

Improving The Quality Of Education In Indonesia With The "Kartini" Approach

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Abstract: The decline in the quality of education in Indonesia is caused by unplanned curriculum changes, a shortage of competent educators, and a lack of good manners and behavior among students and educators, which hinders the achievement of educational goals to create a smart, qualified, and competitive generation at the global level. The purpose of writing this essay is to explore and develop thoughts on how the "KARTINI" Approach is to improve the quality of education in Indonesia by emphasizing six key values: Culture, Artificial Intelligence (AI), Taqwa, Integrity, Nationalism, and Independence. Culture-based education aims to cultivate students' character rooted in the nation's cultural values and the ability to adapt to changing times. The application of AI in education allows for more personalized and effective learning, while the value of piety teaches morality and spiritual awareness. Integrity forms an honest and responsible character, nationalism builds a sense of love for the homeland, and independence teaches independence. By integrating these values, Indonesian education is expected to produce a generation that excels academically and has a strong character to contribute to the progress of the nation.

Keywords: Education, "Kartini" Approach, Indonesia

1. INTRODUCTION

Education is the basis for developing a person's potential, through the learning process, where the purpose of education is to give birth to an intelligent and qualified generation who will later be able to advance a country. It is undeniable that a country wants to develop rapidly, one of its efforts is through education. With the right education, a generation will be born that can compete with other countries to make their country comfortable and prosperous, but if the education provided to a country is not appropriate, there will be a decline in the quality of society and will cause problems that will interfere with the welfare of the people and become a state problem. In Indonesia itself, there has been a decline in the quality of education.

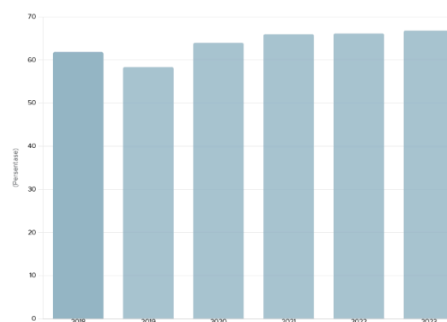


Figure 1.0. Percentage of Indonesians who complete secondary school education

Based on the data that has been presented, it can be seen that the quality of education in Indonesia has decreased from year to year. Not only from the percentage of graduates in each year, but also from the following factors:

1. Curriculum changes.

In Indonesia, there are often changes in the curriculum, which makes learning not optimal because educators and students must always adapt to curriculum changes. This has an impact on inefficiencies in learning.

2. Competence of teachers/educators.

To get a good quality of education, competent educators/teachers are needed. However, the fact on the ground in remote areas is that there is still a shortage of competent educators.

3. The importance of good manners.

In the world of education, of course, it is necessary to have good manners to support the smooth running of education. However, field facts show that there are still many students and educators who lack good manners. This is evidenced by the rampant cases of bullying and sexual violence in remote areas. In addition, in this day and age, educators are not allowed to give physical lessons to students who behave mischievously, so many students/students behave at will.

In comparison, currently education in Indonesia is very different from education in Finland. In fact, education in Finland in 1980 was no better than education in Indonesia. Finland can make progress in the education sector because of the government's support in facilitating educational facilities and infrastructure, as well as the provision of free education for all teachers. The average teacher education who teaches in elementary schools is graduates of the master of education program and even doctoral graduates of education. This shows that with significant government support for educational facilities and the improvement of the quality of educators, Finland is able to implement educational principles based on equality, cooperation, responsibility, and culture, which in turn results in an effective and quality education system.

This makes education in Finland occupy the position of the best education system in the world. Behind the rapid development of education, it turns out that Finland adheres to the teachings of Ki Hadjar Dewantara, which prioritizes child-centered educational processes, and prioritizes a balance between taste, creation, and karsa in children. In Indonesia, even though the Indonesian government guarantees the implementation of education, the state still needs to conduct transparent supervision and evaluation regarding the extent to which the implementation of education programs in the regions can be carried out properly. Indonesia

also does not have the basic concept of Ki Hadjar Dewantara education. This is due to the lack of harmony between the school environment, family, and the community or called the Tricenter of Education.

From the above problems, an idea emerges, namely, an approach that can improve the quality of education in Indonesia called "KARTINI". KARTINI is an innovation that integrates various important aspects of education in a comprehensive and modern manner. Considering the quality of education in Indonesia which has decreased and imbalanced in various aspects. As has been highlighted in the background, some fundamental issues, such as unplanned curriculum changes, lack of competent educators, and misconduct among students and educators, show how important reform is in the education system. Improper education can harm the future of the nation, result in a decline in the quality of society, and exacerbate social and economic inequality.

KARTINI's approach provides solutions by focusing on improving the quality of educators, strengthening moral values and nationalism, and using technology to create a more efficient and inclusive learning process. In addition, the integration of culture and religion in education is important so that students are not only smart in science, but also have strong character, noble ethics, and have a high sense of nationality. Therefore, this approach is very urgent to be implemented immediately as part of educational reform efforts to create a generation that is able to compete at the global level while building a prosperous and harmonious nation.

2. RESEARCH METHODS

This study uses a qualitative method with the type of library research as the main approach. This method was chosen to explore and analyze various relevant sources of literature, both in the form of books, scientific articles, journals, and official documents related to education issues in Indonesia and the concept of the "KARTINI Approach". Literature research allows for the systematic collection of data from a variety of sources that support the discussion of the theme, without involving direct observation or experimentation in the field. The main focus of the research is to explore theoretical and empirical information about the state of education in Indonesia, the factors affecting the quality of education, and the potential implementation of the "KARTINI" approach in improving the quality of national education.

The data collection process is carried out through identification, selection, and in-depth analysis of relevant literature. Literature sources are selected based on the criteria of validity, reliability, and relevance to the research topic. Data analysis is carried out thematically to

identify patterns, relationships, and insights that support the research argument. The data obtained were then grouped based on six main aspects of the "KARTINI" approach, namely Culture, *Artificial Intelligence* (AI), Taqwa, Integrity, Nationalism, and Independence. This approach allows the research to produce a comprehensive and relevant analysis of educational challenges in the modern era.

The validity of the research is ensured through source triangulation, by comparing data from various references to ensure consistency and accuracy of the information. In addition, this study uses an interpretive approach to understand and formulate abstract concepts, such as cultural values and nationalism, in the context of education. The results of the research are expected not only to make a conceptual contribution to the educational literature, but also to become a practical basis for the development of education policies in Indonesia. Thus, this research acts as a bridge between theory and application, especially in efforts to improve the quality of education through the "KARTINI" approach.

3. RESULTS AND DISCUSSION

As we mentioned above, the "KARTINI" approach we mean is not a Return to the Era of Kartini Education but bringing a new Kartini to help improve the quality of Education in Indonesia. "KARTINI" stands for Culture, Artificial Intelligence, Taqwa, Integrity, Nationalism, Independence. With the existence of "KARTINI", it is hoped that it can be applied in helping to improve the quality of education in Indonesia for the better. The following is the presentation:

1) **K** : Culture

Culture, as a system of knowledge, ideas, and ideas owned by a group of people, has a very fundamental role in shaping the behavior of individuals in society. Culture is a guideline that provides direction and principles in social life, including in the context of education. In the educational environment, culture is the basis that directs the attitudes and behaviors of students, educators, and society in interacting with nature and the surrounding socio-culture. Education cannot be separated from culture, because education is a means to transfer and internalize cultural values to the nation's next generation.

Education as a process of cultural transfer also serves as a mirror of the values contained in the culture itself. As a dynamic system, education is always undergoing changes along with cultural development. In other words, education must be able to adapt to changes that occur in society and civilization, so that it is always relevant in preparing students to face the challenges of the times. Therefore, the main goal of

education is to form human beings who are not only intellectually intelligent, but also have attitudes and behaviors that reflect the cultural values of the nation.

Education aims to produce human beings who are able to show behavior as cultured creatures and can adapt and socialize well in their society. This is becoming increasingly important in today's era of globalization, where the flow of information and culture from abroad is coming in very quickly. Education in Indonesia must be able to prepare a generation that is not only able to compete globally, but also remains firm in cultural values and national character.

The following are some of the functions of cultural education in order to improve the quality of holistic and cultural values:

a. Introduce, Nurture, and Develop Cultural Elements

One of the main functions of education is to introduce students to the cultural values that exist in society. By introducing culture from an early age, students will have a sense of pride in their own culture. This is very important to shape their character as individuals who have a strong identity and are aware of the importance of preserving the nation's culture.

b. Developing Students' Potential to Become Well-Behaved Individuals

Cultural education also serves to shape the character of students so that they have attitudes and behaviors that reflect the cultural values of the nation. Through education that prioritizes cultural values, students are expected to be able to become individuals who have good morals, good manners, and responsibility to society. Thus, education not only focuses on the development of intellectual aspects, but also on character building.

c. Strengthening National Education Obligations in Developing Student Potential

Cultural education also strengthens the role of national education in developing the potential of dignified students. Education not only aims to produce a technically skilled generation, but also produces individuals who behave in accordance with the nation's cultural values. In the "KARTINI" approach, strengthening cultural values is an inseparable part, where cultural character is the foundation of self-development.

d. Cultural Filtering That Is Not in Accordance with the Cultural Values and Character of the Nation

One of the major challenges faced in education in the era of globalization is the rampant entry of foreign cultures that are not always in line with the noble values

of the nation. Cultural education serves to filter and select elements of foreign culture that can make a positive contribution, as well as avoid negative influences that can damage the character of the nation. By strengthening cultural education, we can ensure that Indonesia's young generation still has a strong grip on the nation's noble values.

e. **Fostering Cultural Spirit**

Culture-based education will foster a high cultural spirit among students. This will encourage them to love and preserve Indonesian culture more, as well as play an active role in promoting the nation's culture at the international level. The growing cultural spirit will strengthen the sense of nationality and nationalism which is the main foundation in building a competitive nation.

2) **AR** : Artificial intelligence

Artificial Intelligence (AI) can be interpreted as artificial intelligence designed to support the education and learning process, with the aim of improving the efficiency and quality of learning for students. As a technology that continues to develop, AI has begun to be integrated into various education systems in the world, including Indonesia. According to Holmes et al. (2019), AI in education is not only used to automate administrative tasks, but can also be used to create a more personalized and effective learning experience for students.

AI allows for more individualistic learning, where the system can detect each student's learning style and tailor the content and learning model according to their needs. In this case, AI serves as a tool that helps identify students' strengths and weaknesses, as well as tailor learning materials to their individual abilities. Through the AI system, the learning materials presented can be more relevant, interesting, and effective to facilitate various ways of learning that students have.

One of the biggest changes brought about by the integration of AI in education is the shift from teacher-centered learning models to student-centered learning models. In traditional systems, teaching often focuses on a one-way teacher-to-student method, where the teacher determines the material and the pace of learning. However, with AI, students can receive learning that is more tailored to their individual needs, making the learning process more flexible and dynamic. AI allows for more directed teaching based on students' individual progress, paying attention to aspects such as students' learning speed, preferences, and ability to comprehend the material.

Through AI, each student can obtain materials tailored to the student's ability level, including additional materials for those who need more time or greater challenges for those who understand the material better. AI can also provide real-time feedback to students, allowing them to know the extent of their understanding of the topic being studied, as well as which areas need improvement. With a learning system like this, students are not only recipients of information, but also managers of their own learning.

In addition, AI also enables the presence of personalized digital learning content. This content is not only limited to tutorial texts or videos, but also includes different types of interactive media that can adapt to students' learning styles, such as interactive quizzes, simulations, or educational games. AI-based learning can support a variety of learning styles, ranging from visual, auditory, to kinesthetic. This will help create a more holistic learning experience and reduce the gap between students with different learning styles.

AI can also improve the accessibility of education by providing an increasingly varied range of learning resources and materials, which can be accessed anytime and anywhere. This is very important in Indonesia, considering that there is still an inequality in access to education between urban and remote areas. With AI technology, education can be more equitable and more accessible to students throughout Indonesia.

3) **T** : Taqwa

Taqwa is one of the central concepts in Islamic teachings that has a very deep meaning and influence in the life of a Muslim. Literally, the word "taqwa" comes from the root word "waqa" in Arabic, which means "to stay away" or "protect yourself from something dangerous or dangerous" (Ihsan, 2022). Taqwa refers to sincere obedience to Allah SWT, awareness of His presence in every aspect of life, and sincere efforts to distance oneself from all sinful deeds and behaviors that are not in accordance with His teachings (Sudi et al., 2017). Taqwa, in practice, is not only a ritual act limited to worship such as prayer and fasting, but also includes morality, ethics, and good behavior in daily life (Mahmud et al., 2022).

In the framework of education in Indonesia, the application of taqwa values can play a very important role in shaping the character of students who are not only academically intelligent, but also have noble morals and noble ethics. Education that integrates the value of piety will help create a generation that not only excels in terms of science and skills, but also has strong moral resilience. Taqwa teaches the importance

of honesty, discipline, responsibility, and empathy with the values needed in forming a healthy, just, and prosperous society.

The application of taqwa can increase the depth of teaching carried out in schools. For example, by integrating the value of piety in learning, students can be taught to not only pursue academic achievement, but also maintain a good relationship with Allah and fellow humans. This means that the purpose of education is not only to create intelligent individuals, but also individuals who have good morals and are able to live a harmonious social life.

In addition, the application of taqwa in education also teaches the importance of spiritual awareness which will affect the way students make decisions and act in daily life. In a world full of challenges and temptations, taqwa provides a strong moral foundation for students to remain steadfast in living life with the right principles, even in stressful situations.

In Indonesia, which is rich in culture and tradition, taqwa can function as a positive nationalism that shapes values. When a person has a high spiritual awareness and is bound to good religious principles, it will be easier for him to appreciate the cultural and ethnic diversity that exists in Indonesia. This will foster a sincere love for the homeland and better social integration. In this context, taqwa is not only about a person's relationship with God, but also about a person's relationship with fellow humans and their environment.

4) **I** : Integrity

Integrity has a huge influence on the role of education in society. In simple terms, integrity is a moral quality that includes honesty, fairness, and a commitment to doing the right thing even when no one is watching. In the context of education, integrity creates a strong foundation for the development of individuals and society as a whole. Here are some of the key influences that integrity produces on the role of education in society:

In a learning process, it is hoped that students will be able to accept everything that is conveyed both by the teacher and through independent learning. Intellectual ability alone is not enough at this time, so it must be balanced with good morals. Because high intellectual ability does not guarantee that a person behaves well. Thomas Liclona's view expressly states that character education for children in the learning process at school is very important. In character education, it is also necessary to instill moral values in children in order to be able to change children's behavior to make effective

decisions. Our nation as a nation that upholds the noble values of character education contained in culture. In other words, we can obtain noble moral values from customs and culture. Noble values are the main aspects that are internalized to students through character education.

5) N : Nationalism

Nationalism is one of the fundamental characteristics that every Indonesian citizen must have. The spirit of nationalism is a force that can strengthen the unity and unity of the nation, as a foundation in building and maintaining a pluralistic and diverse Indonesian state identity. Nationalism itself can be defined as an ideology or school that places one's highest loyalty to the nation and state, which is reflected in deep feelings and close ties with the homeland, as well as existing socio-cultural traditions. Nationalism is an attitude of loyalty and devotion to the state, as well as an awareness that the diversity that exists is part of the nation's strength that must be maintained and respected (Mastrianto et al., 2020).

In education, nationalism has a very important role, because it can foster a sense of love for the homeland, increase a sense of responsibility for the country, and form the character of students who have a sense of unity, solidarity, and concern for others. Education oriented to strengthening nationalism can produce a generation that is not only intellectually intelligent, but also has integrity and deep love for their country and nation. Therefore, the values of nationalism need to be instilled from an early age in every aspect of education.

According to Mastrianto et al. (2020), there are four main values in nationalism that must be guidelines in the life of society, nation, and state: the value of unity, the value of solidarity, the value of independence, and the value of willingness to sacrifice. These values are not only important in socio-political life, but also very relevant in the context of education in Indonesia.

a. The Value of Unity

Unity is a value that emphasizes the importance of unity in diversity. In Indonesia, which consists of various ethnicities, religions, races, and cultures, the value of unity is very important to avoid division and encourage cooperation between citizens. In education, this value can be applied by encouraging students to respect differences and work together in achieving common goals, while maintaining the spirit of togetherness and family.

b. The Value of Solidarity

Solidarity teaches the importance of caring for others, especially in facing common difficulties. Solidarity-based education will foster empathy among students, as well as motivate them to always support and help others. In this context, solidarity in education can include acts of helping each other in learning, respecting differences, and striving to create an inclusive and welcoming school environment for all students, regardless of their background.

c. The Value of Independence

Independence is a value that teaches students to be independent of others and able to take responsibility for themselves. Education that emphasizes the value of independence will encourage students to become individuals who dare to take initiative, be able to face challenges with confidence, and continue to develop their potential. By instilling the value of independence, students are expected to develop into stronger and independent individuals, ready to face global challenges.

d. The Value of Willing to Sacrifice

The value of willingness to sacrifice teaches students not only to prioritize personal interests, but also to prioritize the common good. In the world of education, this value is very important to form an attitude of caring and responsible for the social environment. Students who understand these values will be better prepared to work hard to achieve common goals, as well as sacrifice time and energy for the benefit of others or the nation.

The integration of nationalist values in education is also in line with the spirit of Ki Hadjar Dewantara, who emphasized the importance of child-centered education and the nation's cultural values. By applying nationalism in education, we can ensure that students not only master knowledge and skills, but also have a sense of love for the nation and homeland, and are ready to contribute to the progress of Indonesia.

Nationalism plays a crucial role in shaping students into individuals who are not only academically intelligent, but also aware of their social and national responsibilities. Nationalism in education will foster a strong sense of community among students from different backgrounds, thus creating strong social bonds in schools. This will produce students who are not only able to compete at the national level, but also have a high global awareness of the importance of maintaining peace, justice, and common prosperity. In addition, nationalism in education can contribute to overcoming major challenges facing Indonesia, such as social and economic disparities, as well as the problem of intolerance. By prioritizing nationalism, students will be

taught to appreciate diversity and build solidarity in the midst of differences. This is important to create a more inclusive, fair, and harmonious Indonesia.

6) I : Independence

Independence is an important concept in building a strong character in individuals. In the context of education, independence refers to the ability to manage all aspects of life, including time management, thought processes, and decision-making and problem-solving without any pressure or dependence on inappropriate parties. Independence is the ability to act independently with confidence and responsibility for the choices and decisions taken. In the world of education, learning independence is the most basic thing that every student must have, as it not only helps them in achieving their academic goals, but also prepares them to face the challenges of life outside of school.

Independence in education is not only limited to academic ability, but it also includes the development of attitudes and habits that can shape students into responsible, disciplined, and confident individuals. Students who are independent in the learning process will be more able to manage their tasks efficiently, make the right decisions in dealing with problems, and not easily depend on others to achieve the desired results. Through the application of learning independence, students will develop into individuals who are better prepared to face a world full of challenges and changes.

According to Sumarmo (2010), learning independence has several main characteristics that are the basis for the formation of students who are able to learn independently. These characteristics include:

1. Individuals Plan Their Own Learning

Learning independence begins with the ability of individuals to plan and design their own learning process. Independent students can determine what they need to learn, how to learn it, and what goals they want to achieve. They can make decisions about when and where they will learn, as well as the most effective way for them to achieve those goals. Designing this self-paced learning gives students the opportunity to take full control of their educational process.

2. Individuals Choose Strategies and Implement Their Learning Plans

After designing a study plan, independent students will choose and implement the right strategies to achieve their goals. They not only follow the instructions given by the teacher, but also have the ability to search for other resources, explore the material more deeply, and tailor their approach according to their learning needs.

This independence allows students to be more creative and critical in completing assignments, as well as more confident in facing existing challenges.

3. Individuals monitor their learning progress and evaluate learning outcomes

An important aspect of learning independence is the ability to monitor one's own learning progress. Independent students will actively evaluate their learning outcomes, both through self-assessment and reflection on the achievements that have been achieved. They can compare their learning outcomes with the set standards, and make adjustments if necessary to achieve better outcomes in the future. The ability to evaluate oneself is very important in forming a critical and reflective attitude, which is the main provision in developing one's potential.

The application of independence in education not only improves the quality of learning outcomes, but also strengthens students' character in facing life challenges. Learning independence taught early on will help students to become more prepared individuals in facing the real world, where the ability to take initiative and solve problems independently is required. By involving students in the planning, implementation, and evaluation of their own learning processes, education in Indonesia can transform to be more relevant to the demands of the times, and better able to produce a generation that is not only competent in academics, but also able to think critically, act independently, and adapt quickly in a changing environment. Independence in learning will be an important key in creating quality and sustainable education in Indonesia.

7) CONCLUSION

Education in Indonesia is now faced with various major challenges, such as poorly planned curriculum changes, a shortage of qualified educators, and a decline in morale and ethics among students and educators. The impact of this condition is the decline in the quality of education and the ability of the young generation to compete globally. As a solution, the "KARTINI" approach was proposed which combines six main values: Culture, Artificial Intelligence (AI), Taqwa, Integrity, Nationalism, and Independence. This approach aims to create an education system that is more comprehensive, relevant, and adaptive to the challenges of the times. Cultural values are used as the basis for shaping students' characters, while AI is applied to increase effectiveness and personalization in learning. The value of taqwa fosters morality and spirituality, integrity forms an honest and responsible attitude, nationalism strengthens a sense of love for the homeland, and independence trains students to become independent individuals. For the successful implementation of this approach, support and

synergy from various parties are needed, including the government, educators, families, and the community. With the integration of these values, it is hoped that Indonesian education can produce a generation that not only excels in academics, but also has a strong character and is ready to contribute to the progress of the nation and compete at the global level.

To overcome the challenges in Indonesian education, it is important to plan the curriculum carefully and based on research to be relevant to the times. Improving teachers' competencies through continuous training is also needed so that they can face technological changes and challenges in education. Collaboration between the government, educators, families, and the community is very important for the successful implementation of the "KARTINI" approach. In addition, the application of AI in education must be supported by training for teachers so that technology can be used optimally. Character education that prioritizes integrity and morality also needs to be strengthened, as a basis to prepare students to face global challenges. Finally, regular evaluation and monitoring is important to ensure that this approach has a positive impact.

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