



# Distance Education Based on Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani: *An Alternative to Strengthening Education Pillars*

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## Abstract

This article aims to discuss distance education based on ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani, an alternative to strengthening the pillars of education. Distance education is an alternative to providing access to education for people who are constrained by distance and time. Based on the concept of "Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani" which is a principle in Javanese education, Distance Education can reinforce the three pillars of education. First, Ing Ngarso Sung Tulodo means "in front of setting an example". Distance Education can provide exemplary examples through the use of appropriate technology in the teaching and learning process. Using the right technology, such as video conferencing, e-learning, and other learning media, creates an interactive and interesting learning environment for students. Second, Ing Madyo Mangun Karso means "in the middle of strengthening the spirit". Distance Education can provide students a high enthusiasm for learning by providing access to all levels of society to learn. That way, students can develop their potential and improve their quality of life. Third, Tut Wuri Handayani means "behind giving support". Distance Education can provide support in the form of tutoring and counseling to students who need it. With this support, students can better understand and achieve learning goals more easily. The method used in this article is a qualitative approach to the literature study method. In conclusion, Distance Education can be the right alternative for providing education access for people constrained by distance and time. The concept of "Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani" is a principle in Javanese education that can reinforce the three pillars of education.

**Keywords:** Distance Education, Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani, and Pillars of Education

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## 1. Introduction

Distance Education (PJJ) is an education system that allows students to learn remotely without having to be in the same physical location as the teacher or educational institution. Along with technological developments, PJJ is now growing with various online learning platforms, learning applications, and communication technologies that facilitate interaction between students and teachers (Al-zoube, 2009; Darmayanti et al., 2007). One of the concepts used in PJJ is Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani, which is a Javanese educational philosophy. This concept emphasizes the importance of three aspects in the teaching and learning process, namely: Ing Ngarso Sung Tulodo: teachers must be role models for students by providing good and correct examples in behavior and attitudes. Ing Madyo Mangun Karso: students must have a strong enthusiasm and motivation in learning to achieve the desired goals. Tut Wuri Handayani: the teacher must be a director or mentor for students in the teaching and



learning process. In the PJJ context, this concept is very important because the teaching and learning process is carried out virtually. Teachers must be able to provide good and correct examples through online platforms and motivate students to study independently. In addition, the teacher must also be a mentor who can provide direction and support to students in the teaching and learning process.

PJJ is also an alternative to strengthening the education pillar because it allows wider and more equitable access to education in all regions, including in areas that are difficult to reach. In addition, PJJ also provides flexibility in time and place of study so that it can be adapted to the needs and conditions of students. However, PJJ also has several challenges, such as the lack of social interaction between students and teachers, the difficulty of monitoring student progress, and the lack of access or adequate technology infrastructure in some areas. Therefore, there needs to be a continuous effort in developing PJJ to provide equal and quality access to education for all students.

"Distance Education Based on Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani" is an educational concept originating from Javanese culture which has a meaning as a moral guide in achieving success. This concept includes three pillars of education that are interrelated and mutually supportive. The first pillar is Ing Ngarso Sung Tulodo which means showing the right path through example. The second pillar is Ing Madyo Mangun Karso which means encouraging to try and work in earnest. The third pillar is Tut Wuri Handayani which means providing guidance and direction to achieve goals (Marzuki & Khanifah, 2016; Wiryopranoto et al., 2017). This concept-based distance education is a strong alternative for strengthening the pillars of education because it allows wider and more flexible access to education. In distance education, information, and communication technology can be used to provide effective and interactive learning. In addition, the concept of Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani can be a guide in building the character of students. By strengthening this pillar of education, it is hoped that it will create a generation that has strong moral values, is eager to learn, and has a clear direction to achieve their life goals (Priscilla & Yudhyarta, 2021).

Because education is a means to develop human personality and potential, it can be said that education is a necessary component of human life. a human trait. The educational process determines who we are as multidimensional beings. This means that the quality of the final product will be greatly influenced by good and accurate methods. Indeed, the most important need for humans is education. The quality of the final product is greatly influenced by good and accurate methods. The methods used in the production process can affect the quality of the final product, including the techniques used in product testing and quality control, especially education. The most important human need is education, education plays a vital role in shaping human beings and helping them reach their full potential. Through education, a person can develop the skills and knowledge necessary to succeed in the world of work and everyday life. Education also helps



promote personal and social development, improves mental and physical health, and improves the overall quality of life.

"Ing ngarso sug tulodo, ing madyo mangun karso, tut wuri handayani" is a Javanese proverb that has a deep meaning in guiding life. In the context of education, the application of this philosophy can help improve the quality of life of students and improve the quality of education as a whole. Here are several ways to apply the concept of "Ing ngarso sug tulodo, ing madyo mangun karso, tut wuri handayani" in improving the quality of life of students through education, especially through distance education: (Musanna, 2017; Wiryopranoto et al., 2017)

1. Ing ngarso sug tulodo: Lead by good example The concept of "Ing ngarso sug tulodo" means "set a good example in front". The application of this concept in education means that teachers must be an example for students in terms of ethics, morals, and discipline. Teachers must show a positive attitude and behave well so that students can emulate them and become quality individuals.
2. Ing madyo mangun karso: Building student character qualities The concept of "Ing madyo mangun karso" means "while developing useful abilities". Teachers must help students develop their abilities and build good character. Teachers can create an environment that supports learning and helps students explore their interests so that they can develop their abilities to the fullest.
3. Tut wuri handayani: Providing guidance and direction The concept of "Tut wuri handayani" means "behind giving encouragement". Teachers must provide appropriate guidance and direction to help students achieve their goals. Teachers must provide the necessary support to ensure that students can reach their full potential.

By applying the concept of "Ing ngarso sug tulodo, ing madyo mangun karso, tut wuri handayani" in education, students can learn to build good character, develop their abilities, and achieve their goals in life. This can help improve the overall quality of life of students and help improve the quality of education. Based on this background, the question arises how Distance Education (PTJJ) based on Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani An Alternative to Strengthening Education Pillars can be implemented in the learning process. In addition, it also discussed the concept of distance education, the Pillars of Education Forming Quality Education, Ing ngarso sung tulodho in the concept of PJJ, ing madyo mangun karso in the context of PJJ, tut wuri handayani in the context of PJJ and Distance Education Based on Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani: An Alternative to Strengthening Education Pillars.



## 2. Research Method

The literature study method is a research method that is carried out by studying and analyzing literature or written sources related to the research topic. This method can be used to evaluate past research, broaden understanding of a particular topic, and identify knowledge gaps in that field. The following are general steps in conducting a literature study: (1). determine the purpose and scope of the literature study; (2). look for literature sources that are relevant to the research topic; (3). Selecting literary sources to be used in literature studies; (4). read and review literature sources critically; (5), write a summary and synthesis of literature sources; (6). analyze and evaluate the results of the literature study; (7). Formulate conclusions and recommendations based on the results of the literature study.

In conducting a literature study, it is important to ensure that the literature sources used are of high quality and relevant to the research topic. In addition, it is also important to record the literature sources used so that they can be included in the bibliography (Sugiyono, 2015).

## 3. Results and Discussion

### 3.1.Distance Education Concept

Distance education (PJJ) is a form of education carried out remotely, using information and communication technology to connect teachers and students who are in different places. PJJ can be done online, by mail, or through other media such as radio or television. The advantage of PJJ is the flexibility of time and location, which allows students to study anywhere and anytime. In addition, PJJ can also reduce the cost and time needed to travel to school or university. However, PJJ also has some challenges, such as a lack of direct interaction between teachers and students, and a lack of access to the necessary technology. Therefore, it is important to ensure that PJJ is well-designed and accompanied by adequate support for students. During the COVID-19 pandemic, PJJ has become the main choice for continuing the teaching and learning process in many countries around the world, due to social restrictions and distances imposed to prevent the spread of the virus (Hardhono, 2012; Nugraheni, 2015).

Distance education is an option in the learning process for several reasons, including:

1. **Accessibility:** Distance education allows students to access learning from anywhere, without attending a physical class. This is especially advantageous for students who live far from campus or who have mobility difficulties.
2. **Flexibility:** Students can study according to their schedule in distance education. They can choose the most suitable time to study, access course materials, and work on assignments.
3. **Cost:** Distance education is often more affordable than traditional education as no travel, meals, and accommodation costs are required.
4. **Availability:** Distance education provides access to a wider range of programs and courses than in any given region. This allows students to choose from various programs and courses that may not be available on their physical campus.



5. Technology: The ever-evolving digital and internet technologies allow the delivery of learning materials online. This allows students to access course material from anywhere and facilitates interaction with lecturers or tutors online (Abidin et al., 2020; Masruroh, 2020).

However, there are also some challenges in distance education, such as the lack of social interaction which can affect the quality of learning and student motivation, as well as difficulties in building a strong learning community. Lack of social interaction can hurt the quality of learning and student motivation. Social interaction between students and teachers and between students and one another can help create a more enjoyable learning environment and motivate students to learn more. When students feel isolated or disconnected from classmates or teachers, they may feel less motivated to learn and participate in class. In addition, difficulties in building a strong learning community can also hurt the quality of learning. A strong learning community can help students support each other in learning, sharing knowledge, and collaborating on assignments. Without a strong learning community, students may find it difficult to seek support and assistance from classmates or teachers when they need it. Therefore, it is important to find ways to promote social interaction between students and teachers, as well as build a strong learning community in the classroom. This can be done through classroom activities that encourage teamwork and collaboration, such as group discussions or team projects. In addition, teachers can also facilitate social interaction outside the classroom by holding extracurricular activities or field trips. In this way, students will feel more connected to their classmates and teachers and be more motivated to learn and participate in class (Belawati, 2002; Irhandayaningsih & Ana, 2020; Putri et al., 2022).

Designing effective distance education requires careful planning and a good understanding of the needs and challenges of students learning remotely. Here are some steps that can help in designing effective distance education:

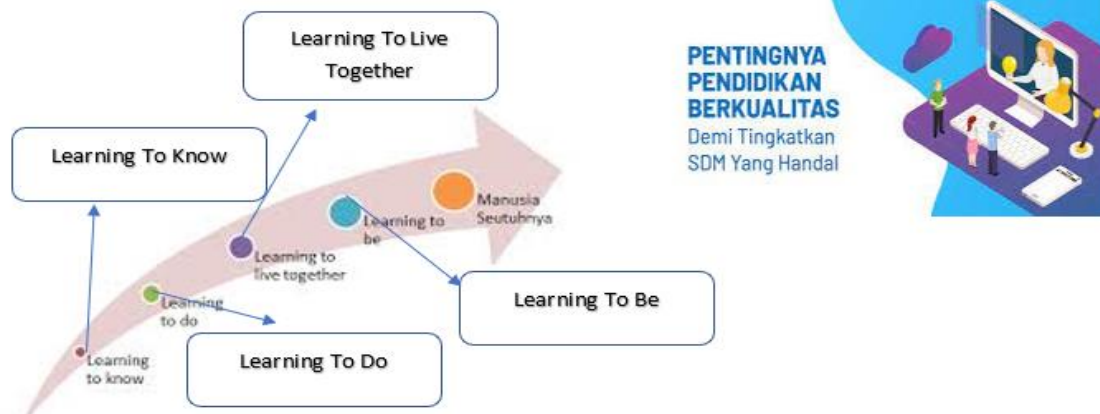
1. Set learning goals and objectives: Before starting, make sure that you have clear goals for what you want to achieve through distance learning. Set specific learning goals and measures so you can evaluate your success.
2. Choose the right learning platform: There are many distance learning platforms available such as Moodle, Google Classroom, or Zoom. Choose the one that best suits the needs of students and can provide an effective learning experience.
3. Provide quality learning content: Make sure the learning content you provide is relevant, useful, and easy for students to understand. Adjust to the needs of students and make interesting learning materials to keep students motivated.
4. Use a variety of learning methods: Not all students learn in the same way, so use a variety of learning methods to provide an interesting and varied learning experience. Examples are using videos, pictures, quizzes, and group discussions.
5. Provide constructive feedback: Give students constructive feedback on their performance. Give proper praise when students excel and provide constructive criticism when there are deficiencies.



6. Maintain open and clear communication: Ensure that communication between teachers and students is maintained well. Take time to discuss student concerns and answer their questions clearly and accurately.
7. Always evaluate and update learning strategies: Periodically evaluate the learning outcomes and the strategies you are using. Update your learning strategy regularly to keep it in line with students' needs and maximize learning outcomes (Abidin et al., 2020; Dinata, 2021).

### 3.2. Pillars of Education Forming Quality Education

The 4 pillars of education are a concept introduced by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the 21st century. The four pillars aim to provide a comprehensive understanding of what quality education means. The four pillars can be seen in the following chart:



**First**, the Learning to Know, this pillar emphasizes the acquisition of knowledge, skills, and competencies through formal education and informal learning. It is essential to develop critical thinking, problem-solving, and analytical skills to understand the world around us. Formal and informal education has an important role in developing one's knowledge, skills, and competencies. Through formal education, a person can acquire the basic knowledge and skills needed to understand the world around him, while informal learning helps in developing practical skills and direct experience in dealing with problems and challenges faced in everyday life (Priscilla & Yudhyarta, 2021). Critical thinking, problem-solving, and analytical skills are very important skills in modern life. By having the ability to analyze information critically and solve problems well, one can make the right decisions in complex situations and deal with problems with innovative solutions. In addition, this skill also helps someone to understand different perspectives and points of view, and to communicate effectively with others. In today's ever-evolving and complex world, the ability to acquire and develop knowledge, skills, and competencies through formal education and informal learning is essential for success and development. Therefore, we need to prioritize



education and lifelong learning to continue developing our abilities and better understanding the world around us (Jayendra, 2017).

**Second**, the Learning to Do, this pillar focuses on developing practical skills and competencies needed to thrive in the world of work. It emphasizes learning through hands-on experience and apprenticeships, develops technical skills, and encourages entrepreneurship and innovation. "Learning to Do" is one of the four pillars in education according to UNESCO, which is also known as the "Four Pillars of Education for the 21st Century". This pillar focuses on developing the practical skills and competencies needed to succeed in the world of work. To achieve this goal, "Learning to Do" emphasizes learning through hands-on experiences and internships. Through these experiences, students can develop the technical skills necessary to be successful in certain fields of work. In addition, "Learning to Do" also encourages entrepreneurship and innovation. This means students are encouraged to develop skills and abilities to create and develop new ideas and find innovative solutions to problems encountered in the world of work. To achieve the goal of "Learning to Do", education must be designed to enable students to take part in practical learning experiences that are relevant to the world of work. This can be done through internships, apprenticeships, work programs, or practical projects involving collaboration between students and industry stakeholders. Overall, the "Learning to Do" pillar aims to prepare students with the practical skills and competencies needed to succeed in today's increasingly changing and dynamic world of work (Priscilla & Yudhyarta, 2021; Setyobekti et al., 2021).

**Third**, the Learning to Live Together, this pillar emphasizes the importance of social skills, values, and attitudes needed to live and work harmoniously with others. This involves teaching students how to respect and appreciate cultural diversity, resolve conflicts, and cooperate with others. "Learning to Live Together" is one of the four pillars in education proposed by UNESCO to achieve comprehensive educational goals. This pillar emphasizes the importance of the social skills, values, and attitudes necessary to live and work harmoniously with others in an increasingly complex and diverse world (Amrin & Hidayat, 2022; Syahputra, 2023). In this context, education is directed at teaching students how to appreciate and respect cultural diversity, and respect differences in terms of religion, ethnicity, language, and other cultures. Students are also taught to resolve conflicts peacefully and build cooperative skills with others. Thus, through the "Learning to Live Together" pillar, students can acquire the skills and attitudes needed to live in harmony with others and can contribute to building a peaceful and inclusive society (Amrin & Hidayat, 2022; Priscilla & Yudhyarta, 2021).

**Fourth**, Learning to Be, this pillar highlights the importance of personal development, self-awareness, and emotional intelligence. This involves helping students develop a strong sense of identity, a positive self-image, and the ability to pursue their goals and aspirations. "Learning to Be" is a pillar of the four pillars of education proposed by UNESCO which emphasizes the personal development of students. This pillar focuses on developing self-awareness, emotional intelligence, and the ability to pursue one's goals and aspirations. In the educational context,



"Learning to Be" aims to help students develop a strong personality, create a positive self-image, and hone the ability to plan and achieve life goals (Pratama, 2021; Zuniasih et al., 2018). In this case, education does not only focus on improving cognitive (such as knowledge and skills) but also pay attention to the psychological and social aspects of students. The "Learning to Be" pillar includes several components, such as the development of social and emotional skills, self-awareness, adaptability, and general improvement in quality of life. This is very important to help students achieve happiness and well-being in their future lives. (Priscilla & Yudhyarta, 2021; Skorb et al., 2016).

The pillars of education are the important aspects that form the basis of the education system. These pillars cover areas such as curriculum, methodology, teachers, students, and the educational environment. The following are aspects of the pillars of education that are generally implemented in various education systems:

1. Learning: This pillar includes curriculum, teaching methods, and assessments to ensure students receive a quality education that suits their needs.
2. Teachers: This pillar includes the selection, training, and development of teachers so that they have good quality and the ability to teach and guide students.
3. Students: This pillar includes student selection, development of social skills, and understanding of rights and obligations as citizens.
4. Educational environment: This pillar includes infrastructure, facilities, and an educational environment that is safe, comfortable and supports the student learning process.
5. Evaluation: This pillar includes measuring and assessing the performance of students, teachers, and the education system as a whole to ensure the quality of education produced.

All pillars of education are interrelated and influence each other to create an effective and efficient education system in forming a young generation that is of high quality and highly competitive (Priscilla & Yudhyarta, 2021).

### **3.3. Ing Ngarso Sung Tolodho in the Context of Distance Education**

"Ing ngarso sung tulodho" is a Javanese proverb which means "to lead from the front". It emphasizes the importance of setting a good example and being a role model for others to follow. It is often used in a leadership context, where a leader is expected to exhibit the values and behaviors they want to see in their followers. This expression is often compared with the second half of the proverb, "ing madya mangun karso", which means "to motivate from the middle". Together, these two phrases capture the essence of effective leadership, which involves both leading by example and inspiring others to achieve their goals (Wiryopranoto et al., 2017).

Effective leadership involves the ability to lead by example and inspire others to achieve desired goals. There are several important elements related to effective leadership, namely: (Musanna, 2017)





1. Clear vision and goals: Effective leadership requires leaders who have a clear vision and well-defined goals. This vision and purpose must be communicated clearly and convincingly to everyone involved.
2. Communication skills: Effective leaders must have good communication skills to be able to influence, motivate, and guide others toward the desired goals.
3. Adaptability: Effective leadership requires leaders who can adapt to changes and challenges that arise along the way. This requires the ability to pay attention to the surrounding environment and make the right decisions.
4. Leadership by example: An effective leader must be able to lead by setting a good example, both in action and behavior. Leaders who set a positive example can have a major impact on organizational behavior and culture.
5. Inspire: Effective leadership also requires the ability to inspire others to reach their full potential. This requires leaders who can understand individual needs and aspirations, and provide the necessary support and motivation to achieve goals.

To achieve sustainable success, effective leadership must integrate all of these elements well. Effective leaders must be able to develop the skills needed to lead and inspire others to succeed. Effective leaders require a wide range of abilities to lead and inspire others. Some of the key skills needed include:

1. Good communication skills: An effective leader must have good communication skills to communicate clearly and effectively with subordinates, colleagues, and business partners.
2. Ability to motivate: An effective leader must be able to motivate his team to work better and achieve the set goals. This includes providing constructive and positive feedback, giving rewards, and showing support.
3. Leadership skills: An effective leader must be able to make good decisions and lead the team in achieving goals by taking into account the interests of all team members.
4. Time management skills: Effective leaders must be able to manage time well and set priorities to ensure that all important tasks are completed on time.
5. Ability to solve problems: An effective leader must be able to identify problems and find good solutions to overcome those problems.
6. Decision-making skills: An effective leader must be able to take the right decision and consider all aspects related to the decision.
7. Ability to build good relationships: Effective leaders must be able to build good relationships with subordinates, colleagues, and business partners to build good support and cooperation.

By developing these skills, leaders can lead and inspire others to succeed and achieve set goals. Meanwhile, in the view of Ki Hajar Dewantara, also known as Raden Mas Soewardi Soerjaningrat, was an educator and figure in the Indonesian independence movement. He has



unique and rich views on leaders and leadership. According to Ki Hajar Dewantara, leaders must have qualities that are valued by the people, such as being honest, firm, fair, and brave. In addition, leaders must be able to lead by prioritizing the interests of the people, not personal or group interests. In Ki Hajar Dewantara's view, a leader must also have extensive knowledge and be able to make the right decisions in various situations. Leaders must be able to understand and appreciate the diversity of cultures, ethnicities, and religions that exist in Indonesia. In addition, Ki Hajar Dewantara also views that leadership is not a prerogative or belongs to a certain group of people, but is a shared responsibility of all the people. Therefore, everyone must have the same opportunity to become a leader if they meet the necessary conditions. In Ki Hajar Dewantara's view, a good leader is a leader who can lead by upholding the principles of truth and justice and can inspire people to work together to achieve the same goals (Magta, 2013; Wangid, 2009).

### **3.4. Ing Madyo Mangun Karso in the Context of Distance Education**

"Ing Madyo Mangun Karso" is a Javanese expression that roughly translates to "work hard in the middle", or more commonly understood as "work hard in the middle". This expression emphasizes the importance of being diligent and dedicated, even when one is not in a position of leadership or authority. It highlights the idea that every role in an organization or society is valuable, and everyone can contribute to the collective effort to achieve success. In the context of Javanese culture, "Ing Madyo Mangun Karso" is often used as a reminder for individuals to remain humble and prioritize hard work and perseverance above personal ambition or ego (Wiryopranoto et al., 2017).

"Ing Madyo Mangun Karso" is a Javanese proverb that means "While doing something, stay humble". This proverb is often used as a reminder for individuals to remain humble and prioritize hard work and perseverance over personal ambition or ego. In the context of Javanese culture, humility is highly valued as a good attitude and is necessary to achieve success. Humility is considered a trait that shows simplicity, independence, and the ability to adapt to various situations. In practice, "Ing Madyo Mangun Karso" teaches individuals to stay focused on the goals and tasks at hand, ignoring ego and personal ambitions that can hinder progress. That way, individuals can achieve success in a good and right way, and appreciate the contributions of others in their journey to success.

Achieving success does require effort and action that is good and right. However, not only that, but we must also be able to appreciate the contribution and support of others in the journey to success. No one can achieve success alone. We need help, support, and cooperation from those around us such as family, friends, mentors, and colleagues. Therefore, we must be open and appreciate their contribution to achieving success. However, what is also important to remember is that success is not only seen from the final results achieved but also from the process of the journey undertaken. It is important to maintain integrity and ethics in all that we do, and appreciate the success of others without demeaning or harming others in the process. In a good and right way,



and with an attitude of appreciating the contributions of others, we can sustainably achieve success and have a positive impact on the environment around us.

### **3.5. Tut Wuri Handayani in the Context of Distance Education**

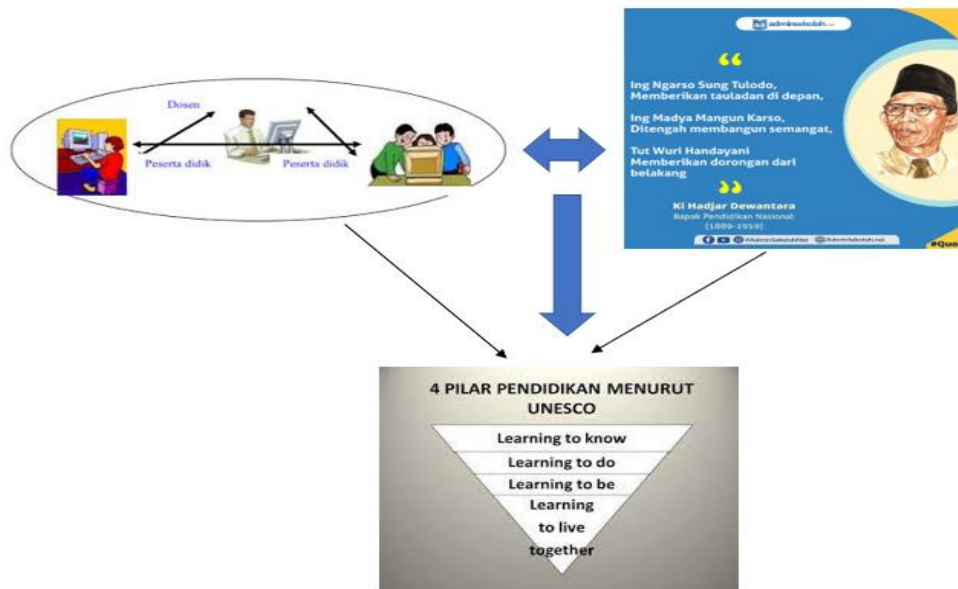
"Tut Wuri Handayani" is a Javanese expression that translates to "carry out the teachings of our ancestors" or "follow the instructions of our ancestors". It is a philosophy that emphasizes the importance of preserving traditional values and customs while adapting to modern times. The phrase is often used in Indonesia to promote unity, community spirit, and social harmony. This is also related to Indonesia's national hero, Raden Ajeng Kartini, who advocates for women's education and empowerment while upholding traditional Javanese values (Kristanti, 2015; Magta, 2013). Tut Wuri Handayani is a Javanese expression that translates to "carry one another's burdens". This expression is often used in the context of education to convey the importance of cooperation and mutual support in achieving learning goals. In the context of distance education, Tut Wuri Handayani can be applied in various ways. Here are some examples: Student-to-student collaboration: Distance education can sometimes be isolating, as students may not have as many opportunities to interact with their peers as they do in a traditional classroom. Encouraging students to work together on assignments, share resources, and support each other can help foster a sense of community and reduce feelings of isolation (Wijayanto, 2017).

Instructor support: Instructors can also play a role in realizing Tut Wuri Handayani by providing support to their students. This may involve providing clear instructions and resources, being available for questions and feedback, and creating opportunities for students to connect. Technology support: Technology is an important component of distance education, but it can also be a source of frustration for students who are not familiar with the tools and platforms used. Providing clear instructions and support for using these tools can help reduce this frustration and allow students to focus on their learning. Overall, Tut Wuri Handayani's principles stress the importance of working together and supporting each other in their pursuit of education. In the context of distance education, this can be especially important, as students may face additional challenges staying motivated and engaged in their learning.



### 3.6.Distance Education Based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani: An Alternative to Strengthening Education Pillars

The analysis can be seen in the following chart



Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, and Tut Wuri Handayani is an alternative to strengthening the pillars of education. Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, and Tut Wuri Handayani emphasizes the development of student character, which includes moral, spiritual, social, and intellectual aspects (Marzuki & Khanifah, 2016). The following is an analysis of distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, and Tut Wuri Handayani as an alternative to strengthening the pillars of education:

#### 3.6.1. Character as Main Focus

Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, and Tut Wuri Handayani places character as the main focus of education. This is in line with the concept of education which focuses on developing the character of students. In distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani, the character is built through the values carried in the concept of Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani. Therefore, students do not only get an academic education but also holistic character development.

The concept of "Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani" is a principle used in education in Indonesia, especially in Javanese education. This



principle emphasizes the importance of holistic character development in students, in addition to academic education. The principle of "Ing Ngarso Sung Tulodo" teaches that the teacher must be a good example for his students. They must set an example of good behavior and ethics so that students can emulate them and develop good character as well. The principle of "Ing Madyo Mangun Karso" teaches that education must pay attention to and facilitate the optimal development of students' potential. That is, education must help students develop their abilities, talents, and interests (Kristanti, 2015; Suyatmini et al., 2021).

The principle of "Tut Wuri Handayani" teaches that education must provide guidance and direction to students to achieve the desired goals. That is, education must provide direction to students in achieving success, both in the academic and character fields. With these principles, students will receive a holistic education, namely education that does not only emphasize academic aspects alone but also develops good character. In this case, education does not only aim to provide knowledge and skills, but also assist students in developing quality characters, such as integrity, empathy, cooperation, and honesty, so that they can become better individuals and succeed in their lives. in the future.

### **3.6.2. Support Independent Learning**

Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, and Tut Wuri Handayani can also support students' independent learning. Learners can study flexibly and independently through online learning platforms. In addition, students are also trained to be able to manage time and motivate themselves in learning. Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, and Tut Wuri Handayani is an educational concept that aims to develop the character of students holistically, namely not only focusing on academic aspects, but also social, emotional, and spiritual aspects. The concept of Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, and Tut Wuri Handayani is very suitable to be applied in distance learning because students can learn independently and flexibly. In distance learning based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani, students are given access to an online learning platform that allows them to study anytime and anywhere. This online learning platform is usually equipped with various learning resources such as learning videos, reading materials, assignments, and exams. Learners can study alone or work in small groups with the guidance of teachers or online tutors (Aslamiah et al., 2021).

In addition, distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani also teaches students to manage time and motivate themselves in learning. This is very important in distance learning because students must be able to manage their own time and not depend on the schedule set by the school or teacher. In addition, distance learning also requires high motivation because students must be able to overcome challenges and difficulties in learning without direct assistance from the teacher. Thus, distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani can support students' independent learning. Students can study flexibly and independently through online learning



platforms while being trained to be able to manage their time and motivate themselves in learning. This can increase the independence and ability of students to face challenges and develop themselves holistically (Marzuki & Khanifah, 2016).

### **3.6.3. Reaching Remote Areas**

Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani can be an alternative for students who come from remote areas and are difficult to reach by formal education. In this case, distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani can help improve wider access to education for people in remote areas. IST-based PJJ can help improve wider access to education for people in remote areas because students do not need to be in the same location as the teacher or school. Learners can access learning via the internet or other media, such as learning modules or videos. With IST-based PJJ, people in remote areas that are difficult to reach by formal education networks can access quality education. In addition, PJJ can help reduce the education gap between urban and rural areas. However, it is important to remember that PJJ also has its challenges, such as limited internet access or inadequate technology infrastructure in remote areas. Therefore, support from the government and related institutions is needed to ensure the successful implementation of IST-based PJJ in remote areas (Abidin et al., 2020; Masruroh, 2020).

### **3.6.4. Technology Challenge**

Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani has challenges in terms of technology, especially in areas with limited infrastructure. This challenge can be overcome by strengthening technology infrastructure and providing technology training to students and educators. Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani has challenges in terms of technology, especially in areas with limited infrastructure. However, these challenges can be overcome with the right efforts. One way to overcome this challenge is to strengthen the technology infrastructure in the area. This can be done through investment in technology infrastructure, such as expanding the reach of internet networks and updating hardware and software used in the distance learning process. These efforts will help ensure that students and educators can access the necessary educational materials and resources smoothly and without interruption (Aslamiah et al., 2021; Suyatmini et al., 2021).

Apart from strengthening technology infrastructure, providing technology training to students and educators is also an effective way to overcome this challenge. This training can help them understand and use the technology needed to support distance learning processes effectively and efficiently. Training can be conducted online or face to face according to the situation in the area. In this case, it is important to ensure that the training is tailored to the needs of students and educators in the area, and is delivered in a language and format that is easy to understand. In addition, educators and teaching staff should be encouraged and supported to keep their skills and



knowledge updated in the use of technology relevant to distance learning. By strengthening technological infrastructure and providing appropriate technology training to students and educators, I am sure that the challenges of running distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani in areas with limited infrastructure can be overcome. (Anggresta, 2019; Syamsuar & Reflianto, 2018).

### **3.6.5. Objective Assessment**

Distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani can face challenges in making an objective assessment. This can be overcome by using appropriate technology for assessment and also involving educators in conducting assessments. To carry out an objective assessment in distance education based on Ing Ngarso Sung Tuloho, Ing Madyo Mangun Karso, Tut Wuri Handayani, several things need to be considered as follows: (Suarca et al., 2016; Sudjana, 2008)

1. Set clear standards for assessment: Define clear criteria and standards for assessment for each task and learning activity. This is important so that the assessment carried out can describe how far students have achieved the learning objectives.
2. Using a grading rubric: A grading rubric can help in setting clear and objective scoring criteria. By using an assessment rubric, students will be able to find out what is expected of a given assignment or learning activity, and how the quality of their work will be assessed.
3. Establish formative and summative evaluations: Formative evaluations are carried out during learning to provide useful feedback for students in improving the quality of their learning. While summative evaluation is carried out at the end of learning to evaluate the overall achievement of students.
4. Using different types of assessment instruments: Different types of assessment instruments, such as online tests, project assignments, and online discussions, can be used to measure various aspects of learning, including knowledge, skills, and attitudes.
5. Pay attention to academic integrity: It is important to ensure that students do not commit fraud or plagiarism during distance learning. Therefore, it is necessary to make efforts to minimize the risk of fraud and plagiarism, such as assigning unique assignments that cannot be easily faked or setting strict time limits.

By implementing these strategies, assessments carried out in distance learning can become more objective and accurate.

### **3.7. Conclusion**

1. Distance education based on the "Ing Ngarso Sung Tulodho" principle can guide students in achieving learning goals. With this approach, students are given a good example or example



from the teacher or the learning materials provided. This helps students to develop good attitudes and behavior in the learning process.

2. Distance education based on the "Ing Madyo Mangun Karso" principle emphasizes efforts to improve students' intellectual abilities. In this context, distance education can provide students with a wide range of relevant and high-quality learning resources and materials. This provides an opportunity for students to develop their knowledge and skills more independently.
3. Distance education based on the "Tut Wuri Handayani" principle can help students to develop independence, discipline, and responsibility in learning. In distance education, students need to manage their own time, manage learning tasks, and motivate themselves to study independently. This can help students to develop leadership qualities and self-responsibility.

Overall, distance education based on "Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani" can be an effective alternative to strengthen the pillars of education. This approach can help students to develop the personal qualities, knowledge, and skills needed in an ever-evolving world. However, it is important to ensure that adequate technology infrastructure and support are provided to students to succeed in distance education.

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