

Teachers' Understanding of the Philosophy of Education Ki Hadjar Dewantara and Its Implementation in History Learning at Public High Schools in Semarang City

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ABSTRACT

Understanding Ki Hadjar Dewantara's philosophy of education is very important for teachers to implement effective learning and in accordance with the needs of students. This is the background for the author to examine how teachers understand the principles of Ki Hadjar Dewantara's education philosophy in high school. This research is qualitative research with case study method. Data were collected through observation, interview, and documentation. The results showed that teachers' understanding of Ki Hadjar Dewantara's educational philosophy showed good results. The teachers emphasized the importance of their role as mentors who direct students well, and shape students' characters with a personal approach and attention to individual needs. Teachers' history lesson designs reflect Dewantara's values through systematic steps, including observation, goal setting and student-centered methods. The implementation of Dewantara's philosophy is seen in good classroom management, educational sanctions, and support for students' talents. Teachers create a positive environment, and provide freedom to students, in accordance

with the concept of education that educates independent individuals.

Keywords: Ki Hadjar Dewantara, philosophy of education, teacher understanding.

INTRODUCTION

The Merdeka Belajar policy launched at the beginning of 2020 aims to overcome various challenges and obstacles in an increasingly complex modern era. Indonesia has again overhauled the curriculum which is a development of the previous curriculum and is named the Merdeka Curriculum. According to the view (Ansari, 2022), Merdeka Curriculum is an intracurricular curriculum that offers more diverse learning content. In addition, optimizing the provision of content to students is carried out to provide flexible time for students to explore knowledge and build competencies independently. The concept was born out of the desire to create happiness in children in the education process and the desire to create human beings with character and noble character from basic education to higher education. Of course, to develop learners with character and character, learners must feel happy in receiving education, so that the acquisition of

education itself becomes meaningful to learners (Suryana & Muhtar, 2022).

Every policy and program issued by the Ministry of Education and Culture needs to be responded to and well prepared by teachers. Especially with the issuance of the Independent Curriculum, teachers must be able to adapt to all changes in education which of course always develop according to the times (Prayoga & Purnomo, 2023). The concept of an independent curriculum expects freedom of thought for teachers and students to be innovative in transmitting knowledge to students. By prioritizing freedom of thought, innovation in the learning process is expected. In addition, students are given the freedom to innovate and actively participate in their learning (Hendri, 2020).

The independent learning policy launched was inspired by the thoughts of the father of education Ki Hadjar Dewantara. He is the person who underlies education in Indonesia. One of the figures who has a major role in the advancement of education in Indonesia and is recognized as the Father of National Education Ki Hadjar Dewantara. He is not only an activist in the Indonesian independence movement, but also a writer, as well as a pioneer in developing an education system for the Indonesian people (Nurhalita & Hudaidah, 2021). The concept of education owned by Ki Hadjar Dewantara includes Tripusat Education, Trikon, Tri Rahayu and the among system. In the tripartite education, Ki Hadjar Dewantara believed that the process of getting education could not only be centered on learning at school, but also in the family and community environment (Tarigan, 2022).

In the context of education, an understanding of Ki Hadjar Dewantara's philosophy is very important for teachers to be able to implement learning that is effective and in accordance with the needs of students. Education that is guided by Ki Hadjar Dewantara's philosophy does not only emphasize academic aspects, but also focuses on the formation of character and

moral values of students. This is becoming increasingly important in the era of globalization, where learners face various influences that can affect their integrity and identity. Therefore, teachers need to understand and apply the concept of holistic education, including learners' cognitive, emotional and social development. Ki Hadjar Dewantara's philosophy emphasizes child-centered education, which requires teachers to pay more attention to the potential, interests, and unique characteristics of each learner. Through this approach, teachers should be able to create an inclusive and supportive learning environment where learners feel valued and motivated to actively participate in the learning process (Oktafia, 2023).

The application of Ki Hadjar Dewantara's concept also encourages teachers to embed local cultural values into the curriculum. In areas of historical and cultural importance, such as Semarang City, teachers can prepare learning materials that are relevant to learners' social backgrounds. This not only helps learners better understand history, but also increases their love and pride for their cultural heritage. History is a mirror of the past that can provide insight into the values, conflicts, and development of a society (Purnomo & Ganda, 2023). Therefore, applying Ki Hadjar Dewantara's concept not only improves the quality of learning, but also helps students form a strong sense of national identity. History learning can be an effective way to provide learners with opportunities to understand more about social life and historical events. History is not just a subject that conveys information, but also emphasizes aspects of value education (Suryadi in Kurniawan, 2020). Therefore, history teachers must be able to innovate independently (Romadi & Kurniawan, 2017).

History teachers play an important role in the history learning process as they are responsible for not only conveying facts and information but also connecting learning to the social, cultural and values context in society. By understanding and applying Ki

Hadjar Dewantara's concept, history teachers can create an interactive and fun learning atmosphere where learners feel involved and have the opportunity to explore critical thinking. They can use various methods, such as discussions, group projects, and problem-based learning, to help learners understand the meaning behind historical events. Ki Hadjar Dewantara's concept of education is suitable to be studied in relation to how teachers understand the principles of Ki Hadjar Dewantara's educational philosophy. In selecting schools in the city of Semarang, researchers considered SMA N 9 Semarang and SMA N 15 Semarang as objects for study.

MATERIALS & METHODS

This research uses a qualitative approach with a case study method that aims to answer phenomena in a deeper problem about a problem. In this case, it is related to the research conducted by the researcher who wants to examine how the teacher's understanding of Ki Hadjar Dewantara's philosophy and its implementation in history learning. This research was conducted at SMAN 9 Semarang and SMAN 15 Semarang. The participants in this study were 4 history teachers who had 10 to 20 years of teaching experience. Data collection in this study was in the form of observation, interview and documentation. The source of data in this research is primary data source in which respondents are asked to answer the questions that have been provided so that the answers obtained are the perceptions of respondents.

RESULT

1. Teachers' Understanding of Ki Hadjar Dewantara's Philosophy of Education

Education in Indonesia was developed by Ki Hadjar Dewantara. Ki Hadjar Dewantara himself has several learning principles that are applied in the education system in Indonesia. One of Ki Hadjar Dewantara's educational philosophy concepts is the among system as a nurturing educational

approach. The teacher does not only act as a teacher, but also as a guide who cares about his students. The teacher tries to find out the problems that occur to students by asking questions. Through attention to learners who have problems, teachers show efforts to understand individuals. This explanation from Mr. Jehan also strengthens the results of the interview which reveals: "In addition to providing knowledge to students, we also direct students in a better direction. Because students have various characters and backgrounds, teachers must be able to bring them to a better direction, both academically and in attitude and behavior.

Based on Ki Hadjar Dewantara's philosophy of education, the potential talents and interests of students they have had since birth can be developed by teachers based on the nature of the times and nature. The nature of the times means that education must always improve itself and always upgrade itself related to technological developments while the nature of nature means the culture that develops in the environment of students. This means that learning must be able to adapt to the needs of students to adapt education to the times and environmental conditions. In learning, the teacher adapts teaching to the situation and conditions of students, taking into account the psychology of students who are at the last hour, the weather, or after certain activities. He chooses not to only use the lecture method or theory in full, but adjusts the approach to make it more relevant and effective.

According to Ki Hadjar Dewantara, education is a process of acculturation or habituation, meaning that education is one of the efforts to instill noble character in the nation's children. The cultivation of these values has the aim of preserving, maintaining, and advancing culture. In addition, according to Ki Hadjar Dewantara, as a teacher, it is necessary to adhere to the principles of Ing Ngarso Sung Tulodo, Ing Madya Mangun Karso, and Tut Wuri Handayani. This is very influential on the role of the teacher in teaching. That the role

of the teacher is important in directing and supporting the development of students, both academically and in character building. Teachers function as mentors who direct students towards a better direction, both in academic aspects and in the formation of attitudes and behavior. Teachers understand that teachers act as role models who show good attitudes and behavior, as well as provide motivation to students so that they can learn well. Teachers do not only function as a source of knowledge, but also support learners to learn independently and develop their character.

2. History Learning Planning by Applying Ki Hadjar Dewantara's Educational Philosophy

History lesson planning in SMA 9 and SMA 15 Semarang is conducted through a plan that is prepared and determined by the teacher and the school. These lesson plans are prepared by adjusting the curriculum and the needs of students. Mr. Jehan revealed in preparing the lesson plan that: "I usually make observations, then I organize into modules what I will do, and each material I relate to the surrounding life." From the results of these interviews, it can be seen that the history learning design made by history teachers consists of preparing teaching modules, with the steps taken in the preparation are observing students and then compiling learning objectives, materials, methods, media, learning activities, and preparing learning evaluations.

The learning methods written in the module show that each learning implementation uses student centered methods. The learning methods used in these learning activities are inquiry, group discussions and games. In applying this learning method in accordance with what is contained in the module. The approach taken by the teacher is through an interactive approach and focuses on students in increasing students' involvement and understanding in learning history. Using learner-centered methods not only improves their understanding of the material, but also builds critical thinking skills and

communication abilities, which are very important in learning history.

In addition, there is a learning evaluation conducted by the teacher. The evaluation prepared is adjusted to the planned indicators of achievement. In designing history learning, there are three types of evaluation applied, namely cognitive, affective, and psychomotor evaluation. Teachers apply different assessments for each type of evaluation. Cognitive evaluation is conducted through tests consisting of daily tests, midterm tests, and end-of-semester tests. Affective evaluation is carried out based on teacher observation by observing the behavior of students during learning activities. And psychomotor evaluation, teachers observe the behavior of students during learning activities. This assessment includes aspects of skills and the ability of students to apply the knowledge they have learned in practice.

3. Implementation of Ki Hadjar Dewantara's Educational Philosophy in History Learning

The implementation of Ki Hadjar Dewantara's educational philosophy in history learning can be seen through the implementation of learning seen from various activities carried out during the teaching and learning process. Based on observations made at SMA 9 and SMAN 15, several implementations of Ki Hadjar Dewantara's educational philosophy by history teachers were found. The observation shows that history learning is divided into three parts: opening, core, and closing. During classroom observations, several phenomena were found that showed the implementation of Ki Hadjar Dewantara's educational philosophy by teachers. Teachers take firm action against students who do not do the assignment by giving sanctions, such as telling the students to do the assignment outside the classroom, teachers also reprimand students who sleep to wake up and focus on learning, this aims to instill responsibility to students.

Teachers give examples to learners to clarify the material taught by linking

learning to what is around them, such as discussing the election period by linking it to the recent election. This shows the application of the concept of the nature of nature and the nature of the times, which emphasizes the importance of linking learning with the actual situation and conditions of the learners. In addition, during the observation, the researcher also noted that teachers allow learners to participate in competitions as school representatives and support learners who are involved in student council activities, even if they have to leave class.

Researchers found teachers who showed support to learners who had a talent for drawing by giving praise, which could increase learners' self-confidence. From these phenomena, it can be seen that learning activities in the classroom teachers try to implement Ki Hadjar Dewantara's educational philosophy, teachers not only convey historical material but also shape the character of students.

DISCUSSION

1. Teachers' Understanding of Ki Hadjar Dewantara's Philosophy of Education

Ki Hajar Dewantara likens the teacher to a gardener who is in charge of nurturing the growth of good values in students. Teachers should be able to help students to understand the good values that exist in themselves, so that these values can be applied in everyday life (Elitasari, 2022). Teachers' understanding of Ki Hadjar Dewantara's educational philosophy shows good results. Teachers emphasized the importance of their role as mentors who guide students well, not only transferring knowledge, but also shaping students' characters with a personal approach and attention to individual needs. Teachers are aware of being role models and providing guidance that suits learners' needs. They understand that each learner has different characteristics and capacities, adapting learning to technological developments, culture, and environmental conditions to support students' overall growth.

According to Nursida (2021: 19), it is known that the education that Ki Hadjar Dewantara wants is education that aims to make students independent or independent of others and can develop the potential that exists in each of them. By guiding and directing students to achieve their nature and happiness. This is in accordance with the concept of among owned by Ki Hadjar Dewantara who expects all educators or teachers to educate students by taking care of them like their own children. But nurturing here by providing positive values in their lives (Apriliyanti et al., 2021). not nurturing by force, but by paying attention and guiding students to be free to develop themselves, so that all students can be free in mind, mind, and energy (Noventari, 2020).

Teachers always try to guide them well through a caring approach. Teachers provide space for learners to develop according to their potential, both through support in learning and by paying attention to their emotional and social conditions. According to Trianto (2007:13), in constructivist theory, one of the main principles in educational psychology is that teachers do not only function as conveyors of knowledge to learners. Instead, learners must construct their own knowledge in their minds. In this context, the teacher's role is to facilitate the process by providing opportunities for learners to discover and apply their own ideas. Teachers can provide "rungs of the ladder" that help learners reach higher levels of understanding.

In addition, classroom learning is not solely expected to help learners meet the demands of formal schooling and the challenges outside of school. But it must also meet the needs of the learners themselves. A teacher is very important in the learning process, so teachers must understand the situation and condition of learners when they receive lessons (Light, Cox, and Calkins, 2009: 46). In accordance with what the teachers said, they try to create learning that prioritizes learners by paying attention to their individual conditions and abilities. They

utilize learners' relevant talents and interests to meet existing learning needs and interests.

Teachers are an important part of the education system, and their role and position in improving the quality of learners must be highly considered. The ideal teacher is expected to be a role model, where broad insights make learners feel more comfortable. If teachers are able to be good listeners, then they can also be good speakers (wijayanti, Suryadi, & Parasetyo, 2019).

2. History Learning Planning by Applying Ki Hadjar Dewantara's Educational Philosophy

The success of classroom learning planning is influenced by good planning from teachers. Teachers have a central role in creating an inclusive and objective history learning environment (Purnomo & Ganda, 2023). The history learning design carried out by the teacher is arranged by implementing the value of Ki Hadjar Dewantara's education philosophy in the teaching module. In the planning, the steps taken include observation of students, preparation of learning objectives, materials, methods, media, scenarios, and evaluation. To find out the needs of students who can be adjusted to learning tools, teachers are advised to conduct an initial diagnosis in order to understand the needs of students according to their respective talents, interests and abilities (Tunjung & Purnomo, 2020). The methods used in learning history, such as inquiry, group discussions, and games, show a learner-centered approach. The selection of methods used not only increases their engagement, but also facilitates the development of critical thinking and communication skills. The quality of learning can be measured by the level of teacher creativity in teaching. In the learning process, the teacher is not only in charge of delivering the material, but also responsible so that students can understand the material and achieve the educational goals that have been set (Purnomo, 2023).

According to Sagala (Hermawan, 2007), a teacher who wants to engage in planning activities must know the principles that include what things the teacher will do, when, and how to do it in the implementation of learning. Limiting targets based on specific instructional objectives and setting the implementation of work to achieve maximum results through determining learning targets. Developing alternatives in accordance with learning strategies, Collecting and analyzing important information to support learning activities.

Based on this, teachers are appropriate in lesson planning, which plays an important role in achieving the success of the teaching and learning process. The steps taken, such as learner observation, the preparation of clear learning objectives, and the use of learner-centered methods, such as inquiry and group discussions, show the teacher's commitment to increasing engagement and developing students' critical thinking and communication skills (Akbar, 2019).

Learning evaluation in history learning is carried out according to the needs of students. The learning process includes activities carried out by students to achieve the set goals, while learning outcomes describe the ability of students after going through the learning experience. The results of cognitive, affective, and psychomotor evaluations are applied to measure the overall development of students. In learning activities teachers carry out cognitive evaluations in the form of tests, namely daily tests, midterm tests, and end-of-semester tests. Affective evaluation is carried out by peer assessment between friends. Psychomotor evaluation is carried out by paying attention to the behavior of students in the classroom. This shows that in learning history, teachers have implemented all the needs of students in terms of learning evaluation.

3.Implementation of Ki Hadjar Dewantara's Educational Philosophy in History Learning

The implementation of Ki Hadjar Dewantara's educational philosophy in history learning shows that teachers effectively apply philosophical principles in the learning aspect. In the implementation of learning, observations show that teachers manage the class well. They take firm action against students who do not do the assignment and give educational sanctions, such as making them do the assignment outside the classroom. According to Ki Hadjar Dewantara in (Khefianti et al, 2024) punishment is a requirement to teach children that every action will bring consequences. Thus, for those who make mistakes, punishment becomes a way to emphasize that there are consequences to their behavior. This approach aims to enable children to understand responsibility for their actions. This also reflects Ki Hadjar Dewantara's nurturing (among) aspect, where discipline and responsibility are taught in a constructive way. Nurturing in education creates an environment that supports students' character growth and discipline, in line with Dewantara's approach that emphasizes discipline and responsibility as part of character education (Brata et al., 2020).

Teachers show support to learners who have talents, this increases learners' self-confidence. According to Ki Hajar Dewantara, teachers no longer only carry out teaching duties, they must treat their students like their own children. In this way, teachers can teach sincerely to achieve educational goals (Masitoh & Cahyani, 2020). In the learning process, especially associated with the role of a teacher or educator, the teacher in this case acts as a motivator, namely providing a motivation or encouragement to students so that these students have a strong determination and enthusiasm in learning so that later what is aspired can be realized (Ronggowarsito and Teguh, 2022). According to Elly Manizar (2015) "The emergence of an interest, desire

in students can also be caused by teachers who often provide motivation, encouragement and provide a positive response to students both in the classroom and outside the classroom."

According to John Dewey in (Juntak, 2024) that education must be oriented to the experience of learners, good and experience-based education needs to pay attention to the interests, talents, desires, curiosity, initiative and freedom of individuals and this freedom allows them to be actively involved during the learning process. Ki Hajar Dewantara argues that the ideal professional teacher always makes changes for the good. Teachers must act as among or guides, advisors, educators, mentors and be firm and honorable. (Masitoh & Cahyani, 2020).

CONCLUSION

Teachers' understanding of Ki Hadjar Dewantara's educational philosophy is very good, with an emphasis on their role as mentors who can direct and guide students without coercion. Teachers' historical lesson plans reflect Dewantara's philosophical values, with systematic steps such as learner observation, development of learning objectives, and use of student-centered methods, such as discussion and inquiry. The evaluation also covers cognitive, affective and psychomotor domains, ensuring learner-centered development. The implementation of Ki Hadjar Dewantara's educational philosophy in history learning can be seen from good class management, educational sanctions for students who do not do their assignments, and support for students' talents. Teachers act as motivators who provide encouragement to learners, creating an environment that supports the growth of character and discipline. The freedom given to learners in choosing discussion topics shows respect for their interests and potential, which is in line with Ki Hadjar Dewantara's concept of educational philosophy, namely educating children to become independent individuals.

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