



AFTER DARKNESS, COMES PAUD: Implementation of RA Kartini's Legacies in TK Negeri Pembina Jerukwangi

Elma Noviyanti[✉], Ali Formen

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Universitas Negeri Semarang, Semarang, Indonesia

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Abstract

This study was aimed at describing the implementation of R.A. Kartini's legacies in TK Negeri Pembina Jerukwangi Jepara. The data in this study was generated through observation and interviews, then analyzed using Miles' and Huberman's model in Sugiyono (2018). The findings show that the promotion of R.A. Kartini's legacies in TK Negeri Pembina Jerukwangi Jepara is to imitate her positive virtues and character in general such as her reading habit, hard work, caring and loving other, and non discriminatory attitude. The promotion of Kartini legacies includes such activities as wearing the Jepara Javanese school uniform resembling Kartini's apparel, commemorating Kartini Day, story telling of Kartini's life, field trips to destination related to Kartini, Moreover, Kartini's legacy is also implemented as parts of institutional governance. In this respect, the promotion be seen in the development of local curricular contents.

INTRODUCTION

This study intended to examine the Implementation of RA Kartini's Legacies in TK Negeri Pembina Jerukwangi Jepara. There were several reasons behind the existence of this research.

First, the importance of introducing local heroes and history to early childhood. The importance of teaching history, especially on local history, has been recognized by experts. According to Sumartono (2018:177), President Ir. Soekarno put forward the motto "Jasmerah" which is an abbreviation of Never Leave History and a quote that is often heard, "A great nation is a nation that respects the services of its heroes". From these quotations it is clear that the introduction of the hero and the history is a unity that should not be abandoned. In line with this, Kartodirdjo (1982:32) as quoted in Agam's research (2013:18) stated, "Often things that exist at the national level can only be understood properly when understanding aspects of local history are understood.", it is a broader level only gives an overview of the patterns and issues generally, whereas situation is more concrete and detailed can only be understood through an overview of local history".

Therefore, an introduction to local history in this case regarding the hero RA Kartini is considered important for early childhood in Jepara Regency. Early childhood as the nation's next generation is expected to be able to know more about the local history in their environment so that the existing history will not be forgotten and remain sustainable. Introduce a hero/heroine on early age children can also provide benefits. A few benefits gained when introducing the hero/heroine in early childhood are: 1) The children will be more passionate in learning, 2) Understand the importance of unity, 3) Recognize diversity, 4) Love their nation (Muhammad Iqbal, 2018).

However, based on the results of observations that have been made, not all educational institutions of early childhood education (ECE) in the district of Jepara able to introduce the hero of RA Kartini and introduce children about local history in Jepara district. This was because the school institutions were more focused on developing daily learning activities. The introduction of the figure of RA Kartini in general was only through the celebration of Kartini Day and takes place in that one day. Even at some institutions can be said to rarely hold a ceremonial introduction of RA Kartini on the learner. The introduction of heroes/heroine, especially RA Kartini in this

case does not have to be only in Kartini's Day celebration but schools can also implement specific learning themes in a simple but still interesting way so that children can still recognize the figure of Kartini.

Second, the character education is still a central issue of early childhood education. In an institution, the character values planting must be packed as good as possible through an interesting learning program design so that children understand what is being taught. But in reality there were many teachers who teach character education only by talking and the children were only listening. An example in this case was the introduction of RA Kartini's legacies through the commemoration of Kartini Day celebrations. From the observations that have been done before, the children heard the story of Kartini that was read by the principal throughout the ceremony. The long duration of delivering speech certainly makes children feel bored and did not focus on what being said by the teacher or principal when delivering the speech. So that the story being taught was not understood by the children optimally if the children just listen without getting involved in it. Hamilton (2009) as cited by Suyanto (2012: 6) insinuating habit teacher talkative and having students discuss in character education which is not suitable for young children. It says:

"Three-to-eight-year-old children will be no more ready to discuss character education after your teacher-talk. Did they learn to walk, to talk, and to feed themselves by discussing it with their parents? No. In spite of that, character education lesson plans urge the teacher to discuss - and discuss - and discuss."

The opinion explains that "children aged three to eight years will not be ready to discuss character education if the teacher was just talking. Do they learn to walk, talk, and eat by discussing them with their parents? No. However, the lesson plans for character education encourages teachers to only discuss and discuss". So it can be concluded that implementation on the characters in interesting ways will allow learners to receive lessons taught, but rather boring way will make the child have difficulty receiving what is being taught. Therefore teacher or school institution needs to have an interesting method and not just discuss the topic of character education for early childhood.

Third, this study refers to previous research conducted by Agnes Widyaningrum and Yulistiyanti entitled, "The Implementation of Nationality Values for Character Building in Early Childhood through the Story of Indonesian National

Heroin". In this research, the researchers raised the figure of RA Kartini as a *role model* of the character building in early childhood with storytelling. Results obtained in the study suggests that early childhood in the vulnerable age of 4-5 years (TK A) has not been able to understand the figure of Kartini with just the storytelling method and need the assistance such as the picture so that children would be more interested and focus. Children aged 5-6 years (TK B), the children have been able to do things that are more complex than students from kindergarten A. From the results of such research are interested researchers to examine more deeply about RA Kartini in learning and governance institutional.

The Jerukwangi Kindergarten has a unique way in implementing RA Kartini's legacies. The method used is not only through storytelling tell but the institution also has designed and develop a distinctive curriculum, which raised the figure of RA Kartini as one of the values that are developed and implemented in Jerukwangi Pembina Kindergarten Jepara. Of course, this is intended so that students are able to recognize and absorb the character values of the heroin who is also the *icons of the city* of Jepara.

Based on the description above, the researcher has an interest in conducting research that aimed to find out how aspects of RA Kartini's legacies in TK Negeri Pembina Jerukwangi Jepara. Given the wide scope of the question "How to" the study focused on the following matters:

1. What aspects of the RA Kartini's legacies applied in learning in TK Negeri Pembina Jerukwangi Jepara?
2. How are aspects of RA Kartini's legacies applied in TK Negeri Pembina Jerukwangi Jepara?
3. How is the RA Kartini's legacies applied in the institutional management of TK Negeri Pembina Jerukwangi Jepara?

From the scope of the study researchers then entitled the study "AFTER DARKNESS, COMES ECE: The Implementation of RA Kartini's Legacies at Jerukwangi Pembina Kindergarten Jepara". After Darkness Comes ECE is a narrative taken from a book entitled *The Door Duisternis Tot Licht* (After Darkness Comes Light). The book contains a collection of Kartini's letters written by JH Abendanon. Then the book was presented in Malay by Armijin Pane with the title "After Dark Comes Light". After Darkness Comes Early Childhood Education had the intent to provide a picture of an institution that imparts RA Kartini legacies aspects of learning in it.

METHOD

This research used a descriptive qualitative research approach. Qualitative research is descriptive if it is intended to obtain a description of the implementation of RA Kartini's legacies in TK Negeri Pembina Jerukwangi Jepara. The data in this study were collected using interview and documentation techniques. The participants in this study include three parties; The Principal, teacher, and parents in TK Negeri Pembina Jerukwangi Jepara. The author used data source triangulation techniques to obtain valid data; the data sources here include the results of interviews. The data were analyzed using the Milles and Huberman's model in Sugiyono (2018:337), by means of data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

In this section will be presented the findings of the study, which mainly focused on the implementation of RA Kartini legacies in learning and institutional management.

A. RA Kartini's Legacies in Learning

Implementation of RA Kartini's legacies in TK Negeri Pembina Jerukwangi has been ongoing since the school was built in 2006 with the aim that students would understand the figure of Kartini and is able to emulate the positive values of Kartini. As for the aspects of RA Kartini's legacies values that have been developed, which is following the positive characters of RA Kartini, such as love to read, study hard, love others, and do not discriminate between friends. These aspects are then applied in eight ways, which are wearing Jepara-Javanese school uniform, commemorate Kartini's Day, storytelling, field trips, sightseeing around the school, singing, introducing Kartini's pictures, and habituation to read books that will be described as following:

First, wearing a kebaya school uniform. School uniforms are a set of standard clothing worn in an educational institution. School uniforms are usually also worn as a symbol or characteristic of the school. In the TK Negeri Pembina Jerukwangi, there is a uniform for teachers and students that is uniquely made with Jepara-Javanese school uniform. The making of this school uniform is motivated by a Circular Letter (SE) Central Java Governor No. 065/0016031/2019 on Use Clothes Indigenous / Traditional Central Java which is then followed up by a Circular Letter (SE) Jepara Regent No.

431/9799/2019. In Circular No. 431/9799/2019 point Regent (1) explained that on the 10th of every month to all employees in the Environment Jepara District Government in order to wear traditional clothes as uniforms. The traditional clothes meant are Beskap for male traditional clothes and Kebaya Kartini for female traditional clothes made with Jepara's typical "Rain Drizzle" motif with other attributes described in the appendix. The provision of school institutions and then initiate to make Jepara-Javanese uniform Kartini which will not only be worn by the teachers and education staff, but also for students. It is intended that students also know about traditional clothing as well as implementing R. A. Kartini's legacies in early childhood. The Jepara-Javanese school uniform is worn on 10th of every month according to the Regent's Circular and every Thursday according to school regulations.

Second, Commemoration of Kartini Day. Kartini Day is a ceremonial which aims to commemorate the heroine of RA Kartini. In accordance with the provisions of the President of the Republic of Indonesia through letter No. 108 of 1964 dated 2 May 1964 President Ir. Sukarno set RA Kartini as a National Hero and set Kartini Day as National holidays which held on April 21 every year. The date was chosen according to the birthday of RA Kartini. In practice, the celebration of Kartini's day is identical to wearing a traditional kebaya. TK Negeri Pembina Jerukwangi has its own way of commemorating Kartini Day. There is a series of events including ceremony, which was followed by competitions in which each year is different. The competition activities are different each year meant that learners would not be bored and stay passionate to follow the activities of introducing the figure of RA Kartini. In these activities, parents are also involved in assisting students. According Diadha (2015: 63) involvement of parents in education is necessary, it is for the creation of a common perception and content of education of children is expected to support the continuity between education at home and at school."

Third, story telling. Story telling is an activity that is often done to increase knowledge of early childhood. Story telling is a method that has the appeal that touches the child's feelings, aims for children to distinguish good and bad deeds so it can be applied in everyday life. "By telling stories, teachers can instill life values in students" (Rizqillah et al. 2013). Instilling the value of inheritance in TK Negeri Pembina is also carried out using the story telling method. In introducing the figure of RA Kartini, the teacher tells about the

history of RA Kartini's life through a story book that was previously designed by the teacher.

Fourth, the fieldtrip. Not only studying in school, TK Negeri Pembina Jerukwangi also carry out field trips as one of the activities to implement RA Kartini's legacies values. The place to visit is the Kartini Museum which is located on Wolter Monginsidi Street, Panggang 1, Jobokuto, Jepara District. There, children recognize RA Kartini's and RMP Sosrokartono, Kartini's brother's artefacts. Besides the Kartini Museum, another place that is often visited is Pendapa Jepara. Pendapa Jepara is a place that used to be an office since the Government the Duchy of Jepara as well as the residence of the Duke of Jepara. Given that Kartini's father was a Duke, then of course RA Kartini and her family lived there. When the children visit Pendapa Jepara children will be introduced to Kartini's seclusion rooms as well as space and Kartini Schools that once built to teach local children.

Fifth, sightseeing around the school environment. Almost the same as the field trip, participants also do activities around the school environment. This activity aims to make students more sensitive to the surrounding environment. In the Tempo Series Dark-Light of Kartini's Life (2013), explained that Kartini often accompanied her father sightseeing by train horses or Andong surrounding area in Jepara. It aims to make Kartini more sensitive and understand the conditions experienced by her people. In TK Negeri Pembina Jerukwangi this activity is done when the finale theme comes on April.

Sixth, Singing. Singing is one of the most popular activities for children. "Singing gives a pleasant effect and balance the left brain and the right brain. Singing is preferred activities of children, children can express feelings and also gives satisfaction for them" (Lestari & Hand, 2017). Besides being able to express feelings, through singing children can also easily receive messages in the song. According Khairani (2016: 8), with the singing of a child a right more quickly learn, master, practice a teaching material submitted by educators. In line with this opinion, TK Negeri Pembina Jerukwangi also chose the singing method in instilling RA Kartini's legacies to students. Some of the songs that are familiar to introduce the figure of RA Kartini is a song written by WR Supratman entitled "Ibu Kita Kartini". This song is often sung during the commemoration of Kartini Day. Through singing expected that children are able to catch the meaning of the lyrics that are delivered. At Jerukwangi Pembina Kindergarten, singing the song

“Ibu Kita Kartini” is not only done during Kartini Day celebrations, but during learning activities and certain activities.

Seventh, Introduce Kartini’s pictures. According to the principal in the interview that has been conducted, introducing the pictures of Kartini is also one of the activities carried out in instilling the legacies value of RA Kartini to children. This activity was then developed with other activities like interesting pattern drawing, coloring, paste collages, and other activities. This activity is usually done in the learning process or in the competition.

Eighth, the habituation of reading books. Kartini’s intelligence is none other than motivated by a strong curiosity. Knowledge of the source of the information obtained through books, magazines, newspapers which made Kartini had a highly open mind and insight. Efforts to make students love books are also implemented in TK Negeri Pembina Jerukwangi through the narrative of the principal in the interview. Every once a week children are invited to the school library in order to make children interested in books. In addition, if the child is not interested in participating in extracurricular activities or other activities, the teacher will take the child to the library. The habituation to read the book also favored by RA Kartini, so she became a figure with great knowledge and intelligence. “This ability is obtained by diligently reading Dutch books and newspapers, and practicing Dutch when playing and meeting Dutch guests who come to the Regency” (Soeroto, 1982:44 in Marihandono, 2016:8). That way, it is clear that the purpose of developing the habit of reading books is so that children can have broader knowledge and can get used to and even love to read books like RA Kartini did.

B. Institutional Management

The implementation of Kartini’s legacies in institutional management includes two aspects, which are the curriculum and infrastructure, described as follows:

First, the curriculum. TK Negeri Pembina Jerukwangi’s curriculum used a developed 2013 curriculum. The curriculum is structured by carrying Islamic values as the basis for developing the character of children. Character values developed include leadership, honesty and creativity. In managing learning activities that are fun, creative, and participatory, TK Negeri Pembina applies the central learning model. The developed 2013 curriculum at TK Negeri Pembina Jerukwangi is in accordance with Law No. 20 of 2003 on National

Education System, “The government gives space for an institution to establish and develop their own curriculum based on national standards education as a minimum standard (also refers to the international curriculum)”.

In addition to the core curriculum, TK Negeri Pembina Jerukwangi also has a local content curriculum that supports learning in instilling aspects of RA Kartini’s legacies. “Local content is curricular activities to develop competencies that are tailored to the characteristics and potential of the region, including areas of excellence, that the material does not fit to be a part of other subjects and at au too much so it should be a separate subject” (BSNP 2006: 8). Local curriculum at TK Negeri Pembina is a hallmark of the school, the existing local content includes knowledge of industrial management. This is motivated by the people living around the school environment are generally entrepreneurs of the Carving’s Jepara, Weaving Troso, Monel, Ceramic Mayong, and Batik Jepara. From the results of interviews with school principals, researchers concluded that the implementation of RA Kartini’s legacies which is usually carried out is not directly related to local content in schools. However, through the activities of local curriculum, children can learn about the daily activities such as knowing the food ingredients and know how to process it, making crafts, folding, ironing, and other activities are also encountered in learning. According to excerpts in the book *Tempo: Dark-Light of Kartini’s Life* (2013), “The study, published in the school of reading, writing, cooking, drawing, sewing, crochet and other crafts”. The activities in the curriculum are expected to provide new learning experiences on the implementation of RA Kartini’s legacies. This is in line with the opinion of Muzamiroh (2013) as quoted by Wahyuningsih & Hariyani (2015) which states that “The curriculum is not only in the scope of several lessons, but includes the learning experiences experienced by students and affects their individual development”.

Second, Infrastructure. Infrastructures that exist in the school play an important role in supporting the learning process and activities. According Sutomo (2016: 117), education facilities and infrastructure are all basic accessory device that does not directly support the educational process in the school such as location or venue, school buildings, sports fields, space and so on. In supporting the implementation of RA Kartini’s legacies planting activities, of course, it requires facilities and infrastructure in it. According to the principal in an interview conducted by the researcher,

the infrastructure facilities available at the school are able to support RA Kartini's legacies planting activities. However, for some activities to implement RA Kartini's legacies, special media are needed which are made by the teacher themselves.

CONCLUSION

Kartini was the heroin which not only fight for women as we all know, more than that Kartini also donated her vision in the field of education. Kartini consistently noted the importance of education to hone manners, or what we know as character education at the present time. In addition, the methods used in the concept of Kartini's education include reading, fairy tales, songs, and games that can educate. The results of these ideas were realized at TK Negeri Pembina school institution which made the figure of RA Kartini as a role model for students through the implementation of RA Kartini's legacies activities.

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