



National Politics Dr. Soetomo for Education in Indonesia: An Alternative to Strengthen the Pillars of Education

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Abstract

This article discusses the important role of national politics in strengthening the pillars of education, focusing on the views and contributions of Dr. Soetomo, an Indonesian national figure who played a key role in the independence movement. This article aims to explain how the national politics promoted by Dr. Soetomo can be a relevant alternative to strengthen the education system in the Indonesian context. The method used in this research is a qualitative approach with a literature study method. Dr. Soetomo emphasized the importance of forming character, ethics, and national values to strengthen the education pillar. This article describes how the principles of national politics can be applied in the formation of curriculum and teaching, and how this can influence students' intellectual and emotional development. In conclusion, this article highlights the central role of national politics in strengthening national education, by discussing the views and contributions of Dr. Soetomo as a relevant alternative to advance the pillars of education in Indonesia. Education based on national values, equality, and inclusiveness can help create a young generation with a strong national identity that is ready to face future challenges.

Keywords:

Dr. Soetomo; national politics; pillars of education

Abstrak

Artikel ini membahas tentang pentingnya peran politik nasional dalam memperkuat pilar-pilar pendidikan, dengan fokus pada pandangan dan kontribusi Dr. Soetomo, seorang tokoh nasional Indonesia yang berperan penting dalam gerakan kemerdekaan. Artikel ini bertujuan untuk menjelaskan bagaimana politik nasional yang diusung Dr. Soetomo dapat menjadi alternatif yang relevan untuk memperkuat sistem pendidikan dalam konteks Indonesia. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan metode studi literatur. Dr Soetomo menekankan pentingnya pembentukan karakter, etika, dan nilai-nilai kebangsaan untuk memperkuat pilar pendidikan. Artikel ini menjelaskan bagaimana prinsip-prinsip politik nasional dapat diterapkan dalam pembentukan kurikulum dan pengajaran, dan bagaimana hal ini dapat mempengaruhi perkembangan intelektual dan emosional siswa. Kesimpulannya, artikel ini menyoroti peran sentral politik nasional dalam penguatan pendidikan nasional, dengan membahas pandangan dan kontribusi Dr. Soetomo sebagai alternatif yang relevan untuk memajukan pilar pendidikan di Indonesia. Pendidikan yang berlandaskan nilai-nilai kebangsaan, kesetaraan, dan inklusivitas dapat membantu melahirkan generasi muda yang memiliki jati diri bangsa yang tangguh dan siap menghadapi tantangan masa depan.

Kata Kunci:

Dr. Soetomo; pilar pendidikan; politik nasional



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Introduction

Dr. Soetomo was an Indonesian intellectual figure in the early 20th century. His thoughts were very influential in laying the foundation of nationalism towards Indonesian independence. He is famous for his ideas about national politics. His political thinking reflects a strong national spirit and aspirations to overcome the divisions and conflicts that exist among various ethnic and cultural groups in Indonesia. He argued that education is the main key to building a strong national identity and political awareness among the people (Alfaqi, 2015; Huda, 2019).

In his writings, Dr. Soetomo encouraged the importance of education in forming the character of citizens who love their country, have high political awareness, and can unite in the struggle for independence. He believes that through education, Indonesian people can understand history, values, and shared ideals which are the basis of national politics. This view becomes the basis for further political thoughts to build an independent and united Indonesian nation. His writings on national politics became an inspiration for many generations of Indonesian leaders and intellectuals in continuing the struggle for independence and strengthening the foundations of an independent Indonesian state (Marihandono et al., 2015).

Dr. Soetomo is a very important example of an Indonesian nationalist figure who played an important role in the struggle for the country's independence. His efforts and sacrifices have been recognized and appreciated in Indonesian history and educational development. Dr. Ideology Soetomo, especially in the context of the struggle for independence and education, has much relevance that can be identified. Dr. Soetomo strongly advocated the spirit of nationalism and fought for Indonesian unity and independence from Dutch colonialism. In the context of education, this idea of nationalism can be applied by educating the younger generation about the importance of love for one's country, and nationality, and respect for Indonesian culture. Dr. Soetomo advocated democratic education where every citizen has equal access to education. This is relevant in the context of modern education because democratic education provides equal opportunities for all individuals regardless of their social or economic background. Dr. Soetomo and other nationalist movements actively opposed the colonial education system dominated by the Dutch. They argue that education is inadequate to meet the needs and aspirations of Indonesian society, reflecting the importance of building an education system that reflects the culture and needs of Indonesian society (Kasenda et al., 2013; Muslim, 2021).

Dr. Soetomo saw education as a tool to free the Indonesian people from colonialism and injustice. In the context of modern education, this approach underlines the importance of education as a means of improving the quality of life and creating opportunities for individuals to develop. Dr. Soetomo also fought for gender equality and the role of women in society. Education that is relevant to this ideology must promote gender equality and eliminate discrimination against women in the education system. Dr. Soetomo emphasized the importance of character

formation and patriotism in education. In a modern context, this could be interpreted as prioritizing moral and civic education, helping to develop positive values in young citizens. It is important to remember that Dr. Soetomo can be integrated into various educational contexts with various interpretations. However, core values such as nationalism, democratic education, criticism of colonial education, and education as a tool of liberation remain relevant in understanding the role of education in the formation of society and the state (Puspita et al., 2017; Soenarjo, 2013).

There have been many works that tell the biography of Dr. Soetomo and his thoughts. Kasenda, et al (2013) and Wicaksana (2020), for example, wrote more biographies of Dr. Soetomo as a figure of revival and national movement. Meanwhile, many works generally discuss figures or events of other national movements. where Dr. Soetomo was part of it. Mardheni's work (2017) explores the lives of STOVIA medical students, a time when nationalism emerged there, including Dr. Soetomo. Meanwhile, Kanumoyoso (2018) more generally discusses nationalists and their work during the period of the Indonesian national movement. Of the many works about Dr. Soetomo, not many discussions have been found discussing the thoughts of Dr. Soetomo and education.

From this background, this paper attempts to analyze Dr. Soetomo's relation to the importance of education as a key element in strengthening the pillars of national politics. Apart from that, this article also attempts to see the relevance of Dr. Soetomo in the context of Indonesian history and development. In the context of education in Indonesia, the political thinking promoted by Dr. Soetomo has great relevance in strengthening the education system. The focus is especially on the importance of character formation, ethics, and national values in strengthening the pillars of education. By applying national political principles in curriculum and learning and understanding their impact on students' intellectual and emotional development, this research provides a concrete picture of how education based on national values can form a young generation who has a strong national identity and is ready to face the challenges of the times. front. In conclusion, the urgency of this research lies in further understanding how national politics can be a force that drives improvement in the Indonesian education system, through the perspective and contribution of Dr. Soetomo and the principles he adhered to.

Method

This paper uses research using the literature study method. The literature study method itself is a research approach that uses existing literature sources, such as books, journals, articles, and related documents to develop an in-depth understanding of a particular research topic. The method consists of several steps. The first is to identify the research topic. The second stage is searching for sources, in the form of books, journal articles, papers, theses, and relevant historical documents. The next stage is to carry out source analysis and write down the results (Sugiyono, 2015). The sources analyzed are grouped and arranged into each discussion section according to its theme. To analyze the pillars of education, several relevant articles were used and mapped them into a table to make it easier to understand. Dr. Soetomo's own thoughts were obtained from literature that discussed his figure, both in biographies, collective biographies about movement groups, and the lives of prospective doctors during the colonial period. This is important to do to find out and analyze what influenced Dr. Soetomo's thinking. These two findings are

then elaborated in the final sub-chapter, linking Dr. Sutomo's thoughts and the pillars of education. In this discussion, both are analyzed contextually with the existing educational conditions in Indonesia.

Result and Discussion

Pillars of Education as a Foundation for Individual and Community Development

UNESCO put forward four main pillars of education as the foundation for individual and societal development. First, the concept of “Learning to Know” emphasizes the importance of developing intellectual skills and basic knowledge. This includes developing critical thinking, analytical, and problem-solving skills, as well as motivating an interest in lifelong learning. Second, the principle of “Learning to Do” highlights the need to develop practical and professional skills. The focus is on stimulating creativity, and innovation, and preparing students to actively participate in the world of work. Furthermore, the concept of "Learning to Live Together" emphasizes the value of diversity and cultural diversity. It aims to build an understanding of universal values, and human rights, as well as foster an attitude of mutual respect in society. Lastly, the principle of "Learning to Become" focuses on holistic personal development. It includes moral, ethical, and leadership values, to encourage the formation of personal identity and independence. These four pillars reflect a holistic approach to education, which emphasizes not only cognitive aspects, but also emotional, social, and physical aspects of individual development. This approach is considered essential for forming a better, more peaceful, and sustainable society (Priscilla & Yudhyarta, 2021; Setyobekti et al., 2021).

Pillars function as support or support elements in a building structure, providing strength so that the building can stand upright. Likewise, in the context of the education system, pillars are needed that will support the implementation of the education system so that the education process can run efficiently towards achieving educational goals. These four pillars have an important role in building a holistic and comprehensive education system. The following is a description of the functions of the four pillars of education according to UNESCO (Febriyana et al., 2022; Setyobekti et al., 2021).

Table 1. The Pillars of Education

No	Aspect	Function
1	Learning to Know	<p>Knowledge and Skills: This pillar emphasizes the importance of acquiring basic knowledge and skills as a basis for further understanding. Through a quality curriculum, students are taught to develop a deep understanding of various subjects and acquire necessary cognitive skills, such as problem-solving, critical thinking, and analysis.</p> <p>Competency-Based Curriculum: Focuses on developing competencies and skills that are relevant to the demands of the modern world. Students are expected to not only remember facts but also understand basic concepts and be able to apply their knowledge in real contexts (Wismawan et al., 2019).</p>

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| 2 | Learning to Do | <p>Practical Skills and Life Skills: This pillar emphasizes the importance of developing practical skills and life skills that can be applied in everyday life and at work. It involves applying knowledge in real situations, as well as developing skills such as interpersonal skills, leadership, and teamwork.</p> <p>Professional and Technical Education: Focus on job- and industry-oriented learning. Technical and professional education is highlighted to prepare students with the skills required in various professions and economic sectors (Agustyaningrum et al., 2022).</p> |
| 3 | Learning to Live Together | <p>Multicultural Education and Global Leadership: This pillar promotes the formation of an inclusive and diverse society. Multicultural education is strengthened to understand students about the diversity of cultures, religions, and world views. In addition, it focuses on developing global leadership to form individuals who care and contribute to world peace.</p> <p>Values and Citizenship Education: Incorporating moral, ethical, and civic values education to form students' characters who are responsible and care about society (Febriyana et al., 2022).</p> |
| 4 | Learning to Be | <p>Personal Development and Creativity: This pillar emphasizes students' personal development and creativity. Apart from academics, education must also support students' emotional, social, and spiritual development, as well as provide opportunities to explore and develop their talents and interests.</p> <p>Lifelong Education: Focuses on the concept that education is not just limited to a certain stage in life but is a lifelong process. Students are expected to continue learning, adapting to change, and developing skills throughout their lives (Adim et al., 2020).</p> |
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These pillars form the basis for a comprehensive education, producing individuals who are skilled, critically thinking, ethical, and ready to face the challenges of the modern world.

Dr. Soetomo Thoughts and His Influence in Education

Dr. Soetomo, an Indonesian nationalist figure, was born on 15 October 1888 in Blitar, East Java, and died on 8 January 1938. He is the son of Pangreh Praja employee. With this background, he had the opportunity to continue his studies at the STOVIA, medical school in Batavia (currently Jakarta). His life at STOVIA also influenced the formation of his nationalism. At that school, he saw many injustices caused by colonialism. There he also met other young people who had the same thoughts about nationalism. To accommodate the thoughts and spirit of this movement, Sutomo, with the support of Dr. Wahidin Sudirohusodo formed a youth organization with the name Boedi Oetomo on May 20, 1908 (Mardheni, 2017). Dr. Soetomo dedicated himself to advancing the education and welfare of indigenous people and raising national awareness among them. He also played a role in the implementation of the Youth Congress on October 28, 1928, which gave birth to the Youth Pledge.

Dr. Soetomo became a source of inspiration for Indonesia's young generation to unite in the struggle for independence. Active in nationalist politics, he became the

founder of the Indonesian National Party (PNI) in 1927 and fought for political rights for the Indonesian people. Dr. Soetomo not only fought politically, but he also emphasized the importance of modern education and character as well as paying attention to health as a factor in improving the quality of life of Indonesian people. Even though he died at a relatively young age, Dr. Soetomo left a great legacy and is remembered as one of the nationalist figures who was diligent and sincere in the struggle for Indonesian independence (Marihandono et al., 2015; Sari, 2013).



Picture 1. Portrait of Dr. Soetomo

Source: <https://indonesiatimur.academiamu.com/info-kampus/dr-soetomo-pahlawan-nasional-dan-tokoh-kedokteran-muhammadiyah/>

Political Journey Dr. Soetomo includes his role in mobilizing the spirit of nationalism, the formation of political organizations, and his contribution to uniting various societal groups in Indonesia. Budi Utomo in 1908, which was the first national movement organization in Indonesia, became Dr. Soetomo's initial forum. Budi Utomo aims to advance the education and welfare of indigenous communities. At first, Dr. Soetomo was conservative and supported the "ethical" concept introduced by the Dutch colonial government. However, as time went by, his political views changed, and he began to fight for political rights for the Indonesian people. In 1912, Dr. Soetomo together with other nationalist leaders founded the political organization Sarekat Islam, which later became one of the largest political organizations in Indonesia at that time (Kasenda et al., 2013; Khusairi, 2019)

Dr. Soetomo became increasingly radical as time went by. He became one of the figures who led the resistance against Dutch colonial rule and was part of the nationalist movement demanding Indonesian independence. However, he also reminded the importance of unity between various tribes and religions in Indonesia. The role and political thoughts of Dr. Soetomo made an important contribution to the journey towards Indonesian independence. However, he was not only involved in political activities but also played a role in the fields of education and health. He supported people's education and founded schools aimed at increasing political awareness and people's independence. Although Dr. Soetomo is not a figure who is

often highlighted in the history of Indonesian independence, his role and contribution as a political and intellectual leader provided an important foundation for the struggle of the Indonesian nation (Kasenda et al., 2013; Tangkilisan, 2015).

Dr. Soetomo, who was known as an Indonesian educational and political figure in the early 20th century, had a significant influence in formulating educational policies that reflected the national spirit. Dr. Dr. Soetomo influenced education in Indonesia. These influences reflect Dr. Soetomo's towards national development through education. His contribution to formulating education policies with a focus on nationality has formed an important foundation in the development of the education system in Indonesia (Kasenda et al., 2013; Soeprapto, 1997).

Dr. Soetomo believed that education was a tool of liberation for the Indonesian people. He supports the idea that through education, the Indonesian people can gain the knowledge and skills necessary to achieve independence and progress. This idea inspired many people to get involved in education as a means of fighting against Dutch colonialism. Democratic Education One of the main aspects of Dr. Soetomo is democratic education. He supports an educational approach that creates equal opportunities for all people regardless of social or economic status. He wants education to be a human right of every Indonesian citizen and opposes the oppression that occurred in the colonial era education system (Kasenda et al., 2013; Tangkilisan, 2015).

National Education Dr. Soetomo also encouraged education that encouraged a sense of nationality. He promoted the use of Indonesian as the language of instruction in education, replacing Dutch which was more dominant at that time. This aims to strengthen Indonesia's national identity and foster a spirit of unity. Education for Social Activism Dr. Soetomo saw education as a tool to prepare individuals to play an active role in social change. He encouraged pupils and students to get involved in social activism, including the struggle for independence. Education in the eyes of Dr. Soetomo must equip the younger generation with political understanding and organizational skills to achieve the desired change. Education that Respects Local Cultural Values Dr. Soetomo also paid attention to the importance of respecting and maintaining local cultural values in education. He wants education to reflect Indonesian culture, and he strives to preserve traditional values in the educational process (Prakosa et al., 2020; Sari, 2013).

Education for Independence Dr. Soetomo wanted education to create independent and critical individuals. He supports education that encourages students to think critically, develop their potential, and become independent individuals in decision-making. Education as a Direction for Social Change Ideology Dr. Soetomo considered education as a force for social change. He hopes that through education, Indonesian people can change their social, economic, and political conditions. Affordable Education Dr. Soetomo also encouraged education to be accessible to all levels of society, without significant economic barriers. He fought for the provision of affordable education and educational assistance for underprivileged communities. Implementation of Dr. Soetomo in education has made a major contribution to the development of education in Indonesia and has helped form the basis of national education that is more independent, democratic, and oriented toward the interests of the nation. His thoughts and ideas continue to inspire Indonesian education to this day, strengthening the commitment to education that is inclusive, fair, and oriented towards the interests of the nation and society (Kidi, 2018; Komara, 2018).

National Politics Dr. Soetomo Strengthens the Pillars of Education

The pillars of education according to UNESCO (United Nations Educational, Scientific and Cultural Organization) or the United Nations Educational, Scientific and Cultural Organization are arranged in a framework known as the "Four Pillars of Education." These pillars were first proposed by Jacques Delors, Chairman of the International Commission on Education in the 21st Century, in his report known as the "Delors Report" in 1996. The Four Pillars of Education according to UNESCO consist of Learning to Know, Learning to Do, Learning to Live Together Learning to Live Together, and Learning to Be (Priscilla & Yudhyarta, 2021; Setyobekti et al., 2021).

Learning to Know means focusing on developing intellectual abilities and mastering basic skills. The goal of this pillar is to enable individuals to understand the world around them, develop critical thinking, and acquire necessary basic knowledge. Learning to Do: Emphasizes the development of practical skills and creative thinking skills to prepare individuals for the world of work. This includes learning relevant technical, professional, and social skills. Learning to Live Together: Highlights personality formation and the development of values such as cooperation, tolerance, and respect for cultural diversity. This pillar emphasizes the importance of understanding and respecting differences and working together to create a peaceful and inclusive society and learning to be concerned with overall personal development, including physical, emotional, intellectual, and social aspects. Education should help individuals achieve their full potential as human beings and develop a balanced personality. The Four Pillars of Education reflect a holistic view of education, which does not only focus on the transfer of knowledge but also on developing skills, values, and personality to form comprehensive individuals who are ready to face life's challenges (Febriyana et al., 2022; Pratama, 2021).

Dr. Soetomo, a prominent nationalist figure in Indonesian history, made a significant contribution to strengthening the pillars of education through his national politics. The national political approach promoted by Dr. Soetomo focuses on several aspects that influence the world of Indonesian education. Dr. Soetomo promoted the values of patriotism and nationalism among the Indonesian people. He views that education must form citizens who love their homeland. This motivates many individuals to contribute to the progress of the country. Dr. Soetomo was an important figure in Indonesian history who was actively involved in the independence movement and national struggle. He was a thinker, educator, and activist who played an important role in the formation of nationalism and patriotism in Indonesia, especially through education. Dr. Soetomo understood the importance of education in forming a spirit of patriotism and nationalism. For him, education is the key to raising national awareness and love of the country among Indonesia's young generation. He believes that through proper education, the younger generation can understand history, culture, and fundamental national values (Kasenda et al., 2013; Prakosa et al., 2020).

Dr. Soetomo believes that education must encourage students to understand patriotic values such as love of the country, concern for the welfare of the nation, and the spirit of unity. He feels that through this understanding, the younger generation will be better able to contribute to the struggle for independence and development of the country. Strengthening Historical Awareness: Dr. Soetomo also encouraged the

importance of understanding national history as part of national education. He argued that through understanding history, students can appreciate the struggle of national heroes and see how Indonesia's independence was fought for. This will strengthen feelings of patriotism and nationalism. Dr. Soetomo also cared about the social inequality that existed in Indonesian society during his time. He sees education as a tool to overcome these inequalities and build a more just society. In this way, education was also considered an important part of the national struggle (Tangkilisan, 2015; Yuniyati et al., 2017).

Dr. Soetomo not only taught patriotism and nationalism in theory but also encouraged students to actively participate in the national struggle. He encouraged students to get involved in organizations and movements fighting for independence. For Dr. Soetomo, good education is a way to create a nation that is cultured, intelligent, and committed to the national struggle. He sees education as a tool to create real change in society and build an independent and sovereign Indonesia. Overall, Dr. Soetomo placed great importance on education as the main means of forming patriotism and nationalism among the younger generation. His holistic approach and view of education as a tool to raise national awareness and create a better society continue to be an inspiration in the history of Indonesia's struggle for independence (Amiruddin, 2016; Kasenda et al., 2013; Maftuh, 2008).

Dr. Soetomo supported the use of Indonesian as the language of unity. By adopting Indonesian in education, he helped unite the various ethnic groups and tribes in Indonesia, who previously might have spoken different languages. This provides a more solid foundation for the national education system. Indonesian language analysis has an important role in uniting the Indonesian nation which consists of various ethnic and tribal groups. Previously, Indonesian people often used their respective regional or ethnic languages. The adoption of Indonesian as a unified language helps overcome linguistic and ethnic divisions in the country. The use of Indonesian as a unified language creates a strong shared identity among Indonesian citizens. This helps reduce the potential for conflict and strengthens the sense of nationhood. However, it is important to remember that even though Indonesian has become the language of unity, efforts must continue to be made to maintain the diversity of regional and ethnic languages in Indonesia. It is also important to ensure that the use of Indonesian does not diminish or devalue the rich regional culture and languages throughout the country. Indonesians should act as a tool to unite, not as a tool to eliminate cultural diversity (Hasim & Faruk, 2020; Prakosa et al., 2020; Sudjatnika, 2017).

Dr. Soetomo saw education to achieve national independence. Through education, individuals can develop skills, knowledge, and awareness to contribute to the country's development. He encouraged the emphasis on education as a tool to achieve independence and economic progress. Analysis of the role of education as a means of independence, as seen by Dr. Soetomo, reflects important views on the relationship between education and national development. Education plays a role as the main foundation in the development of a country. By providing access to quality education to the public, the country can prepare superior human resources, which in turn will support economic growth and social development. Education provides individuals with the skills and knowledge necessary to contribute to society and the economy. It includes technical skills, problem-solving skills, as well as necessary knowledge in areas such as science, technology, economics, and the arts. Education

also creates social and political awareness which is important for national independence. Educated individuals tend to participate more in the political process, are more aware of their rights and obligations, and are better able to make intelligent decisions (Alfaqi, 2015; Amiruddin, 2016; Kasenda et al., 2013).

Good education can improve an individual's quality of life. This involves access to better health services, better jobs, as well as a deeper understanding of social and environmental problems. Thus, education is not only a tool to achieve national independence but also individual independence. In an economic context, educated individuals are more likely to create employment opportunities and contribute to economic growth. They can be entrepreneurs, researchers, knowledge workers, or professionals who drive innovation and productivity (Aslamiah et al., 2021; Wijaya et al., 2016). To achieve the vision of education as a means of independence, the government needs to design and implement effective education policies. This includes investment in educational facilities, teacher training, relevant curricula, and efforts to ensure equitable access to education for all communities. Society also has a role in realizing education as a means of independence. Support from the community in the form of active participation in their children's education and support for educational institutions is very important (Kasenda et al., 2013; Yuniyati et al., 2018).

Dr. Soetomo is also relevant to the concept of sustainable development. Education that focuses on independence can help reduce poverty, improve social welfare, and reduce negative impacts on the environment. Even though it is important, education as a means of independence is also faced with various challenges and obstacles, such as unequal access to education, varying quality of education, and financial problems. A comprehensive solution must overcome these obstacles (Yuniyati et al., 2017, 2018). Overall, Dr. Soetomo regarding education as a means of independence is very relevant in the context of national development. Quality education gives individuals the ability to contribute to society and the economy, as well as providing a strong foundation for sustainable development and national independence. Dr. Soetomo actively criticized Dutch colonialism and the education system dominated by colonialists. He views that education should not only be a tool to continue colonialism but also to build intellectual and political independence among the Indonesian people (Zein, 2021).

Dr. Soetomo viewed education as a tool to build intellectual and political independence among the Indonesian people. This analysis reflects a deep understanding of the importance of education in preparing the younger generation to play an active role in the struggle for independence. Education that prioritizes the values of independence and political awareness will help the Indonesian people understand their rights, and encourage resistance to colonialism (Kasenda et al., 2013; Tuhuteru, 2022). Overall, Dr. Soetomo's attitude towards Dutch colonialism and the colonial education system reflected his determination to liberate Indonesia and build a more just and politically sovereign society. These views played an important role in the Indonesian national movement and ultimately contributed to Indonesia's achievement of independence in 1945.

Dr. Soetomo realized that education was one of the main tools for bringing about significant social change. Through education, society can be empowered with the knowledge and skills necessary to understand and participate in the struggle for independence. Education helped people become more aware of their rights and

created awareness of the injustices of Dutch colonialism. Education plays a role as the main driving force in the struggle for independence. By providing education to the public, they can better understand the goals of the struggle, effective methods of resistance, and the importance of unity in achieving independence. Education can also inspire people to actively participate in this struggle.

Education also played an important role in the formation of leaders who led the struggle for independence. Educated leaders have a deeper understanding of relevant political, social, and economic issues, and they can provide better direction in the struggle. In this context, Dr. Soetomo himself was a clear example of an educated leader who had a central role in the Indonesian national movement. Education can be used as a tool to unite diverse communities in the struggle for independence. By providing equal education to all levels of society, ethnic, religious, and cultural differences can be overcome. This allows people to unite in a common goal, namely achieving independence from colonialism. It is important to remember that the role of education in the struggle for independence is not only about achieving current goals but also about preparing future generations who will build an independent country. Education creates a strong foundation for long-term social and economic development and the development of an independent country (Kanumoyoso, 2018; Kasenda et al., 2013; Tangkilisan, 2015).

Thus, Dr. Soetomo understood the important role of education in the struggle for independence as a tool to empower society, mobilize the struggle, form leaders, unite society, and create a strong foundation for the future of an independent Indonesia. This approach helps understand the important role of education in the history of Indonesia's struggle for independence. Through a national political approach that promotes patriotism, the language of unity, independence, criticism of colonialism, and the struggle for independence, Dr. Soetomo played an important role in strengthening the pillars of education in Indonesia. His efforts to build the foundations of national identity and independent education have made a significant contribution to the history of Indonesian education.

Conclusion

Dr. Soetomo in building national politics in Indonesia, which had a positive impact on the education pillar. Dr. Soetomo was a figure who promoted the spirit of nationhood and nationalism amidst Indonesia's struggle to achieve independence from colonialism. Dr. Soetomo was a figure who played an important role in building national politics in Indonesia. Through his various efforts, he encouraged unity and nationalist awareness among society. The national politics adopted by Dr. Soetomo encouraged inclusivity, equality, and unity among various groups of Indonesian society. This contributes to strengthening the pillars of education as it creates a more conducive environment for equitable and inclusive education. Education has a key role in forming national consciousness. Dr. Soetomo encouraged education that encouraged the values of nationalism, unity, and equality. This helps create a young generation who cares more about the nation and state and is ready to play an active role in Indonesia's development.

This article highlights that education based on national values can be a strong alternative to strengthen the pillars of education in Indonesia. This means including national values in the educational curriculum and promoting a deeper understanding of Indonesian history and culture. Thus, the national politics espoused by Dr.

Soetomo provides a strong foundation for strengthening the pillars of education in Indonesia by promoting national awareness, unity, and equality among the younger generation, which in turn can help advance the country.

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