

# **LIBRARY RESEARCH: A HISTORICAL-REFLECTIVE ANALYSIS OF THE CHANGES IN THE PARADIGM OF INDONESIAN EDUCATION FROM THE BEGINNING OF INDEPENDENCE TO THE DIGITAL ERA**

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## **Abstract**

This study examines the paradigm shift in Indonesian education from independence to the digital era through a literature review employing a historical-reflective approach. This study aims to trace the dynamics of national education development and understand how the humanistic values that have been the foundation of education since independence have transformed to face the demands of modernization and technology. Library research methods involve examining scientific articles, historical documents, and related publications to identify patterns of policy change, curriculum focus, and educational orientation. The results show that each historical phase has its own emphasis: the early independence period focused on the formation of national character, the New Order emphasized curriculum stability and centralization, the Reformation era introduced decentralization and flexibility in education, while the digital era demands technological literacy, 21st-century competencies, and the strengthening of digital ethics. Although digitalization opens up opportunities for more flexible and collaborative learning, gaps in infrastructure and educator capacity remain challenges that can widen disparities in education quality between regions. This study emphasizes the importance of integrating historical, humanistic, and technological innovation values to realize an education that is adaptive, inclusive, and relevant to future needs.

**Keywords:** *Era digital, Educational paradigm, Historical, Indonesia*

## **INTRODUCTION**

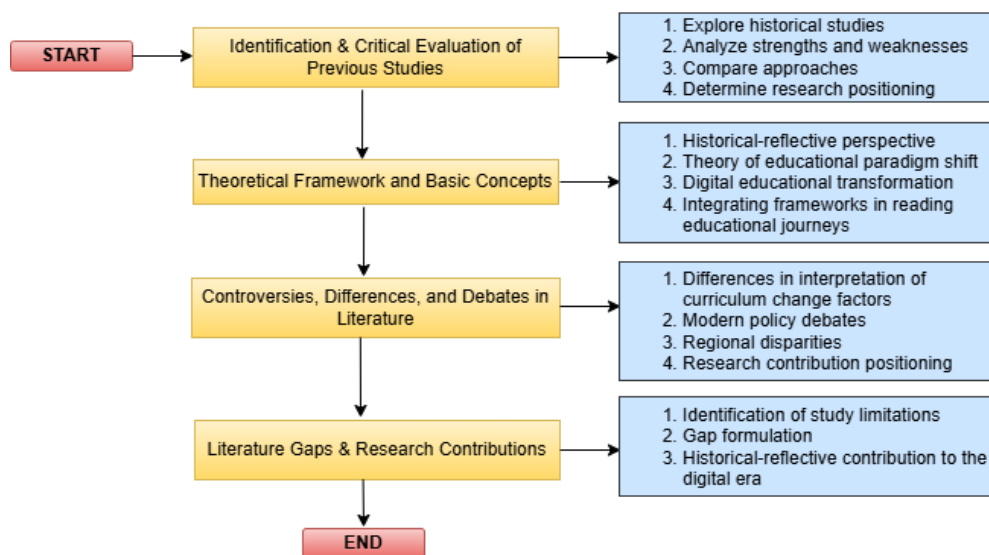
Education has played a pivotal role in shaping the identity of the Indonesian nation since its independence, serving as a strategic tool for building a national civilisation. Through the exemplary behaviour of teachers and the values of Pancasila, character education produces students who are intelligent, moral, and possess national character (Antari & Liska, 2020). During this period, it aimed to shape independent Indonesians with Pancasila-based personalities and morals that would liberate them from ignorance and instil moral responsibility towards the nation and humanity (Restiara et al., 2024; Permatasari & Dewi, 2021). Following independence, national education has undergone dynamic evolution to meet the needs of development and social change. The government has strived to build an equitable education system oriented toward the holistic development of Indonesians (Sari, 2025). The educational paradigm has shifted toward developing citizens with character and morality. However, in this process, tensions have emerged between the idealism of national education, grounded in values, and the reality of modernisation, focused on technological advancement (Firdaus et al., 2024). This tension reflects the constant dialectic between human values and the demands of the times.

The development of information and communication technology in the early 21st century marked a new chapter in Indonesian education, bringing about significant disruptions to its systems, methods, and orientation. The learning process transformed from a conventional, educator-centered model to an open, collaborative, technology-based system (Purwinarti et al., 2025). According to Kanada et al. (2024), access to learning resources has become increasingly widespread as the boundaries of space and time in education have become increasingly blurred. However, this progress poses challenges such as decreased social interaction, weak digital ethics, and the potential erosion of national character due to globalization and commercialization.

The urgency of establishing an educational paradigm based on humanistic values is growing. While digital transformation in education is inevitable, it must be accompanied by critical reflection and cultural adaptation to remain meaningful (Bitar & Davidovich, 2024). Indonesian education needs to emphasize its role as a humanization process, equipping students with digital skills, along with moral wisdom, social responsibility, and self-awareness. The current educational paradigm must integrate technology with humanitarian values, including Pancasila and nationalism, to produce a competent, character-driven, and cultured generation (Widiastuti et al., 2024). Based on this thinking, a historical-reflective analysis of the shifting paradigm of Indonesian education from the beginning of independence to the digital era is relevant. This study explores the dynamics of reflecting on the philosophical meaning behind each phase of development. The results are expected to serve as a conceptual reference for the development of an educational paradigm that is adaptive to technology while remaining rooted in humanitarian and Indonesian values.

## LITERATURE REVIEW: Historical-Reflective Analysis

### 1. Process and Historical-Reflective Literature Analysis



**Figure 1. Flowchart Process and Historical-Reflective Literature Analysis**

This flowchart illustrates the historical-reflective research flow on the paradigm shift of Indonesian education from the beginning of independence to the digital era, starting from reviewing and evaluating previous studies, compiling relevant theoretical frameworks, identifying differences and controversies in the literature, to finding research gaps and formulating new contributions, thus showing a systematic process of knowledge gathering, critical analysis, information synthesis, in-depth reflection, to producing meaningful and relevant scientific findings for the development of appropriate education.

## METHOD

This study employs a library research method with a historical-reflective approach to examine the changing paradigm of Indonesian education from the country's independence to the digital era. Data were collected from scientific articles or relevant documents. According to Zed (2014), library research is a type of non-field research that utilizes readily available data from secondary sources and is not limited by time constraints. The method includes searching by reading, selecting, and organizing the material. This research conducted a critical analysis through the stages of identification, interpretation, and synthesis of key ideas in the literature. A historical approach was employed to understand the context of educational change over time, while a reflective approach was used to interpret the philosophical values contained within. The results of this study are expected to provide a conceptual understanding of the continuity and transformation of the national education paradigm in the context of the development of the digital era.

**RESULTS AND DISCUSSION**

**Results**

The research results indicate that Indonesia's educational paradigm has shifted from its initial orientation toward developing independent individuals with a Pancasila character in the early days of independence to the digital era, which now emphasizes mastery of technological literacy and digital ethics. This shift reflects efforts to integrate technological advancements with humanistic values in the development of national education.

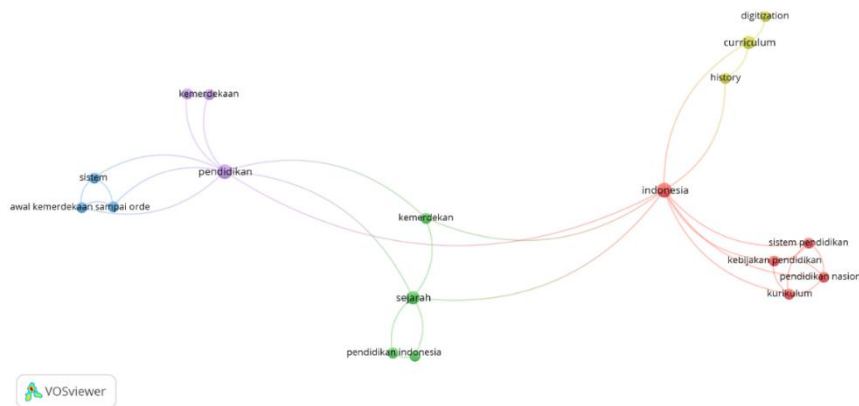
**1. Analysis Based on Published Articles**

**Table 1. Analysis based on published articles**

No	Author	Title	Research Approach
1	Insani (2019)	History of Curriculum Development in Indonesia from the Beginning of Independence to the Present	Descriptive Qualitative
2	Shofa1, dkk. (2020)	The Long History of Character Education in Indonesia from the Era of the Proclamation of Independence to the Era of Reformation	Historical approach
3	Marisa (2021)	"Independent Learning" Curriculum Innovation in the Society 5.0 Era	Descriptive Qualitative
4	Noviningtyas, dkk. (2021)	The Transformation of Education in Indonesia from the Colonial Era to the Digital Era is Reviewed from a Historical Perspective	Qualitative-Descriptive
5	Aisy dan Hudaidah (2021)	Indonesian Education from the Early Independence Era to the Old Order	Historical Method
6	Wahib MH, dkk. (2022)	Historical Study of the Development of the Education System in Indonesia	Descriptive and Analytical
7	Faizin, dkk. (2022)	The Learning Revolution and Educators' Challenges in Digital-Based Curriculum	Qualitative-Descriptive
8	Dangu, dkk. (2022)	History of Indonesian Education at the Beginning of Independence 1945-1950	Historical approach
9	Herman (2023)	Curriculum Change Policy in Indonesia	Documentation Method
10	Azizah (2024)	History of Education in Indonesia from Prehistoric Times to Early Independence	Qualitative-Descriptive
11	Habsy (2024)	The Historical Foundation of Indonesian Education: From the Colonial Period to Independence	Qualitative
12	Firmansyah (2025)	Digital Ethics and Pancasila: Synergy of Student Transformation through Digital Technology Innovation Projects	Qualitative Descriptive Analysis
13	Hidayati (2025)	The Transformation of Education Quality in Indonesia: A Historical Study and Its Implications for the Contemporary Education System	Descriptive-historical analysis
14	Utami (2025)	Indonesian Education System	Qualitative-Descriptive
15	Norjanah & Agustina (2025)	Ki Hajar Dewantara's Paradigm on the Development of the 2013 Curriculum and the Independent Curriculum	(Critical Analysis of Primary Sources)

The articles presented previously represent only a small sample of the diverse research landscape. Research continues to evolve in response to social dynamics and academic demands. This development of approaches includes historical-reflective studies of the shifting educational paradigm from the beginning of independence to the digital era. This is crucial for understanding how research responds to educational transformations methodologically and fundamentally.

**2. VOSviewer Keyword Network Analysis**

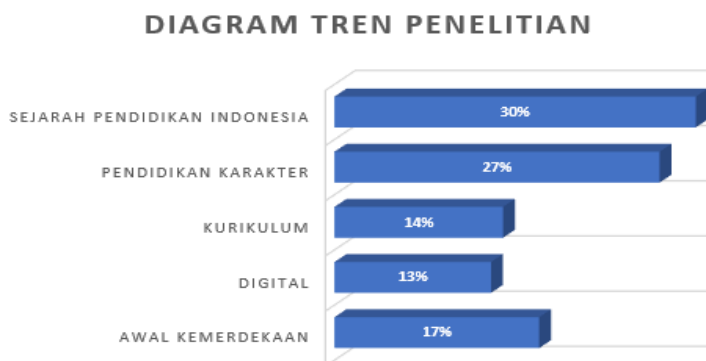


**Figure 2. VOSviewer Keyword Network Analysis**

This keyword network visualization is the result of Library Research conducted through reference searches using Publish or Perish and library resource management using the Mendeley application. The network map, processed with VOSviewer, illustrates the interconnectedness of concepts such as education, independence, and systems in the early years of independence, highlighting that education at that time served as a key instrument in nation-building and the formation of socio-cultural identity. Furthermore, the historical cluster also shows the evolution of Indonesian education history, which continues to be influenced by political dynamics and national policies.

The model cluster illustrates concepts such as curriculum, national education, and education policy, highlighting the shift in education toward a more structured and adaptable system. The emergence of digital clusters also indicates the transformation of the digital era, which influences curriculum design and the learning process. Overall, the keyword map from the mapping results with VOSviewer shows that, based on Library Research, the paradigm shift in Indonesian education is a gradual process shaped by the socio-cultural context, policy developments, and technological demands from the time of independence to the digital era.

**3. Dominant Research Themes in the Historical Study of Indonesian Education**



**Figure 3. Historical Research Trend Diagram of Education**

The diagram above shows that historical research on education in Indonesia primarily focuses on the history of education (30%) and character education (27%), indicating that studies on the development of the national education system and the formation of character values are the dominant themes in historical studies. Additionally, research on early independence (17%) is quite significant, illustrating the researchers' interest in the dynamics during the transition to independence. The curriculum theme (14%) and digital (13%) occupy a smaller scale, but still show attention to the evolution of educational policy and the emergence of learning technology in a historical perspective. Overall, this research trend indicates that historical studies of Indonesian education continue to be dominated by fundamental themes, while issues related to modern education are beginning to gain traction in research. This indicates a shift in focus from studies of the past to educational dynamics that are more relevant to current developments.

## **Discussion**

### **1. Periode Pasca-Kemerdekaan (1945-1965)**

In the early days of independence, education served as a strategic instrument for shaping national identity and character, fostering individuals who were wise, democratic, responsible, patriotic, and nationalistic, guided by Pancasila and the UUD 1945 (Nasution, 2024). The newly independent Indonesian government faced a shortage of teachers and facilities, so it established various teacher training schools to instill a spirit of patriotism and devotion to the nation, despite the challenges that remained (Prabowo, 2024). This demonstrates that educational transformation is a key challenge that must be addressed immediately to realize the ideals of independence.

The educational approach in the early independence era was heavily influenced by the thinking of Ki Hajar Dewantara, who promoted the concept of "among," an educational method that emphasizes the role model of teachers and the creation of a conducive learning environment (Dewantara, 2017, pp. 58-59). Ki Hajar Dewantara's concept emphasized education that shapes the character and character of the nation, placing students at the center of education with teachers as role models and motivators (Yuherman et al., 2022). Education in the early independence era was aimed at creating a complete Indonesian human being who is aware of their cultural roots and can adapt to current developments. A curriculum that has been continuously updated since 1947 has been used to produce globally competitive students (Insani, 2019;Shofa et al., 2020). Thus, education is not merely an instrument for transferring knowledge, but also a medium for building character and nationalism.

However, education at the beginning of independence, from 1945 to 1950, emphasized the formation of social, democratic, responsible, and patriotic citizens, despite challenging conditions (Dangu, 2022). The implementation of the national education system encountered several obstacles, including limited school facilities and an uneven distribution of teaching staff, particularly in remote areas (Syahril, 2017). At that time, the government had to struggle to develop a nationalistic curriculum relevant to the nation's needs and expand access to education for all levels of society. These efforts reflected a strong determination to realize educational equality as the primary foundation of post-independence national development (Aisyah & Mahfud, 2025). Furthermore, limited resources led to various educational innovations that were adapted to local conditions and Indonesian cultural values. Over time, national education has undergone significant development, becoming a crucial pillar in Indonesia's social and economic development. The early stages of independence laid a solid foundation for educational reforms aimed at promoting national progress and independence. Awareness of the importance of education in nation-building solidified the education system's position as a strategic tool in strengthening nationalism and national integration (Anindita & Hidayati, 2025). With an approach rooted in cultural values and nationalism, education during the early years of independence became a crucial milestone in Indonesia's development to this day.

### **2. The New Order Era and the Centralization of Education (1966-1998)**

The New Order era was characterized by the centralization of education policy and the standardization of the government's curriculum, aimed at creating a more structured and integrated national education system. Education during this period also served as the basis for the direction of education, as outlined in the 1945 Constitution, which supported centralization to ensure all regions adhered to the same educational standards, promoting consistent national development in the new era (Aisy, 2021). In this context, education was positioned as a strategic tool for accelerating economic development, with an emphasis on acquiring technical skills deemed relevant to the industry's and labor market's needs (Utamai et al., 2024). However, this approach, which focuses heavily on technical and productivity aspects, has not escaped criticism. Research by Mh et al.(2022), examines the development of the Indonesian education system from colonial times to the reform era as a basis for educational

progress. This standardization of the curriculum overlooks the diversity of local cultures in Indonesia, potentially erasing local wisdom values that are crucial for shaping the national character. Furthermore, this policy is also considered to limit the pedagogical creativity of educators in designing teaching methods that are appropriate to the conditions and needs of students in their respective regions (Safei & Hudaidah, 2020). The implementation of the curriculum in 1975 and 1984 was designed to support political policy, strengthen Pancasila, nationalism, discipline, and student involvement, while also aligning education with the needs of economic development and the creation of social stability (Safitri, 2016; Astuti & Satria, 2024). These curricula explicitly emphasized the development of work skills and productive attitudes, which were considered essential for accelerating national development (Utami & Ningrum, 2023). However, this intense focus on economic aspects often sacrifices the development of humanities aspects, such as character education, arts, and social sciences, which are also important in forming balanced and broad-minded individuals (Cahyani, 2024).

In addition to focusing on economic development, the New Order enforced uniform national curriculum standards, which were reflected in a curriculum infused with political-economic interests (Purwanta, 2024). Research by Zuhdi (2015), suggests that the dualism of Indonesian education became explicit during the New Order era, when Islamic education was recognized as part of the national system. This recognition led to the joint management of education by the two ministries of education and religion within a single system. This had a positive impact in the form of equalizing basic knowledge and skills required nationally, but also posed challenges related to adapting the curriculum to varying local needs. Education policies were implemented rigidly and uniformly, limiting room for innovation and adaptation to regional socio-cultural contexts, making it difficult to accommodate local needs (Bano & Dyonisius, 2022). Thus, the role of education as a tool for national development demands a proper balance between technical needs and the development of human values. Current academic discourse calls for revising education policies to be more inclusive of cultural diversity and pedagogical creativity, without neglecting national development goals. This holistic and adaptive approach is considered more relevant in facing the challenges of globalization and increasingly dynamic social change, while simultaneously preserving local cultural identity and uniqueness within the framework of national education development.

### **3. Era of Reform and Decentralization (1998-2010)**

Following the 1998 Reformation, Indonesia's education system underwent significant changes through educational decentralization, shifting Indonesia from a centralized system to a tug-of-war over legitimacy between the central government and regional governments (Kusumaningrum et al., 2020). This change marked a shift from the previously dominant centralized approach to granting greater autonomy to regions in managing educational affairs. Furthermore, the diverse character and potential of Indonesia's regions have led to the reform era, encouraging educational decentralization to align its management with regional development needs better (Setyaningsih, 2017). Research by Nurhamidah & Hilman (2022), shows that decentralization in this era strengthens regional independence by aligning educational decisions with local needs, making these policies more relevant.

One concrete manifestation of educational decentralization is the implementation of the 2004 KBK, which was designed to shape students who excel academically and have character through competency-based learning (Fitriani & Afrilianti, 2025). This curriculum is designed to develop students' competencies holistically, focusing not only on material mastery but also on application skills and attitudes. Furthermore, since 2006, the KTSP (School-Based Curriculum) has also given schools the flexibility to develop curricula according to local potential while still adhering to the Content Standards and Graduate Competency Standards, which require commitment and readiness from all parties for more effective learning (Musiri'ah, 2017). Both curricula emphasize that educational decentralization is aimed at creating more relevant, adaptive, and contextual learning according to regional needs.

However, while this policy carries great promise, various studies have identified significant challenges in its implementation. One major challenge is that, despite government efforts to improve education, significant disparities in educational quality between regions persist due to the influence of factors such as family, social, economic, school, and decentralization (Muttaqin, 2018). In the reform era, although decentralization has strengthened the role of regions, disparities in access to and quality of education persist, necessitating collaboration between the central and regional governments through effective school management (Yusuf & Hahif, 2025). Limited resources, both in terms of facilities and teacher quality, are hindering the optimal implementation of this new curriculum. This is reflected in research (Kuliawati & Radjasa, 2019), which found that certain regions still experience difficulties in implementing the KTSP effectively. During the reform and decentralization era from 1998 to 2010, teacher capacity was a crucial factor in the success of educational decentralization. Teachers were not only required to master teaching materials and methods, but also to be able to independently manage the curriculum and adapt the learning process to

the needs of students in their respective regions. Therefore, teacher professional development through ongoing training and institutional support is a key factor in overcoming these capacity constraints and achieving improvements in education quality throughout Indonesia.

#### **4. The Digital Era and Contemporary Challenges (2010-present)**

Digital transformation has brought profound changes to current educational practices. Since the advent of the digital era, education has needed to adapt to these changes. Research by Zohriah & Muin (2023), highlights the differences between contemporary digital learning and traditional education. The digital generation consumes information differently, requiring educators to conduct classes efficiently to ensure students obtain relevant information. The integration of digital technology not only changes teaching methods but also presents new challenges that require redefining the roles of teachers and students. The use of this technology increases flexibility and personalization of learning, although issues of access, teacher skills, and data privacy need to be addressed through stakeholder collaboration (Siringoringo, 2024). This marks a fundamental paradigm shift in modern education.

The use of technology has significant potential to increase the effectiveness and interactivity of learning, while also emphasizing the need for ongoing training for educators (Afrinaton et al., 2025). However, this change requires an adjustment in the role of teachers, who are no longer merely conveyors of material but also facilitators and guides in digital learning environments. Students are also required to be more active and independent, reflecting the shift in the Indonesian education paradigm from traditional approaches to more participatory digital learning models (Afrinaton et al., 2025). The deep learning curriculum is considered capable of improving students' work readiness through skills development, despite being hampered by digital limitations and pedagogical resistance (Halim, 2025). This curriculum is designed to provide space for innovation and flexibility in learning, aligned with the use of digital technology.

Despite progress in the adoption of educational technology, several studies have identified a significant digital divide. Especially in remote areas, access to technological infrastructure and internet connections remains a significant obstacle. In the post-New Order era, education in Indonesia underwent a significant transformation to address the era of disruption, which necessitates a balance between traditional values and digital innovation (Fadhila & Miftah, 2024). Therefore, digital transformation in education must be balanced with efforts to strengthen infrastructure and increase human resource capacity so that the benefits of technology can be felt equally. Adaptive and inclusive education in the digital era is key to achieving effective and equitable learning.

## **CONCLUSION**

Throughout the history of Indonesian education, from the beginning of independence to the digital era, paradigm shifts have occurred rapidly, particularly as technological developments have begun to influence teaching and learning methods. While political and educational policy transformations have opened up opportunities for modernization, the digital era also presents new challenges, such as infrastructure gaps and limited access, which can widen the disparity in educational quality between urban and remote areas. Amid these changes, educational institutions are required to adapt and remain relevant, including by enhancing technological literacy, strengthening 21st-century competencies, and ensuring inclusive learning environments. This situation highlights the importance of aligning educational values that have evolved with digital innovation, ensuring Indonesia's education system can meet the needs of the present and future generations.

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