



THE HISTORY OF PGRI'S STRUGGLE TO ACHIEVE THE EDUCATIONAL GOALS OF THE INDONESIAN NATION

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KEYWORDS

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ABSTRACT

As prospective educators or teachers, of course, we need to know the history of the struggle of teachers to achieve the goals of Indonesian National Education. Law no. 14 of 2005 concerning teachers and lecturers in article 1, paragraph 1, that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Teachers are needed as professional educational staff who are indispensable in achieving the goals of the Indonesian nation, namely educating the nation's life and developing the whole person based on the preamble of the 1945 Constitution. The purpose of this research is to find out the history of the struggle of PGRI to achieve the goals of Indonesian education. The method used in this research is historical, through a literature review in the form of books and journals. To achieve the educational goals of the Indonesian nation, teachers have an organization as a gathering place for teachers or academic staff to work together, namely PGRI. PGRI was formed from an indigenous teacher struggle organization during the Dutch era, founded in 1912, called the Dutch East Indies Teachers Association (PGHB). One hundred days after the reading of the proclamation of Indonesia, namely on 24-25 November 1945 in Surakarta, an Indonesian Teachers' Congress was held, which became the forerunner of the Indonesian Teachers' Association (PGRI). PGRI always seeks to obtain, maintain, strengthen, and defend the rights of individuals, community members, citizens, and educators. The formation of PGRI is the result of the hard work of Indonesian teachers.

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INTRODUCTION

As prospective educators or teachers, of course, we need to know how teachers in the PGRI organization struggle to achieve the goals of Indonesian National Education. Education is a long-term investment that is important for someone (Suprihatin, 2015). Studying the history of the struggle of PGRI will increase awareness and attitude and improve quality and skills. Teachers are the key to the success of education which is the basis for the progress of a country. According to (Djamarah, 2015), a teacher equips students with knowledge that guides them to plan, analyze, and reason about their problems (Rosser & Fahmi, 2018). Meanwhile (Egok, 2019), the meaning of the teacher in Java refers to a figure who is admired and emulated by all students and even the community. So, the teacher is used as a role model by his students and can direct his students to plan, analyze, and conclude the problems they face.

The Preamble to the 1945 Constitution stated, "...to establish an Indonesian Government that protects the entire Indonesian nation and all of Indonesia's bloodshed and to advance public welfare,

educate the nation's life, and participate in carrying out world order based on freedom, eternal peace, and social justice," Among these goals, one of them is the goal of education for the Indonesian nation, namely to educate the nation's life. As professional education staff, teachers are needed to achieve the educational goals of the Indonesian government. In carrying out their duties, teachers and academic staff have a place to achieve the educational goals of the Indonesian people, namely PGRI. PGRI itself is a labor organization, struggle organization, and employment organization that focuses on the field of teaching and education. PGRI plays a vital role in improving the quality of education, especially in enhancing teachers in Indonesia (Prasetyo et al., 2020). With the birth of PGRI, a group of teachers and the educational staff were empowered to participate in the development of national education.

The establishment of the Indonesian Teachers' Association (PGRI) is the result of the hard work of Indonesian teachers (Asih et al., 2022). The teacher's struggle in the course of the history of the Indonesian nation is enormous. The history of PGRI has an essential meaning in the battle of the Indonesian people for the life of the state and society, which adheres to the ideals of Pancasila and the Proclamation of Independence of the Republic of Indonesia based on the 1945 Constitution. PGRI grew from an indigenous teacher organization in the Dutch era, founded in 1912 under the name Association of Teachers Dutch East Indies (PGHB). This organization has a unified structure; its members are assistant teachers, village teachers, school principals, and school owners. PGHB also needs help to fight for its members' fate and launch a new teachers' organization. Then, in 1932, PGHB changed its name to the Association of Indonesian Teachers (PGI), which caused the Dutch government to be surprised and not like the change. Long story short, after the Decree of August 17, 1945, teachers held a meeting for Indonesian teachers in Surakarta on 24 and 25 November 1945. It was this meeting that became the beginning of the formation of the Indonesian Teachers Association (PGRI). Since the Indonesian Teachers' Congress, all Indonesian teachers have declared unity in the Association of Indonesian Teachers (PGRI). Some of the results of the PGRI's hard work that has been passed so far, namely the birth of Law no. 14 of 2005 concerning teachers and lecturers, Government Regulation no. 74 of 2008 regarding teachers, Government Regulation no. 37 of 2009 regarding lecturers, credit scores for teacher positions, teachers as professional positions (Presidential Decree No. 78 of 2004), Government Regulation No. 10 of 2009 concerning certification, Government Regulation no. 41 of 2009 concerning professional allowances, education budget 20% starting in 2009, equality of PNS and Non-PNS teachers, cooperation with EI, ILO, UNESCO, and so on.

The purpose of this article is to discuss a teacher's union, the organization PGRI, the history of the struggle of PGRI so that it can stand out now, and the goals of the nation's nation's education in Indonesian.

METHODS

The method used in this research is historical, where through a literature review in the form of books and journals, in writing a research method is needed as processes and procedures taken to get something validity in research. Method research aims to answer problems encountered in the study. The author's research method is the historical research method with four stages of the research process. This first research uses historical methods, namely Heuristics which is the stage of gathering sources. The second method is that criticism comprises material (external) sources and substance (content). Source. The following method is Interpretation is used to analyze the relationship between these historical facts to be told thematically following the theme and systematics of writing. The last method used is Historiography, namely the stage of writing history.

RESULTS AND DISCUSSION

1. Teachers Association

Based on the opinion (Djamarah, 2015), the teacher provides students with knowledge that guides them to plan, analyze, and reason about their problems. In advancing education in Indonesia, the teacher is such an important figure. Teachers are part of the critical success factors in the process of developing students' potential. In Law Number 14 of 2005 concerning Teachers and Teachers in Article 1, Paragraph 1 stipulates that the teacher is a professional educator who has the main task of educating, guiding, teaching, training, evaluating, and evaluating students in early childhood education in formal education, primary education, and secondary education. Education as a form of investment in the long term is essential for humans (Siti Suprihatin). The following explains the teacher's duties (B. Uno & Lamatenggo, 2016).

a. Educate

The teacher is an educator who is used as a role model and example by students in his scope (Sulfemi, 2019). Therefore, teachers must have personal quality standards that include responsible, disciplined, and authoritative attitudes. In their role as educators, teachers are required to have the courage to make decisions independently related to the teaching-learning process and the development of student abilities, and the ability to behave in a balance with the circumstances and scope of their students (Sidiq & Lukitoyo, 2019).

b. Teach

Teachers as educators help develop students to learn something they don't know (Sumantri, 2014). Teachers must constantly adapt to technological developments to continue updating the material delivered to their students (Widodo & Rofiqoh, 2020).

c. Guide

The teacher becomes a guide, for example, someone who guides students' journey. As a supervisor, a teacher must set clear goals, determine how long it will take, decide which path will be followed, select the course to be observed following travel signs, and measure fluency according to student abilities. In the journey between the teacher and students, there must be close cooperation so that the trip gets the desired results.

d. Lead

The teacher, as a director, must be able to guide students to describe and solve the problems they encounter and then guide students in making decisions, as well as guide students to improve their abilities so that they can form an excellent personality to face social life.

e. Practice

As a trainer, the teacher has a role in training students to form basic skills that are proportional to the potential of each student (Jihad, 2013).

f. Evaluate

In the learning process, of course, there must be assessment and evaluation because assessment determines the quality of learning outcomes that students have obtained. The appraisal must go through three straightforward steps: preparing, implementing and following up (HIDAYAT, 2020). Due to the complex assessment process, teachers must have the appropriate skills, knowledge, and attitudes. Teachers must understand assessment techniques, including types, characteristics, and development techniques for each method, and determine whether it is good, seen from various aspects, validity, reliability, uniqueness, and difficulty of questions (Astuti, 2017).

In carrying out their duties, teachers and other education personnel have an organization to work together in order to educate the nation's life, namely PGRI (Teacher Association of the Republic of Indonesia) (Pertiwi & Setiyatna, 2017). PGRI plays such an essential role in the world of education, especially in efforts to increase teacher competency in Indonesia. PGRI is a human resources organization based in Pancasila, independent and non-political that focuses on the field of teacher education, which actively fosters, maintains, and strengthens the unity of the Indonesian nation, is vital in social solidarity, physical and spiritual well-being, is familial, and organizational solidarity national and international solidarity (Prasetiyo, et al., 2020) . In general, PGRI aims to:

- 1) Protect, defend, and maintain Pancasila and the 1945 Constitution and realize the ideals of the Proclamation of the Unitary State of the Republic of Indonesia.
- 2) Participate actively in efforts to achieve national education goals, namely educating the nation's life and forming a complete Indonesian government.
- 3) Participate in system development and implementation of national education.
- 4) Develop understanding and develop the quality and professional skills of educators.
- 5) Support, preserve, maintain, and strengthen teachers' dignity by increasing members' prosperity.

PGRI is an organization that becomes a forum for the aspirations of teachers and education staff. PGRI is a gathering place for teachers throughout the country, starting from TK/RA, SD/MI, SMP/MTs, SMA/MA, SMK, PLB, and Lecturers, with state or private status. The strength of groups of teachers and educational staff to be involved in developing national education rose along with the birth of PGRI.

2. History of the Struggle of the PGRI

According to (Madjid & Wahyudhi, 2014), history is the experience of human life and continues throughout human history, while the struggle, according to Septiyani, is an effort in trouble and danger. Then it can be concluded that the history of the battle is an arduous effort in the face of difficulties and risks that were carried out in the past. This struggle will continue as long as the perpetrators are still around. Since the proclamation, PGRI has established itself as a fighting organization to defend the independence and sovereignty of the Unitary State of the Republic of Indonesia (Kosasih, 2016). The establishment of the PGRI organization is the result of the struggle of Indonesian teachers. The history of the teachers' work began during the Dutch East Indies era with the founding of the Dutch East Indies Teachers' Association (PGHB) in 1912. At the height of the Revolution, 24-25 November 1945, the first teachers' congress was held in Surakarta precisely 100 days after independence. Exactly 100 days after independence, the spirit of nationalism was immediately visible, and this spirit united so that the PGRI was formed as an organization to fight for Indonesian freedom. This congress was held in a situation of struggle against the allies. The opening was born in the Sana Harsana Building, and then the congress took place in the Van Deventer School Building, which Surakarta 3 State Junior High School now occupies. PGRI was the first civilian organization that fought with the TNI and POLRI against the Dutch to defend Indonesian independence. PGRI was established as a forum for the unity and integrity of all Indonesian teachers and was founded by Rh. Koesnan, Amin singgih, Ali Marsaban, Djajengsoegianto, Soemidiadismito, Abdullah Noerbambang, and Soetono.

After holding the congress in Surakarta, PGRI also held subsequent congresses up to the 21st congress. In general, the PGRI congress is held every five years and is attended by thousands of PGRI administrators and members, from branch-level representatives to branches throughout Indonesia. After that, PGRI carried out the educational goals of the Indonesian nation, namely, the country's intellectual life. Some of the results of the PGRI struggle that have been carried out so far,

namely the issuance of Law no. 14 of 2005 concerning teachers and lecturers, Government Regulation no. 74 of 2008 concerning teachers, Government Regulation no. 37 of 2009 regarding lecturers, credit scores for teacher positions, teachers as professional positions (Presidential Decree No. 78 of 2004), Government Regulation No. 10 of 2009 concerning certification, Government Regulation no. 41 of 2009 concerning professional allowances, education budget 20% starting in 2009, equality of PNS and Non-PNS teachers, cooperation with EI, ILO, UNESCO, and so on.

3. Indonesian Education Goals

In the Preamble to the 1945 Constitution, the national goal of the Indonesian nation reads "...to promote public welfare, educate the nation's life, and participate in carrying out world order based on freedom, eternal peace, and social justice, then...". In education itself, the Indonesian nation has educational goals, namely educating the nation's life and developing a complete human being. In addition, article 3 of Law no. 20 of 2003 stipulates the tasks and objectives of national education as follows: "National education aims to improve capabilities and form noble national character and civilization to educate the life of the nation, aims to increase the potential of students so that they become human beings who believe and fear God Almighty. One, knowledgeable, noble, capable, independent, healthy, creative, and a democratic and responsible citizen." To realize the goals of national education, the role of professional teachers is indispensable. At the beginning of independence, PGRI also had an essential role in determining the basis and goals of the national education system per school _ and struggle organizations involved in filling freedom.

To realize this goal, PGRI has a vision that must be fulfilled: to realize PGRI as an authoritative, dynamic, independent organization, loved by its members, respected by its partners, and recognized by the wider community. With this vision, PGRI has several tasks that must be carried out, as follows (Danumiharja, 2014) :

- 1) The national mission is to maintain, fulfill, and realize the ideals of the Proclamation of Independence by learning about a just and prosperous society.
- 2) The national development mission, namely participating in the achievement of national development, is part of fulfilling independence.
- 3) The mission of national education is to participate in the success of national education in the context of national development, especially the development of human resources.
- 4) The professional mission is to fight for the rights and dignity of experienced teachers and the development of the teaching profession.
- 5) The welfare mission seeks to ensure teachers' and education personnel' mental and physical health.

CONCLUSION

From the description above, it can be concluded that the teacher is a professional educator who has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal channels, primary education, and secondary education. Medium. In carrying out their duties, teachers and other educational staff have an organization to work together to educate the nation's life, namely PGRI. In general, the objectives of PGRI are: to realize the ideals of the Proclamation of the Unitary State of the Republic of Indonesia. To maintain, secure, and practice Pancasila and the 1945 Constitution; to participate actively in realizing national goals in educating the nation and forming Indonesian people as a whole; participate in the development and implementation of the national education system; increase teacher awareness and attitude towards improving the quality and professional skills of teachers and other education personnel;

as well as maintaining, maintaining, maintaining and strengthening the dignity of teachers by increasing the welfare of their members and organizational solidarity. PGRI always seeks to acquire, preserve, support, and defend the rights of individuals, community members, citizens, and educators. The formation of PGRI is the result of the hard work of Indonesian teachers. PGRI grew from an organization founded in 1912 because of the struggles of native Dutch teachers called the Dutch East Indies Teachers Association (PGHB). Until after the proclamation on August 17, 1945, the teachers held the Indonesian Teachers' Congress on November 24-25, 1945, in Surakarta, which was the beginning of the birth of the Indonesian Teachers Association (PGRI).

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