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Research Article

History of the Development of Education in Indonesia

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Abstract. This research aims to describe and analyze how and what Indonesian education was like in ancient times, Japanese colonial, Dutch colonial, movement, development and reform. The results of this research are that the history of education in Indonesia does not only occur in one period, but as the development of the era of education in Indonesia has changed from time to time. This research method uses research specification methods, data collection methods and data analysis. Likewise, the conclusion of this journal is described as to (1) help understand the world of society (2) help understand identity (3) become informed citizens (4) and build good citizenship.

Keywords: History, Education, Indonesia

INTRODUCTION

Education is a human need for the process of being able to communicate world with society and its surroundings, education is important in the future, as well as education in Indonesia began when Indonesia was not yet independent. Education is also something that must be prioritized because education itself can shape each person's personal character if they are truly persistent in pursuing it as stated in the aim of education according to "Ki Hadjar Dewantara, a person must be free both physically, mentally and spiritually. Because independence is limited by rules that lead to peaceful coexistence, this strongly supports attitudes such as diversity and kinship, deliberation, also tolerance, togetherness in democracy, responsibility and discipline. Humans who are free or can be said to be independent are humans who are able to develop and are in harmony to achieve the integrity of all aspects of humanity in each person."

Thus, before there was education today, in the past there was education before independence in Indonesia, namely education (1) in the ancient period, where that era was prehistoric (old stone age), the next was (2) during the Japanese colonial period (Japanese militarism). (3) during the Dutch colonial period (4) the period of movement (5) the Development Period (6) the Reformation Period.

By studying history, we will gain knowledge and a broader view of history towards life and the world, by studying history we can also see everything from a different perspective from every problem that occurs. And not only that, we can also see why the problem occurred and we can make assumptions according to what happened in the problem and what's even better, we can use it as a reflection in our lives in the future, because as someone said, "never forget history. ."

In every era, there is always a system for each period in the study of education in Indonesia, because with the existence of a system, education in Indonesia becomes organized and arranged not haphazardly, and here we will present a Historical Study of the Education System in Indonesia from ancient times to the reform period, nothing but aims to explain, express what (what), why (why), and how about the historical study of the education system in Indonesia in ancient times, the Japanese colonial period, the Dutch colonial period, the period of movement, development and reform period.

RESEARCH METHODS

Specification methods and methods of data collection and data analysis, where we all collect data or historical data that will be created that happened in the past or the past, namely in the form of historical methods.

RESULTS AND DISCUSSION

Study of Education Systems

The word study means study or learning, likewise the word history is the word that originates from Greek, namely *historia*, which means a science or intelligent person. And in English it is *history* which means stories that happened in each person's time, and until now it is known as history, history is a science that analyzes the development of events and events in the past related to the human past which

involves real changes in life. humans, which are formed into stories that are neatly arranged systematically.

Understanding: An education system is a collection of several educational ideas or principles between one another so that they are all connected and so that they become one whole and can be connected into strategies or steps that can be used to carry out the learning process to achieve one goal, namely education.

In Ancient Times

" Education during the Ancient period, or the Pre-Literate period (old stone period) was around 95% of the pre-history of Indonesian technology. The culture during this pre-literate era was called paleolithic and neolithic culture, as well as the society at this time was a society that was different from the social which here behaved (egaiter), and the beliefs they brought were beliefs of animism and dynamism. In ancient times, there was a lot of involvement in learning or education, which aimed to ensure that the younger generation could form a good generation so they could earn a living, and defending oneself, as well as social life, in order to obey the rules of customary and religious values, in ancient times the education system only applied within the family and social life naturally, or as it was, because there was no formal education."

During the Japanese Colonial Period

Early in the Japanese population era . In Indonesian history there is a historical line of Japanese population , in ancient times Japan once controlled the Dutch East Indies region (which was the name of Indonesia in the colonial era). After being controlled by Japan, the Dutch East Indies region was located in Kalimantan , South Sumatra, Sulawesi, Maluku. So it was very, very easy when Japan conquered the central territory of the Dutch East Indies, namely those in the capital city. The first to land was the 2nd division of the Japanese army in the West Java area, and in the 2nd division 48 in Java area In the middle, at that time it was headed by lieutenant general Hitoshi Imamura who would face the allies to control and seize the Javanese territory. Division to 38 was held because it was to increase the strength of Japan, led by colonial Shoji. The Japanese military finally expanded because it was also deployed in the Java area in order to show greater strength than the allies and cause defeat by the Dutch.

At that time, the Japanese were able to land within their destination, namely in Banten , West Java's Eretan area, and Central Java's Kraggan area , on March 1, 1942. After that, on March 5 1942, after landing in the capital, Jakarta, Jakarta was described by the Japanese colonialists as a very open city and it was stated that it was no longer in Dutch hands. After that, Japan immediately took control of the surrounding areas, including the Bogor area .

On March 1, after handing over power from the Dutch colonial government to the Japanese military government, they landed in the city of Bandung and invaded the city of Bandung, led by Colonel Toshinori Shoji, bringing an army of 5,000 people who were ready in line, west of Cirebon. So they were able to capture the Subang area and finally the Japanese army was able to enter the city of Bandung by entering from the direction of Lembang and Sumedang on foot. During the journey, the people of

the city of Bandung were very welcoming and enthusiastic when the Japanese soldiers arrived with expressions of joy because they thought that the Japanese soldiers were older brothers who hoped to free the Indonesian people from the grip of Dutch colonialism. So they managed to win over their allies by continuously pressuring or threatening the Dutch and their allies because they wanted to get the large Kalijati field about 40 km from Bandung . So the area was again seized by the Dutch on March 4 1942 and until finally Japan succeeded in controlling the colony.

March 6 , 1942 there was an order from the KNIL commander, Lieutenant Ter Poorten for regional commander in West Java. Major General JJ Persman which states that war is prohibited. This is because the city of Bandung is a ghost city filled with many civilians, women and children. Not long after its success, Japan managed to control the KNIL in Lembang , on March 7 1942, when in the evening the Dutch troops around Bandung surrendered.

On March 7, 1942, in the area of Bandung, Dutch troops asked for local surrender, when the colonial Shoji was about to submit a proposal to General Imamura, but to submit his demands, the Union troops who were in Java had to submit. So the Dutch did not heed the Japanese ultimatum. So there are predictions that the city of Bandung will be bombed from the air. After that, General Imamura also submitted a demand to the Dutch governor general to take part in negotiations in Kalijati. Meanwhile, if this request was violated, the bombing of the city of Bandung would immediately be carried out, so that in the end the Dutch could fulfill Japan's demands. After that the governor and several high-ranking military officials and translators went to Kalijati .

Education system

The policies implemented by the Japanese government in the field of education are (1) eliminating discrimination in creating the education system. In the Dutch colonial era, the only people who could get formal education opportunities were middle to middle class native people above and so that the little people do not get the opportunity to get a proper education. In the end, Japan began to implement education for all people from all walks of life who had the right to receive formal education. So implementing education levels of 6 years of elementary school, 3 years of middle school and 3 years of high school. And this system is still valid today in Indonesia because it is considered a legacy from Japan .

(2) Implement military education in because this curriculum was created for war purposes so that female students were required to attend classes basic military training and mandatory memorization of the Japanese and Indonesian national anthems, teachers are also required to use Japanese instead of Dutch

There is an interesting thing here where people are required to respect the sun god. This salute is usually followed by the singing of the Japanese national anthem. So, not all Indonesian people accept this habit, especially among Muslims. So the implementation of *Seikerei* was strongly opposed by Muslim ulama, one of which was resistance by one of the ulama, namely KH. Hasyim Asy'ari and KH. Zainal Mustafa caretaker of Sukamanah Islamic Boarding School, West Java .

Dutch Colonial Period

The initial arrival of the Dutch to Indonesia was on the island of Java precisely with the aim of trading and with the aim of controlling new power, after the Portuguese succeeded in joining the VOC organizing body in the 16th century. It is believed that the Catholic religion that was brought in must be replaced by the Protestant religion that it adheres to, this is why religious schools were founded because in the past there were so many Christian (Catholic) religions that were brought in by the Portuguese, the curriculum used was reading, writing and worship. or prayer, teachers invited from the Netherlands who were paid, one of the strong reasons for the absence of a school system on the island of Java was because Java was not influenced by Portugal.

The first school was established in the Jakarta area with the aim of producing competent workers so they could be employed in the administrative field. Dutch was the language that became the introduction language and after that vocational schools were founded in the 19th and 20th centuries, at that time a new group emerged with an ingenious character, clever, and received western education but this education did not get permission.

Dutch colonial education

period can be divided into two lines of education implementation, namely (1) education created by the Dutch government and followed by the movement as a way of struggle to achieve independence and achieve pioneering national education in Indonesia. It is also necessary to know the characteristics of education created by The Dutch colonial government was (1) the aim of providing education to produce and produce cheap labor to support the survival of the colonialists, so at this time the people were indeed told to go to school, but to achieve satisfaction from Dutch colonialism itself, (2) the existence of educational dualism, (3) the concordance system is a basic system that is based on the rules themselves, (4) the centralization of educational processing, (5) hampered the national movement, because what was moving was only the Dutch colonial system itself.

Movement Period

During the movement, education was carried out by the National Movement, at that time education was shaded by Japanese militiaism. There were factors that made the nation move, namely: (1) the existence of suffering that occurred in various conditions which could be detrimental to the Indonesian people. caused by Dutch colonial policy because the consequences had an impact on everyone so that a sense of shared destiny emerged and the colonized nation also had a sense of nationality.

(2) the masses of the past who can strengthen their sense of self-worth as a sovereign and independent nation, (3) the people among us, namely the educated people, can be encouraged by being a motor of movement. (4) the use of Malay is a unified language which makes us realize that the Indonesian people are one nation, (5) because in Indonesia there are many people of the Islamic faith, so the perception arises that the Dutch are infidels.

Since 1908, during the national awakening of the Indonesian nation, the character of the struggle of the Indonesian nation from various parties and organizations, both in economics, politics, social and cultural specifically through educational channels. The Indonesian nation has a fighting nature that focuses education on physical struggle. Remembering the characteristics of the implementation of education created by the Dutch colonial era which enabled the Indonesian people to become a united people, free and intelligent and independent, therefore the movement was included in his fighting program.

The movement has its educational characteristics, namely: (1) being nationalist and anti-colonialist, (2) believing in one's own abilities and standing alone, (3) recognizing by the existence of private universities that the form of high self-esteem and the diversity of society is what is important.

The Japanese militia occupation era was in accordance with the political conditions of the time because it aimed to be directed towards the interests of winning the East Asian war for Japan. The characteristics of the educators: 1) the disappearance of the dualistic system of education, 2) the opportunity to go to school is open to every level of society, 3) the composition of school levels into SR 6 Years, SM 3 Years, SMT 3 Years, and PT., 4) the loss of the system concordance 5) Indonesian was also used as the language of instruction for the first time, while Dutch was prohibited as the language of instruction in schools.

Development Period

The development period occurred in 1945-1969 after the enactment of the 1945 Constitution on August 18 1945 as the state constitution. At this time the level and type of education was adjusted to the needs of the Indonesian people, even though there had been changes to the state's basic principles in the RIS Constitution, education in Indonesia continues to implement it in accordance with the mandate of the 1945 Constitution .

In 1950 the Indonesian nation had Republic of Indonesia Law no. 4 of 1950 concerning "Basics of Education and Teaching in Schools" and Republic of Indonesia Law no. 12 of 1954. In Article 3 of this Law it is stated that "The aim of education and teaching is to form capable social humans and citizens who are democratic and responsible for the welfare of society and the homeland". Article 4 states: "Education and teaching are based on the principles contained in the "Pancasila" of the Constitution of the Republic of Indonesia regarding Indonesian national culture."

In 1950-1960, compulsory elementary school (SD) education was designed and implemented . To overcome the shortage of teachers, a Teaching Course for the Introduction to Compulsory Learning Course (KPKPKB) was established. KPKPKB was subsequently upgraded to SGB and SGA. As for secondary school teachers, PGSLP and APD were established. In 1954 PTPG was founded which was changed to FKIP and finally became IKIP. Apart from LPTK, since 1949-1961 the government has also established several tertiary institutions (universities) and issued Law no. 22 of 1961 concerning "Higher Education".

In the era of the First Phase of Universal Planned National Development (1961-1969), even though the Presidential Decree of 5 July 1959 stated that the Nation and

the Unitary State of the Republic of Indonesia would return to the 1945 Constitution, but due to certain political domination, the basis or principles of national education were changed to Pancasila and Manipol USDEK.

Education system

In the era of development, education aims to be able to create Indonesian citizens who are social, and can be responsible for the implementation of Indonesian social society. Just and prosperous, both spiritually and materially and with a Pancasila spirit which has the aim of gathering revolutionary progressive forces with a Nasakom axis to achieve the goal there must be the establishment of what is called Sapta Usaha Tama, Pantja Wardhana, and Hari Krida. Various development programs in this era finally collapsed due to the G-30 S/PKI Rebellion in 1965 and this gave birth to a new era known as the New Order.

Reformation Period

During this reform period, around 1998, after President Soeharto resigned his position and stepped down, this was the most significant period of change with the existence of regional autonomy and including educational autonomy. At this time, education is given the widest possible scope with the aim of being able to develop as freely as possible. Even the rules at this time are often reviewed, if the rules are burdensome for students, then the rule will be revoked.

Apart from that, to be able to improve this education system, educational policies are implemented which aim to guarantee the implementation of national education. BJ Habibie's government in 1999 began to waive fees for elementary to high school education. Teachers' salaries also experienced a very significant increase. This means that during the reform period, the education system in Indonesia has experienced improvement and progress.

Education system

During this period, Indonesia also experienced several changes in the education system or curriculum. Namely (1) the 1999 curriculum which is a continuation curriculum from the 1994 curriculum with slight changes. (2) 2004 curriculum or KBK (Competency Based Curriculum). (3) the main elements contained in the educational program with the KBK curriculum are: selection of appropriate competencies, specification of evaluation indicators to determine the success of competency achievement; and learning development.

Third, the 2006 curriculum or KTSP (Education Unit Level Curriculum). The central government sets standards for basic competencies and teachers are required to be able to develop them in the form of a syllabus. (4) 2013 curriculum. The aim of the 2013 curriculum is to prepare Indonesian people to become human beings who have the ability to live as good citizens, creative, innovative, productive and able to compete for the advancement of the civilization of the country and even the world.

CONCLUSION

From the previous discussion, it can be concluded that the purpose of this research was to describe and analyze how and what Indonesian education was like during the ancient, Japanese colonial, Dutch colonial, movement, development and reform periods. The results of this research are that the history of education in Indonesia does not only occur in one period, but as the development of the era of education in Indonesia has changed from time to time. This research method uses research specification methods, data collection methods and data analysis. Likewise, the conclusion of this journal is described as to (1) help understand the world of society (2) help understand identity (3) become informed citizens (3) build good citizenship .

Regarding the results of this research, it is recommended that education stakeholders such as education policy holders, namely educators, teachers, even students or general people, are important to know about history. How important is it? It's very important , because by knowing history we know what previous people were like in responding to everything, remember never to forget history.

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