto were:
 - a. The heterogeneous ability of students, so the right strategy is needed
 - b. The teacher's burden outside of teaching hours.

The solution is to complete the inhibiting factors in learning, the teacher can apply learning strategies outside the classroom, and the teacher must focus on his main task of educating.

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