THE TRANSFORMATION OF EDUCATION IN INDONESIA FROM THE COLONIAL ERA TO THE DIGITAL ERA IS REVIEWED FROM A HISTORICAL PERSPECTIVE

by Indhi Nur Noviningtyas

THE TRANSFORMATION OF EDUCATION IN INDONESIA FROM THE COLONIAL ERA TO THE DIGITAL ERA IS REVIEWED FROM A HISTORICAL PERSPECTIVE

Indhi Nur Noviningtyas[1], Moses Glorino Rumambo Pandin[2]
Faculty of Humanities, Airlangga University
indhi.nur.noviningtyas-2020@fib.unair.ac.id and moses.glorino@fib.unair.ac.id

ABSTRACT

Education is the most important instrument in human life because education can increase human dignity. In addition, education can also be a benchmark for human quality and an example of the progress of a nation. The history of education in Indonesia has evolved from the colonial era to the digital era. These developments have influenced government policies in every era. In the 21st century, the development of education in Indonesia is starting to show progress. This is because it is supported by the rapid growth of information and technology. This research article aims to analyze the educational policies carried out by the government from the colonial era to the digital era to be used as evaluation material at this time so that in the future education in Indonesia is even better. To achieve this goal, this research focuses on the question of how is the transformation of education in Indonesia from the colonial era to the digital era? and what is the paradigm of education in Indonesia when viewed from a historical perspective?. The research method used is the Literature Review method from 27 sources in journal articles, websites, and data reports for 2019-2021. The results of this study found that changes in the Indonesian education system from time to time have a positive influence on the progress of the Indonesian nation. The development of education in Indonesia also has an impact on increasing the Human Development Index (HDI). This shows that the quality of Indonesian society is increasing. Based on the results obtained, it is hoped that it can provide information about the transformation of education in Indonesia from the colonial era to the digital era from a historical perspective. This article is suitable as a reference source for education observers in Indonesia to know the history of education and its policies from the colonial era to the digital era and useful for academics to know the history of education in Indonesia. This research has limitations, namely this research is only limited to the development of education in Indonesia from the colonial era to the digital era and the paradigm of education development in Indonesia from a historical perspective.

Keywords: Colonial Era, Digital Era, Education, History, Transformation

INTRODUCTION

Education is the right of every human being to improve his dignity and dignity. Education is also crucial to be a benchmark of a nation's progress and the quality of its human resources. Implementing education in a country is also inseparable from several factors that affect it, both internal and external factors. The birth of the education system is not the result of comprehensive planning but rather a step-by-step experiment driven by the needs of the actual age. From the education received by the people of a country, we can see the history of a nation and how the history of past education can grow people who have high intellectuals to be used as the basis of Indonesian nationalism.

Education is a conscious and planned effort that aims to create an atmosphere of learning and learning process to actively develop their potential for themselves, society, nation, and state (1). Education became an essential factor in the history of the struggle of the Indonesian government in a better direction. The history of the battle of the Indonesian nation is not only in economic, political, and sovereignty issues only. However, education is also crucial for the community as a milestone of change to improve its dignity and dignity. The development of education in Indonesia can be seen from the colonial era to the digital era as it is now. The education system in the colonial era was based on social classes. Only the high class, such as westerners and nobles, only received an education. Efforts to improve education and equality continue to be made by the government. After the proclamation of Indonesia's independence, the government sought education programs from the old order to the current reform era. All of that is done by the government to improve the quality of education in Indonesia.

In the 21st century, the education system in Indonesia is growing by adjusting the times and needs of the community. The development of education can be proven by the increase in the human development index (HDI). Human development in Indonesia is measured by paying attention to three factors, namely life expectancy, education, and decent living standards.

Picture 1. Indonesia Human Development Index (HDI) Figures for 2010-2019
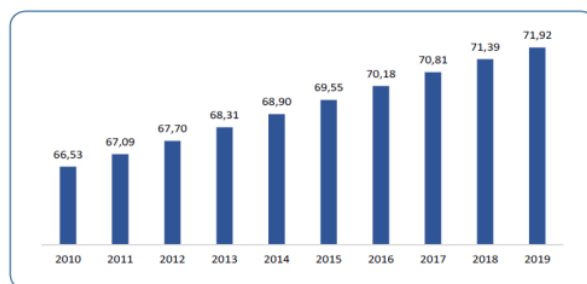
Source: Central Statistics Agency (BPS)

Human Development Index (HDI) in Indonesia continues to progress from 2010 to 2019. Indonesia's HDI increased from 66.53 in 2010 to 71.92 in 2019. During this period, Indonesia's HDI increased by an average of 0.87% per year starting in 2016, increasing from "moderate" to "high." During 2018-2019, Indonesia's Human Development Index increased by 0.74% (2). This proves that education in Indonesia is developing, and the quality of human resources is starting to improve.

According to Ki Hajar Dewantara, education is to humanize humans. In addition, education aims to achieve the highest safety and happiness. Meanwhile, according to Peursen, education is 1) the activity of receiving and conveying knowledge so that culture can be inherited. 2) Through this process, individuals are taught loyalty and willingness to follow the rules. 3) Interpret and improve the ability to provide direction for subsequent experiences. 4) Education is a process. Then, the purpose of Indonesia's national education is Law Number 20 of 2003, namely, education starts from human nature (realization), considers various possibilities (potential), and aims to realize people who should or people who crave (ideal).

Advances also influence the development of education in Indonesia in technology and information. As stated in the 2020-2024 RPJMN, one of the challenges in education development is the industrial revolution 4.0 (3). These technological and digital advances can be used to assist the education development process in Indonesia. Moreover, the COVID-19 pandemic has made people from all walks of life have to work from home or Work From Home (WFH), including education. The use of digital technology during the COVID-19 pandemic forces students to be able. Students must be able to adapt to the new education system, namely distance learning. The realization of the development of the education system in Indonesia from

the colonial era to the digital era requires a relatively complex and gradual process. Therefore, this research was conducted to answer questions about how is the transformation of education in Indonesia from the colonial era to the digital era? and what is the paradigm of education in Indonesia when viewed from a historical perspective?.

RESEARCH METHODS

The method used in this study is a qualitative-descriptive research method through a literature review. A literature review or literature review is a basic review used by subsequent researchers according to the research topic. A literature review is research material that is used for research and is used as a basis for solving research problem formulations. The research materials were obtained from various relevant sources such as journals, books, websites, etc. (4) From the research materials, the researchers analyzed and sorted the data according to the topics discussed by the researchers, and also the data answered the research formulation. Thus, the research results obtained by researchers can be proven true. Researchers also use descriptive analysis to describe the problems and research results.

This study uses journal articles as research material or references, obtained from Google Scholar and preprints. In addition, this research is strengthened by using other official sources such as official and trusted websites. One of the official websites that researchers use is the website of the Central Statistics Agency (BPS) and the news website, Kompas.com and the official website of the Ministry of Education and Culture. It aims to add the latest social data and will then be analyzed in more depth. The data collection technique used is through literature studies in journals and data reports that have certain criteria.

The criteria are as follows: 1) the journal articles used are with a minimum number of 10-20 articles containing the keywords "history", "education", "colonial era", "digital era"; 2) journal articles used in the range of 2019 to 2021; 3) published articles invalidated journals; 4) data reports and institutional websites used are those that are relevant to the research. The search for journal articles, websites, and data reports causes the selection technique to only refer to the object of research in the form of the history of education in Indonesia from time to time, from the colonial era to the digital era as well as educational policies made by the government in the digital era. The data analysis technique is carried out by looking at the changes in the policies of the education system in Indonesia from the colonial era to the digital era.

The data analysis technique is carried out by focusing and connecting the current education in Indonesia with the previous education system so that the data can be used as evaluation material for the current education system in Indonesia. The data analysis technique is based on Miles and Huberman who divide data analysis into four stages in the book "Qualitative Research Methods in the Education Sector" on page 51 (5): 1) data collection, carried out through the literature review method or literature review on several sources such as journal articles, official websites and data reports that are relevant and with certain criteria. 2) data reduction, namely the selection process, simplification, and abstraction of the collected data by making summaries, classifying based on certain patterns, focusing the data, so that conclusions can be drawn. 3) data presentation. After the data is reduced and selected, then the data is presented coherently, resulting in data that is ready to be concluded. 4) concluding, namely the data that was concluded through the process and verified by looking at and questioning again, so that more precise information and understanding were obtained.

From the explanation of data analysis techniques according to Miles and Huberman, this study uses these techniques as a process of analyzing data in research. The processes include:

1. Data reduction, which means that researchers begin to select and centralize data according to predetermined criteria, namely analyzing educational policies in Indonesia from the colonial era to the digital era, to be used as material for evaluating Indonesian education in the future.

2. Presentation of data which means that the researcher presents the data used in the form of a summary table of the results in the attachment section.

3. Drawing conclusions, which means that researchers connect the patterns of education policies in Indonesia that were carried out from the colonial era to the digital era so that the results of these relationships can be concluded.

RESULTS

This study obtained sources through the literature *review* method and produced 21 journal articles with a range from 2019-2021. The majority of journal article sources are from Google Scholar anad Preprints. It is also added from e-book and book references. The details of the number of articles based on its contents, namely as many as 21 journal articles containing

the history of education in Indonesia from the colonial era to the digital era, along with education policies carried out by the government from each time.

In addition, this research uses other credible sources such as the official *website* of the relevant institutions and *data reports*. There are five websites from related institutions in the span of 2020-2021. Then there is one website that tells about the four most important educational paradigms of the 21st century. This study also obtained data reports from the Central Bureau of Statistics (BPS) on the graph of improvement of the Human Development Index (HDI) from 2010-2019 and data from the official website of the Ministry of Education and Culture. Thus, the total material of this study amounted to 27 reference sources. There are details of the percentage of research materials used are 9 journals in 2019 (33,3%), 10 journals in 2020 (37,03%), and 2 journals in 2021 (7.6%). The website from 2019-2020 amounted to 5 (18,5%) and 1 data report in 2019 (3,84%).

Based on these data, it can be seen that the education system in Indonesia went through a very long struggle from the colonial era with various policy systems made by the colonialists at that time until Indonesia was able to rise, as evidenced after the proclamation of Indonesian independence. The Indonesian nation can rise from the colonial era which previously took away the rights of the Indonesian people. then the education system in Indonesia is increasingly being improved until the digital era is like now with all the conveniences that can help people to increase their knowledge. Mind mapping method and literature review method

DISCUSSION

Definition of Education

Education is the most important thing in human life to elevate one's dignity with all the processes it has achieved. Education is also used to determine benchmarks for human quality. According to the Big Indonesian Dictionary, the word education comes from the word 'didik' with the prefix 'pe' and the suffix 'an'. The term "educated" means the process or way, or action of educating. So education is the process of changing one's attitude to mature human thinking through teaching and training, processes, and ways of educating (6). Based on the 1945 Constitution of the Republic of Indonesia Article 31 paragraph (3), it is stated that the government shall seek and implement a national education system that enhances faith and purity, and noble character in the framework of the intellectual life of the nation which is regulated by law. According to Ki Hajar Dewantara, education is to humanize humans. In addition, education aims to achieve the highest safety and happiness. Meanwhile, according to

Peursen, education is 1) the activity of receiving and conveying knowledge so that culture can be inherited. 2) Through this process, individuals are taught loyalty and willingness to follow the rules. 3) Interpret and improve the ability to provide direction for subsequent experiences. 4) Education is a process. Then, the purpose of Indonesia's national education is Law Number 20 of 2003, namely, education starts from human nature (realization), considers various possibilities (potential), and aims to realize people who should or people who crave (ideal).

Education in Indonesia is a national education system that is organized systematically and planned. Education is an inseparable part of development. Whether a country is progressing or not can be seen from its development. Education also plays a role in delivering scientific information, thereby helping people understand and gain broader insights. In addition, education also encourages community development towards a better direction (7). Efforts to humanize humans through education are tailored to every view of society's life. The foundation of educational phimosis in Indonesia is Pancasila. The philosophy of national education is perennial. It focuses on the preservation and development of culture and the nature of education which is progress-oriented, centering on the development of students. The foundation of this educational philosophy is very important to understand because this educational philosophy directs humans to think critically about the nature of education (8).

History of Education in Indonesia

1. **Education System in the Era of Colonialism**
   a. **Dutch Occupation Period**

   Colonialism is an effort carried out to control other areas by draining or obtaining national resources that are controlled and used for personal interests (9). Starting in the 16th century, the Dutch began to enter Indonesia and began to dominate the Indonesian people. The Dutch colonial government in the course of its history shows how they implemented discriminatory education policies and the factors that inhibited the growth of the local population were already there. In 1882, the Dutch formed a pristerrraden who was responsible for overseeing religious teachings in Islamic boarding schools. In 1602, the Dutch established a trade association called the VOC (Vereenigde Oost-Indische Compagnie). At the beginning of the establishment, the VOC was able to monopolize the spice trade in Indonesia. In addition, Indonesian crops are also traded. The influence of the VOC in Indonesia was very strong and very detrimental to the Indonesian people at that time (10).

The educational duties of the VOC were handed over to the priests. The pastors are tasked with teaching how to read the Gospels for Christians. The teaching was conducted in several regions in Indonesia, such as Ambon, Minahasa, Timor Islands, Kei Islands, Southeast Maluku Islands, and Batavia area. Students get subjects reading Latin and Malay in the school, for his history lessons were taught the history of the prophets from the old and new testaments. Then on February 24, 1817, in Jakarta stood the first school, *Europeesche Lagere School* (ELS), which was performed to European children. ELS school was developed into seven, namely two established in Jakarta and others based in Semarang, Surakarta, Surabaya, and Gresik. The education program by the colonial government did not aim to liberate the Indonesian nation from colonialism but instead was used as a practice of maintaining the continuity of power in Indonesia. Before getting to know the school initiated by the Dutch Colonial government, the implementation of education and teaching of Indonesian people through pesantren, surau, and langgar (11).

In 1850, a five-year-old grade I school was established. The school was founded by children from Pamong Praja and placed in the cities of Karesidenan. The purpose of education at that time for the needs of employees. Then in the 19th century, class II was founded, which lasted at least four years and was placed in the cities of the district. Schools are currently reserved for the public and are not restricted. Therefore, it can be concluded that the intelligence of the Indonesian people at that time was still relatively low. As for some private schools but the circumstances were very not up to standard at the time. The teachers who teach are only graduates of Grade I and II Schools.

Ethical politics emerged after criticism of the forced planting system. Ethical politics is the politics of retribution that the Dutch colonial government had a debt of responsibility to the welfare of the Indonesian people. There are three central policies in ethical politics: irrigation, education, and transmigration. Moral politics has a positive impact on Indonesia, namely the development of schools, so that from there came the educated group who then fought for Indonesia's independence. The informed group gave birth to a national movement organization to fight for Indonesia's freedom (12).

Ethical politics conducted by the Dutch government also influenced the development of education in Indonesia. When ethical politics began there were several schools that organized educational practices, such as first grade school, second grade

school, Eurospeech Lagere School (ELS), Hollandsch Inlandsche School (HIS), Hollandsch Chineesche School (HCS), Meer Uitgebre Lager Onderwijs (MULO), Algemeene Middelbare School (AMS), Hoogere Burgerschool (HBS), Schakel School and School Tot Opleiding Van Inlansche Artsen (STOVIA). The implementation of education is marked by the opening of schools for indigenous people. This is a continuation and response to the practice that has been started before (13).

b. Japanese Occupation Period

Picture 1. Japanese School System
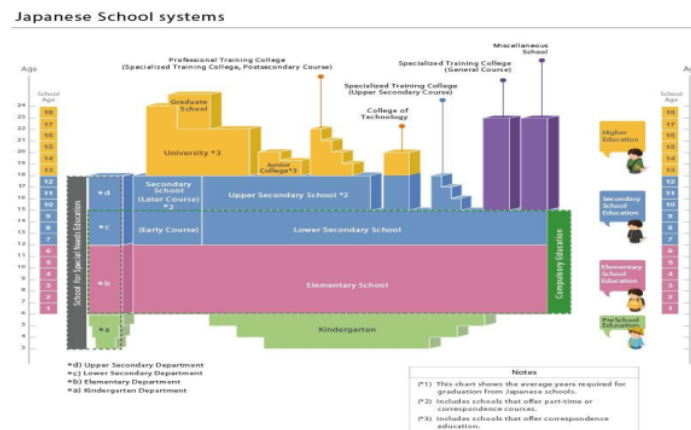
Source: Indonesian Education University

Education during the Japanese occupation from 1942 to 1945 was more laborer than education during the Dutch colonial rule. The education conducted by the Japanese in Indonesia was only used as a tool to contribute to the war. The Japanese government changed several policies, one of which is the Indonesian language, as a revision of the introduction of education. There was a time when Japan was based on Idiil Hakko Ichiu, which meant that education was a tool to achieve prosperity with Greater East Asia. Education policy in Japan was not found on social status, and education was not dualistic-discriminatory.

The level of education and type of primary school integrated during the Japanese occupation is People's School (Kokumin Gakko) with a length of study of 6 years, then Junior High School (Shoto Chu Gakko) with three years old school, High School (Koto Chu Gakko), Vocational School (Kogyo Gakko), and Higher Education. The schools for teachers are Shoto Sihan Gakko with two years of study,

four years of teachers 'school (Guto Sihan Gukko), and six years of teachers' school (Koto Sihan Gakko) (14).

2. **Education System in the Era of Proclamation of Independence**

Education at the beginning of Indonesia's independence was in 1945-1965, influenced by the unstable socio-political conditions. Education policy at that time was divided into three periods, namely 1) in the early era of the proclamation of independence until the establishment of education Law No. 4 of 1950, 2) the end of the Education Law in 1950 until the issuance of the Presidential Decree in 1959, 3) the expiration of the Presidential Decree of 1959 until the beginning of guided democracy in 1965 or referred to as the Old Order (15)

3. **Education System in the Old Order Era**

The history of education in the Old Order era was divided into two periods, namely the 1945-1966 period, which became an important historical milestone in education during the Old Order era (16).

a. **1945-1950 period**

The education system that has been in effect since 1945-1950 is low education. The lowest education in Indonesia is the People's School. Initially, three years changed to 6 years. The purpose of public school education is to increase the level of community education. Second, there is Teacher Education, namely School Teacher B (SGB), the length of education is four years, then there is School Teacher C (SGC), School Teacher A (SGA). Third, there is General Education. There are two types of general education, namely Junior High School (SMP) and High School (SMT). Fourth, there is Vocational Education, which focuses on the fields of economic education and women's education. Fifth, there is technical education. Sixth, there is Higher Education. Seventh, there are Republican Higher Education and the last Dutch Occupation Higher Education.

b. **1950-1966 period**

During this period, every Indonesian citizen has the right to receive instruction and does not differentiate between social status. This is, of course, very different from the colonial era, where education was only given to specific groups. During this period, the education system only continued and implemented the regulated education policies.

4. **The Education System in the New Order Era until the Reformation**

The New Order is often referred to as the development period because, at that time, the regions and remote areas experienced equitable development. Education

during the New Order period consisted of Pancasila education, religious education, and civic education. During the New Order period, the curriculum consisted of the 1968 curriculum, which consisted of Pancasila guidance, basic knowledge, and special skills. The emphasis was only on the intellectual side. Then the 1975 curriculum was emphasized to be more effective and efficient based on MBO (management by objective) than the 1984 curriculum contained a process skill approach the CBSA (active student learning method) or SAL (active student learning) model, the 1994 curriculum includes national content and local content. The types of education during the New Order era consisted of formal education and non-formal education. In addition, there were also levels of education during the New Order era, consisting of the pre-school level, the basic education level, the secondary education level, and the higher education level (17). In May 1998, Suharto left his office and was replaced by B.J. Habibie. Soeharto's resignation was the result of continuous development, apparently due to foreign debts. The higher state debt causes the rupiah to fall and the people's purchasing power to decrease. The ratification of the GATS (General Agreement on Trade in Service) agreement which regulates 12 education service sectors, is the beginning of the education system in Indonesia in the reform era.

Education in Indonesia in the Digital Era

Progress is the hope that everyone or the nation wants to achieve, including the Indonesian government. Indonesia has undergone various transformations from time to time, from colonial to digital. Advances influence progress education in Indonesia in information and technology where the distance between students and teachers can communicate with each other even though only through social networks. Communication like this happened about 10 or 20 years ago. This development can change the direction of education which used to be limited to "education" now to "Edutainment."

The Digital Age is when all humans can communicate with each other without having to think about distance. The digital era is also known as globalization. The development of technology in education displays the latest styles in education, both audio, visual, and combined (audiovisual) (18). These changes then change the strategies, techniques, and learning methods. Advances in technology positively impact both students and teaching teachers because the search for information in the 21st century has now been made easier. Other countries also influence education in Indonesia in this digital era. This influence can be seen

from the curricula used, such as KBK, KTSP, to Curriculum 13. This shows that the Indonesian nation also follows the dynamics of global education (19).

It is hoped that the use of digital technology in the education system in Indonesia can make learning more interesting and interactive. Here, the teacher's role is very important because of its multi-role role, namely as an educator, teacher, and trainer. Specifically, in learning, teachers have a role and function to encourage, guide and facilitate students (20). The use of digital media is very much needed in the 21st century, especially during a pandemic like this. Students cannot learn directly but must be online or online. This makes students have to adapt to the education system during a pandemic. The Digital Age can be the development of an evolutionary system where the circulation of knowledge is not only high but also increasingly beyond human control, making it a time when our lives are increasingly difficult to manage. Therefore character education is very important to be implemented in education (21).

The COVID-19 outbreak has made the education system in Indonesia a distance away, which has never been done before by all elements of education, namely students, teachers, and parents (22). During this pandemic, there are significant problems, namely time, location, and distance. In online learning, both educators and students must be able to provide knowledge online. Online learning can be done through learning platforms such as applications (Zoom, G-meet, WhatsApp Grub), websites, social networks, or e-learning. Learning activities can be carried out through discussions, presentations, and work on assignments (23).

According to the Minister of Education and Culture, Nadiem Anwar Makarim said that education policy during the COVID-19 pandemic prioritized the health and safety of students, educators, families, and the general public. In addition, consider the development process of students and psychosocial conditions in educational service efforts during the COVID 19 pandemic (24). In 2021, the Ministry of Education and Culture will develop four main strategies, namely: 1) infrastructure and technology development, 2) strengthening policies, procedures, and funding, 3) strengthening leadership, society, and culture, 4) strengthening curriculum, pedagogy, and assessment. Furthermore, the focus of the Ministry of Education and Culture is the independent learning program, namely the school digitization program and learning mediums through four digital platform strengthening systems, eight integrated services from the Ministry of Education and Culture, public relations and media, 345 teaching

material models and digital education media models, and the provision of educational facilities for 16,844 schools (25).

Educational Paradigm Viewed from a Historical Perspective

The educational paradigm is a way of looking at and understanding education. With this point of view, one can understand educational problems and analyze them critically so that the right solutions can be found to overcome these problems. When viewed from a historical perspective, education in Indonesia can be seen from the development and changes in education system policies from time to time. History is significant to use as material for evaluating previous educational problems. At present, the right solution is known to overcome these educational problems and make the education system in Indonesia even better.

In this 21st century, the education system has transformed. Previously education during the colonial period was not intended for the public. Only certain groups could be educated. Education at that time also tended to be discriminatory. Along with the development of the era of the education system in Indonesia, it has experienced developments that were still traditional, and now it has become modern due to advances in the field of information and technology. This development can change education direction, which used to be limited to "education" now to "Edutainment."

According to the Head of the West Java Education Office (Kadisdik), Dewi Sartika, said that there are changes in the educational paradigm in the 21st century. Four main paradigms must be implemented in education today: information, computing, automation, and communication (26). This advancement in information and communication cannot be separated from human minds who work hard to better life. Technology is evidence of culture and modern thinking that is beneficial for life. The 21st-century education paradigm will adopt Cybergogy, and this paradigm departs from the cyber world. The learning theory assumes Connectivism, and this theory focuses on the active steps of students to connect various available learning resources according to their learning needs and goals (27).

CONCLUSION

Education is the most important instrument for human life because education can also increase human dignity. Education is used as a measure of a person's quality and the progress of a nation. Education also plays a role in delivering scientific information, thereby helping

people understand and gain broader insights. The birth of the education system was not the result of comprehensive planning but experimentation step by step and driven by the real needs of the times. From the education received by the people of a country, we can see the history of a nation and how the history of past education can foster highly intellectual people to be used as the basis for Indonesian nationalism. The history of Indonesian education can be seen from its development in the colonial era to the digital era.

Therefore, based on the research results to answer the first question regarding how is the transformation of education in Indonesia from the colonial era to the digital era?. The transformation of the history of education in Indonesia from the colonial era to the digital era, has shown significant development. Previously, the education system in the colonial era was only for certain groups. Still, after the proclamation of Indonesian independence, the education system in Indonesia began to stabilize, and there were policies for equal distribution of education. In the 21st century, the Indonesian education system began to advance. Advances in information and technology support this. This development can change education direction, which used to be limited to "education" now to "Edutainment." The teaching method has also changed in this digital era, which used to be face to face, now learning can be held online. In addition, in this digital era, it provides benefits, both for educators and students.

Then to answer the second question regarding what is the paradigm of education in Indonesia when viewed from a historical perspective?. Based on the analysis of the data obtained that education in Indonesia, when viewed from a historical perspective, can be seen from the development and changes in education system policies time. History is very important to use as material for evaluating previous educational problems. At present, the right solution is known to overcome these educational problems and make the education system in Indonesia even better. This article is suitable as a reference source for education observers in Indonesia to know the history of education and its policies from the colonial era to the digital era and useful for academics to know the history of education in Indonesia

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