THE INDONESIAN EDUCATION PARADIGM AND THE POSSIBILITY OF HUMAN RELIGION

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Absract: This paper wants to discuss the first three important things, is the substance of education, education is built and grown to humanize humans, second, that education is the right of all the nation's technical questions and the treatment of education is the right for education managers this is the critical education paradigm that must be built in Indonesia, thirdly, and education must contribute to the word and taste for educators and students in facing formal and informal education. With content analysis theory to discuss these three sub-sections in this paper.

Keywords: Education, Education, and Development.

Introduction

The discussion in this paper is the possibility of developing further Indonesian education science, but it is necessary to clarify the educational science in question as well as the nature of the science of education that is developing, therefore the points in this paper will be discussed about the science of education itself and review and paradigm and finally, and the possibility of further development. One of the development of education science is universities, starting from public universities and private universities and it becomes a material object to the paradigm of education because it is the highest educational science developer in the country. These education ministers are educational scribblers and developers. And the subject matter of this material should be developed and always questioned continuously about the development and its paradigm so that all the progress of the development of your small source in Indonesia is always visible.

If we study education and restore it to the first definition, the scope of education science is very broad, and includes several subdistricts such as education planning, education education history education and counseling, and so on. All of this is usually managed by IKIP and the like. Within the scope of education in Indonesia. The pendidian science here referred to or in this paper is the science of education that today exists and attaches to the tertiary educational institutions of mathematics and the science of English language education and other educational sciences which is even more popular today is the science of early childhood education and education outside school and elementary school education. These programs have mushroomed and become a special attraction for new students from studies on educational administration and others. This is based on the development of the development of study programs in more targeted education and makes education qualifications more specialized and more focused.

Each education science field of study includes a number of subdisciplines, for example the principles of teaching, developmental psychology, teaching-learning interaction methods, classroom management, in instructional, textbooks and so on. All of that has become a melting point and has become a study material at the center of the science of education and has become the deepest study in in-depth studies in various education and universities that have educational science as the deepest study of development and civilization in the

development of education science in the future. Indeed, one of the basic characteristics of science is the general-izzibility, but like other social sciences education is very much tied to national, even regional and local variables. With these considerations without reducing the level of confiscation, then in this paper written with Indonesian education science as stated above the operationalization is the science of mathematics education in the science of English education and for Indonesian students.

Development Of Education

In this view or part of this we can see the science of our education is now being developed and it is hoped that what is given here is not based on scientific research, but general analysis and observation, such scientific research, if done it will also oppose the priority scale. With the level of external validity, it is not necessary to cause problems because the goal is to help find a paradigm or essence to discover and underlie the science of education in Indonesia. Which in turn can lead to further development of factual deviations from general observations such as these in the large scale is actually positive, and does not reduce the importance of further discussion.

Developing the science of education in Indonesia as referred to above is formally organized by the first two institutions which are the opening of the national education academic policy. And henceforth in this paper which is called the expert team and forlam's opinion is high growth. Thus we can see this discussion in two dimensions of the national dimension and the local dimension is for private universities and private colleges that have educational sciences. Operationalization of the development of science can be understood as acquiring new information relating to the deepening and expansion of the knowledge for themselves and its spread. To others. This is all about the source of the knowledge of education, especially if we want to see what moves basically. Therefore, it is necessary to see little about the source of Indonesian education science before speaking about the development of science.

Sources Of Education Science: Introduction Study

What is learned in the framework of the science of education and the development of science in principle can be distinguished into the first two materials that are more or less fixed, such as language displacement, descriptive statistics of learning theory to certain times, and so on. Second is material that always moves to follow the era or scientific flow, for example planning curriculum and methods, although this distinction is not pure dichotomic but rather is a contract between the two. Understanding of things that are not moving only a little can generally be obtained from books otherwise information related to more great moves can be obtained from journals, radio and television broadcast research reports and seminars and with publications, broadcasts and such meetings find the main source of knowledge, including the science of education. The utilization of such sources depends entirely on that

Overview, from what can be observed how about the science of Indonesian education developing, without it there are no problems, moreover there is a new curriculum? the teacher is certified, the lecturer reads a lot of writing, does a lot of research, doesn't all logically fulfill formal guidance, or even the ideal on the surface is this, but as we have been looking

for optimization we need to look at what is behind it all. Education as a process of human empowerment activities into quality human resources, must be based on the nature and attitude that is wise and wise. The nature and attitude, besides being built from experience and education, also comes from the results of 'reflection' through deep thoughts about good things that are contradicted with bad things, honesty with lies, and so on. The process of contemplation and thinking in a fundamental and profound manner, is categorized as 'philosophizing'.

Education as a process of empowering students to become human resources is fundamentally based on convincing philosophical values. These philosophical values include meanings about nature, life, science, morals, up to religion and Godhead. Thus the foundation of philosophy on the basis of religion in fact is difficult to separate from each other. Article 2 of RI Law No. 2 of 1989 stipulates that National Education is based on Pancasila and the 1945 Constitution. Further details on this matter are stated in the explanation of Law-RI No. 2 of 1989, which emphasizes that national development including in the field of education is the practice of Pancasila, and for that national education seeks among others: "The formation of Pancasila humans as human beings of high quality and capable of being independent". (Law, 1992: 24) The moral foundation (morals) in the process of educational activities, is one of the 'keys to success' fostering, empowering, and 'creating' quality human resources, especially the quality of morals. The laying of this moral foundation is very strategic and meaningful, because the individual's personality must be rooted in 'noble character' which certainly brings.

Fourth, the Scientific and Technological Foundation Education and science and technology (science and technology) have a very close relationship. As is known, science and technology is a major part of the content of teaching; in other words, education plays a very important role in the inheritance and development of science and technology. On the other hand, every development of science and technology must be immediately accommodated by education by immediately entering the results of the development of science and technology into the contents of teaching materials.

In the Law of the Republic of Indonesia No. 2/1989, concerning the National Education System, Chapter II, article 4, are listed as follows: National Education aims to educate the nation's life and develop Indonesian people as a whole, namely human beings who believe and devote to God Almighty and have noble character, knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of social and national responsibility. The 'ideal' person according to the Indonesian National Education System is 'complete Indonesian human' whose character weights are characterized by faith and piety, noble character, steady personality and independent, intelligent, knowledgeable and skilled, physically and mentally healthy, and have social responsibility and nationality.

Changes in individual behavior generally take place gradually and continuously. The maturity process from infancy to adulthood to old age, continues in accordance with the mental, psychological, spiritual development of each. Application and development of "life long education", in accordance with the "natural" development that occurs in each person. Lifelong education, not only applies to students and lay people, but also to teacher-educators, community leaders, including leaders. If we have implemented and made 'the principle of lifelong education' in our lives, all phenomena that occur and we experience both natural phenomena, as well as social, cultural, economic, political phenomena and so on, make input of education for all of us who empower themselves each being a quality human in the broadest sense (health, mind, morals).

In the processes and activities of education, relationships and the atmosphere that we develop, in the context of 'educational interaction', the relationship between educators and students is fostered in an atmosphere of love directed at forming personalities, by instilling meaningful values in life to live comfortably, safe, peaceful and prosperous. The broader atmosphere and relationship of life, we hold and apply the principles: first, Serve the Almighty God. Second, be dedicated to parents. Third, Respect for older people and elder people. Fourth, Respect for others. Fifth, Love younger people.

The principle of democracy in the process of educational activities is so that students are nurtured to become democratic human resources in accordance with their rights and obligations as citizens and their position as civilized human beings. The development and application of the principles of openness and transparency in educational processes and activities means that programs, policies, support, and other devices must be based on honesty, nothing is covered, and no lies. Through education that is based on openness and transparency, we really hope for the creation of honest human resources, which are very much needed by the community, nation and state, especially in the future. The development and application of the principle of responsibility in the process of educational activities means that the material, methods, strategies, implementation, and evaluation must be accountable. Education that is carried out in this way, covered by confidence will achieve the goal of producing responsible students. The principle of responsibility in education is to produce human resources who have the nature and attitude to be responsible for their appearance, behavior, actions, and actions.

By developing and applying quality principles in the process of educational activities, we are ideally able to create quality human resources, from physical (biological-biological) qualities, skills, work ethics, intellectual, emotional, social, economic, spiritual (religion), all of which boils down to the 'quality' of faith and piety to God Almighty, which is reflected in 'moral qualities' in everyday life as human beings. The process of education activities that ideally aim to create quality human resources must also be based on the principle of quality in all devices, work, and performance. Education starts from designing, planning, material, media, methods, strategies, until the evaluation must be of quality.

At the Taman Siswa College, Ki Hajar Dewantara (Djumhur, Danasupatra: 1976: 174-176), develops five principles in education which are conceptualized as Panca Darma, namely: first, according to their nature, humans are different from other living beings, namely gifted with reason- thoughts that develop and can be developed. Therefore, according to its nature humans are categorized as cultural beings. The process of educational activities that adheres to the principle of independence, means giving freedom to students to develop their potential into abilities, in an atmosphere full of responsibility. The development and application of the principle of independence in the process of educational activities means to guide students with full responsibility without pressure, to become capable human resources in accordance with their nature as cultural beings and also social beings.

Second, applying the principle of culture, students are guided to receive inherited generations, but are also encouraged to advance the culture in accordance with the growing global constellation. Through the application of this cultural principle, students continue to receive their own national cultural heritage (local genius), but are also encouraged to improve their cultural abilities in accordance with the progress of the times. Thus the HR is empowered to become an evergreen, modern HR, protected from obsolescence in mental attitude.

Third, the development and application of national principles in the process of educational activities in Indonesia, besides being based on facts, also supporting diversity or pluralism which is one of the main characteristics of the Indonesian nation. The process of education activities that are based on nationality, must be able to instill, increase the sense of nationality to students, to become HR that is in accordance with the character of the Indonesian nation. Through the application of humanitarian principles, students are guided to realize the price and dignity of themselves, as well as human values that are inherently inherent in humans with their lives as people who are equal or equal before God. By applying the principle of humanity, students are not only developed emotional reasoning, but also fostered their spiritual reasoning as a people. Therefore humanitarian principles are strategically located in the process of educational activities to create human and religious human resources.

Empowerment is directed at giving someone freedom, having personal development responsibilities, which includes the ability to think about developing ideas, taking actions, and making decisions. However, this freedom cannot be separated from responsibility.

In the process of self-empowerment, especially the self of students, it must be based on reality, students must really open their eyes, to be able to live the reality of life today, and in the days to come. Therefore, the nature and attitude of knighthood, honesty, and courage must continue to be nurtured and developed. Through this empowerment process, the vision must be clarified. Future HR must have broad insight / vision in the future, to anticipate the reality faced as bad as anything. By living a life full of risk and competition we must cooperate with various parties. The presence of other people around us, has a social meaning that must be empowered.

The helplessness of individuals and groups also lies in their reluctance in socio-cultural aspects (ignorance), socio-economic (poverty), social psychology (self-esteem), and social politics (slavery). Individuals or communities who are shackled by such living conditions are in the rigidity of life that exacerbates their lives. Therefore, to empower them, Paulo Freire (1984) developed the concept of liberation education. This liberation education is carried out in dialogical and compassionate situations. Through the creation of such an atmosphere, rigidity can be solved, so that students as one of the subjects of education can gradually empower themselves. Education as human engineering, the process of its activities is directed at developing creativity, conscious science and technology, loyal friends, and modern. Through HR quality education, it is increasingly improved.

Urgent educational needs tend to force educators to adopt technology from various fields of technology into education. Education that is closely related to the process of distributing knowledge must receive proportional attention in teaching materials, thus education not only plays a role in the inheritance of science and technology but also helps prepare people who are aware of science and technology and prospective science and technology experts. Furthermore education will be able to realize its function in the preservation and development of science and technology. The scientific basis of education are assumptions that originate from certain disciplines which are the starting points in education. As you know, there are various disciplines, such as: psychology, sociology, economics, anthropology, history, biology, etc. Therefore, there are various types of scientific educational foundations, including: the psychological foundation of education, the sociological foundation of education, the biological foundation of education, the anthropological foundation of education, the historical foundation of education, the economic foundation of education, the political foundation of education, and the physiological foundation of education.

First, the psychological basis of education are assumptions that originate from psychological principles which become the starting point in education. Example: "Every individual experiences development in stages, while at each stage of development each individual has developmental tasks that must be completed". The implication is that education must be carried out in stages; the purpose and content of education must be adjusted to the stages and tasks of development of individuals / students. Education always involves the psychological aspects of human beings, so that psychology is one of the important foundations in education. Understanding students from the psychological aspect is one of the success factors of education. Therefore the results of studies in psychological discovery are very much needed in the field of education, for example the knowledge of sequences development of children. Each individual has talents, interests, abilities, strengths, and tempo and rhythms of development that are different from others. As an implication, education is not possible to treat the students equally. Curriculum preparation must be careful in determining the level of learning experience that will be used as outlines of the teaching program and the level of detail of the learning materials outlined.

Second, Based on individual development, educational staff requires education knowledge that is suitable for the level of age development. For children, education is known as pedagogy, which means the science and art of teaching (learning) children (pedagogyisthescienceandartsofteachingchildren) (Knowles, 1977). For adults, education is known as andragogy, that is science and art help adults learn (andragogyisthescienceandartsofhelpingadultslearn) (Cross, 1982). For the elderly, education is known as gerogogi, which is science and art to help elderly people learn (gerogogyisthescienceandartsofhelpingaginglea. Third, the sociological foundation of education is assumptions that originate from the sociological principles which are the starting point in education. Example: "In societies that embrace open social stratification, there is a great opportunity for social mobility. The factors that enable social mobility include talent and education. The implication is that parents are willing to sacrifice to pay for their children's education (by setting aside other secondary living needs) so that their children can rise at the level of their social ladder.

The national education system may not always rely on the Government because with the crisis the Government is increasingly unable to finance education, so too if education is only directed at pure learning goals on cognitive, affective aspects without relating social, political and national problem solving efforts then education does not will be able to be used as a Fourth, the anthropological foundation of education is assumptions originating from the principles of anthropology which are the starting point in education. Example: akaan society still exists if there is conformity and homogeneity in it, for that the community organizes enculturation of the younger generation. Education is always related to humans, while every human being has always been a member of society and a supporter of certain cultures. Therefore, in the Republic of Indonesia Law no. 20 of 2003 Article 1 paragraph 2 affirms that national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in religious values, Indonesian national culture and responsive to changing times. Culture and education have a reciprocal relationship, culture can be inherited by passing on to the next generation through education. Conversely the implementation of education is determined by the wealth of the community where the educational process takes place.

First, the economic foundation of education is assumptions originating from economic principles that are used as starting points in education. Example: "Economic calculations always concern capital, production, distribution, competition, profit / profit and loss". The

implication is that education is seen as investing in humans (human investment) to enhance the quality of labor so that it can increase production. In addition, the selection of a school or department by someone will be determined by considering the ability of the cost / capital they have, prosfek work and salary that may be obtained after graduation and work. If the school wants to sell well (many get students), then it must have high competitiveness in terms of achievement.

Secondly, the biological basis of education is assumptions originating from biological principles that are used as starting points in education. Example: "Compared to animals, humans have bigger brains so they can think". The implication is that humans make it possible to be educated. The political basis of education is assumptions that originate from political rules that are the starting point in education. Example: Democratic governance implies decentralized education management. The historical foundation of education is educational assumptions derived from the concept and practice of education in the past (history) which is the starting point of the development of present and future education. Example: The motto "tut wuri handayani" as one of the roles that must be carried out by educators is the motto of Ki Hadjar Dewantara (Founder of Taman Siswa National College on July 3, 1922 in Yogyakarta) which was approved until now and for the future because it is valued .

It cannot be denied, that the Indonesian nation had experienced a period of colonialism and this also affected the education system in Indonesia. Historically education in Indonesia has experienced several decades: first, Education of the second Dutch Colonial era, Education of the third Japanese Colonial era, Education of the Age of Independence until now. The physiological foundation of education is the educational assumptions that are derived from the physiological principles of humanity which are the starting points in education. Example: "maturity of body organs such as brain function, nervous system, drift, muscles, etc. precedes the development of thinking abilities as a function of the soul. The implication is that the content of education must be adapted to a sensitive period, namely the maturity period of the organs of the body to be able to receive external influences effectively in enhancing thinking abilities as a mental function.

Education Rights: Preliminary Study

The discussion of the nature of education is interpreted as a conceptual exhortation of the realities of human life both consciously and unconsciously, human beings have carried out education starting from human existence in primitive times to modern times, even as long as there is still human life in the education world it will continue . Awareness of the concept above shows that education is a symptom of culture. This means that it is a sign that humans are cultural beings, one of the tasks of culture seen in the education process (Syaifullah, 1981). The view of education as a symptom of culture will lay the foundations in education in: Humans as cultural beings; The development of education is parallel to the development of culture; and all educational activities certainly must have alignment goals.

Laying the ground that mansia as a cultural being is an acknowledgment that only humans have the right to be called cultured beings, because only humans are able to create cultural values and at the same time distinguish between humans and other creatures in this world. Recognition of human beings as cultural creatures has the same view with the statement that states humans as creatures that can be educated (animal educable), creatures that must be educated (animal educandum) and active beings (animal educandus).

The principle of the development of education in line with the development of culture shows that education is always in a state of change according to the development of culture. Education is a reflection of the cultural values that apply now, or at the moment. A fact that educational concepts can be understood from educational activities or educational institutions. The alignment of the development of education and culture requires two characteristics that must be possessed by education, which are reflective and progressive.

Educational activities take place both formally and informally. Both formal and informal education have a common goal that is in accordance with the philosophy of life of the community. Recognition of education as a symptom of culture does not distinguish between formal, informal and formal education, all of which are educational activities that should have the same purpose. From the other side it can be stated that education does not only take place in the school environment, but also takes place in the family and community environment.

Based on the description above, the discussion of the nature of education is a comprehensive review in terms of human life which reveals the concepts of education. Therefore the discussion of the nature of education includes notions: education and science of education; education and school; and education as a lifelong activity. Educational components which include 1) Educational objectives, 2) Learners, 3) Educators, 4) Effective interactions between students and educators, 5) Content of education, 6) Contexts that affect the atmosphere of education.

Education And Science Education: Introduction Study

An understanding of the concept of education is at least oriented to the two main activities, namely education as a human action as an effort to guide other human beings (educational practice), with education as an educational thought. Education as an action has been going on for a long time before people think about how to educate. It can even be said that education in this sense has existed since the existence of humans in this world, while education as a new science was born around the 19th century. The two meanings were by prof. Gununing is distinguished by two divisions, namely Paedagogie for education in terms of practice and Paedagogiek for education science or related to educational theory which prioritizes reflection or scientific thinking (Siwarno 1982).

From the above facts E. H Wilds describes:Education is as old as life itself; ... Education, concious or unconcious, organized or unorgasized, has always existed, played a role in the drama of human progress ... Education false long before anyone thought abaout it; there writing about education is a long before was problem of education.

In human reality shows that education in terms of guidance has been going on since primitive times. Educational activities occur in the relationship between parents and children. Parents invite boys to go to field culture, hunting so that children have the skills to cultivate and hunt. A mother guides a child to work in a family environment, so that his child has the ability to take care of domestic life. There are many other activities which are educational activities taking place in daily life.

From the historical review of education, the birth of education science begins with the birth of thinkers in the field of education. In the 18th century, figures such as J. A Comeniu, John Locke, Jean Jaques Rousseau, Immanuelkant and J. J Pestalozzi were born. While

educational figures from the 19th century to the beginning of the 20th century were among them Herbart, Frobel, Montessori, John Dewey and others, starting from these thinkers, the science of education continued to grow today. Education or Paedagogiek is a theory of contemplation of education in the broadest sense. Educational science is science that studies the problems that arise in educational practice (Brojonegoro, 1986). Educational science has developed and fulfilled the requirements as a stand-alone science. Science can stand alone if it has fulfilled the requirements, namely 1) has its own object, 2) investigation methods, 3) systematics, and 4) objectives themselves.

Educational science has an object that becomes the field of investigation consisting of formal objects and material objects. Forma object is a field or material for the investigation of a science, while a material object is a viewpoint of a science. Material objects from the science of education are humans, while the form objects are human activities guiding human development to achieve certain goals. The science of education is possible to have material objects that are the same as other sciences but different in their form objects. From this forma object is found the problem of education, which becomes a discussion of a science called the science of education. Educational science as a science has research methods that can be scientifically accountable. The method includes methods for collecting data and methods for processing data. Data collection methods can be done through observation, tests, interviews, questionnaires and others. The method for analyzing data can use statistical and non statistical analysis data. The thinking method used to analyze can use inductive or deductive methods.

The system is an orderly arrangement of problems, so that it is an organic unity, so that one to another is interconnected and cannot be separated. The science of education has problems that are systematically arranged so that they are an interrelated entity. There are various variations in the components of the education system, but there are some things that are always present in the system are (1) the purpose of education, (2) educators, (3) students, (4) interaction of education, and (5) educational environment.

In the development of science education has two objectives to be achieved, namely for the development of a science, which is oriented to the truth of a science itself. In this way it will produce pure theoretical knowledge that ignores its usefulness in practice. In addition to these objectives the science of education develops knowledge which can then be used in the practice of everyday education. This is often referred to as practical science.

Education And School: Qua Vadis

Two terms that are often obscured, if not contested are education and school (education vs. schooling). Education and school are two concepts that are difficult to separate, because in general humans do not see the differences between the two. Most people view both as sustainable concepts. One thing that needs to be understood is that school is part of education, which has an important role. Schools have an important position because schools are needed to continue the development of a society; the school is the main source for the community to get the knowledge, skills needed for community growth and development. Education on the other hand is a broad concept. Schools are part of education, besides there are still many more that are included in the concept of education and take place not in the form of formal education with a class system. Education in the broadest sense can occur everywhere. It's just that people's habits when talking about education generally enter school. That is not wrong either because the narrow understanding of education is a departure from

the description above, the use of the term school refers to formal education that takes place in schools. While the term education is used for all learning experiences that occur both in school and outside of school.

John A. Laska, expressed the understanding of education as follows :Education is one of the most important activities in human beings. It is a means of transmitting the cultural heritage from one generation to the next that societies are able to interact with their existence. But education does more than help us already have; it is also a major way in which people try to change their societies .

Based on the above definition, the definition of education has the following characteristics: 1) Education is a lifelong process, 2) Education is an open activity, and 3) Education includes formal and informal education. Only within a few hours of birth, a baby begins to explore the environment. A baby learns that crying will bring attention to others, which is satisfying their needs. The educational process runs parallel to individual growth. Children learn how to respond to love, how to hold a hand, how to move things or people. All these activities are not the result of teaching but they learn from their environment. Thus it appears that education will continue throughout human life. The educational process can occur in various forms and various situations and with various learning experience guides. Education can take place at home, in the neighborhood, on the road, in the fields and everywhere. Learning experiences can come from parents, siblings, grandparents, television, books, recordings and others. It all shows that education does not only take place at school but can occur anywhere, anytime and with anyone.

Education that occurs in structured learning situations is said to be formal education. In an advanced society this kind of education takes place in schools and we call schooling. Educational institutions may be government or non-government institutions such as religious institutions, other social institutions that care about the implementation of education. Learning activities and activities are structured to meet certain needs, which are usually formalized in the form of a curriculum. Whereas informal education is usually unstructured. This education can take place in a variety of situations, perhaps in families, peers, on trips, playing environments, workplaces and sports groups. The most dominant informal education occurs in the mass media. Children and adolescents spend most of their time participating in television programs every week. Some educators believe that the experience gained has a large influence on the pattern of government, social and attitude development. School is a formal educational institution that is located in an institution named school institution. Formal education or school is followed after children are prepared in family education, and other institutions formed by the community for the preparation. Some characteristics of the school are 1) limited by time, 2) work-oriented, and 3) have clear learning goals. Students are limited by age rules for entering school, for basic education at ages 6 to 12/13 years. Secondary education after graduation.

Higher education is pursued after graduating from secondary education, higher education. The period of study is limited to 9 years of basic education, 3 years of secondary education. Universities 4 to 7 years for strata, and so on. The focus of a curriculum outlined in the learning experience, is directed at specific knowledge and specific skills to enter the workforce. Some very specific curricula are oriented towards one type of work. Vocational schools are examples of specific curricula. On the other hand the curriculum prepares students for work that is oriented towards future needs. Perhaps this characteristic distinguishes between schools and other education. A school curriculum has been designed with specific goals and learning experiences to achieve these goals planned and organized so

that learning experiences can take place and be meaningful. This is certainly different from education that is not specifically planned and the learning experience will occur beyond calculation or may not be meaningful.

Education Is Always Living (Life Process)

The concept of education proposed by Prof. De. M.J Langeveld, who limits the education process from the start of children understanding and recognizing authority to children / humans subject to their own authority, which has reached the level of maturity cannot be fully accepted. This is based on the concept of education which is not only limited to formal education in schools, nor is it limited by the time and age of children. The consequences of the view of education as a symptom of culture have an impact on the recognition that education takes place throughout life and human life. This view is parallel with the basic idea of education that must be formally conceived as a continuous process in the lives of individuals, from childhood to adulthood (Cropley, 1974). This is supported by the opinion of Stephens (1987) that learning and teaching are natural events that occur in human beings continuously in a spontaneous way even without realizing it. Because of that learning must be supported and assisted from cradle to adulthood.

The fact that humans evolved through the process of education gave birth to the view that education is basically a service to help develop personnel throughout life. This is based on the social change of society caused by technological advances, changes in employment and demands of the needs of adults, all of which increasingly demand the role of lifelong education. This means that education continues, not only in formal education (school).

After discussing the basic concepts of education, thoughts arise about what things are contained in the educational process. Attention to the process of the occurrence of education leads to thinking about the components of education. Components are part of a system that has a role in the overall process of a process to achieve system goals. The educational component means the parts of the educational process system, which determine the success and failure or presence or absence of the educational process. In fact, it can be dictated that for the ongoing work process education the existence of these components is needed. The components that enable the education process or the implementation of the education process must consist of at least 6 components, namely 1) the purpose of education, 2) students, 3) the content of education, and 6) the context that influences the educational atmosphere. The following will be described one by one these components.

Human behavior, consciously or unconsciously, is of course directed towards the goal. Likewise, human behavior is educational in nature and valuable. The necessity for the purpose of educational action is based on the normative and practical nature of educational science. As a normative science, education science formulates rules; norms and or measures of behavior that are actually carried out by humans. As a practical science, the task of education and / or educators and teachers is to cultivate norms of behavior systems based on philosophical foundations upheld by educational institutions and educators in a society (Syaifulah, 1981). Langeveld argues that the view of human life animates the behavior of educating actions. General goals or the latest goals of education depend on certain values or views of life. The view of life that animates human behavior will inspire the behavior of education and at the same time will determine the goals of human education.

Langeveld stated the types of educational goals consisting of general goals, incomplete goals, temporary goals, accidental goals and intermediary goals. The division of the types of objectives is a review of the broad and narrow objectives to be achieved. The hierarchical order of educational goals can be seen in the education curriculum which is explained from 1) National / national goals (Opening of the 1945 Constitution), 2) National Development Goals (in the National Education System), 4) Institutional Objectives (at each level of education / school), 5) Curricular objectives (in each field of study / subject of study or lecture), and 6) Instructional objectives are divided into two namely general instructional goals and specific instructional goals. With this, it appears that the link between the instructional objectives achieved by the teacher in learning in the classroom, to achieve the goals of national education originating from living philosophy based on Pancasila and the 1945 Constitution.

The development of the concept of education that is not only limited to school age has consequences on the understanding of students. In the past, people assumed that students consisted of children at school age, so now students are possible including adults. Basing on the thoughts mentioned above, the discussion of students should lead to the two things mentioned above.

Problems related to students are related to the nature or attitude of students expressed by Langeveld as follows first: Children are not adults in small form, therefore children have a childish nature that is different from the nature of the nature of maturity. Children have a self-dependent attitude, needing help and guidance both physically and spiritually. The nature of human nature in education he argues that students must be recognized as individual beings duality, sociality and morality. Humans as creatures that must be educated and educate. Secondly, in connection with the issue of students in Armstrong 1981, some of the problems of students must be considered in education. The issue includes what is the cultural background of the student community? what is the level of ability of students? What obstacles do students feel at school? and how is the language mastery of children in school? Based on these issues, it is necessary to create education that pays attention to individual differences, special attention to children who have abnormalities, and the planting of attitudes and responsibilities to children in the education sector. One important component in education is educators. There are several types of educators in the concept of education as cultural symptoms, which are not limited to school education. Judging from educational institutions, there emerged several individuals belonging to educators. Teachers as educators in school institutions, parents as educators in the family environment, and community leaders both formal and informal as educators in the community. In connection with the above, Syaifullah (1982) based on the concept of education as a symptom of culture, which included the education category is 1) adults, 2) parents, 3) teachers / educators, and 4) community leaders, and

Adults as educators are based on the general nature of adult personality, as stated by Syaifullah are as follows: (1) people who have a life view of the principle of life that is certain and permanent, (2) humans who have certain life goals or life ideals , including aspirations to educate, (3) humans who are capable of making their own inner decisions or their own actions and who will be accounted for themselves, (4) humans who are capable of being members of the community constructively and actively full of initiative, (5) humans who have reached the lowest age of 18 years chronologs, (6) virtuous and able-bodied humans, (7) brave and capable family life, and (8) human beings who are whole and round personalities.

The position of parents as educators is a natural educator in the family environment. This means that parents are the primary and first educator and are based on loving relationships for families or children born in their family environment. The position of parents as educators has been going on for a long time, even before anyone thought about education. In general, it can be said that all parents are educators, but not all parents are able to carry out education well. As stated in the discussion above, that the ability to be a parent is not at all equal to the ability to educate.

Teachers as educators in schools who either directly or indirectly get the task from parents or the community to carry out education. Therefore the position of the teacher as an educator is required to meet the requirements of both personal requirements and job requirements. Personal requirements are based on provisions related to the values of adopted behavior, intellectual, attitude and emotional abilities. Job requirements (professions) related to knowledge possessed both related to the message that you want to convey and the way it is designed, and have a philosophy of education that can be accounted for.

Apart from adults, orangutans and teachers, community leaders and religious leaders are also educators. The role of community leaders as educators is based on the activities of leaders in conducting guidance or guidance to members who are led. The leader of the religion as an educator is seen in the activities of fostering or developing the kerokhanian nature of human beings, which are based on religious values.The education process can occur if there are interactions between the components of education. Especially the interaction between educators and students. Educator interaction with students in order to achieve the desired educational goals. The actions taken by educators in these interactions may be actions based on authority, actions in the form of educational tools, and educational methods. Education based on authority can be exemplified in a teaching event where a teacher is giving instruction, among some students making something that causes disruption of the teaching path. Then the teacher gives a warning, so that he has carried out an action based on authority. Thus actions based on authority are sourced from adults as educators, to achieve educational goals (morality, social goals, etc.) (Syaifullah, 1982).

Educational equipment is a situation or action with a situation or action that will be achieved by the educational goal. The actions of educators to create peace in order to achieve certain educational goals in the teaching process, or to do actions to achieve certain educational goals, for example advice, reprimand, punishment and reprimand so that children want to serve their parents. In interaction education is not independent of the method or how education is carried out. There are several methods used in educating the dictatorial method of liberal methods and democratic methods (Suwarno, 1981). The dictatoral method comes from empirical theory which states that the development of humans is solely determined by factors outside of humans, so that education is almighty. This attitude gives rise to dictatorial and authoritarian attitudes, educators who determine everything.

The liberal method originates from the founding of Naturalism which argues that human development is largely determined by internal forces that are naturally or naturally present in human beings. This view raises the attitude that educators should not interfere too much with children's development. Let the child develop according to his nature freely or liberally. Democratic methods are derived from the theory of convergence which says that human development depends on factors from inside and outside. In the development of our children we should not be caring for children, but must be a guide to the development of children. Here it appears that educators and students are equally important in the education process to achieve goals. Ki Hadjar Dewantoro gave birth to an educational principle that was

in accordance with the democratic method, namely Tut Wuri Handayani, ing madyo mangun karsa, ing ngarsa asung tulada means that the educator sometimes follows from behind, sometimes must be in the middle of side by side with children and sometimes must be in front to give an example or example. The contents of education are closely related to the goals of education. To achieve the goals of education need to be conveyed to students the content / material which is usually called the curriculum in formal education. The content of education is related to the purpose of education, and is related to the ideal human being aspired to. To achieve an ideal human being who develops a whole social, morality and individuals as human nature need to be filled with educational material. The various contents of education consist of religious education, moral education, aesthetic education, social education, civic education, intellectual education, skills education and physical education.

The educational environment includes all aspects of life or culture. This is based on the opinion that education is a symptom of culture, which does not limit education to schools. The educational environment can be grouped according to the cultural environment which consists of ideological cultural environment, political social environment, anthropological social environment, socio-economic environment, and geographical climate environment. Judging from the relationship between the environment and humans can be grouped into an irreversible environment and an environment that can be changed or influenced, and an environment that is consciously and deliberately held to achieve certain educational goals. From another point of view, Langeveld links education to a personal or social environment and an environment that is different, everything that surrounds children. The whole components are an interrelated unit in the educational process to achieve educational goals.

Conclusion

There are three important pillars of education, first, is the substance of education, education is built and grown to humanize humans, second, that education is the right of all the nation's technical questions and treatment of education is the right for education managers this is the critical education paradigm that must be built on Indonesia, third, and education must contribute to the word and taste for educators and students in facing formal and informal education.

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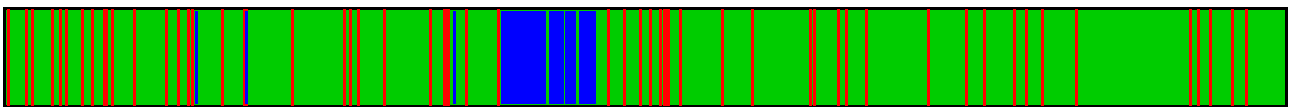
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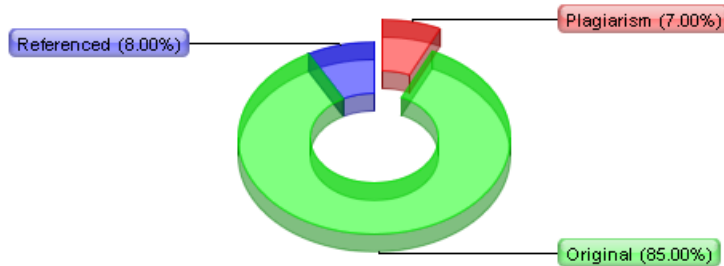
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1 | P a g e THE INDONESIAN EDUCATION PARADIGM AND THE POSSIBILITY OF HUMAN RELIGION Abd Muis Lecturer IAIN Jember Absract: This paper wants to discuss the first three important

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things, is the substance of education, education is built and grown to humanize humans, second, that

education is the rig

ht of all the nation's technical questions and the treatment of education is the right for education managers this is the critical education paradigm that must be built in Indonesia, thirdly, and education must contribute to the word and taste for educators and students in facing formal and informal education. With content analysis theory to discuss these three sub-sections in this paper. Keywords: Education, Education, and Development. Introduction The discussion in this paper is the possibility of developing further Indonesian education science, but it is necessary to clarify the educational science in question as well

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as the nature of the sci

ence of education that is developing, therefore the points in this paper will be discussed about the science of education itself and review and paradigm and finally, and the possibility of further

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development. One of the development of

education science is universities, starting from public universities and private universities and it becomes a material object to the paradigm of education because it is the highest educational science developer in the country. These education ministers are educational scribblers and developers. And the subject matter of this material should be developed and always questioned continuously about the development and its paradigm so that all the progress of the development of your small source in Indonesia is always visible. If we study education and restore it to the first definition, the scope of education science is very broad, and includes several subdistricts such as education planning, education education history education and counseling, and so on. All of this is usually managed by IKIP and the like. Within the

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scope of education in Indonesia.

The pendidian science here referred to or in this paper is the science of education that today exists and attaches to the tertiary educational institutions of mathematics and the science of English language education and other educational sciences which is even more popular today is the

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science of early childhood education and

education outside school and elementary school education. These programs have mushroomed and become a special attraction for new students from studies on educational administration and others. This is based

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on the development of the development of

study programs in more targeted education and makes education qualifications more specialized and more focused. Each education science field of study includes a number of subdisciplines, for example the principles of teaching, developmental psychology, teaching-learning interaction methods, classroom management, in instructional, textbooks and so on. All of that has become a melting point and has become a study material at the center of the science of education and has become the deepest study in in-depth studies in various education and universities that have educational science as the deepest study of development and civilization in the 2 | P a g e

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development of education science in

the future. Indeed, one of the basic characteristics of science is the general-izzibility, but like other social sciences education is very much tied to national, even regional and local variables. With these considerations without reducing the level of confiscation, then in this paper written with Indonesian education science as stated above the operationalization is the

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science of mathematics education in the science of

English education and for Indonesian students. Development Of Education In this view or part of this we can see the science of our education is now being developed and it is hoped that what is given here is not based on scientific research, but general analysis and observation, such scientific research, if done it will also oppose the priority scale. With the level of external validity, it is not necessary to cause problems

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because the goal is to

help find a paradigm or essence to discover and underlie

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the science of education in Indonesia.

Which in turn can lead to further development of factual deviations from general observations such as these in the large scale is actually positive, and does not reduce the importance of further discussion. Developing

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the science of education in Indonesia

as referred to above is formally organized by the first two institutions which are the opening of the national education academic policy. And henceforth in this paper which is called the expert team and forlam's opinion is high growth. Thus we can see this discussion in two dimensions of the national dimension and the local dimension is for private universities and private colleges that have educational sciences. Operationalization of the development of science can be understood as acquiring new information relating to the deepening and expansion of the knowledge for themselves and its spread. To others. This is all about the source of the knowledge of education, especially if we want to see what moves basically. Therefore, it is necessary to see little about the source of Indonesian education science before speaking about the development of science. Sources Of Education Science: Introduction Study What is learned in the framework of the science

🔲 Plagiarism detected: **0.07%** https://www.researchgate.net/public...   id: **12**

of education and the development of

science in principle can be distinguished into the first two materials that are more or less fixed, such as language displacement, descriptive statistics of learning theory to certain times, and so on. Second is material that always moves to follow the era or scientific flow, for example planning curriculum and methods, although this distinction is not pure dichotomic but rather is a contract between the two. Understanding of things that are not moving only a little can generally be obtained from books otherwise information related to more great moves can be obtained from journals, radio and television broadcast research reports and seminars and with publications, broadcasts and such meetings find the main source of knowledge, including the science of education. The utilization of such sources depends entirely on that Overview, from what can be observed how about the science of Indonesian education developing, without it there are no problems, moreover there is a new curriculum? the teacher is certified, the lecturer reads a lot of writing, does a lot of research, doesn't all logically fulfill formal guidance, or even the ideal on the surface is this, but as we have been looking 3 | P a g e for optimization we need to look at what is behind it

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all. Education as a process of

human empowerment activities into quality human resources, must be based on the nature and attitude that is wise and wise. The nature and attitude, besides being built from experience and education, also comes from the results of 'reflection' through deep thoughts about good things that are contradicted with bad things, honesty with lies, and so on. The process of contemplation and thinking in a fundamental and profound manner, is categorized as '

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philosophizing'. Education as a process of

empowering students to become human resources is fundamentally based on convincing philosophical values. These philosophical values include meanings about nature, life, science, morals, up to religion and Godhead. Thus the foundation of philosophy on the basis of religion in fact is difficult to separate from each other. Article

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2 of RI Law No. 2 of 1989 stipulates that National Education is based on Pancasila and the 1945 Constitution. Further details on this matter are stated in the explanation of Law-RI No. 2

of 1989, which emphasizes that national development including

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in the field of education is the pra

ctice of Pancasila, and for that national education seeks among others:

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"The formation of Pancasila humans as human beings of high quality and capable of being independent"

. (Law, 1992: 24) The moral foundation (morals) in the process of educational activities, is one of the 'keys to success' fostering, empowering, and 'creating' quality human resources, especially the quality of morals. The laying of this moral foundation is very strategic and meaningful, because the individual's personality must be rooted in 'noble character' which certainly brings. Fourth, the Scientific and Technological Foundation Education and science and technology (science and technology) have a very close relationship. As is known, science and technology is a major part of the content of teaching; in other words, education plays a very important role in the inheritance and development of science and technology. On the other hand, every

development of science and technology must be immediately accommodated by education by immediately entering the results of the development of science and technology into the contents of teaching materials. In the

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Law of the Republic of Indonesia No. 2/1989, concerning the National Education System,

Chapter II, article 4, are listed as follows: National Education aims to educate the nation's life and develop Indonesian people as a whole, namely human beings who believe and devote to God Almighty and have noble character, knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of social and national responsibility. The 'ideal' person according to the Indonesian National Education System is 'complete Indonesian human' whose character weights are characterized by faith and piety, noble character, steady personality and independent, intelligent, knowledgeable and skilled, physically and mentally healthy, and have social responsibility and nationality. Changes in individual behavior generally take place gradually and continuously. The maturity process from infancy to adulthood to old age,

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continues in accordance with the mental, psychological, spiritual development of each. Application and development of

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"life long education"

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, in accordance with the

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"natural"

development that occurs in each person. Lifelong education, not only applies to students and lay people, but also to teacher-educators, community leaders, including leaders. If we have implemented and made 'the principle of lifelong education' in our lives, all phenomena that occur and we experience both natural phenomena, as well as social, cultural, economic, political phenomena and so on, make input of education for all of us who empower themselves each being a quality human in the broadest sense (health, mind, morals). 4 | P a g e In the processes and activities of education, relationships and the atmosphere that we develop, in the context of 'educational interaction', the relationship between educators and students is fostered in an atmosphere of love directed at forming personalities, by instilling meaningful values in life to live comfortably, safe, peaceful and prosperous. The broader atmosphere and relationship of life, we hold and apply the principles: first, Serve the Almighty God. Second, be dedicated to parents. Third, Respect for older people and elder people. Fourth, Respect for others. Fifth, Love younger people. The principle of democracy in the process of educational activities is so that students are nurtured to become democratic human resources in accordance with their rights and obligations as citizens and their position as civilized human beings. The development and application of the principles of openness and transparency in educational processes and activities means that programs, policies, support, and other devices must be based on honesty, nothing is covered, and no lies. Through education that is based on openness and transparency, we really hope for the creation of honest human resources, which are very much needed by the community, nation and state, especially in the future. The development and application of the principle

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of responsibility in the process of

educational activities means that the material, methods, strategies, implementation, and evaluation must be accountable. Education that is carried out in this way, covered by confidence will achieve the goal of producing responsible students. The principle of responsibility in education is to produce human resources who have the nature and attitude to be responsible for their appearance, behavior, actions, and actions. By developing and applying quality principles in the process of educational activities, we are ideally able to create quality human resources, from physical (biological-biological) qualities, skills, work ethics, intellectual, emotional, social, economic, spiritual (religion), all of which boils down to the 'quality' of faith and piety to God Almighty, which is reflected in 'moral qualities' in everyday life as human beings. The process of education activities that ideally aim to create quality human resources must also be based on the principle of quality in all devices, work, and performance. Education starts from designing, planning, material, media, methods, strategies, until the evaluation must be of quality. At the Taman Siswa College, Ki Hajar Dewantara (Djumhur, Danasupatra: 1976: 174-176), develops five principles in education which are conceptualized as Panca Darma, namely: first, according to their nature, humans are different from other living beings, namely gifted with reason-thoughts that develop and can be developed. Therefore, according to its nature humans are categorized as cultural beings. The process of educational activities that adheres to the principle of independence, means giving freedom to

students to develop their potential into abilities, in an atmosphere full of responsibility. The development and application of the principle of independence in the process of educational activities means to guide students with full responsibility without pressure, to become capable human resources in accordance with their nature as cultural beings and also social beings. Second, applying the principle of culture, students are guided to receive inherited generations, but are also encouraged to advance

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the culture in accordance with the

growing global constellation. Through the application of this cultural principle, students continue to receive their own national cultural heritage (local genius), but are also encouraged to improve their

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cultural abilities in accordance with the

progress of the times. Thus the HR is empowered to become an evergreen, modern HR, protected from obsolescence in mental attitude. 5 | P a g e Third, the development and application of national principles in the process of educational activities in Indonesia, besides being based on facts, also supporting diversity or

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pluralism which is one of

the main characteristics of the Indonesian nation. The process of education activities that are based on nationality, must be able to instill, increase the sense of nationality to students, to become HR that is in accordance with the character of the Indonesian nation. Through the application of humanitarian principles, students are guided to realize the price and dignity of themselves, as well as human values that are inherently inherent in humans with their lives as people who are equal or equal before God. By applying the principle of humanity, students are not only developed emotional reasoning, but also fostered their spiritual reasoning as a people. Therefore humanitarian principles are strategically located in the process of educational activities to create human and religious human resources. Empowerment is directed at giving someone freedom, having personal development responsibilities, which includes the ability to think about developing ideas, taking actions, and making decisions. However, this freedom cannot be separated from

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responsibility. In the process of

self-empowerment, especially the self of students, it must be based on reality, students must really open their eyes, to be able to live the reality of life today, and in the days to come. Therefore, the nature and attitude of knighthood, honesty, and courage must continue to be nurtured and developed. Through this empowerment process, the vision must be clarified. Future HR must have broad insight /vision in the future, to anticipate the reality faced as bad as anything. By living a life full of risk and competition we must cooperate with various parties. The presence of other people around us, has a social meaning that must be empowered. The helplessness of individuals and groups also lies in their reluctance in socio-cultural aspects (ignorance), socio-economic (poverty), social psychology (self-esteem), and social politics (slavery). Individuals or communities who are shackled by such living conditions are in the rigidity of life that exacerbates their lives. Therefore, to empower them, Paulo Freire (1984) developed the concept of liberation education. This liberation education is carried out in dialogical and compassionate situations. Through the creation of such an atmosphere, rigidity can be solved, so that students as one of the subjects of education can gradually empower themselves. Education as human engineering, the process of its activities is directed at developing creativity, conscious science and technology, loyal friends, and modern. Through HR quality education, it is increasingly improved. Urgent educational needs tend to force educators to adopt technology from various fields of technology into education. Education that is closely related to the process of distributing knowledge must receive proportional attention in teaching materials, thus education not only plays a role

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in the inheritance of science and technology but also helps prepare people who are aware of science and technology and prospective science and

technology experts. Furthermore education will be able to realize its function in the preservation and development of science and technology. The scientific basis of education are assumptions that originate from certain disciplines which are the starting points in education. As you know, there are various disciplines, such as: psychology, sociology, economics, anthropology, history, biology, etc. Therefore, there are various types of scientific educational foundations,

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including: the psychological foundation of education, the sociological foundation of education, the biological foundation of education, the anthropological foundation of education, the historical foundation of education, the economic foundation of education, the political foundation of education, and the physiological foundation

of education. 6 | P a g e First, the psychological basis of education are assumptions that originate from psychological principles which become the starting point in education. Example:

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"Every individual experiences development in stages, while at each stage of development each individual has developmental tasks that must be completed"

. The implication is that education must be carried out in stages; the purpose and content of education must be adjusted to the stages and tasks of development of individuals /students. Education always involves the psychological aspects of human beings, so that

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psychology is one of the important foundations in education. Understanding students from the psychological aspect is one

of the success factors of education. Therefore the results of studies in psychological discovery are very much needed in the field of education, for example the knowledge of sequences development of children. Each individual has talents, interests, abilities, strengths, and tempo and rhythms of development that are different from others. As an implication, education is not possible to treat the students equally. Curriculum preparation must be careful in determining the level of learning experience that will be used as outlines of the teaching program and the level of detail of the learning materials outlined. Second, Based on individual development, educational staff requires education knowledge that is suitable for the level of age development. For children, education is known as pedagogy, which means the science and art of teaching (learning) children (pedagogyisthescienceandartsofteachingchildren) (Knowles, 1977). For adults, education is known as andragogy, that is science and art help adults learn (andragogyisthescienceandartsofhelpingadultslearn) (Cross, 1982). For the elderly, education is known as gerogogi, which is science and art to help elderly people learn (gerogogyisthescienceandartsofhelpingaginglea.

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Third, the sociological foundation of education is

assumptions that originate from the sociological principles which are the starting point in education. Example:

> **Quotes detected: 3.5% in quotes:**   id: 33

"In societies that embrace open social stratification, there is a great opportunity for social mobility. The factors that enable social mobility include talent and education. The implication is that parents are willing to sacrifice to pay for their children's education (by setting aside other secondary living needs) so that their children can rise at the level of their social ladder. The national education system may not always rely on the Government because with the crisis the Government is increasingly unable to finance education, so too if education is only directed at pure learning goals on cognitive, affective aspects without relating social, political and national problem solving efforts then education does not will be able to be used as a Fourth, the anthropological foundation of education is assumptions originating from the principles of anthropology which are the starting point in education. Example: akaan society still exists if there is conformity and homogeneity in it, for that the community organizes enculturation of the younger generation. Education is always related to humans, while every human being has always been a member of society and a supporter of certain cultures. Therefore, in the Republic of Indonesia Law no. 20 of 2003 Article 1 paragraph 2 affirms that national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in religious values, Indonesian national culture and responsive to changing times. Culture and education have a reciprocal relationship, culture can be inherited by passing on to the next generation through education. Conversely the implementation of education is determined by the wealth of the community where the educational process takes place. First, the economic foundation of education is assumptions originating from economic principles that are used as starting points in education. Example: "

Economic calculations always concern capital, production, distribution, competition, profit /profit and loss

> **Quotes detected: 1.3% in quotes:**   id: 34

". The 7 | P a g e implication is that education is seen as investing in humans (human investment) to enhance the quality of labor so that it can increase production. In addition, the selection of a school or department by someone will be determined by considering the ability of the cost /capital they have, prosfek work and salary that may be obtained after graduation and work. If the school wants to sell well (many get students), then it must have high competitiveness in terms of achievement. Secondly, the biological basis of education is assumptions originating from biological principles that are used as starting points in education. Example: "

Compared to animals, humans have bigger brains so they can think

> **Quotes detected: 0.88% in quotes:**   id: 35

". The implication is that humans make it possible to be educated. The political basis of education is assumptions that originate from political rules that are the starting point in education. Example: Democratic

governance implies decentralized education management. The historical foundation of education is educational assumptions derived from the concept and practice of education in the past (history) which is the starting point of the development of present and future education. Example: The motto "

tut wuri handayani

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" as one of the roles that must be carried out by educators is the motto of Ki Hadjar Dewantara (Founder of Taman Siswa National College on July 3, 1922 in Yogyakarta) which was approved until now and for the future because it is valued . It cannot be denied, that the Indonesian nation had experienced a period of colonialism and this also affected the education system in Indonesia. Historically education in Indonesia has experienced several decades: first, Education of the second Dutch Colonial era, Education of the third Japanese Colonial era, Education of the Age of Independence until now. The physiological foundation of education is the educational assumptions that are derived from the physiological principles of humanity which are the starting points in education. Example: "

maturity of body organs such as brain function, nervous system, drift, muscles, etc. precedes the development of thinking abilities as a function of the soul. The implication is that the content of education must be adapted to a sensitive period, namely the maturity period of the organs of the body to be able to receive external influences effectively in enhancing thinking abilities as a mental function. Education Rights: Preliminary Study

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 The discussion of the nature of

education is interpreted as a conceptual exhortation of the realities of human life both consciously and unconsciously, human beings have carried out education starting from human existence in primitive times to modern times, even as long as there is still human life in the education world it will continue . Awareness of the concept above shows that education is a symptom of culture. This means that it is a sign that humans are cultural beings, one of the tasks of culture seen in the education process (Syaifullah, 1981). The view of education as a symptom of culture will lay the foundations in education in: Humans as

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 cultural beings; The development of education is parallel to the development of

culture; and all educational activities certainly must have alignment goals. Laying the ground that mansia as a cultural being is an acknowledgment that only humans have the right to be called cultured beings, because only humans are able to create cultural values and at the same time distinguish between humans and other creatures in this world. Recognition of human beings as cultural creatures has the same view with the statement that states humans as creatures that can be educated (animal educable), creatures that must be educated (animal educandum) and active beings (animal educandus). 8 | P a g e The

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 principle of the development of education in line with the development of culture shows that education is always in a state of change according to the development of culture. E

ducation is a reflection of the cultural values that apply now, or at the moment. A fact that educational concepts can be understood from educational activities or educational institutions. The alignment of the

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 development of education and culture

requires two characteristics that must be possessed by education, which are reflective and progressive. Educational activities take place both formally and informally. Both formal and informal education have a common goal that is in accordance with the philosophy of life of the community. Recognition of education as a symptom of culture does not

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 distinguish between formal, informal and formal education,

all of which are educational activities that should have the same purpose. From the other side it can be stated that education does not

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 only take place in the school environment, but also takes place in the family and community environment. Based on the description above, the discussion of the nature of education is a comprehensive review in terms of human life which reveals the concepts of education. Therefore the discussion of the nature of

education includes notions: education and science of education; education and school; and education as a lifelong activity. Educational components which include 1) Educational objectives, 2) Learners, 3) Educators, 4) Effective interactions between students and educators, 5) Content of education, 6) Contexts that affect the atmosphere of education. Education And Science Education: Introduction Study An

understanding of the

concept of

education is at least oriented to the two main activities, namely education as a human action as an effort to guide other human beings (educational practice), with education as an educational thought. Education as an action has been going on for a long time before people think about how to educate. It can even be said that education in this sense has existed since the existence of humans in this world, while education as a new science was born around the 19th century. The two meanings were by prof. Gununing is distinguished by two divisions, namely Paedagogie for education in terms of practice and Paedagogiek for education science or related to educational theory which prioritizes reflection or scientific thinking (Siwarno 1982). From the above facts E. H Wilds describes:Education is as old as life itself; ... Education, concious or unconcious, organized or unorgasized, has always existed, played a role in the drama of human progress ... Education false long before anyone thought abaout it; there writing about education is a long before was problem of education. In human reality shows that education in terms of guidance has been going on since primitive times. Educational activities occur in the relationship between parents and children. Parents invite boys to go to field culture, hunting so that children have the skills to cultivate and hunt. A mother guides a child to work in a family environment, so that his child has the ability to take care of domestic life. There are many other activities which are educational activities taking place in daily life. From the historical review of education, the birth of education science begins with the birth of thinkers

in the field of education. In the

18th century, figures such as J. A Comeniu, John Locke, Jean Jaques Rousseau, Immanuelkant and J. J Pestalozzi were born. While 9 | P a g e educational figures from the 19th century to the beginning of the 20th century were among them Herbart, Frobel, Montessori, John Dewey and others, starting from these thinkers, the science of education continued to grow today. Education or Paedagogiek is a theory of contemplation of education in the broadest sense. Educational science is science that studies the problems that arise in educational practice (Brojonegoro, 1986). Educational science has developed and fulfilled the requirements as a stand-alone science. Science can stand alone if it has fulfilled the requirements, namely 1) has its own object, 2) investigation methods, 3) systematics, and 4) objectives themselves. Educational science has an object that becomes the field of investigation consisting of formal objects and material objects. Forma object is a field or material for the investigation of a science, while a material object is a viewpoint of a science. Material objects from the science of education are humans, while the form objects are human activities guiding human development to achieve certain goals.

The science of education is possible to have material objects that are the same as

other sciences but different in their form objects. From this forma object is found the problem of education, which becomes a discussion of a science called the science of education. Educational science as a science has research methods that can be scientifically accountable. The method includes methods for collecting data and methods for processing data. Data collection methods can be done through observation, tests, interviews, questionnaires and others. The method for analyzing data can use statistical and non statistical analysis data. The thinking method used to analyze can use inductive or deductive methods. The system is an orderly arrangement of problems, so that it is an organic unity, so that one to another is interconnected and cannot be separated. The science of education has problems that are systematically arranged so that they are an interrelated entity. There are various variations in the components of the education system, but there are some things that are always present in the system are (1) the purpose of education, (2) educators, (3) students, (4) interaction of education, and (5) educational environment. In the development of science education has two objectives to be achieved, namely for the development of a science, which is oriented to the truth of a science itself. In this way it will produce pure theoretical knowledge that ignores its usefulness in practice. In addition to these objectives the science of education develops knowledge which can then be used in the practice of everyday education. This is often referred to as practical science. Education And School: Qua Vadis Two terms that are often obscured, if not contested are education and school (education vs. schooling). Education and school are two concepts that are difficult to separate, because in general humans do not see the differences between the two. Most people view both as sustainable concepts. One thing that needs to be understood is that school is part of education, which has an important role. Schools have an important position because schools are needed to continue the development of a society; the school is the main source for the community to get the knowledge, skills needed for community growth and development. Education on the other hand is a broad concept. Schools are part of education, besides there are still many more that are included

in the concept of education and take place not in the form of formal edu

cation with a

class system. Education in the

broadest sense can occur everywhere. It's just that people's habits when talking about education generally enter school. That is not wrong either because the narrow understanding of education is a departure from 10 | P a g e the description above, the use of the term school refers to formal education that takes place in schools. While the term education is used for all learning experiences that occur both in school and outside of school. John A. Laska, expressed the understanding of education as follows :Education is one of the most important activities in human beings. It is a means of transmitting the cultural heritage from one generation to the next that societies are able to interact with their existence. But education does more than help us already have; it is also a major way in which people try to change their societies . Based on the above definition, the definition of education has the following characteristics: 1) Education is a lifelong process, 2) Education is an open activity, and 3)

Education includes formal and informal education.

Only within a few hours of birth, a baby begins to explore the environment. A baby learns that crying will bring attention to others, which is satisfying their needs. The educational process runs parallel to individual growth. Children learn how to respond to love, how to hold a hand, how to move things or people. All these

activities are not the result of teac

hing but they learn from their environment. Thus it appears that education will continue throughout human life. The educational process can occur in various forms and various situations and with various learning experience guides. Education can take place at home, in the neighborhood, on the road, in the fields and everywhere. Learning experiences can come from parents, siblings, grandparents, television, books, recordings and others. It all shows that education does not only take place at school but can occur anywhere, anytime and with anyone. Education that occurs in structured learning situations is said to be formal education. In an advanced society this kind of education takes place in schools and we call schooling. Educational institutions may be government or non-

government institutions such as religious institutions, other

social institutions that care about the implementation of education. Learning activities and activities are structured to meet certain needs, which are usually formalized in the form of a curriculum. Whereas informal education is usually unstructured. This education can take place in a variety of situations, perhaps in families, peers, on trips, playing environments, workplaces and sports groups. The most dominant informal education occurs in the mass media. Children and adolescents spend most of their time participating in television programs every week. Some educators believe that the experience gained has a large influence on the pattern of government, social and attitude development. School is a formal educational institution that is located in an institution named school institution. Formal education or school is followed after children are prepared in family education, and other institutions formed by the community for the preparation. Some characteristics of the school are 1) limited by time, 2) work-oriented, and 3) have clear learning goals. Students are limited by age rules for entering school, for basic education at ages 6 to 12/13 years. Secondary education after graduation. Higher education is pursued after graduating from secondary education, higher education. The period of study is limited to 9 years of basic education, 3 years of secondary education. Universities 4 to 7 years for strata, and so on. The focus of a curriculum outlined in the learning experience, is directed at specific knowledge and specific skills to enter the workforce. Some very specific curricula are oriented towards one type of work. Vocational schools are examples of specific curricula. On the other hand the curriculum prepares students for work that is oriented towards future needs. Perhaps this characteristic distinguishes between schools and other education. A school curriculum has been designed with specific goals and learning experiences to achieve these goals planned and organized so 11 | P a g e that learning experiences can take place and be meaningful. This is certainly different from education that is not specifically planned and the learning experience will occur beyond calculation or may not be meaningful. Education Is Always Living (Life Process) The concept of education proposed by Prof. De. M.J Langeveld, who limits the education process from the start of children understanding and recognizing authority to children /humans subject to their own authority, which has reached the level of maturity cannot be fully accepted. This is

based on the concept of

education which is not only limited to formal education in schools, nor is it limited by the time and age of children. The consequences of the view of education as a symptom of culture have an impact on the

recognition that education takes place throughout life and human life. This view is parallel with the basic idea of education that must be formally conceived as a continuous process in the lives of individuals, from childhood to adulthood (Cropley, 1974). This is supported by the opinion of Stephens (1987) that learning and teaching are natural events that occur in human beings continuously in a spontaneous way even without realizing it. Because of that learning must be supported and assisted from cradle to adulthood. The fact that humans evolved through the process of education gave birth to the view that education is basically a service to help develop personnel throughout life. This is based on the social change of society caused by technological advances, changes in employment and demands of the needs of adults, all of which increasingly demand the role of lifelong education. This means that education continues, not only in formal education (school). After discussing the basic concepts of education, thoughts arise about what things are contained in the educational process. Attention to the process of the occurrence of education leads to thinking about the components of education. Components are part of a system that has a role in the overall process of a process to achieve system goals. The educational component means the

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parts of the educational process system, which determine the success and failure or presence or absence of the educational process.

In fact, it can be dictated that for the ongoing work process education the existence of these components is needed. The components that enable the education process or the implementation of the education process must consist of at least 6 components, namely 1) the purpose of education, 2) students, 3) the content of education, and 6) the context that influences the educational atmosphere. The following will be described one by one these components. Human behavior, consciously or unconsciously, is of course directed towards the goal. Likewise, human behavior is educational in nature and valuable.

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The necessity for the purpose of educational action is based on the

normative and practical nature of educational science. As a normative science, education science formulates rules; norms and or measures of behavior that are actually carried out by humans. As a practical science, the task of education and /or educators and teachers is to cultivate norms of behavior systems based on philosophical foundations upheld by educational institutions and educators in a society (Syaifulah, 1981). Langeveld argues that the view of human life animates the behavior of educating actions. General goals or the latest goals of education depend on certain values or views of life. The view of life that animates human behavior will inspire the behavior of education and at the same time will determine the goals of human education. 12 | P a g e Langeveld stated the types of educational goals consisting of general goals, incomplete goals, temporary goals, accidental goals and intermediary goals. The division of the types of objectives is a review of the broad and narrow objectives to be achieved. The hierarchical order of educational goals can be seen in the education curriculum which is explained from 1) National /national goals (Opening of the 1945 Constitution), 2) National Development

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Goals (in the National E

ducation System), 4) Institutional Objectives (at each level of education /school), 5) Curricular objectives (in each field of study /subject of study or lecture), and 6) Instructional objectives are divided into two namely general instructional goals and specific instructional goals. With this, it appears that the link between the instructional objectives achieved by the teacher in learning in the classroom, to achieve the goals of national education originating from living

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philosophy based on Pancasila and the 1945 Constitution. The development of the concept of education that is not only limited to school age has consequences on the understanding of students. In

the past, people assumed that students consisted of children at school age, so now students are possible including adults. Basing on the thoughts mentioned above, the discussion of students should lead to the two things mentioned above. Problems related to students are related to the nature or attitude of students expressed by Langeveld as follows first: Children are not adults in small form, therefore children have a childish nature that is different

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from the nature of the nature of

maturity. Children have a self-dependent attitude, needing help and guidance both physically and spiritually. The nature of human nature in education he argues that students must be recognized as individual beings duality, sociality and morality. Humans as creatures that must be educated and educate. Secondly, in connection with the issue of students in Armstrong 1981, some of the problems of students must be considered in education. The issue includes what is the cultural background of the student community? what is the level of

ability of students? What obstacles do students feel at school? and how is the language mastery of children in school? Based on these issues, it is necessary to create education that pays attention to individual differences, special attention to children who have abnormalities, and the planting of attitudes and responsibilities to children in the education sector. One important component in education is educators. There are several types of educators in the concept of education as cultural symptoms, which are not limited to school education. Judging from educational institutions, there emerged several individuals belonging to educators. Teachers as educators in school institutions, parents as educators in the family environment, and community leaders both formal and informal as educators in the community. In connection with the above, Syaifullah (1982)

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based on the concept of

education as a symptom of culture, which included the education category is 1) adults, 2) parents, 3) teachers /educators, and 4) community leaders, and Adults as educators are based on the general nature of adult personality, as stated by Syaifullah are as follows: (1) people who have a life view of the principle of life that is certain and permanent, (2) humans who have certain life goals or life ideals , including aspirations to educate, (3) humans who are capable of making their own inner decisions or their own actions and who will be accounted for themselves, (4) humans who are capable of being members of the community constructively and actively full of initiative, (5) humans who have reached the lowest age of 18 years chronologs, (6) virtuous and able-bodied humans, (7) brave and capable family life, and (8) human beings who are whole and round personalities. 13 | P a g e The position of parents as educators is a natural educator in the family environment. This means that parents are the primary and first educator and are based on loving relationships for families or children born in their family environment. The position of parents as educators has been going on for a long time, even before anyone thought about education. In general, it can be said that all parents are educators, but not all parents are able to carry out education well. As stated in the discussion above, that the ability to be a parent is not at all equal to the ability to educate. Teachers as educators in schools who either directly or indirectly get the task from parents or the community to carry out education. Therefore the position of the teacher as an educator is required to meet the requirements of both personal requirements and job requirements. Personal requirements are based on provisions related to the values of adopted behavior, intellectual, attitude and emotional abilities. Job requirements (professions) related to knowledge possessed both related to the message that you want to convey and the way it is designed, and have a philosophy of education that can be accounted for. Apart from adults, orangutans and teachers, community leaders and religious leaders are also educators. The role of community leaders as educators is based on the activities of leaders in conducting guidance or guidance to members who are led. The leader of the religion as an educator is seen in the activities of fostering or developing the kerokhanian nature of human beings, which are based on religious values.The education process can occur if there are interactions between the components of education. Especially the interaction between educators and students. Educator interaction with students in order to achieve the desired educational goals. The actions taken by educators in these interactions may be actions based on authority, actions in the form of educational tools, and educational methods. Education based on authority can be exemplified in a teaching event where a teacher is giving instruction, among some students making something that causes disruption of the teaching path. Then the teacher gives a warning, so that he has carried out an action based on authority. Thus actions based on authority are sourced from adults as educators, to achieve educational goals (morality, social goals, etc.) (Syaifullah, 1982). Educational equipment is a situation or action with a situation or action that will be achieved by the educational goal. The actions of educators to create peace in order to achieve certain educational goals in the teaching process, or to do actions to achieve certain educational goals, for example advice, reprimand, punishment and reprimand so that children want to serve their parents. In interaction education is not independent of the method or how education is carried out. There are several methods used in educating the dictatorial method of liberal methods and democratic methods (Suwarno, 1981). The dictatoral method comes from empirical theory which states that the development of humans is solely determined by factors outside of humans, so that education is almighty. This attitude gives rise to dictatorial and authoritarian attitudes, educators who determine everything. The liberal method originates from the founding of Naturalism which argues that human development is largely determined by internal forces that are naturally or naturally present in human beings. This view raises the attitude that educators should not interfere too much with children's development. Let the child develop according to his nature freely or liberally. Democratic methods are derived from the theory of convergence which says that human development depends on factors from inside and outside. In

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the development of our children we should not be caring for children, but must be a guide to the development of children.

Here it appears that educators and students are equally important in the education process to achieve goals. Ki Hadjar Dewantoro gave birth to an educational principle that was

democratic method, namely Tut Wuri Handayani, ing madyo mangun karsa, ing ngarsa asung tulada means that the educator sometimes follows from behind, sometimes must be in the middle of side by side with children and sometimes must be in front to give an example or example. The contents of education are closely related to the goals of education. To achieve the goals of education need to be conveyed to students the content /material which is usually called the curriculum in formal education. The content of

ideal human being aspired to. To achieve an ideal human being who develops a whole social, morality and individuals as human nature need to be filled with educational material. The various contents of education consist of religious education, moral education, aesthetic education, social education, civic education, intellectual education, skills education and physical education. The educational environment includes all aspects of life or culture. This is based on the opinion that education is a symptom of culture, which does not limit education to schools. The educational environment can be grouped according to the cultural environment which consists of ideological cultural environment, political social environment, anthropological social environment, socio-economic environment, and geographical climate environment. Judging from the relationship between the

or influenced, and an environment that is consciously and deliberately held to achieve certain educational goals. From another point of view, Langeveld links education to a personal or social environment and an environment that is different, everything that surrounds children. The whole components are an interrelated unit in the educational process to achieve educational goals. Conclusion There are three important pillars

ht of all the nation's technical questions and treatment of education is the right for education managers this is the critical education paradigm that must be built on Indonesia, third, and education must contribute to the word and taste for educators and students in facing formal and informal education. 15 | P a g e Daftar Pustaka Armstrong, David G. Dkk. 1981. Education An Introduction. New York : Macmiltan Publishing C.Inc. Cropley, A.J. Pendidikan Seumur Hidup Suatu Analisis Psikologis, diterjemahkan oleh Sarjan Kadir, Surabaya : Usaha Nasional. Dewantara, Ki Hadjar. 1977. Karya Dewantara. Bagian pertama. Yogyakarta: Majelis Luhur Persatuan Taman Siswa. Dewantara, Ki Hajar.1989.Undang-Undang Republik Indonesia No 2TH 1989 tentang Sistem Pendidikan Nasional .Jakarta : Armas Duta Jaya Ellis, Arthur K,dkk.1991. Introduction to the foundation of education. Baston :Allyn and bacon Indrakusuma, Amier Daien.1980. Pengantar Ilmu Pendidikan. Malang Fakultas Ilmu Pendidikan IKIP Malang Langeveld H.J. 1955. Beknopte Theoretische Paedagogiek, Terjemahan Tiga Serangkai. Yogyakarta : HMI COM Moore, T.W. 1974. Educational Theory and Introduction. London : Routledge & Kegan Paul. Reitmon, Sandford W.1977. Foundation or Education for Prospective Teachers. Toronto : Allyn and Bacom, Inc Sayifullah, Ali. 1982. Pendidikan Pengajaran dan Kebudayaan. Surabaya : Usaha Nasional Suwarno,1981. Pengantar Umum Pendidikan. Jakarta : Aksara Baru Tim Dosen FIP IKIP MALANG. 1981. Pengantar dasar-dasar Kependidikan. Suarabaya : Usaha Nasional

LEMBAR

HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH: JURNAL ILMIAH

Judul Jurnal Ilmiah (Artikel) : The Indonesian Education Paradigm and the Possibility of Human Religion

Penulis Jurnal Ilmiah : Dr. H. Abd. Muis, M.M.

Identitas Jurnal Ilmiah :
- a. Nama Jurnal : American Education Research Journal
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- d. ISSN : -
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Kategori Publikasi Jurnal Ilmiah   [✓] Jurnal Ilmiah Internasional
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d. Kelengkapan unsur dan kualitas penerbit (30%)	11,9			11,9
Total = (100%)	39,1			39,1

Jember, 28 Agustus 2019
Reviewer I,

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b. Ruang lingkup dan kedalaman pembahasan (30%)	11,8			11,8
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