

Education Human Excellence

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Abstract:In line with the logic of ecology and the philosophy of Existentialism, the existence of one thing is always in the company of one or more of other things. This, to give a correct idea or to avoid misunderstandings of the use of the predicate ahead as in terms like seeds, superior schools, excellent products of education, and others, it is morally imperative for the users of such terms to provide the terms with Reviews their Contexts to Determine Whether a superior means 'prime', 'superior', 'competitive', or any other. Instances of such Contexts can be of appearance or performance, of a long or short term, of the current objectives or future goals, of individuals or the community, of individual or social needs, of national or international needs, of inclusive or exclusive purposes, and others. Even now, the writer is still of the belief that the usage of the aforementioned Reviews those terms in the field of education in Indonesia is still more as jargon rather than basic concepts. Indeed very rarely or even never does the public, particularly subject to Reviews those who are very much concerned with the development of education in Indonesia, to get a thorough explanation of Reviews those terms Mentioned. This article tries to build a kind of "second opinion" as a balance to the existence of that jargon Mentioned.

Keywords:superior, Insaniah excellence, superior education, education.

Introduction

The word "superior" similar to those used in the terms "superior seeds," "top schools", "excellent product", and so forth, have been generally accepted by society contains positive values "given" without the need or desire to know, let alone understand, how the real stickiness positive values "given" that the object being assessed. On the other hand, it may be a group of other people

who are more critical of course, will soon ask a question related to "superior value" is, for example asking about "what's so superior" or "how true form of excellence" is. The essence of the answer to the substance of the questions will be related to the basic parameters of the existence of something in the field of science is expressed as ontology, epistemology, and axiology.

This paper seeks to convey the essence of a superior meaning other than that which has been understood the general public. Superior meaning here might be an overarching meanings that excel others associated with the man advantage from the side which can be explained by the mind and or science that has been and still is developed by humans, especially the experts. In this paper the concept of superior individuals defined as individuals who achieve the development of human capabilities optimum potential. The potency of the essential human question is the potential to solve the problem of life and human life, both as individuals, groups, communities, societies, nations, and as the world's inhabitants.

Related to education, Insaniah berkeunggulan education is defined as education that accommodates the development of the potential of human capabilities. Though human excellence is understood (axiomatic) can not, will not, and will never even able to impress excellence in individual human beings ability is concerned. If only touching human excellence or domain area development potential human capabilities that are already exist within each human being. Potential ability of human beings, as creatures created by the Creator and not a creature created by himself, clearly limited presence. However, where or how the limit is never and will never be known.

Human Life and Education

Humans are creatures of God's creation of the most perfect in terms of completeness of potential ability, namely the ability to think, act, and feel

integrated into the setting of space, time, and the community. Potential ability to think the most essential is the ability to distinguish danJatau space of time that allows people to connect the phenomenon in the past with the present to face and connect phenomena in the current time with things that might be encountered in the future.

The journey of human life in space and time (past, present, future) which forms a continuum (not intermittent) positions the man into a creature that has always been, is, and will learn with relentless lifelong (lifelong learning). Throughout the life journey of a human being, the ability to think, act, and merasalmenilainya always in a state of change, evolve and adapt, in space and time and setting sosial culture.

Education is an attempt to humanize humans. Humanize means to prepare people to be able to live and continue to live in the community as a whole either as individual beings, social animals, and creatures that civilized culture. The essence of human life is finite human rights down time. Rights came into force along this time when he was born and ends when it is turned off.

Single issue man in retracing his life is met with problems. Thus, the sole function of human life in the traverse time hidupnyaadalah menyele-saikan problem. The problem here is defined as all the problems facing humanity from second to second, minute to minute, hour to hour, from day to day, from month to month, from year to year, and so on, and also from room to room (place) and of socio-cultural settings back to the one to the other.

The essence of the existence of the problem, in essence, is a human existence itself. When there are no humans there would be no problem. Where there is a problem there must be a human. Capital material of human life problem solving is the entire universe that has been created. Working capital

activator (central processing and control work) solving problems of human life is the brain and heart (conscience) or reasonable and human character.

As part of a problem-solving system, the brain and the human heart can not live on its own work. To be able to function as a problem-solving system, the brain and the human heart needs to be prepared beforehand. Preparing the brain. human means filling the brain with knowledge system (not just the grains knowledge apart-Iepas) and system skills (not just beads off skills). Preparing the human heart means filling the human heart with moral value system (not just the grains loose-loose morals).

The fundamental nature of systemic filling the brain and the human heart is-interactive subjective and not as filling a suitcase with items or filling bottles with a liquid. The subjective nature is defined as there is always a chance of acceptance or rejection of the grain fields that want loaded on the subject of children by anyone at any time. On the other hand, the interactive nature of the systemic filling the brain and the human heart always presents an opportunity for the akslarasi, both positive negative mapun, as a function of the fit between the characteristics of the fill, that is loaded, and the individuals who filled itself.

Charging system of knowledge to the human brain is done through teaching (not only at school), the charging system of skills into the human brain is done through training (anywhere, anytime), and the charging system of values into the heart of man is done through suggestion (assignments, experience, pilot) value -moral values. The combination and integration of third intact charging program it is the essence of education.

Programming the brain and the human heart filling is done or happened since the formation sigot (potential new individual sperm cell fusion results father and the mother's egg cell) to the end of life of the individual concerned or lifelong. What should, should, or should be taught, trained, and it is suggested to the subject or the students? How to and when to do the charging

process in the subject to the students? - In order for the performance of the respective fields as well as its synergies within the subject students can have berkeunggulan properties. This is the essence of the problem (*stateoftheart*) education issues.

It should be underlined that the program of human abilities (cognitive, psychomotor, and affective), in essence, is a problem-solving system problem itself is always changing or different from time to time and from place to place taken or passed by the subject students. The essence of the program should be generic human ability. This generic form of program is not shaped availability of the list of problems with se-gala possible solutions such as facility "*Help*" provided by the computer application programs to help computer users when it got into trouble or resistance applications.

Individual development and potential of Insaniah

existence of an individual (man) started from the presence of a sigot (*zygote*) the result of the joining of a sperm cell from the father and an egg from the mother who carries all the attributes and potential development of each. Merging the two cells produces a unique individual. Each sigot carry their own DNA (DNA unique combination of parental DNA) as a developer and implementer of programs fetal development of autonomous appropriate message (sort of information) which has been available in its DNA, including messages adjustments to the stimulus, stimulus, or environmental conditions that exist.

Sigot develop into fetuses, then evolved into the infant in the womb until ready to be born. In this phase of the case preparation and their organ function according to the programs available (though some sort of information) in its DNA. From birth until the age of five, the DNA of the individual is set up, control and develop the performance of the organ to reach the summit stability organ function concerned with me-utilized (adjust) fully

institutions (*setting*) Lingkungan's as a source of adjustment (a kind of resources) which is in contact with the individual.

Potential Insaniah, in fact, inherent in the nature / karakteristik organ that is organized and controlled by DNA that are owned by individuals themselves. Insaniah potential development in any form, including in the form of education, who do not pay attention or even ignore the potential and karakteristik existing individual potential to be a denial of natural qualities of the individual concerned and thus biased.

Overview psychological growth of children from birth until the age of two years are as follows (Wikipedia, 2007. Last modified 07:56, April 11, 2007).

1. The development of reflexes (first six weeks of Life).
2. The development of habits (six weeks to four months): repeating of an action involving only one's own body.
3. The development of coordination between vision and prehension (four to nine months). This is perhaps one of the most important stages of a child's growth, the dawn of logic.
4. The development of logic (nine to twelve months): the coordination between means and ends. "first proper intelligence. "This is an extremely important stage of development.
5. Becoming a "young scientist" (twelve to eighteen months) conducting pseudo-experiments to discover new methods of meeting the challenges.
6. The beginnings of insight or true creativity (up to two years).
7. Those six sub-stages together mark the child's passage into independent thought and, eventually, adult maturity.¹

Growth at the age of 2-7 years are as follows:

¹ Tim Wikipedia, *Theory Of Cognitive Development From Wikipedia, The Free Encyclopedia* (<http://en.wikipedia.org>. Accessed on 11 April 2016 at 7:56 pm).

1. Symbolic functioning - is Characterized by the use of Mental!) ymbols words or pictures the which the child uses to represent something the which is not physically present.
2. Concentration - is indicated resources by a child concentrating more on one aspect of a person the which is consistent rather than concentrating on the inconsistent aspects of his personality, behavior or physical characteristics.
3. Intuitive thought - Occurs when the child is Able to believe in something without knowing why she or he Believes it.
4. Inability to Conserve - is indicated resources by the child is not Able to conserve mass, volume or number after the original form has changed.²

Concrete Operational Stage development or growth at theage of 7-12 years are as follows:

1. decentering - where the child takes into account multiple aspects of a problem to solve it.
2. Reversibility - where the child understands that numbers or objects can be changed, then Returned to Reviews their original state.
3. Conservation - understanding that quantity, length or number of items is unrelated to the arrangement or appearance of the object or items.
4. Serialation - the ability to arrange the objects in an order According to size, shape or any other characteristic.
5. Classification - the ability to name and identify sets of objects According to appearance, size or other characteristic, Including the idea that one set of objects can include another.
6. Delimitation of Egocentrism - the ability to view things from anothers' perspective (even if they think incorrectly).³

² Tim Wikipedia, *Theory Of Cognitive*.

At the age of 12 years onwards (adult) individuals experiencing growth at the level of formal operational stage which is characterized by the emergence of the ability to think abstractly and draw conclusions from the available information.⁴

The above description shows that the development potential of all human impossibility of an intact circuit (continuum) were not separated. It implies that if individual potential development of human excellence is also an all-wholeness. Efforts to achieve this wholeness is nothing but a form of learning environment that is accommodative to the development potential of the subject's ability learners.

Efforts are exclusive partial slogans or motto-motto that promises success or all suksesan seemed only serves as a desecration or even pen-dholim late to the natural history of the development and per-plant Insaniah potential human abilities.

Human Resource Empowerment

Itselfempowerment of human resources is to build a generic preparedness of individual problem solvers of life for the individual concerned and its species (family, community, society, nation, humanity). The empowerment necessary for the creation of a system or educational programs that build generic skills (thinking, acting, and acting) to solve the problem of life and life can be justified scientifically, social, cultural, and religious.

Insaniah Berkeunggulan education

key to success over the education system mainly lies in the subject

³ Tim Wikipedia, *Theory Of Cognitive*.

⁴ Tim Wikipedia, *Theory Of Cognitive*.

students opportunities to communicate the identity and the dynamics of the learning process. The capture of the identity and the dynamics of the learning process allows learners the subject in deploying optimal accommodation for the learning process (broad sense) in the subject students. The accommodation needs should be interactive (two-way) for educated and educating a subject to have their uniqueness.

Interkatif equal working relationship harmony is key to the success of interactive performance. Only one is dominant or even intentionally dominate the interaction existing interactive work that there would not be effective, let alone efficient, alias failed.

Examples of educational response:

"However, not all the students who enter a university have experience even to type a computer keyboard in Japan. To develop the ability to Operate a computer the Government pushes forward with the plan of an educational reform in an information science from elementary schools to high schools. A computer environment will be available in almost all the schools soon, and the educational curriculum changes quickly intervening. It is also planning to construct a virtual university roomates Provides higher education through online lesson for a wide variety of persons. A university is expected to change qualitatively. in such circum-stances a multipurpose independent-study environment for information technology-based education and training was constructed in Hiroshima university at June 2000 ".⁵

⁵ Tomohiro Inagaki CS, *Multipurpose Independent Study Environment For Information Technology Based Education And Training Information Media Center* (Hiroshima: Hiroshima University, 2001), 1.

World Education Reform

At this time the world aware of need provided alternative education more fundamental and more essential to the world population. A number of countries (especially developed countries) has initiated and implemented the concept of the new education with the label umbrella include *lifelong education, lifelong learning, informal education, informal learning, learning communities, learningsociety*, and so on all of which boiled down to the concept of *education for all* (education for all or EFA) and *all for education* (all for education or SUP).⁶

Main ideas contained in the new education concept is aimed at improving the lives that lead to the overall quality of human life and education is a lifelong process. Learning continues without interruption Sepan-life which will only happen when there is a choice of life and the type of community groups informed completely and clearly in the environment (habitat) that community life. Learning is a process that always happens and is part of daily human life (community). Accordingly, any opportunity to learn something new in the community's kehidup need to be utilized.

Special things that need to be observed on the main ideas contained in the new education concept is the concept of the subject students are defined as the intelligent beings that have the potential to learn a lot of whatever they found and they are facing in the environment around him.

Alternative Education Sector Reform in Indonesia

When the paradigm of "subject students are intelligent creatures that have the potential to learn a lot of whatever they found and they are facing in the environment around him" acceptable in Indonesia, the Indonesian education system should need melaku-kan reforms. Alternative education

⁶ Federico Mayor and Tanguiane Serna, *The Continuing Relevance Of A Visionary Text* (UNESCO, 1997, <http://www.unesco.org>, accessed on 12 April 2016 at 09.00 pm)

reform in Indonesia related to the components of operational actions and actors on education or teaching that includes - The Me- (teachers, teacher), Yang Di- (students, pupils, learners), Process Me- (approaches, methods, technique, tactics), Yang Di-kan (teaching materials, teaching materials), and Target Me- (targeted competency) is as follows.

For component "What Me" or the teacher may need to slide the attitude of "can feel" (positivistik) to "can feel" (Naturalistic) and of "craft prosecutor student" to "guiding all students bisaan". Thus, teachers will no longer function-like se pumping limited knowledge and skills that are possessed but creators of teaching and learning activities to explore and creatively utilize all the learning resources that are around or that can be held to about a place to learn.

In a new setting that teachers no longer play a major role to motivate students to ask, let alone force, his team were so diligent to learn, but to give and or me-Rehearse kebisaaan-toxicity prerekuisit the basis of what will be an asset for students to master the ability-poisoned more , In this setting the teacher is no longer mengkredokan "clever base diligent" so that teachers tend to be a public prosecutor rather ape-jinan students take the principle of "Clever base raj in" which emphasizes the obligation of teachers to make students into "can" (got intelligence) that subsequently be auto-Matis will cause diligent student task of grains due to the success of the work (ability) they get.

For component "Yang Di" or students may need diako-modasi and encouraged in order to have the desire to always try. In order not to discourage try for those who still fail or have not succeeded of course the substance of the defense-distance her to be selected that has a level of difficulty that students could hardly be - once again almost can not - so students eventually will be able, even with the possible efforts rather heavy.

With this kind of activity then the slogan "clever base diligent" will shift to "clever base diligent".

Viewed from the side "Me- Process" which includes approach, me-tode, techniques, and tactics of the principles which should be held "makes it difficult" and "difficult easy" or the principle of "reasonable challenge". Judging from the art of teaching it emphasizes engagement and involvement to learn and fun to learn the subject or subjects students study.

In terms of substance "Yang Di-kan" or materials may need to be shifted entirely or proportionally of "substance-oriented disciplines" to "substance-oriented functions, duties, and obligations of life and habitable human" in accordance with the level of thought and learners experience the actual subject there. With this model automatically students will be carried in the atmosphere of the significance of teaching materials studied.

Associated with the ability or competence is taught-Rehearse may need to be directed to things that are analytical, synthesis, evaluative, reflective of the early life problems and real-life students to achieve the ability to behave and act can be justified scientifically, social, cultural, and religious, but always adapted to the real capability level that has been owned by the students along with the physical and mental development.

Indonesia Education Characteristics

Of the various academic discussions, it is suspected that a number of negative side implementation of the education system in Indonesia which memerlukan efforts to reform or systemic changes. Some of them are as follows.

1. Either consciously or not education in Indonesia tend to emphasize "a formality more important than the essence". It has become a kind of cultural disease that values appearance (*appearance*) more will be found or used as the main reference rather than performance (performance). Indeed, it is reasonable and very natural because everyone wants happiness clicking,

want to see good results, and or encouraging news. However, naturally anyway, a forgetting, omission, or disclaimer of all weaknesses, the negative side, or the negative impact of an activity or performance will give positive results that are false are very likely the end result is negative men-base and ultimately fatal , Products is indeed a positive that is products that are also always raised the weaknesses that occur from the positivity follow-positivity appearing.

2. The holders of authority in educational systems tend to be positivistic excessive by relying on pen-dekatan positivistic quantitative naturally seems it is not and will never correspond to menyelesaikan problems associated with man and all humanity that naturally there will always diwamai by their unique differences between one human being with another human being. Starting from the unique nature of human nature is the best way (makes sense) to mempertemukannya is a naturalistic approach that characterized its early existence by recognizing the difference.
3. In terms of leadership in the organization system of the education system in Indonesia, it seems the leaders are likely to have a reference to the-I's bigger than all of our late and much less to all of our's. Perhaps "change minister byword policy change" is one symptom that is caught to the possibility of the phenomenon.
4. It should be noted that the superior concept which has been used in the orientation of the education system in Indonesia is linked to the concept of partial advantage that the context was never traced or dijelaskan comprehensively.

Cover

Not willing is the Indonesian people have a superior human resources, of course want. However, the meaning of "superior" which were intended-there

needs to be clarity so that it will be able to invite the responsibility, accountability, and community participation in the widest part of the responsibility and accountability of the Indonesian nation nationality. So it needs to be explored and defined the meaning of excellence in education is more fundamental than that during this popular understood and referred to by most people, including the public bureaucracy and stakeholders to arbitrary field of education in Indonesia.

Keep in mind that the only hope of an education work involving many parties is the lack of commitment by the parties involved. The most vulnerable in the presence of commitment is that the intensity or quality of commitment memedomani itself is controlled entirely by the parties involved in each and nobody can Mengendalikannya. Leaders, coaches, or coaches can not force the implementation of a commitment to the people who were under his leadership. In other words there is no word manipulation or direct intervention that can be done to improve the quality memedomani commitment for the parties involved.

Finally, deciding everything together work success is awareness of the parties involved. When will we, me, and you have this awareness? Only time can prove it

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