

INTISARI

Penelitian yang berjudul “*Refleksi Filosofis atas Kurikulum Pendidikan di Sokola Institute dalam Perspektif Filsafat Pendidikan Ki Hadjar Dewantara*” berlatarbelakang pada salah satu permasalahan pendidikan di Indonesia, yakni permasalahan kesenjangan hasil pendidikan atau dalam arti lain ketidaksesuaian antara pendidikan yang berlangsung dengan realitas kebutuhan masyarakat. Penelitian ini ditujukan untuk menemukan solusi alternatif atas masalah tersebut dengan mengkaji kurikulum pendidikan kontekstual Sokola Institute menggunakan filsafat pendidikan Ki Hadjar Dewantara.

Penelitian ini merupakan penelitian kepustakaan yang bersifat kualitatif dengan menggunakan metode hermeneutika filosofis yang terbagi menjadi beberapa tahapan yakni deskripsi, interpretasi, koherensi internal, dan analisis-sintesis. Penelitian ini tersusun menggunakan metode analisis, berupa inventarisasi data yang terdapat dalam sumber primer maupun sekunder, klarifikasi data yang telah terkumpul, pengelolaan dan sistematisasi data, dan pelaporan data dalam bentuk tulisan.

Hasil penelitian menyatakan bahwa, *pertama* kurikulum pendidikan di Sokola Institute berdasar pada kontekstualisasi permasalahan dan kebudayaan komunitas adat atau masyarakat marginal yang terlibat, *kedua* filsafat pendidikan Ki Hadjar Dewantara berdasar pada kodrat alamiah manusia, dan *ketiga* terdapat banyak kesesuaian antara kurikulum pendidikan kontekstual Sokola Institute dengan filsafat pendidikan Ki Hadjar Dewantara dalam berbagai aspek. Peneliti menilai kurikulum pendidikan kontekstual dapat dijadikan solusi alternatif penyelesaian masalah yang telah disebutkan sebelumnya. Namun peneliti juga menilai kurikulum tersebut dapat disempurnakan dengan melakukan sintesis terhadap pemikiran Ki Hadjar Dewantara.

Kata Kunci: Kurikulum Kontekstual, Ki Hadjar Dewantara, Kesenjangan Hasil Pendidikan

ABSTRACT

The research entitled "Philosophical Reflection on Curriculum of Education at Sokola Institute in The Perspective of Ki Hadjar Dewantara's Philosophy of Education" is based on one of the problems of education in Indonesia, namely the problem of the gap in results of education or in other words the irrelevant between ongoing education and the reality of community needs. This study aims to find alternative solutions to these problems by examining the Sokola Institute's curriculum of contextual education using Ki Hadjar Dewantara's philosophy of education as the perspective.

This research is a qualitative literature research using the method of philosophical hermeneutics which is divided into several stages, namely description, interpretation, internal coherence, and analysis-synthesis. This research is structured using analytical methods, in the form of an inventory of data contained in primary and secondary sources, clarification of the data that has been collected, data management and systematization, and data reporting in written form.

The results of the study state that, firstly, the educational curriculum at Sokola Institute is based on contextualization of the problems and culture of the indigenous communities or marginalized communities that involved, secondly, Ki Hadjar Dewantara's educational philosophy is based on human nature, and thirdly, there is a lot of compatibility between the Sokola Institute's contextual education curriculum with Ki Hadjar Dewantara's educational philosophy in various aspects. Researchers assess the contextual education curriculum can be used as an alternative solution to the problems that have been mentioned previously. However, the researchers also assessed that the curriculum could be improved by synthesizing the thoughts of Ki Hadjar Dewantara.

Keywords: *Contextual Curriculum, Ki Hadjar Dewantara, Gaps in Education Outcome*