

Implementation of ‘*Tut Wuri Handayani*’ in The Perspective of Practical Pedagogic Foundation

Sugiyanto Sugiyanto^{1,*} Syamsu Yusuf, LN ² Mamat Supriatna³ Amin Budiamin⁴

¹ Psychology and Guidance Education Department Universitas Negeri Yogyakarta, Indonesia

^{2,3,4} Psychology and Guidance Education Department Indonesia Universitas Pendidikan Indonesia, Bandung Indonesia

*Corresponding author. Email: sugiyanto@uny.ac.id

ABSTRACT

The study aims to explain the role of teachers and school counselors in implementing *tut wuri handayani* in the perspective of practical pedagogic foundations for junior high school students. National education is a process of developing the creative potential, value and initiative of students towards refinement of mind, physical health and skills to foster life and livelihood towards cultured and civilized people. The global influence of the industrial era in Indonesia is marked by decentralization and autonomy providing a pedagogical orientation to the trend of multiculturalism which is rooted in the philosophy and culture of Indonesian society. The influence of culture, global changes and the massive transfer of knowledge can cause disruption with in the implementation of education that deviates from the philosophy and culture of the Indonesian nation. This situation needs attention as the younger generation can be uprooted from cultural roots which can cause them to lose their identity as Indonesians. The concept of *tut wuri handayani* proposed by Ki Hajar Dewantara, is an educational concept that was pioneered since the Dutch colonial period and still relevant today. The method was a qualitative approach and the subjects were two teachers and a school counselor for junior high schools in the Special Region of Yogyakarta, Central Java Province and West Java Province, Indonesia. Data collection with interviews, observations and documentation was carried out on teachers during the educational process in schools regarding the implementation of *tut wuri handayani* in the perspective of a practical pedagogic basis including: perspectives on the teaching profession, practical pedagogy in classroom learning, perspectives on students, teachers as role models in the concept of *tut wuri handayani*. Triangulation technique was used to check the validity. The data were analyzed using an interactive model. The results of the study found that the implementation of *tut wuri handayani* by the subjects in practical pedagogics could affect independent learning and students' psychological well-being.

Keywords: *tut wuri handayani*, practical pedagogic foundation, subject teacher, school counselor.

1. INTRODUCTION

The growth and development of a country are determined by the advancement of education with in their society. As stated in Law Number 20 of 2003 concerning the National Education System Chapter 2 Article 3 [1], the national education essentially functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, and aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and

become democratic and responsible citizens. This means that national education has the task of developing Indonesian people to become complete human beings and at the same time a character development resource. Education is held not only to build intelligence and transfer of knowledge, but also to be able to build character, attitudes and behavior. School as an educational institution is a vehicle to prepare students with character so that they can survive in the global era. However, Indonesia as a large country is still struggling to advance education for the welfare of its citizens.

Education is one of the main tools to transfer the spiritual values that exist in the life of the cultured people

to each new generation or transfer of culture. This is not only in the form of "maintenance" but also with the intention of "promoting" and "developing" culture, towards the whole of human life [2]. Ki Hadjar Dewantara explained that the purpose of education is "self-mastery". This is because education will shape human character or make humans/students more civilized and have civility. Every student who is able to master himself will be able to determine and grow his attitude of independence. An independent attitude is one of the ultimate goals of the educational process. Maturity becomes the direction or control for students in thinking, feeling, and processing the heart.

In essence, the goal of Indonesian national education should not forget the philosophical foundation of education that is being able to prepare future generations to be able to survive and successfully face challenges in the global era. In education, both globally and in Indonesia, the emergence of the reform era marked by decentralization and autonomy has given a pedagogical orientation to the trend of multiculturalism [3]. The orientation of Indonesian education is directed at the national motto '*Bhineka Tunggal Ika*'. This also means that Indonesian education must be grounded from philosophical and cultural values that Indonesian people are dignified, sovereign and not uprooted from their cultural roots [4].

In Indonesia's national education system there are challenges in developing the educational system coming from the various sectors. Some of challenges include the ineffective management, limited support from government and community, ineffective and inefficient of learning process, inferiority of educational resources, and finally the weak standard of learning evaluation. This results problems in achieving a good education system. This situation requires systemic reformulation that takes into account various factors such as politics, economy, social and Indonesian culture [5]. Teachers have an important role to help overcome these problems. One of them is through the great transfer of knowledge and values during the education process.

The Indonesian have a lot of local wisdom value related to education. *Tut wuri handayani* is a local wisdom that is nationally recognized and has contributed to the development of Indonesian education. The local wisdom developed by Ki Hadjar Dewantara is recognized as a symbol of the ministry of education. *Tut wuri handayani* is an important asset in the national education system that has not been explored in depth. The implementation of local wisdom in the community has pedagogical values in the personal character of prospective community members [6].

According to Ki Hadjar Dewantara [7], the *tut wuri handayani* or 'among system' (nurturing system) functions to support the nature of the students so that they can develop their physical and mental capacity according

to their own nature. *Tut wuri handayani* can be used as the basis and principles of education including guidance and counseling. This is because one of the bases used in the *Tut wuri handayani* is independence meaning that the system enables students to develop their potential without pressures. Thus, this will allow for strong personal development in students. Students with innate nature are given the freedom or independence to deal with the problems they face on their own [8].

Educators or teachers who carry out learning and educating activities according to *tut wuri handayani* mean they encourage students to get used to learning independently. Caring for students means giving the students the freedom to move according to their will, but the tutor/teacher will act, if necessary, especially when the student's wishes endanger their safety. Teachers or guardians are obliged to take care of their students such as by honing nature naturally through the act of *ing ngarso sung tuladho* (other local wisdom values). This value means that if the teacher is at the front, it is expected to be a role model or good example for students. In addition, teachers also need to apply other local wisdom values, namely *ing madyo mangun karso*. This value means the position of the teacher when together with students is able to express new ideas and ideas to support the activities set. Meanwhile, *tut wuri handayani* means that the teacher follows from behind and gives students freedom of movement by influencing their strengths. Sometimes it is necessary by strong suggestion and encouragement if the freedom given is used to deviate and will endanger themselves. In essence, *tut wuri handayani*, is the giving of independence and freedom to students to develop their talents and inner and outer strengths. The boundaries of the environment are independency and freedom that are not free as it is limited by the real guidance of nature. The goal is culture which is defined as the nobility and refinement of human life.

2. METHOD

The method of the study was a qualitative research method with hermeneutic technique. The research subjects were three teachers consisted of an Islamic Religious Education teacher, a Mathematics teacher and a school counsellor or a Guidance and Counseling teacher who lived in Yogyakarta, Central Java and West Java provinces. The data was collected using interview, observation and document study techniques. The data collection instrument used interview guidelines, observation guidelines and activity documentation. Interview utilized audio recordings, while observation and documentation used audio-visual recordings during the teaching and learning process and classical guidance services in the classroom.

Four aspects explored in the implementation of *tut wuri handayani* in the perspective of practical pedagogical foundations include: 1) perspective on the

teaching profession: the data to be disclosed include reasons for choosing the profession of teacher and school counselor, teacher personality characteristics, core values of the teaching profession, main duties of teachers, main actions in education, and measures of teacher success. 2) practical pedagogy in classroom learning: the data to be revealed are the teacher's role in learning, teacher learning communication, forms of teacher-student interaction, student response patterns to teachers or vice versa, models of inculcating discipline and strengthening behavior, task models in learning, forms assessment used and class arrangement. 3) aspects of the perspective of students: the data collected includes the nature of students, why they should be educated, the main values that children need to have, how children should learn, the role of children in learning and indicators of learning achievement, 4) the application of teachers as role models in the concept *tut wuri handayani* in class. The data analysis method used is a qualitative descriptive method with inductive thinking.

3. RESULT AND DISCUSSION

3.1. Results

The findings in this study are categorized into four parts which include the perspective of the teaching profession, practical pedagogy in classroom learning, the perspective of students and teachers as role models in implementing *tut wuri handayani*.

3.1.1 Perspective of the teaching profession

The results of the interview on the perspective of the teaching profession aim to reveal the reasons for choosing the teaching profession, the characteristics of the teacher's personality, the core values of the teaching profession, the main tasks of the teacher, the main actions in education, and the measure of teacher success. Nr is a teacher of Islamic Religious Education. He said that the reason he chose to become a teacher was because his parents were also teachers. In addition, since childhood, Nr has wanted to become a teacher. He has been a teacher of Islamic Religious Education for 20 years. The personality characteristics of teachers must be possessed include liking students, wanting to be close to students, caring, willing to serve, willing to share, professional, mastering educational material and understanding student character. For him, the core values of the teaching profession consisted of dedication, loyalty and compassion.

According to Nr, the main task of the teacher is to teach, educate, transfer knowledge, install values and morals. He stated that the meaning of education is to provide memorable experiences to students, not only teaching knowledge but transferring knowledge, building

character and morals. This is because education is defined as the transfer of knowledge and character. The meaning of training in religious lessons is to practice religious activities such as prayer and religious rituals. He mentioned that the essence of the purpose and content of education is to educate the nation's life so that it is smart to respond to something in its environment by equipping students with knowledge, good character and skills. Meanwhile, the main action in education is shaping the values of life, educating, teaching, training and installing discipline. According to him, the measure of teacher success is seen from excellent student output, good infrastructure, students' interest in learning, media and the teaching methods.

IR (a math teacher) stated that the reason for choosing to become a teacher was the pressure of parents and the opportunities that existed even though the initial educational qualifications were not teacher education. According to him, the personal characteristics that must be possessed as a teacher are professional, willing to educate and knowing the character of students. He conveyed that the core values of the teaching profession include responsibility and dedication, while the main task of the teacher is to teach and transfer knowledge. According to him, the meaning of education is the same as teaching and training. The purpose of education described the overview of teaching process which starts from preparing lesson plans, teaching materials, giving worksheets and preparing learning assessments.

According to IR, the main action in education is done by giving quizzes or questions and evaluating the difficulties encountered during teaching. Some of the problems during teaching included students playing during the class, not paying attention and teaching aids and learning resources that are still inadequate. To overcome this, the actions taken were by reprimanding, preparing more interesting learning, inserting quizzes in the middle of learning activities and asking contextual case study about mathematics. In his opinion, the measure of teacher success is when students can pay attention, enjoy the material and get good grades.

Ags is a school counselor or guidance and counseling teacher. He stated that the reason for choosing to become a teacher was because of his own desire so he took courses in the guidance and counseling department. He wanted to help students who have problems that can interfere with their education process. The personality characteristics of guidance and counseling teachers must be possessed include caring for students, helping, liking students, having close dedication, being professional, mastering the knowledge and practicing guidance and counseling. The core values of the guidance and counseling teacher profession consisted of professional values, social values and personality values. The main task of guidance and counseling teachers is to help students towards independence and provide

psychological well-being. According to Ags, education is defined as a change in the behavior of students independently. If students experience obstacles in the process, teachers need to guide, provide encouragement, improve, and help students overcome problems so that students are ultimately able to act in accordance with the decisions taken.

Ags argued that education is to help students become independent individuals in their actions. Meanwhile, the meaning of training in guidance and counseling is to take certain actions to help overcome difficulties and develop self-potential. According to him, the essence of the purpose and content of education is to optimally develop students' potential and minimize obstacles that can interfere with achieving optimal development. According to him, the main actions in guidance and counseling are installing the values of life, encouraging independence, educating, training, shaping discipline and commitment. The measure of the success of guidance and counseling teachers in his opinion is when the teacher can provide service assistance, both responsive services, basic services and individual planning that works well.

Based on the results of the observations and documentation above, it can be seen that Nr is better in explain the understanding of the teaching profession, the reasons for choosing the teaching profession, the personality characteristics of the teacher, the core values of the teaching profession, the main tasks of the teacher, the main actions in education, and the measure of teacher success. Nr admitted that the reason for becoming a teacher was because of his own desire and had been aspired to since childhood. In addition, Nr showed high dedication as a teacher. Meanwhile, IR becomes a teacher based on the pressure of his parents and the available opportunity to become a civil servant. This describes the initial abilities in terms of personality characteristics, core values of the teaching profession, the main tasks of teachers and main actions in education which are still weak from the observations during interviews. Meanwhile, Ags is theoretically able to understand the perspective of the guidance and counseling teacher profession well.

3.1.2 Practical pedagogy in classroom learning

The data explored in this section include the teacher's role in learning, teacher learning communication, forms of teacher-student interaction, student response patterns to teachers or vice versa, models of inculcating discipline and strengthening behavior, task models in learning, forms of assessment used, and class arrangement. Nr stated that the teacher's role in learning is as a facilitator, transferer of knowledge, cultivator of values and morals, as well as a model for students. The teacher's philosophy in teaching is that the teacher is a central figure as well as a role model and model both at school and outside the

school who acts as a facilitator, director, mentor, educator and trainer.

According to Nr, teachers must believe that what is taught will benefit students and must understand what will be taught because it will affect the way it is delivered. The determining factors in education are teachers, students, environment, infrastructure, learning, curriculum, and evaluation. Teachers before teaching can innovate or collaborate with other teachers. If there are problems such as noisy students, the teacher needs to warn them. If students find it difficult to learn a material, the teacher can provide individual services outside of class hours or arrange appropriate media so that learning is easily accepted.

Nr said that there should be no distance between teachers and students in learning. The teacher should encourage students to ask questions not only related to the lesson but around cases that are still related. The language used should also be easy for students to understand, adapt to the situation and apply humanistic approach but still firm. The form of interaction that Nr usually does tends to be non-formal, does not limit interaction, uses language that is easy to understand and is comfortable for both parties. In addition, interactions are carried out in a way of mutual respect, appreciation and avoid conflicts by being tolerant. Educational actions are carried out by shaping habits (such as praising in front of students and making students as models), using non-formal communication and inculcating moral and spiritual values. Other actions taken can be in the form of warnings or advice in polite language but if they are repeated, firm action should be taken.

How to shape discipline is done by reminding to pray and making attendance list. Disciplining students who are not obedient, for example not attending or not praying for various reasons, is done by providing advice and encouragement to students to pray at school. The model of shaping discipline and strengthening behavior is done by constantly reminding and understanding the background not doing expected prayer. Another thing that can be done is to prepare children with motivation, direction and punishment. For example, for those who do not do their homework until the deadline will be announced in front of the class. Based on Nr's experience, students who often violate are usually caused by problems at home. The handling of these students is carried out in collaboration with parents.

IR said that the teacher's role in learning is to transfer knowledge. Philosophically, learning is a combination of the learning process starting from preparation, doing interesting or not too serious learning, not labelling children, and reprimanding children if they don't do their homework. IR believes that mathematics is difficult and children's abilities are different, so teachers need to strive for interesting learning. The determining factors in education are learning resources, student motivation,

facilities, textbooks and how to use mobile phones for learning. As for what the teacher does before learning begins, namely preparing a form of assessment consisting of the value of mathematical skills and knowledge.

According to IR teachers need to communicate the assessment form of mathematical skills such as project grade (assignment) and product grade (produce). The form of teacher-student interaction in learning is carried out in easy-to-understand language, monitoring or observing students during learning and asking questions between teachers and students. If students have not been able to achieve the target, remedial action is carried out, while students who do not do assignments are given punishment by doing assignments outside the classroom. IR said that the form of teacher-student interaction carried out using mixed languages tends to be more communicative. At the beginning of the student meeting in each new school year, the teacher provides information about the learning rules that must be followed and its consequences. The model of cultivating discipline and strengthening behavior is done by preparing students with motivation and direction every time they enter class.

Ags conveyed that the role of guidance and counseling teachers in guidance and counseling services is as a facilitator, cultivator of values and morals, motivator, mentor, and model for students. In the service philosophy view, the teacher is a place to share and at the same time as a friend of students. Teachers must be sure that the services provided will be beneficial for students because they are in accordance with the needs and problems they face. The determining factors in guidance and counseling services are teachers, students, environment, infrastructure, knowledge and skills possessed, curriculum, evaluation and reflection on the services provided.

According to Ags, guidance and counseling teachers before providing services can build collaboration with related parties. In addition, they can also develop the ability to innovate when providing classical guidance services. The form of interaction that is built between the guidance and counseling teacher and students is equal and interactive. This is done by respecting and appreciating students for who they are. Educational actions that are usually taken are providing reinforcement, motivation, guidance, direction, advice, affirmation, empathy, and solutions in helping to overcome problems.

Based on the results of observations and documentation of practical pedagogical aspects in learning in the classroom above, it is known that every teacher has a different perspective. Nr tends to control the procedure for reading the Al-Quran, focuses students on reading in the presentation layer display, gives rewards in the form of praise to students so that the class becomes conducive. While learning by IR teachers shows that students pay attention to the teacher's explanations even

though they tend to be passive. This can be seen from the fact that there are no students who are actively asking questions. IR controls the class when students appear doing assignments in front of the class but tends to provide less real reinforcement for the activities students do. IR usually advises students for not paying attention to the teacher's explanation. Meanwhile, Ag in carrying out classical guidance services is able to provide interactive services to students through material that is easy to understand and in accordance with student development.

3.1.3 Perspective of students

The perspectives of students explored include the nature of students, why they should be educated, the main values that students need to have, how students should learn, the role of students in learning, and indicators of learning achievement. Nr stated that the nature of students is individuals who need to be educated, trained, transferred knowledge, have abilities, and develop their basic abilities. Nr conveyed that students' comprehension abilities are different so they need to be treated differently. Students are also not empty items that must be filled in, but students have the ability to be educated. The reason students must be educated is because students are growing and developing so they need provisions in the form of knowledge, skills and attitudes. The main values that students need to possess include social, moral, spiritual, and character values. The success of teachers in educating is marked by the fulfillment of minimum completeness criteria, good behavior and attitudes, and does not violate school rules.

According to Nr, the teacher acts as a facilitator. Students independently learn to capture what is given, trained, and educated. While the role of students in learning is not as an empty bottle that can be filled with anything, but they must be respected as individuals who have thoughts, feelings, will, skills, and attitudes that can be continuously honed. Indicators of learning achievement according to Nr can be seen from the achievement of scores according to the minimum completeness criteria and practically students are considered capable. Meanwhile, morally, students expected to have good minimum grades and in attitude they can behave well in school and class.

According to IR, students can be perceived as their children at home who have the intention to learn. Students must be educated because they expect to become useful human beings. The main values that students need to have, are discipline, religious values, have the spirit to achieve future goals, can focus on learning, have the passion to be more successful than parents, and have motivation. The success of teachers in educating is marked by the achievement of minimum completeness criteria, awareness to pay attention in class, students enjoy studying in school, have good grades in

general, and have motivation. Furthermore, IR said that students must have learning resources and time for their own development. Students are basically able to learn independently and only need assistance from people around them. The indicator of learning achievement according to IR is if the student can meet the minimum completeness criteria in the aspect of project and product assessment.

Ags said that the nature of students is individuals who grow and develop towards maturity, which in the process requires assistance and guidance with love and freedom to grow and develop without violating existing rules. The reason students must be guided is because students are in need of assistance. The main values that need to be possessed by children include never giving up, commitment, having good values, namely social, moral, spiritual, and character. The success of the teacher in guiding is if students are able to act appropriately in accordance with the decisions taken. According to him, the indicator for students to develop optimally is when students are able to face and overcome problems they face independently or with the help of others.

3.1.4 Aspect of the teacher as a role model for 'tut wuri handayani' in classroom learning and classical guidance services

Nr said that the teacher must be a model in learning which is reflected in the motto of *tut wuri handayani*. In addition, another value that needs to be considered is *ing ngarso sung tulodho*, which is an action that reflects the way the teacher gives examples of values that students want to have, for example if the teachers make mistakes, then they apologize. *Ing madyo mangun karso*, the teacher raises motivation, for example, if students have difficulty speaking Arabic, they will be encouraged to study because there is an element of worship in it. *Tut wuri handayani* is an action taken by helping students to be able to consult their parents if they have problems.

Meanwhile, IR said by giving an example once or twice, students are expected to follow the teachers. This is done, for example, when students entering the class, giving an overview of learning and providing examples of actions for students to follow. In addition, another thing to do is giving quizzes at the beginning of learning and students who can answer are given prizes. IR also explained that passive students were encouraged to be active by giving questions to work on.

Ags said that *tut wuri handayani* is one of the cornerstones of guidance and counseling in Indonesia. According to Ags, the essential point of guidance and counseling services is independence and not depending on others, which is the core of *tut wuri handayani*. The implementation of *tut wuri handayani* in classical guidance services is in the form of applying the concept of *ing ngarso sung tulodho* which means that the

guidance and counseling teachers become a model or example for students in respecting time, cooperation, discipline, respect, tolerance, empathy, caring, helpfulness, neatness, and courtesy. While the example of *ing madyo mangun karso* is the guidance and counseling teachers can raise enthusiasm, become a friend, help to overcome the problem, and give advises. In the application of *tut wuri handayani*, the action taken is to encourage and motivate their students to achieve independence. In addition, teachers can provide support and appreciation to students when they are able to do it properly.

Based on the results of the observations and documentation, the subject of Nr was able to position himself as a role model for students in behavioral aspects such as the style of delivering material, class arrangement and response to students. The concept of the 'among' system also appears in classroom learning. *Ing ngarso sung tulodho* meaning that the teacher is able to provide models or examples of the material presented. *Ing madyo mangun karso* has meaning that the teacher is able to motivate children to always do good, and *tut wuri handayani* is about the teacher enabling to encourage students from behind to develop. The subject of IR still has not fully implemented *tut wuri handayani* in classroom learning. Meanwhile, Ags applies the *tut wuri handayani* concept well which is integrated in the provision of classical guidance services.

3.2. Discussion

The analysis of field study findings based on a theoretical review of the teaching profession and theoretical-practical pedagogy includes four aspects. The first aspect is the perspective of the teaching profession which includes the reasons for choosing the teaching profession, the characteristics of the teacher's personality, the core values of the teaching profession, the main tasks of the teacher, the main actions in education, and the measure of teacher success. Based on the results, it was found that basically the teaching profession is a professional job that demands certain criteria and characteristics. Professional characteristics according to Pidarta [9] include: 1) full-time work, 2) job choices are based on strong motivation, 3) have a set of knowledge, knowledge and special skills obtained through education and training, 4) make their own decisions in work, 5) service-oriented work, not personal interests, 6) service is based on the client's objective needs, 7) has the autonomy to act in solving client problems, 8) becomes a member of a professional organization, 9) has high power and status as an expert in the specialty, and 10) the skill is not advertised to find clients.

Then according to the Association of Indonesian Education Graduates [10] states that the main characteristics of the profession are: 1) having social functions and significance, 2) possessing certain skills

and expertise, 3) acquiring expertise and skills through the scientific method, 4) having a body of discipline. certain knowledge, 5) long-term study in higher education, 6) education as a vehicle for socializing the professional values of the participants who follow it, 7) adhering to a code of ethics controlled by professional organizations with certain sanctions, 8) being free to decide for themselves in solve problems related to their work, 9) provide the best service to clients and are autonomous from outside interference, 10) have high prestige in society and are entitled to proper compensation.

Educating is to create opportunities and create a conducive situation so that students as subjects can develop themselves. Educating is an effort to make students willing and able to learn on their own to develop their talents, personalities, and other potentials optimally. Educating focuses more on efforts to develop students' affection, then only on the development of cognition and skills.

When referring to the theoretical review, the subject of IR teachers, has weak abilities when reviewed from the academic background or the reason for choosing to the profession is not based on high motivation and dedication. The subject based his motivation on the opportunity to become a teacher even though it was only a short education and training (transferring his studies from diploma of health to bachelor of mathematics education). This is also supported by didactic methods and skills that need to develop to be a good educator. Meanwhile, the subjects of Nr and Ags have a stronger reason to become educators that is because of their willingness and basic knowledge.

The second aspect is practical pedagogy in classroom learning which includes the role of teachers in learning, teacher learning communication, forms of teacher-student interaction, student response patterns to teachers or vice versa, models of inculcating discipline and strengthening behavior, task models in learning, forms of assessment used, and class arrangement. The interaction and communication of educators are important in building an educational climate in the classroom. According to Sugihartono, et al., the role of teachers in the learning process [11] includes correctors, inspiration, informers, organizers, motivators, initiators, facilitators, mentors, demonstrators, class managers, mediators, supervisors and evaluators.

The task of a teacher is a leader who acts as a guardian who will stand behind the students by implementing the motto *tut wuri handayani*. Teachers influence students by providing opportunities for them to be independent[12]. The teacher (*pamong*) in practice is responsible for creating comfortable, safe, peaceful conditions for students so that in him a sense of trust in the teacher grows [13]. The findings of the field study show that not all of the teacher's roles in the learning process have yet

been seen. The three subjects Nr, IR and Ags still only show the role of the teacher as an informer (transfer of knowledge), facilitator, class manager and organizer.

Third, the perspective of students which includes the nature of students, why they should be educated, the main values that children need to have, how children should learn, the role of children in learning, and indicators of learning achievement. The findings show that the treatment of students tends to follow the normal curve. Individuals who stand out both in terms of achievement such as students who are smarter or faster in completing assignments and students who are unique in behavior in class such as disruptive behavior, physical orientation, students with learning difficulties, and so on who get more attention. The theoretical review confirms that basically every student needs to be understood, served and in need of education even though in a different way according to his abilities. Education that is held must help students towards civilized human beings marked by mastery of knowledge, morals and the achievement of true happiness [14].

Fourth, the aspect of the teacher as a role model for *tut wuri handayani* in classroom learning and classical guidance services. The findings indicate that the teacher as a role model is still not strong enough to encourage the independent learning. This can be seen from the way of communication and management of learning in the classroom. The *tut wuri handayani* concept applied has not been able to encourage students to be actively involved where the educational atmosphere still tends to be monotonous and boring. This can be seen from the response of students who are less focused on the lesson at the end of 15 minutes of class time. Spiritual value education is higher than physical value. Ideally, students are educated to be independent human beings who are able to struggle.

Independent education is education that liberates students to develop fully. The teacher guides from behind and only reminds, directing if the action is wrong or dangerous. students are positioned in a situation to take the initiative, be creative, be responsible, practice skills and good habits [15]. Students are also taught not only to talk a lot, but to do or act more independently and responsibly. The ideal learning atmosphere is a pleasant atmosphere for students so that they are encouraged to carry out learning activities. The subject of Ags is more likely to be able to implement *tut wuri handayani* in classical guidance services. *Tut wuri handayani* is a learning approach that is oriented towards independence and student-centered [16][17].

4. CONCLUSION

Based on the study conducted, it can be concluded that each subject shows having different perception in every aspect of the study. The perspective of the teaching

profession aspect on the subject from Nr (Islamic religious education teacher) and Ags (guidance and counseling teacher) are more in-depth than the subject of IR (math teacher). Meanwhile, in practical pedagogic of classroom learning aspect, the result show that learning activities still tend to be monotonous and the teacher's role in learning is dominated by the role of informant and facilitator. In the perspective of students, the view of students as individuals who grow and develop has not been understood in depth such as in the aspects of the concept of inculcating values and discipline. The results of teachers as role models aspect for *tut wuri handayani* in education show that on the subject of Nr and IR the implementation *tut wuri handayani* philosophy is still limited compared to Ags who had tried to generate *tut wuri handayani* values through the classical guidance services.

AUTHORS' CONTRIBUTIONS

First author as the main author is in charge of writing the article based on the results of research. The second, third and fourth author as the co-authors and mentors that are in charge of reviewing the results of article and conducting focus group discussions on the article.

ACKNOWLEDGMENTS

The authors would like to express our appreciation to all participants and the Department of Guidance and Counseling at Universitas Negeri Yogyakarta and Universitas Pendidikan Indonesia. The authors would also like to thank to 1) SMP Negeri 5 Depok; 2) SMP Negeri 2 Jatilawang; 3) UPI Lab School Junior High School.

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