



Vidyottama Sanatana  
International Journal of Hindu Science and Religious Studies

Vol. 8 No. 1 May 2024

## HINDU EDUCATION IN INDONESIA: CRITIQUE AND REFLECTIVITY

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Received: August 04, 2023

Accepted: May 14, 2024

Published: May 31, 2024

### Abstract

*Education is the human medium to know and understand knowledge acquired multidimensionally, both empirical and metaphysical dimensions. Education has the usefulness of forming a man who is speaking, intelligent, and with a character of dignity. As times change, education is faced with cases such as degradation of values that affect the low quality of education. In generating valid and reliable data, this writing is made qualitatively. In producing logical data, it performs some forms of data processing such as data reduction, data display, data verification, and data interpretation. In its presentation, the writing of data on this paper is analyzed measurably and systematically. The data in this paper is taken from various phenomena about the dynamics of education in Indonesia where the specifications are education based on desire that is obtained from various literature books as well as various Internet sources. The existence of Hindu-based education in Indonesia has fundamental differences from other countries in terms of purpose. Each country has its own idealism in pursuing its education to have a clear output. Unlike education in Indonesia specifically related to desire, it is still grey because national education goals are still inclusive and less focused. This situation creates chaos in the Indonesian education system that tends to be still lower than the neighbouring countries. The curriculum is constantly changing with the change of leadership, the student's attributes tend to disappear due to the selfishness and cults of parents, the forced work of teachers and the extra work outside of class, and the low appreciation of the administrators. In order to create a good educational climate, the role of the educational force, the teachers of the discourse, as well as my other teachers should be more optimized in building a more ideal educational paradigm in terms of both character formation, satisfaction of the pupils, efficiency of work, and proper appreciation.*

**Keywords:** Hindu education, Indonesia, Criticism, Reflectivity

## I. INTRODUCTION

Education is a human process of entering into the realm of thinking and understanding, therefore education is felt to be very important and to be of good use to the whole of collective mankind. Education is considered important so it has a very vital position and role in the transitional dimension and personal and group progress. However, education is also like a two-eyed knife that has a multifunction in line with the personal or other people who use it. Education will be used as a tool to harm others, for people who do not understand the essential purpose of education. While education will be beneficial to many people, if it is directed and used well and wisely by people who understand the basic purposes of education. Therefore, education in Indonesia is regulated in various legislative regulations to ensure that the usefulness of the aspect of education is targeted, targeted and measured.

The presence of education as a medium of transition has a function as a means of eradicating the foolishness of the nation and free from the suffering of ignorance and backwardness. Education can be logged like water cleansing the body from all kinds of dirt. Referring to the law No.20 of 2003 on the national educational system functions of education, Article 3 states that "National education serves to develop the capacity and shape the character and civilization of a nation in order to enlighten the life of the nation, aimed at developing the potential of the pupils to become people who believe and fear the One God, be noble, healthy, knowledgeable, speaking, creative, independent, and become democratic and responsible citizens. (Cong, 2019:30). As for the other functions of the aspect of education is to prepare the members of the community to be capable of self-reliance, to build and develop interests and talents, to do cultural preservation, and to be social innovation in the society.

Generally speaking, education aims to build superior and competitive human resources in global competition based on humanism and spirituality. But it can also be explained that the goal of education is to form a man who is knowledgeable, fearful, and skilled, and able to

cope with the many personal and group problems as time progresses. According to UNESCO, the goal of education is to raise the quality of a nation based on the four pillars of education: to learn to know, to do something, to be something, and to live together. Based on the above explanation, it can be explained that the essence of education is to build human personality well, to fear God, to be intelligent based on the field of science, innovative and creative, to have a noble morality in all beings, capable of being independent, responsible and competitive or to compete for the progress of the nation and the country. Education as a vital element of human life is not independent of the perpetrators of education. The teachers will not be able to teach if there is no pupil, nor will the pupil be capable of direct learning without the guidance of a teacher. In this case it can be understood that each actor in this world of education has a different duty, and the duty always to advance morality and ethics in the educational process. But with the advancement of technology, the times continue to change so that it is impossible to deny that there is a great deal of degradation in various aspects of education. Not except for Hindu-based educational institutions, as in a secondary post explaining that it was a viral surgeon who circulated on social media in connection with a fraud case. Virally, the photo questioned the institutions of the people who were associated with oppression. The disbelief of the people will do so with the case that the value of an education related to a holy teacher becomes a big question for the Hindu people themselves. (detikbali.com diakses 3 Mei 2024).

Not only is it in the organization of education of teachers of Hindu Religion also still very lacking as the news uploaded by balipost.com discloses that the recruitment of teacher Hindu religion is still dependent on the policies of the respective regions. So Hindu education has not yet developed fully throughout the entire world. (balipost.com diakses 13 Januari 2024). The low income to be a Hindu teacher tends to be less in demand by the younger generation in becoming a desire-based educator. Full of politicization in being a Hindu-based teacher sometimes getting pressure from local superiors and/or

governments to engage in controversial identity politics makes human resources low and less civilized. The degradation of such values is the disappearance of civilized culture in the world of education as if it were a free and uncontrolled space. The other is the poor management of educational resources over the fulfilment of the rights of educators and tends to be marginal in favour of institutional status that is superior and has a different character than other educational institutions. The presence of this writing is expected to be able to be a source of reflection related to the evolution of the transition as times evolve in the world of education.

## **II. METHOD**

The method is a method used in achieving research objectives, which is arranged regularly and used by a researcher to obtain, explore data, process data, and present data in the hope of achieving optimal research results. This paper is qualitative in nature. Qualitative data mining is carried out through a phenomenological observation approach, observing the object of research in the form of social problems of society. Data collection techniques are carried out by looking at phenomena in the community environment, and finding facts and gaps in the world of education. The second method is done with a semi-interview approach or systematic oral conversation, recording, discussion and recording. The last data collection technique is done by literature study or documentation. The results of the presentation of the analysis are presented in a descriptive manner, which begins by analyzing the data in a measured and critical manner.

## **III. RESULTS AND DISCUSSION**

### **a. Teacher Colonialism and Student Cultivation**

Based on Law Number 20 Year 2003 Article 39 to Article 44, it is explained that the obligations of an educator or teacher are: 1). Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, and providing guidance and training, 2). Educators must have minimum qualifications and certification in accordance with the level of teaching authority, be physically

and mentally healthy, and have the ability to realize national education goals, 3). Educators must be able to create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical, 4). Have a professional commitment to improve the quality of education, 5). Set an example and maintain the good name of the institution, profession, and position in accordance with the trust given to him.

In addition to the article above, teacher obligations are also listed in Law Number 14 of 2005 Article 20, which states: 1). Educators or teachers are obliged to plan learning, implement a quality learning process, and assess and evaluate learning outcomes, 2). Teachers are obliged to improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology and art, 3). Teachers must always act objectively and not discriminate on the basis of gender, religion, ethnicity, race, and certain physical conditions, or family background, and socio-economic status of students in learning, 4).

Teachers are obliged to uphold the laws, regulations, and teachers' code of ethics, as well as religious values and ethics, 5). Teachers are obliged to maintain and foster national unity.

Based on the explanation above, it can be concluded that the teacher is a vital figure in building a civilized human civilization, who plays an important role in providing understanding related to the use of science and knowledge in shaping the next generation who are capable and able to compete in the dynamics of the era. However, in shaping the character of generations or students in an education system, teachers are often faced with various challenges and complex problems.

These problems can be seen in the many forms of colonialism of the teaching profession in modern times. The colonialism of teachers in question is a form of exploitation of teachers' work that is not equivalent to the appreciation given by related parties. In simple terms, the income of a teacher is not in accordance with the obligations and duties of teachers in educating the nation's life and shaping the character of civilized students. This colonialization is felt by

many educators who have honorary or non-civil servant status. Even in many regions in Indonesia, many honorary or non-civil servant educators get wages below 1 million rupiah. Ironically, there are even those who get wages below 500 thousand rupiah, so that educators work like "forced labor" during the Dutch colonial period. This reality has led to a slightly critical comedic statement, that "Non-civil servant teachers do not have a salary, but rather an honorarium calculated based on the number of lesson hours obtained in a month". This honorarium does not count the burden of attendance, the burden of making learning tools that are compiled quite complex in accordance with established national regulations.

Another problem felt by educators in this modern era is the existence of a form of cult of students or students. That in modern times like today, many students are educated based on the boundaries of child protection so as to position students like kings and queens who must be protected and privileged. Indeed, the author does not object if students or learners receive protection, security, and comfort in the learning process, because it is part of their rights. But on the other hand, these rules have an exclusive impact in building a spoiled mentality and ego of a student. This can be seen from the many videos of students who dare to fight and threaten an educator which makes an educator lose self-esteem in public. There are also many videos circulating related to the existence of teachers who end up at the court table because they are prosecuted and reported by students because of a reprimand. Not infrequently, many students tend not to understand their obligations as students. Many students are lazy in learning but demand perfect grades by communicating with parents and mentioning that the teacher's assessment is subjective and impartial.

This paper tries to avoid the aspect of subjectivity in its explanation. However, in the context of the discussion, it is also necessary to explain in two different paradigms as a form of reflectivity. That a teacher is a person who is qualified in his knowledge, and must always act maturely in overcoming various difficulties he goes through. Even in assessing and teaching

students, teachers must always prioritize a human and objective approach. In the teaching process that has been through a lot, the teacher also learns a lot about the character of the students so that in reprimanding students who are wrong, the teacher makes a firm, measured and humanist reprimand. And students in the learning process should not prioritize egoism that will harm educators, and if an educator is wrong in the learning process, a student can also correct an educator by promoting polite and polite attitudes for the sake of maintaining good social relations.

#### **b. Education Dynamics and Challenges**

National problems are still characterized by radicalism, intolerance, separatism, drugs, environmental damage, violence, unemployment, and unpreparedness to face the digital era and AEC. These markers are mostly caused by the low quality of human resources in Indonesia. Although it must be recognized, the quality of human resources over the past two years has improved. However, when compared to Singapore, Brunei Darussalam, Malaysia and Thailand, Indonesia is still lagging behind. The quality of human resources in Indonesia can be improved, one of which is through education. Education has become the foundation, as well as the desire of many parties. Education is believed to be the most important, strategic, and determinative variable for societal change. The quality of civilization of a society depends on how the quality of education is organized by the community. History proves that only nations that realize and understand the strategic meaning of education are able to achieve progress and rule the world. Education is the most effective tool for changing society and achieving progress in various dimensions of life (Mukodi, 2015). No doubt, education today is a reflection of the quality of human resources in the future. No wonder, if Kuang Tzu, the Father of Taoism once said, "If we want to reap the results of a year, plant vegetables. If you want to enjoy ten years' yield, cultivate fruits. But, if we want to reap results for 100 years, plant human beings" (Mukodi, 2016: 141).

An important point that must be understood in this context is the direction of the education

system that changes over time and the change of head of government or head of state in a democratic country. So that the existence of the world of education in Indonesia experiences dynamics and various problems. Call it, including starting from the issue of the concept and direction of education, the unclear policies and systems that surround it, as well as poor teaching methods, and teaching evaluation (Mukodi, 2016: 142).

If we take the example of educational goals in some developed countries, for example in France. The purpose of education in that country is already directed so that every citizen has an understanding of human rights as well as being able to apply them. As for America, the purpose of their education is to understand what human liberty means. Finland is no different. The purpose of education in the country is to understand and instill the character of honesty as a human being. The academic lessons in school are combined with character building that is directly modeled by their teachers. All the goals of these countries' education programs are finally well achieved. They are not nervous about the process. Focus and consistency in the process is one of the keys to the success of these countries' education programs.

Indeed, the dynamics of education in Indonesia have existed in the pre-independence era. The orientation of national education in the pre-independence period under Dutch rule was to be an integral part of the overall political struggle for independence (Buchori, 1994). During this struggle, all the energy and thoughts of national education were used as a tool for the struggle for independence. This is reflected in the establishment of youth organizations initiated by students in order to achieve the ideals of the nation, namely independence. Over time, the world of education continues to experience the dynamics of the ups and downs of its improvement process. In a sense, the provision of education standards cannot be said to be finalized because the system continues to change along with the change of government heads and new policies in the education aspect.

The Old Order period, which was formed in the post-independence period, was the government's

initial journey in constructing an education system that was essentially based on the dynamics of national politics. More practically, education is always linked to the political interests of the leadership (leadership) in power. According to M. Sirozi, in (Malla, 2011) that the relationship between education and politics is interrelated because education plays a major role in the integration of the political system. If education is unable to play a role in carrying out its integrative function, there will be pressures and obstacles that must be faced by the political system. Education policy in the new order era was the same, at that time there were at least two dominant education policies, namely: the direction of education, and education equity. The direction of education in the old order can be observed from the policy of the first Minister of Education Ki Hajar Dewantara a few months after the proclamation of independence issued a General Instruction, which called on administrators to discard the colonial education system and prioritize patriotism (Tilaar, 1995). The new order period of government policy in the aspect of education is based on the values of Pancasila. According to (Tilaar, 1995) the new order signaled the birth of a development order that wanted to bring the nation and people of Indonesia towards a just and prosperous society based on Pancasila and the consequent implementation of the 1945 Constitution. This was stated in TAP MPRS No. LI/ MPRS/1968 on the Main Tasks of the Development Cabinet. Meanwhile, development in the field of education is based on TAP MPPRS RI No. XXVII/MPRS/1966 on Religion, Education and Culture. Furthermore, education is outlined as follows: As the basis of education is the state philosophy of Pancasila. The purpose of education is to form a true Pancasila man based on the provisions as desired by the Preamble of the 1945 Constitution and the contents of the 1945 Constitution. To achieve the basis and purpose of education, the content of education is as follows: 1). Raising mental, moral, ethical and strengthening religious beliefs, 2). Raising intelligence and skills, 3). Fostering or developing a strong and healthy physique (Tilaar, 1995). Meanwhile, during the



reformation period, government policy in the aspect of education was based on 4 points or an agenda for improving the national education system, namely: 1). Improving the quality of education, 2). Efficiency of education management, 3). Relevance of education, and 4). Equitable distribution of education services. The four main issues in the field of education are based on the desires and demands of the Indonesian people with regard to improving quality and facilitating and accelerating services in the field of education. In addition, the new paradigm in the field of education is to make religious education one of the main issues in every government policy, both in the substance of Law Number 20 of 2003 concerning National Education System and the Government Regulations that follow it, because it is considered that religion is the basis for the formation of national character, the development of Indonesian people as a whole and Indonesian society as a whole (Malla, 2011).

In addition to the periods mentioned above, education transitioned in the following periods to the postmodern period. The post-modern period is characterized by the rapid development of technology and communication, which has an impact on the transformation of the education system to follow the development and speed of the times. This is done so that the output of education is relevant and able to compete and be ready to face changes in the future. So that a curriculum-based education system is formed that aims to encourage learners or students to be better able to observe, ask questions, reason, and communicate the knowledge they gain after receiving learning materials. Postmodern was born as a criticism of classical and modern sociological theories that regard the curriculum as a form of equalization. But in practice, the curriculum-based education system leads to debates in which there is competition and competition in learning.

The latest curriculum initiated by the government, in this case the Minister of Education, is the independent learning curriculum. Basically this concept is an educational development, which is oriented towards learning according to the interests,

talents, and dynamics of changes in the physical and social environment of students. Learners even up to students are free to choose and develop their potential according to their respective interests and talents. It should also be underlined that this freedom or independence is of course still bound by rules and laws. So, to put it simply, Merdeka Belajar is expected to bridge students to grow and develop according to their interests and talents, with the final port being the birth of citizens of society who are intelligent, noble (especially honest and anti-corruption), adaptive, creative, innovative, locally motivated and have a global outlook.

This situation requires everyone to be prepared and move quickly to face all forms of changes in contemporary (postmodern) life. If you are not fast and adaptive, you must be prepared to be left behind. The dynamics of postmodern socio-cultural life, which are briefly written, have dismantled the foundation of the old concept of education and reconstructed it with the independent learning program. The independent learning program is expected to be able to prepare Indonesia's golden generation to be part of an increasingly volatile and dynamic world competition.

However, Indonesia has changed its curriculum at least 11 to 12 times over the years. The first curriculum in 1947 was called the Lesson Plan, then in 1964 entered the Primary School Education Plan curriculum, the Primary School Curriculum in 1968, continued the 1973 Development School Pioneer Project Curriculum. In 1975 Indonesia entered the Primary School Curriculum, then changed to the 1984 Curriculum, the 1994 Curriculum, the 1994 Curriculum Revision in 1997, the Competency-Based Curriculum (KBK) pilot in 2004. Then two years later (2006) it switched to the Education Unit Level Curriculum (KTSP), 2013 Curriculum, and Merdeka Belajar Curriculum. From the many changes in the curriculum, it is certain that the government has prepared a budget that is not small in reforming the education system.

In its journey to date, Indonesian education has not experienced significant development from time to time, and even seems to be getting

messier. Even though there have been many educational policy makers in this country who have produced their various policies for the advancement of Indonesian education. The same goes for the national education curriculum in this country. It can be said that every change of education minister, there is certainly a change of curriculum. The intention of changing the curriculum is actually well-intentioned, namely to advance the world of Indonesian education, both in terms of quality and quantity. But what happens in the field is the opposite. When the education minister has quit his term of office, the curriculum program also stops, which is only halfway running, so there are no real results from the use of the curriculum.

The change of curriculum actually defines that the education system in Indonesia is shaky and less than ideal. This will also be considered as the unfinalized education system that should be the fundamental basis for the advancement of a country. If an education system is not focused and finalized, it will have an impact on the teachers' unfocusedness in providing knowledge and guiding students in character building, because they will be busy adjusting school administration and learning administration. This situation then eliminates the essential roles and obligations of teachers - who should focus on providing learning materials to students, tend to turn to studying administration and updates to the education system. This dynamic is a frightening specter that will erode and degrade educational values.

Talking about the challenges of education in Indonesia in the future, it can be seen from the low awareness of education actors about character. Education is actually a human media to learn the ideal character. With education, humans are able to understand positive and negative characters. In this postmodern era, there is a fading of good characters in the aspect of education. So that a concrete solution is needed to solve this so that it does not lead to the loss and erasure of positive characters. It can be described that the fading of positive character can be seen from the loss of manners of a student to an educator or a teacher in the learning process. Students tend not to give appreciation to

a teacher, but rather give sanctions to the teacher when students are given advice and reprimands. Students today tend to complain to their parents and prioritize parents as a symbol of protection and resistance to the figure of a teacher. Ironically, some parents even put up their bodies when their children are sanctioned by a teacher for making mistakes and mistakes.

Another challenge inhibiting the progress of Indonesian education is the spirit of feudalism that has not been able to disappear from the soul and attitude of this nation. Our education system has not been able to activate the reasoning power of learners or students in seeking wisdom or the essence of knowledge. Students are still shackled by the limitation that teachers must always be listened to, because what the teacher says is definitely true. The teacher should not be challenged. Likewise, in the learning atmosphere, students must sit sweetly in class, fold their hands on the table, and only imagine what the teacher informs them. Students have not been able to get a strong stimulus from the national education system to become critical thinkers of a problem. This is partly due to the weakness of our learning curriculum in mastery and problem solving techniques using the Higher Order Thinking Skills (HOTS) system.

Along with the development of technology, the challenge of education in Indonesia in the future is to prevent humans from stuttering technology. The rapid advancement of technology cannot be denied that humanity must be able to adapt to the form of renewal of the era. Education becomes a bridge or medium for humanity in adapting to technology. In education, the presence of technology must also be combined in forming humans or generations who are intelligent and qualified in the fields of science and technology. In addition, another challenge is how an education staff is able to manage an education system in order to achieve educational goals in the form of the formation of smart and capable students, as well as the welfare of educators through the appreciation given.

### **c. Hindu Education Management Based Problem Solving Efforts**

Talking about the problems that occur in an education system in Indonesia will not be

discussed in one day, because there are so many problems that occur in the dynamics of education in Indonesia. Based on the explanation of the sub-discussion above, it can be concluded that the problems of Indonesian education are very complex. Starting from the learning system that has no provisions, complicated teacher administration, the cult of students by parents, to the salary or appreciation of teachers who are not in accordance with their obligations and efforts. In connection with this case, the government as the holder of state regulations should make serious efforts to solve problems in the world of education. In this sense, the government must determine and establish an education system that leads to perfect aspects and is relevant to changing times and in accordance with the needs of the world market. The government in this case can make a formulation of an education system that is relevant to the speed and hegemony of the times. The government in formulating the ideal education system, should also prioritize aspects of national identity or culture. If the formation of the education system is deemed relevant to the future world situation, the government should legalize the system in government regulations or laws. Of course, these regulations should be made in a standardized manner so that later they are not easily changed as the head of state changes every five years, so that it has an impact on not achieving the objectives of national education in accordance with applicable laws and regulations.

Efforts to improve the aspect of education in Indonesia can also be done by setting character limits on students and teachers in order to create harmony and continuity in learning. In this case, real educators have an important role to play in the construction of school rules for both students and teachers. This rule is expected to be able to foster and develop the ideal character in the learning system. Students should always listen to and follow the counsel of teachers, and teachers should teach with a firm attitude and humanism. Hindu education is derived from the Veda education system, which is also called the Gurukula education system. It is called the Vedic education system because Hindu Education is centered on the teachings of the Vedas, and

called the Guru system because education is given through living and being a member of the teacher's family. According to the Bhagawadgita text in Pudja is as follows: This Eternal Teaching I descend to visvan, visvan teaches to manu, and manu explains it to Ikshvaku (Bhagavad Gita IV.1)(Pudja, 2003: 105). The energy of education as an extension of the hand of the policymaker, must be able to manage the school system both of the school rules and of the regulation of the educational force according to the Bhagawadgita text quotation above. So that a teacher with a purpose teaches fools, teaches skills and knowledge, gives them insight into the future, becomes wise, is a leader of society, and is a great orator. They also taught morality to their children, encouraging them to follow the teachings of the Vedas and protecting sacred traditions. In this case, the educational force must be able to be a connector in conveying aspirations related to the well-being of teachers through pay and honor. Wages should be given in accordance with the provisions of the legislation, with a minimum number otherwise does not make the educators disappointed and pessimistic.

#### **IV. CONCLUSION**

The purpose of education in Indonesia is actually still gray, although the education law explains that the purpose of education in Indonesia is to form a generation that is intelligent, capable, and able to develop its personal potential, but this goal is still inclusive or still broad. This is what makes education in Indonesia until now has not been formulated in a final and perfect way. The big homework of the current government must be able to formulate a standardized education system that is relevant to the development of the era that continues to experience dynamics.

The existence of education personnel as an extension of the originator of the regulation has a big role as a connector of tongues in building a good educational climate, because it is the education personnel who have a big responsibility in balancing and solving problems within the school. The existence of teachers and students must run according to their position and function without intervention from various



parties. Appreciation of each element must be done logically, both appreciation for teachers in the form of clear career paths and salary increases and allowances outside of teaching responsibilities, while appreciation for students is in the form of objective assessments according to the ability to absorb and understand the material delivered by educators, and awards for students who qualify for ranking, as well as appreciation in the form of motivation or encouragement to all students.

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