



New Paradigm in Learning: Learning Based on Object Issues Competency-Based Curriculum Evaluation Process

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"educators around the world, this book is dedicated to you,
who have served civilized man"

**GIFT FOR
MARTHA & WIKHEN**

FOREWORD

Praise to Allah SWT, who has bestowed its blessings to the author, so the book can be completed without any hindrance transverse. Urgency writing of this book in order to participate significantly contribute to the repertoire of knowledge. This work is expected to add to the discourse of any particular person who is interested and engaged education. Related to the curriculum, as a means of achieving educational goals have always talked about. almost every year curriculum change (In Indonesia) , so did the evaluation. Evaluation carried out in the learning process in education (in Indonesia) so far, whether in accordance with the nature of education? How the application of the curriculum in the learning process, there needs to be a philosophical discourse - implementation. Therefore urge the above, the authors of this book are encouraged to rearrange.

This book can be completed without the support of all parties, and therefore we would like to thank:

1. Rector of State Islamic University Sunan Kalijaga who has provided the opportunity to write a book.
2. Dean and his staffs who has given encouragement to the author.
3. Co-workers in program “Education of Primary School Teacher” State Islamic University Sunan Kalijaga who have contributed ideas in completing this book.
4. Students of program in “Education of Primary School Teacher” State Islamic University Sunan Kalijaga who have inspired to author.
5. Relatives, beloved family who patiently accompany the author.

There are still many shortcomings in the writing of this book, therefore I am looking forward to feedback from readers.

Author

INTRODUCTION

Learning paradigm has shifted, due to various changes occur in the environment of human life. Such changes occur both natural changes and changes in technology. It's like a circle that is difficult to detect from which the change occurred. Is the natural changes that started this life change, or changes in human culture, or technological change. All aspects and elements of human life has changed. These changes also have an impact in the world of education. Education is said have a clear and good vision if it is able to anticipate the changes that occur.

Times have changed, nature is also changing, human life is also changing, science is also changing and developments, as well as education must also change. The essence of education is a learning process. Due to nature, science and other changes, the learning process should also undergo changes.

The pupose of education in the 21st century and future is the quality of human resource. Qualified human resource is a human who is creative, innovative, flexible thinking, able to solve problems of life. Human resource characteristics above can be achieved by education. Characteristics of Human Resources mentioned above can be achieved through education. In education, the most important thing is a learning process. UNESCO education pillar (learn to know, to do, to be and to live together) can be used as a guideline education in each country. Four pillars can also be used as an educational goal. UNESCO also proclaimed about humanist learning process, including democratic, student-centered, and learning that is able to build visionary man. Active learning, creative, fun are expected to build an active, creative, intelligent, and innovative students.

Thinking about the pillars of UNESCO and the learning process as described above has been known to all human resource education. But the essence of the pillar is not known by many people. Application of the UNESCO declaration is also not well understood by educators. Assessment of the pillars aimed at infrequent application possibilities even exist yet. So just like the rhetoric pillars. Some researchs about pillars of UNESCO have been done by author, both individual and joint research team. The purpose of research is finding application pillars of UNESCO.

Writing about the new paradigm of education is something that is urgent and important to do because of the time demands that every country improve education. But what happened to Indonesia? Compass (2011) wrote to all the educational development index or

education for all in Indonesia fell. When in 2010 Indonesia was ranked 65, this year dropped to 69. Based on data from the Education For All (EFA) Global Monitoring Report 2011: The Hidden Crisis, Armed Conflict and Education issued by United Nations Educational, Scientific and Cultural United Nations (UNESCO), which was launched in New York on Monday (1/3 / 2011) local time, the development of education or education development index (EDI) based on 2008 data is 0.934. The value placed Indonesia in the 69th position of 127 countries in the world. Currently, Indonesia is still lagging of Brunei Darussalam, who is ranked 34th. Brunei Darussalam entered high achievement group with Japan, which reached number one in the world. As Malaysia is ranked 65th in the category of groups or still achieving medium like Indonesia.

Learning objectives which make students competent and have the ability to be achieved if the process is using the curriculum (read: competency-based curriculum). Active, effective and please learning will be achieved if the process of learning uses the object issues. Services in accordance with the child's condition as well as humane education will be achieved when the applied evaluation is the evaluation process.

Based on the above reasoning, it is very urgent to write a book that can help all parties to understand the humanist education. Humanistic education is education oriented to the development of children's potential and to build a dignified human being. Authors examine through practice in the field, based on logic and the basis of existing theory, to achieve the educational outcomes as expected, three important aspects that play a role that is competency-based curriculum, learning uses the object of study and evaluation process. Thus, this book is titled Through the Learning Object Issue - Use of Competency-based Curriculum and Evaluation Process. The above phrase used as the sub head of title. This is assumed as a new paradigm in learning, therefore full title following a New Paradigm in Learning: Learning Through Object Issue - Use of Competency-based Curriculum and Evaluation Process.

The writing of this book are colored by the results of research conducted by the author. Research on learning patterns (2012) and learning object-based study (2013) as well as other studies such as the basic paradigm used teachers who further revealed in this book. The book is expected to contribute education in 21st century and the future. Systematics book is structured in such a way, from a philosophy of titles presented, until the results of the study that are relevant to the title. The book is expected to add to the discourse of the readers especially the education of human resources. This book contains a philosophical meaning and is expected to be implemented in the learning process.

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PART. I

PHILOSOPHY OF "NEW PARADIGM IN LEARNING"

Philosophy of "new paradigm in learning" is the view that is the basic concept of the learning that should occur in the present and in the future era. The philosophy of the new paradigm is also defined as an attitude of learning a new paradigm in thinking deeply and would like to see in terms of a broad and thorough with every relationship. Associated with the philosophy of this new paradigm in learning that comprehensively drafted a concept of learning.

Philosophy of new paradigm in learning emphasizes that learning is not just memorize, students must construct knowledge in their own minds. "Find something" is a core part of this new paradigm of learning activities. Acquired knowledge and skills students are expected not given the results of a set of facts, but the result of finding himself. Teachers should always design the program refers to the "found". Initial steps were taken by the teacher to make students able to find something is to formulate the problem. Formulation of the problem is known as object of study / object issue or problem that will be overcome in studying.

The teaching philosophy in a comprehensive looks every element that occurs in it. The elements in the learning process are teachers, students, and the goals to be achieved. Therefore become an important part to view each element described above. This book is going to describe paradigm of teacher performance, paradigm of student performance, and the paradigm of learning achievement.

Teachers and students contribute to the functions and duties of each in learning. Teachers and students have the same rights and obligations. The right of a teacher is to share their knowledge, while the duty of a teacher is to accompany the students. Similarly, a good citizen. He has the obligation to pay taxes to the state, but every citizen has the right to get a decent service from the state system (in Indonesia). The right of a student is to get guidance from teachers and excellent service. While the primary obligation of the student is learning, trying to understand the science presented by the teacher, apply and provide "value" to everything that is learned. Teachers assist students, active students learn to solve problems presented by the teacher. Teachers monitor student activities, facilitating all the difficulties faced by students, evaluating learning process. All assignments are written by the teacher, it is called a lesson plan. Lesson plan must be written or arranged and understood by teachers. Lesson plan is a tool to guide students' learning process. Lesson plan is not learning

objectives. Lesson plan is therefore part of the educational administration. Lesson plan is not presented in the classroom when the learning process. Teacher presents a further object of learning problems of students working on an assignment in the form of problem solving presented object teachers. This is where the process of interaction of teachers and students. Students and teachers alike actually learn. They do what is called a learning process. By the learning process, teacher will know well the unique potential of students and the expected learning outcomes. The final achievement of science is not only knowledge but educated behavior of students. ¹

Over time, the role and function of teachers and students are no longer taught and teaching. Teachers and students actually learn together. That's where the learning process is ideal. A process that brings teachers and students interact with each other as well as the interaction between students with learning objects. The subject matter is actually a means of achieving competence. Teachers and students alike peeling truth occurs in a diverse repertoire of knowledge. That's where a process called each other and communicate information, build knowledge together. The dimanyc of learning - students asked, and teachers guide the students. Teachers serve as facilitators, and not as a person who is too dominant in the classroom.

Actually, in the era of information and communication technology (ICT) many teachers learn from students. Many teachers are not ICT literate yet, and learn from their students. Finally students teach the teacher, and the teacher is taught by the students. Is it wrong? No. That is common. In an effective learning, teachers and students will be complementary. One of teacher's task is making planning of learning process, and student is a learner who will get a lesson from teacher with his/her plan. In the learning plan should be based on the objectives to be achieved. Not the teachers favored material, using the media and the unpopular teacher dominated. When teachers plan their lesson with a very mature, it is expected that the learning process is very challenging students to explore the knowledge and finally students can build knowledge. However, if the teacher does not mature in the planning of learning, then learning becomes boring impressed. Students are passive, there is no finding in the study. Positively impact the learning process is not ultimately achieved. The positive impact is the achievement of students' methodological skills, conceptualization, understand the concept, able to apply what is learned and is able to provide value or the value

¹ Djohar.2013.Learning Achievement

of what is learned. If negative impacts arise, the teacher should do self introspection and conduct a classroom action research (CAR).

A. Paradigm of Teacher Performance

Quality of learning can be achieved when the teacher understands his role well. Students feel that the teacher is a teacher who could be with him. Teachers as a companion in understanding the repertoire of science who scattered on Earth. In a good learning process, students are expected to find new knowledge together with the teacher. Teachers require students, students need teachers. There is a mutual giving and receiving. Teachers and students are like two currencies that can not be separated from one another. In urgent situations, learning without a teacher could happen. But without the student teacher is not likely to occur. We know the term self-taught!. With the ICT so lets students learn independently. ICT enables students do not require the physical presence of teachers in the classroom.

Nevertheless, the presence of teachers and in the context of the learning process in the classroom is still urgently needed. Learning without a teacher widely applied in distance learning and began to be used as a supplement and a variety of conventional learning. The presence of the teacher is still needed, and the large role. Until the present study is still needed about the interaction of teachers and students. Relationships of teachers and students is the focus of attention in the world of education. And the predicted role of lifelong teacher may not indelible. Therefore interactions and relationships of teachers and students still continue to be the object arena for education. Many studies done is harmonious relationship of teachers and students. How humanist learning can be implemented. How do teachers sit with memanusiakannya students, and others who like to study materials that never stops.

Film "" Laskar Pelangi "(Indonesian educational films), Romi and Yuli relationships (love relationships movie) is an example of a figure between students and teachers are loving between them. Phenomenon of violent behavior toward students continually strived eliminated. Highlight of solving problems loud and rude behavior of the teacher is the issuance of professional law teacher. legislation that requires teachers to be professional with a good personality and a good bersosial anyway. with good personality, personality is expected that students will be better anyway. teachers and students are couples the ideal learning and will never disappear in our education. Staying we process into a wonderful

couple, full of colorful rainbow tub, and that's where the teachers will get to know the character of their students well.

Paradigm of teacher past, present, and future must be different. The old paradigm is the teacher who looked at everything, which has a lot of knowledge. Learning is a process of knowledge transfer from teachers to students. Students are considered to be those that will be filled with a variety of sciences. Worse yet, in charge of science to students with methods favored by teachers. Science is not transferred oriented objectives to be achieved but by what material mastered and favored by teachers. Teachers are in charge of educating and guiding and assisting students.

National Law (Indonesia) number 14 of 2005 and Government Regulation (Indonesia) on Teachers and Lecturers mandates "Teachers have accrued as professionals with the competencies". Various efforts to achieve the competency of teachers has been done by the government through a portfolio program, education and training of teachers, and the professional education of teachers. National Education Act regulate the competence of teachers as follows: (1) pedagogy, (2) professional, (3) personality, (4) social. While Djohar (2007) described the profile of a professional teacher as follows: (1) to master the material, (2) control of pedagogy, (3) make the learning process in a professional manner, (4) have the skills in the field implementing learning skills.²

Based on figure 1 below, the teacher's role can be described as follows: (1) organizer, (2) monitors, (3) facilitators, and (4) evaluator. Form of the teacher's role as an organizer is to manage, prepare the object of study or learning problems for students. In the learning process provides the teacher or learning problems are widely known by teachers as an assignment to the students. Surely in providing learning problems or object of study followed by a learning method in accordance with learning problems. In addition, teachers also use the media in accordance with the competencies to be achieved.

Role as monitors which monitor the students' work. After gave the assignment to students in the form of the object of study, the next step or mematau teacher monitoring of student activity. In monitoring student activities, teachers identify students' difficulties to further facilitated. Facilitation purpose is to provide assistance to students when the students experiencing learning difficulties. Teachers gave the various facilitation could be an explanation that students do his job easier, it can also give advice to others who are competent (read: colleagues) to help solve the problem, and so forth. The point in the

² Djohar.2007.Concept of Professionalism of Teacher

facilitation, teachers help students to enable students to complete the task easily. Subsequent role as an evaluator which evaluates the learning process. Evaluation not just mean giving matter to measure student understanding. Interpreted as an evaluation tool for the improvement of learning and meaning of education. This phenomenon has implications for an evaluation process. This product evaluation for ubiquitous shortcomings. Some education experts and assessment experts deliver that product evaluations tend to measure understanding of concepts and cognitive abilities. Another aspect that can be achieved in less learning is measured through the evaluation of the product. Another aspect is the ability of the methodology intended students, conceptualization skills, applications and assess what is learned. This phenomenon is strengthening author to appoint sub-themes of the evaluation process.

When speaking classroom management as one of the tasks of teachers in their role in the classroom, in fact the master and then apply the role described above, the class will be well managed. This has implications for the curriculum in teacher education programs. Curriculum in teacher education programs include classroom management courses (read: old paradigm) that many physically peel mere management. Concrete examples to learn specific size of a room suitable to serve a certain number of students or a certain capacity, lighting, ventilasi, furniture arrangement, arrangement of students sit and others. In the present and future era, classroom management as a course that must not be given to the students in university who learn in teacher program. Management class will automatically be achieved if teachers in carrying out the task of learning implement or do as described above .

The era of communication and technology and the present, allowing each student to obtain as much information indefinitely. The limit in search of information is their own ability. Therefore the role of the teacher as the source of information is no longer relevant. Relationship between teachers and students does not occur vertically, the teacher is in the up position while the student is in the down position. But in the new paradigm of the relationship is egalitarian relationship, at the same position. Teachers do *panggulowenthah* (Javanese, such as caring) to the students. Ki Hajar Dewantara (founder of the Indonesian educational ideology) found a relationship between teachers and students with the term *among* (Javanese) systems. Within the meaning among system is grind down, compassion, and caring. Figure 1 (below) is a new paradigm of learning process. Teachers should pay attention to the uniqueness of students. Student is a unique creature that was born and developed have different characteristics from one another.

The description above implies the learning process. In the new paradigm, learning a lot more done with individual approach and eliminate the classical approach. In fact the practice of education, classical approach makes students tend to be passive and less humane. Differences in the character and potential of the students received less attention. Strategies used in classical learning more lectures so active and creative learning can not be achieved. Results of research conducted by Istiningsih et al on active and creative learning suggests that children tend to increase activity, creativity, as well as increased interest in what is learned when teachers prepare learning objects issues and increased again when the teacher using the appropriate media.

The new paradigm of learning to interpret the learning process occurs when there is interaction between the students with the object of learning problems. Not like the old era that sees the learning process that occurs when there is interaction between students and teachers. The results of teacher performance showed that the professional performance of teachers includes aspects of mastery students, curriculum, instructional strategies, instructional media, and evaluation. Empirical results showed that the performance of professional conduct of teachers have not shown especially for teachers who are relatively new or recently working period.³ From these results we can observe that the poor performance of professional teacher was mastery the students.

The above research also raised teacher performance in a comprehensive manner, not only professionalism, but also includes teacher work ethic, personality, ability to self-reflection and professional behavior. Professional conduct includes: (1) the ability to understand and assist students with all its uniqueness, (2) assess the ability of the curriculum to produce an object or learning issues, (3) control of learning strategies, (4) able to select, prepare and use and utilize instructional media, and (5) ability to carry out the study evaluation. Teacher performance described above is a new paradigm of teacher performance.

Other research related to the learning patterns are also conducted by the authors. Results of research conducted by Istiningsih (2012) on learning patterns indicate that the performance of teachers in the present moment is in "transition paradigm / between".⁴ Learning patterns in the paradigm transition / between is a learning pattern that is in the middle position between old patterns and a new one. These results can be interpreted that the teachers are starting to leave the old patterns and toward new patterns of performance. Further description of the pattern can be explained as follows old pattern: students were

³ Djohar et all. Professional Performance of Teachers in Sleman

⁴ Istiningsih.2011. Model of Learning

passive, teachers were active, students were fed, banking system (students were filled with money), students memorized, teachers preferred teaching materials, discrimination to students, punishment and sanction. Overview of the new learning patterns as follows: students and teachers egalitarian relationship, students learn to interact with objects issues, teachers assist students with learning difficulties to provide facilitation to the students, teachers monitor students when students do the learning object, and others similar.

In the process of learning in the classroom and guide students, teachers should pay attention to all aspects of developmental psychology, memory, memory and thinking patterns of children. It is important to build trust and develop the potential of the students, so that students are able to grow and develop according to its potential. This is said to be the embodiment of a humanist education, the realization among systems. Meaning contained in the system *among* students is liberating. Students become or "to be" (read: pillar UNESCO) based on the child's potential and something to interest kids. Education is not "rape" of students, educational assist students to grow according to the conditions and circumstances of students.

The task of the teacher is to help students achieving success, although not absolute. Student success is not only able to get a high score, but also capable of developing spiritual values (spiritual intelligence) and emotional intelligence. Two emotional and spiritual intelligence are able to bring success to the children in the broader life. To achieve the ultimate goal of education, the teacher's role is not only oriented towards the fulfillment of academic values that are cognitive aspects. Learning-oriented cognitive achievement especially followed by memorizing what is learned, it will not gain anything. Learned to memorize will be lost in time relatively soon. This means that students who simply memorize something someday not have any (read: science). The learning process is important to build students' frame of mind not to give the material to the students.

Djohar (2007) quoted the opinion of Gilbert that "learning is not reading the textbook and memorize it, but it is said that" study nature not books".⁵ Oriented education on how a student can learn from the environment, and the greatness of the experience of others, of a vast expanse of natural riches and so on, which means the study is to examine all natural events. By understanding the phrase proposed by Gilbert above, teachers are expected to fully understand the role and duties as well as how teachers should position itself as a true educator in the present era and future.

⁵ Djohar.2007.Learning based on Object Study

The role of the teacher in teaching and learning, teachers not only appearing as a teacher (teacher), as a prominent function for this. Function is a teacher trainer (coach), counselor (counselor) and manager of learning (learning manager). This is in accordance with the functions of the future role of the teacher. Where as a coach, a teacher will play encourages students to master learning tool, to motivate students to work smarter and achieve the highest achievement. Further explained that the presence of the teacher in teaching and learning or teaching, still plays an important role. The role of the teacher in the teaching process can not be replaced by machines, radios, tape recorders or by most modern computer though. There are still too many human elements such as attitudes, systems, values, feelings, motivations, habits and so on are expected is a result of the teaching process, can not be achieved through these tools. This is where human excess in this case the teacher of the tools or technology that humans were created to assist and simplify their lives.

According to figure 1, some teachers role in the learning process as follows: (1) organizer, (2) monitor, (3) facilitator, and (4) evaluator.

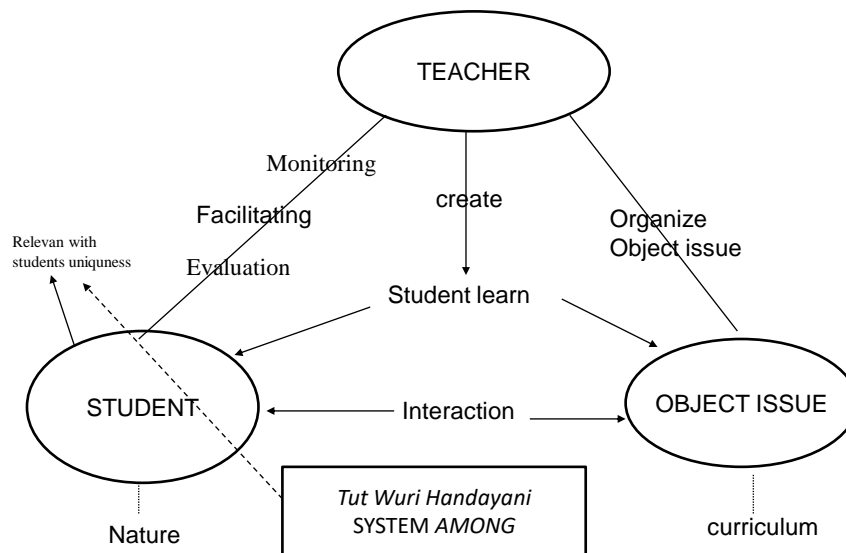


Figure 1

Learning Process (Model by Djohar, 2007)⁶

Figure 1 can be explained as follows: (1) The role of the teacher as a demonstrator, therefore the teacher in the learning process should always dominate the substance or subject

⁶ Djohar.2007.Phylosophy of Learning Process

matter to be taught and continue to develop it in the sense of improving its ability in terms of their knowledge as this will greatly determine learning outcomes achieved by students; (2) In his capacity as manager of the class, a teacher is required to be able to make a classroom atmosphere conducive to the learning process or the transmission of knowledge from teacher to student or exchange process among students of science and knowledge with each other runs well, (3) as a mediator teachers should have sufficient knowledge and understanding of media education because education is a means of communication media in order to further streamline the process of teaching and learning, (4) Every teacher in teaching and learning activities should always conduct evaluation or assessment, because the teacher assessment can determine success in achieving objectives, student mastery of the lesson, as well as the accuracy or effectiveness of teaching methods. Teachers should pay attention to it in conducting classroom.

An article published in <http://blog.tp.ac.id/peran-guru-dalam-pembelajaran> said that the quality of the nation's education largely determined by the quality of the teacher. Teachers are 'boss in the class'.⁷ Teachers are people who come face to face with the students. As good as anything and as modern as anything else an education curriculum and strategic planning designed, if no qualified teachers, will not produce optimal results. Wheel means a community named the school is characterized by the performance and quality of the teacher. As the boss of the teacher must be able to motivate students. <Http://menarailmuku.blogspot.com/2012/11/peran-guru-dalam-meningkatkan-motivasi.html> article outlines the teacher acts as a motivator whose content is modified by the author. Motivation stems from the word motive which can be interpreted as the driving force that lies within a person to perform certain activities in order to achieve a goal. Even motif can be interpreted as an internal condition (preparedness). As according to Mc. Donald, motivation is the energy change in a person who is characterized by the emergence of "feeling" and in the precede it with a response to the goal. From the sense proposed by Mc. Donald contains three elements / key feature in the motivation, the motivation that begin the change of energy, characterized by a feeling, and stimulated because of the goal.

Motivation is a psychological condition that drives a person to do something. In the course of learning, Motivation can be considered as the overall driving force in the rise in students, ensure continuity of learning activities and provide direction, so expect goals to be achieved. In the course of learning, motivation is very necessary, because someone who does

⁷ <http://blog.tp.ac.id/peran-guru-dalam-pembelajaran>

not have the motivation to learn, it will not likely do the learning activities. Motivation was twofold Intrinsic motivation and extrinsic motivation. Intrinsic motivation, types of motivation come from within the individual itself without coercion encouragement of others, but on the basis of their own accord. Extrinsic motivation, this type of motivation arises as a result of the influence from outside the individual, whether because of the invitation, errands, or coercion of another person with such a situation so that students want to do something or learn. For students who have always given attention to the subject matter, not a problem for teachers. Because the inside of the existing student motivation, namely intrinsic motivation. Such students usually pay attention to the teacher's explanation of consciousness itself. More curiosity to the subject matter provided. Variety of disorders that are nearby, less attention can affect it in order to solve. Another case for students who lacked motivation in him, then the extrinsic motivation is encouragement from outside himself absolutely necessary.

The task of the teacher is motivating students to learn so that he would do. There are several strategies that can be used by teachers to foster students' motivation, as follows: (1) Describe the learning objectives to the students. At the beginning of the teaching and learning should be a teacher first explained the objectives to be achieved to the students. Increasingly clear goal, the greater the motivation to learn, (2) Giving gifts to students who excel. This will boost their morale to be able to learn even harder. In addition, students who do not perform will be motivated to pursue performing students, (3) teacher tries to motivate his students by creating an atmosphere of mutual berkolaboratif to improve academic achievement, trying to fix the results of previous achievements; (4) Praise Rightly students achievers to be given an award or commendation. Surely constructive praise; (5) Avoidance of punishment to students who make mistakes during the learning process, (6) Generating encouragement to students to learn, the strategy is to give maximum attention to the students; (7) Establish good study habits , (8) Assist the learning difficulties of the students individually or in groups; (9) Using a variety of methods, and (10). Use good media and in accordance with the purpose of learning.

In carrying out the duties and role as mentors, teachers are expected to instill the philosophy of Ki Hajar Dewantara (initiator ideology Indonesia education) "*tetep-mantep-antep/fixed-steady-charismatic*", "*ngandel-kendel-bandel/trust-briefrecalcitrant-powerfull*" and "*neng-ning-nang-nung*".⁸ "*Tetep*" or fixed, meaning the teacher in the learning process always remains on the job does not always look right and left, to work with the orderly and

⁸ Kriswanti, N Theresia. 2011

progressive, faithful and obedient to all the principles of learning. Teachers should always be "*Mantep*" or steady step, so that there will be no power blocking or deflecting stride stride. So that teachers will be "impressive" or weigh which one day will in turn could increase teacher charisma.

Teachers also need to have a sense of "*Ngandel*" that believe in God and the power of self. "*Kendel*" the courage to step forward to solve the problem and help the students. "Recalcitrant" that survives, suffering strong. If not managed in a way, do not despair quickly, always willing to try another way, so that the objective will be achieved guiding students. "*Kandel*", despite suffering yet powerful body and his body.

In guiding student teachers constantly work on "*neng*", or "*meneng*", it means peace inner and outer. "*Ning*" or "*Wening*", clear mind, easily distinguish between right and wrong. "*Nung*" of the word "*Hanung*" means strong accord, solid inner and outer, to solve problems and achieve what he wanted which ultimately will "*Nang*" or "win", entitled to the fruit of his efforts. By applying the philosophy of Ki Hajar Dewantara is expected to achieve the learning objectives of learning and building character of students. A teacher is obliged to "teach" (the term of Ki Hajar Dewantara), this paper call it guiding and educating. "Teaching" or guiding means giving knowledge, guiding the movement of thought and intelligence skills to train our students in order later to be intelligent people. Educate means guiding the growth of moral character in students' lives, that later became impersonal man civilized and moral. According to Ki Hajar Dewantara, manners and magnanimity of the human nature of the human mind such shows awareness of the sanctity, independence of justice, to the divinity, love, devotion, art, order, peace, kesosialan and so, being moral or subtlety it shows nature of human birth-paced life smooth and beautiful. Often used the word ethical and aesthetic, which suggests that human nature is sublime and delicate / beautiful. In learning activities to implement the teachings of Ki Hajar Dewantara, teachers need to pay attention to the situation, condition, attitude and behavior of students, in order to group collaboration went so well that can be seen working individual students and student interaction within the group.

The new paradigm of learning gives emphasis on individual assistance to students. It is based on a philosophy that the student is a unique creature in its development different from each other. Nature of individual mentoring from teachers to students as follows: (1) healthy interpersonal relationships and intimate between teachers and students and also between students and students, (2) Students learn to match the speed, how, ability and interest in itself, (3) Students get help from the teacher as needed, (4) Students are involved in the

determination of learning how to be pursued, materials and equipment to be used and even the goals to be achieved.

From the above description it can be concluded that not every student who taught himself naturally present in the atmosphere of teaching the teacher's role should be as an individual: (1) Organizers of teaching and learning activities, (2) source of information for students, (3) Promoting students to learn; (4) Provision of materials and learning opportunities for students; (5) The person who diagnose students' learning difficulties and provide assistance as needed. Enable individuals teaching students to learn with the following activities: (1) Students learn based on their own abilities (not dependent), (2) Students are free to use the time to study, but are responsible for all activities that are done, (3) control the activities of Students , the speed and intensity of learning in achieving those objectives, (4) Students assess their own learning outcomes, (5) Students know their own abilities and learning outcomes. In addition to individual approaches, teacher groups and classical approach. The purpose of the group approach, namely: (1) provide an opportunity for every student to develop the ability to solve problems rationally, (2) develop social attitudes and work together in a spirit of life, (3) dynamically the group in learning activities so that each member feels himself as part of the group responsible, (4) develop leadership skills at each member of the group keterpimpinan in group problem solving.

The characteristics of a small group that stands out as follows: (1) each student feel self-conscious as a member of the group, (2) each student feel myself having a common goal in the form of group goals, (3) have a sense of mutuality and interdependence, (4) there is interaction and communication among members, and (5) there act together as a manifestation of group responsibility

Although the emphasis of learning in the new paradigm is to focus on individual students does not mean that the classical approach is not applicable anymore. Classical learning is the ability of primary teachers. In this case, the teacher can use the techniques of reinforcement learning in order to order to materialize. Classroom learning can be done with the following actions: (1) the creation of an orderly learning in the classroom, (2) the creation of atmosphere of fun in learning, (3) focusing on teaching materials, and (4) engage students active learning, (5) learning organization accordance with the conditions of the students.

Teachers act creates a good learning environment in the classroom. In general, teachers do not really have control over the students who are learning. However, we are in control of the classroom environment in which they learn. This question highlights one of several important aspects of teaching the class environment settings so that it becomes a

comfortable place to learn and teach. Classroom environment is meant here is the physical environment - including learning resources for learning - and the psycho-social environment, for example, the application of several methods to promote learning as a community to relieve fatigue and effective handling of the student's behavior is not appropriate. The ability of teachers to create the physical environment and psycho-social well can make a difference between quiet and effective class with a class full of chaos.

Organize the physical environment, ideally conducted in a classroom learning a bright, clean, and well-equipped to provide comfort and enough space for every student and support them in carrying out tasks individually or in groups. To develop active learning and increase student engagement, seating should be arranged so that educators can see all the students and vice versa, and students can also interact with each other friends. Unfortunately, there are only a few classes that are ideal for the implementation of learning, especially in large classes, spacious classrooms are usually very limited. Even students feel the heat, crowded, and noisy. Small classes are filled with students in large quantities causes learning and teaching bad for both students and educators. Teachers need to mobilize all teachers' planning capabilities in order to create a comfortable classroom to learn. This work will not be in vain because it produces a lot of benefits as well as facilitate the work of teachers. Here are some of the aspects related to the physical environment that classroom teachers can use as consideration in teachers' plans to accommodate all students and reduce fatigue, confusion, and frustration that usually interfere with large classes.

For primary education, management class or class physical condition is essential to get attention. This is the rationale of the psychological development of children. Elementary school students will not need the formal atmosphere, thereby structuring desk chair should be adjusted for age. The pictures and wall paint also needs to be considered. In addition to psychological development, physical development of children is also important to note. Elementary school students are in the development phase motor. Space should be because elementary school students tended to move around from one place to another temmpat.

Optimize classroom. Although most of us can not decide where we teach, we still have the opportunity to set up classes in which we teach to fit and match with us. Classroom setting can be flexible but also challenging, but the basic idea is to engage students in a group and create a comfortable physical environment for students to engage in a discussion or in a group setting. In a large classroom setting, space is often a difficult thing to get. To maximize space in the classroom, consider to remove objects that are not needed in order to reduce the impression of tightness and to facilitate movement. If the teacher does not require a large

work desk, then ask for a small table. Instead of using a table or chair for students, consider using a mat or carpet where students can sit and interact with each other and feel part of the group studied. Lack of availability of a table and chairs in a classroom in Bangladesh is beneficial for the learning process. A large classroom floor mats or rugs made closed to facilitate local change of class setting for some subjects like science into drama classes, as well as setting group and individual settings that can be changed at any time without disturbing other classes. Some of the board can also be placed in a class with a parallel position with pandangansiswa so that they can sit in groups and use the whiteboard to plan, discuss ideas, and find solutions to a problem, etc..

Keep books, teaching equipment such as chalk, rulers, paper, dyes, scissors, and learning tools such as portable blackboard, easel, flipchart paper, table, in one place so that the equipment can be taken and moved easily. In a large class of storage devices need a strategy that does not require much space. For the laying of some equipment that requires a lot of places, such as a table, the teacher can move the table and if possible put the table outside the classroom, for example, under a shady tree so students can use it easily. If possible, place items teachers, learning materials and other equipment that is not being used in the teachers' staff room or other safe place outside the classroom.

Especially elementary school students, provide the range of motion. Previous develop relevant planning roads in and out of the classroom students, for example, children who sit at the back to come out first, followed by students who sit in the middle and the last students who sit at the front. Opposite strategy can also be used in managing the student out of the class. Then, the plan is also a strategy to change the settings according to the class of learning materials, such as changing the sitting position all the students into small groups for learning the art or science. Plan how routine classroom activities will be carried out, for example by distributing the task sheet and return it to the student after assessment. In addition to how the plan so that the child's individual needs can be met, for example when they need to sharpen their pencils or need additional information in the study.

Take advantage of the space provided outside the classroom. School yard can be a place of learning and fun as a replacement for the students as they learn in a large class. The school yard is also a very important place for students to develop their social and cognitive intelligence. There, students can also learn about cooperation, a sense of belonging, belonging, respect, and responsibility. Observe your school environment, the identification of good places for learning and enter such places in the lesson plan. For example, some places in the school yard can be used as an activity center to support the learning materials in the

classroom. For example, in the study of geometric shapes, students can identify geometric shapes as much as possible in the school environment. Afterwards they can sit under a tree and write geometric shapes they found as much as possible. Monitor the child's development. Before the class ended, inviting them to submit their findings both inside and outside the classroom.

Show the children's work in creative ways. Classroom space needed to display student work. Unlike laying a board or table that takes place, the work of the class can be attached to the wall or displayed on the outside of the classroom door so easily seen. Displays of children's work can use threads, clips or tape. Decorating classes using the students' work can make the class more interesting and friendly although there are many students in it. Involve student teachers. Help students are very helpful in managing the physical classroom environment, and helps them to develop a sense of responsibility. Students can help teachers to display their work, making wall magazine, and put the equipment back after the class ends. Students also can assist teachers in overcoming the limitations of extensive classroom. When problems arise, for example when there is space for students fighting or inadequate students, ask them to offer a solution. It is important to remember that what makes teachers uncomfortable is not necessarily convenient for students. At the beginning of the new school year, set the class teacher and ask your students if they feel comfortable with the arrangement. It would be better if the teacher divided the students into groups to look around the room and its contents, and ask them to draw a classroom setting to their liking. Use these images to design a class 'private' student. Tested settings for 1-2 weeks and ask your students if they already feel comfortable with the arrangement. Change the classroom setting, if according to the new student class setting will feel more comfortable. Further, change the settings class when the teacher feels that the student was bored. Elaboration on setting up the physical environment in the very important to know your teachers, especially in elementary and pre-school education and early childhood education.

B. Paradigm of Student Performance

Students are unique creatures that berbesa one another. Implementation of the learning process that is based on this philosophy to individual learning. The concept of student performance paradigm as follows. In learning process, teacher must give attention to uniqueness of the students. Teacher pay attention to students problem/case. Because students have different characteristics or uniqueness, it is assume that they have their own problem. The problem may different Each others.

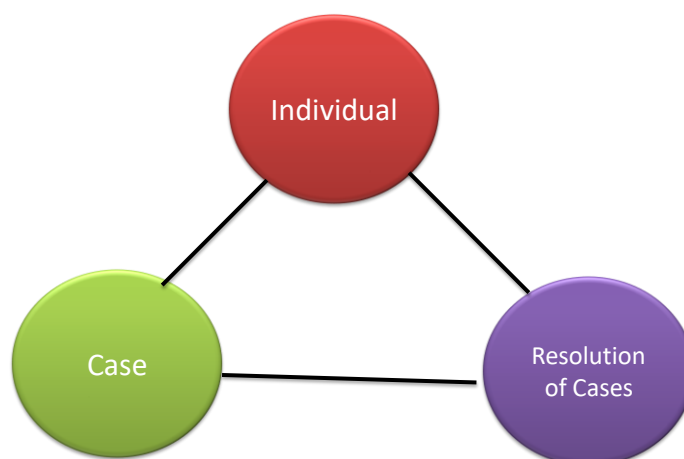


Figure 2
Concept of Paradigm of Students Performance

Ki Hajar Dewantara known as the man who fought to give an answer to the question: whether a suitable education for Indonesian children? The answer is the National Education. Education as a nation attempts to preserve and develop the nation's seed derivative. To that end, Ki Hajar Dewantara develop methods among the education system which is based the principle of independence and the nature of nature (Rochman, in Jaeng, 2005). Ki Hajar Dewantara education system was developed based on five basic principles called Pancadarma Student Park, which includes: (1) The principle of independence, which means self-discipline on the basis of the value of the high life, good life as individuals and as members of society. The principle of independence is capable and able to stand alone to realize the self life, orderly and peaceful life with power over yourself. Freedom means not only free but must be interpreted as the willingness and ability of the power and authority to govern themselves personally, (2) principles of natural nature, which means that in essence as human beings, is one with the nature of nature. Human nature can not be separated from nature and will be happy if it can unite yourself with the nature of the universe that contains progress. Therefore, each individual must develop reasonable, (3) cultural principle, which means that education should bring it to the national cultural progress in accordance with the intelligence of the times, the progress of the world and interest in physical and spiritual life of the people in every age and condition; (4) The principle of nationality, which means it should not conflict with humanity, even to be a real human form. Hence the principle of nationality does

not imply hostility to other nations but it contains a sense of the nation itself, one in joy and sorrow, a sense of one's will leads to happiness in life physically and mentally throughout the nation; (5) humanitarian principle, which states that Dharma is the embodiment of every man's humanity to be seen on the inner purity and a sense of compassion for fellow human beings and the whole of God's creation.

Authors raise Pancadharmas Tamansiswa of Ki Hajar Dewantara above as a basis for student seated position. Current era and that will come is still relevant principles raised above. The author tried to put the same principle with how it should position the student teacher. Implementation or manifestation of the principle of independence, when applied in the context of the paradigm in this paper the student teachers give students the freedom to discipline yourself that further students must be self-sufficient. Students in the learning process is triggered to be independent in learning without depending on any party. Implementation of the principle of nature or the natural form means students are given the freedom or independence to be developed in accordance with his or her potential. Teacher or educator to guide and direct the development of the students. Teachers have no right to force students to be directed in accordance with the will of the teacher. Students were born and evolved differently from one another. Although the principle of culture is geared to the advancement of the people, but in the context of student paradigm, this principle can be realized in the context of the learning process in the classroom. With this principle, students are encouraged to go forward with the principles in promoting student teachers should pay attention to students' physical and spiritual needs. Culture of the students preserved and adapted to encourage him to go forward *semaikin*. Implementation of the principle of nationality means the teacher in the learning process of students seated as citizens who live harmoniously together. In the process of learning strategies and learning techniques are such that they are united in harmony. Teachers do not discriminate against students. Teachers try to make them get along well, do not be divided. Implementation of humanitarian principles when implemented in the context of the learning process, students are assisted and guided by a loving, affectionate. Teachers assist students like her own child. Treatment teachers to students on the basis of compassion. Treatment of all students both right and wrong with loving guided. The mistake must give students straightened without penalty.

This paper also raised the concept of Ki Hajar Dewantara leadership. Ki Hajar Dewantara lift the leadership of *Ing ngarso Trilogi sung tulodho, madyo ing Mbangun Karso, tut wuri handayani*. Ki Hajar Dewantara trilogy leadership can be applied to different types of students based on ability and willingness. Four groups of students in this paper as follows: the

first group of students who are able and willing, the second group is students who are capable but less willing, the third group is students who are less able, but willing, the fourth group of students who are less able and less willing. Implementation of leadership trilogy Ki Hajar Dewantara relation to categories or groups of students in the following: (1) for the first student groups are able and willing to be guided and led by the pattern wuri handayani tut, for the second and third groups of students that are capable but lack the motivation or less willing, and less mapu group of students who have the motivation or willpower but then guided by ing madyo Mbangun Karso, the fourth group of students who lack the ability and willingness to be guided by ing ngarso tulodho sung.

Learning methods using "Among method" with the motto Tut Wuri Handy means to encourage the students to get used to seek and learn on their own. Cuddle (child) means guiding, giving children the freedom to move according to his will. Teacher or tutor to follow from behind and influence, duty observing watched by all the attention, help given if deemed necessary. The students familiarized themselves kebatinan relies on discipline, not imposed from outside or command others. Among means guiding the child with love and put the interests of the child. Thus children can develop according to its nature. Student-teacher relationship as a family. By using the basic familial relationships among methods between students and teachers very closely. Sense of family unity is also used for joints. Family properties contain elements of: (a) Love love among family members, (b) the rights and fellow Fellow obligations, (c) there is no lust benefit himself at the expense of other members, (d) the common welfare, (e) tolerance.

Cuddle (child) means guiding, giving children the freedom to move according to his will. Teacher or tutor to follow from behind and influence, duty observing watched by all the attention, help given if deemed necessary. The students familiarized themselves kebatinan relies on discipline, not imposed from outside or command others. Among means guiding the child with love and put the interests of the child. Thus children can develop according to its nature. Student-teacher relationship as a family. Classroom teaching and learning by using "Among method" with the motto Tut Wuri Handy means to encourage the students to get used to seek and learn on their own. Such as Ki Hajar Dewantara principle that we should not hesitate to enter bahanbahan and foreign cultures, wherever arising, but it must be remembered that the material that we can raise the degree of our lives by the way of developing what is already ours, what we do not enrich have..

Teachers treat students in the learning process should be given Piaget's theory. Piaget claimed a series consisting of four stages (sensory-motor, pre-operational, operational

real, formal operational) that form a developmental hierarchy. Students must master the operations at one stage before the students are ready to think and run at the next stage. A topic can be studied when the prerequisite hierarchy have been studied. A topic at a particular level in the hierarchy may be supported by one or more of these topics in the next lower level. Anyone may be able to learn a particular topic because he failed to learn the topics below that support that particular topic. (Gagne, 1977, ha1.166-7). This means that the learning process will happen smoothly if done continuously. Children's learning experiences must be considered and appreciated. Gradual and sequential learning process, and based on experience and learning. So as to learn the concept of B based on the concept that a person needs to understand the concept of A. Without understanding a concept that people might not understand the concept of B. In the learning process the teacher should explore the experience of the students. Students are not empty keg that is ready to be filled with various materials by teachers. In addition to pay attention to students' experiences as a basis pemeblajaran process is done, it is also important to encourage motivation and self-confidence of students. When students and teachers explore experiences as basis for the learning process in the later stages, students will feel proud and confident that they have the experience and knowledge memilikim. Psychologically, the treatment of such teachers will benefit.

In addition to establishing the physical environment pleasant and comfortable for students, teachers must be able to build a psycho social environment as well. A class is also often called a "study group". A part in the school classroom where teachers and students meet regularly, get to know each other, work together, where like-minded educators and students in learning something new about the world. In a large class, it is important to create an atmosphere where teachers and students feel part of a community of interesting and accessible to students. Communities that encourage students to get to know teachers and involved in the learning process. The ultimate goal is for teachers and students to better understand each other. Development environment as part of a community and psycho-social environment that can positively motivate students to learn, engage, and help them to develop optimal potential, even though they are in crowded conditions. In fact, students can also obtain more value from their learning through and get a good value if educators are willing to help students to learn. Here are some suggestions that can be applied to create a good psychosocial environment in large classes or improve the quality of psychosocial environment in which teachers and students learn.

Teachers pass up activities 'introduction closer' to know the names of students, collecting information about family background and interests of students, and also to identify the beginning of the level of student mastery of knowledge and skills through diagnostic tests (to be discussed in the next section) or a simple questionnaire. Recognize student teachers - remember their names and faces. Although in the great class of this activity seems daunting, recognizing the student's name is the first step in creating a comfortable classroom, which can attract student participation. It also shows that the teachers care about them individually. There are some simple ways that can help teachers to remember the student's name, among others, the following: Make a seating chart. Ask students to sit in the same place in the first weeks in the classroom and make their seating chart. Try to remember the names of four or five in a single learning session. Take photos of students or ask students to describe their faces. If possible, on the first day or two, classify their students and take this photo. Posing for a photo session can also break the ice class. Share the results of the photo shoot and ask them to write their name next to the picture or write numbering students and ask students to write their names under the photos according to their numbers. If shooting is not possible, ask students to draw their faces or stand them in pairs and ask them to draw their partner's face. Suggest students to draw something unique from their partners such as moles or curly hair to help teachers match students' pictures and face. Add the names of students in each facial image and place the images near their seats. If it is not possible to put a face image near the students will stand students in rows on the first or second week of school. Line up their facial image vertically on the wall near the row of seated students, and the top image is the students who sit closest to the wall and the final picture is of students who sat the farthest from the wall.

Use the business cards and labeling. If the shooting and facial images is not possible, ask students to create a business card that is put in front of them when the learning takes place. If the class does not use tables, students can use the label name they use to identify student teachers in the classroom. Before and during the study try to remember the names of students with reference to a row of seats and call students by their names and so on. Use introductions. Invite a few students to introduce themselves. After the introductory session is complete, ask other students to name all the students who have introduced themselves. After all the names mentioned, ask other students to take turns introducing themselves and so on until all the children have been doing introductions. For a very large class, do this activity in the first week and choose a small group of students to do the introductions each day.

Checking attendance. At the beginning of the school year do check attendance by calling students names to match the names and faces of students as soon as possible. Although there will be some names that are difficult to remember, students will still appreciate the effort of teachers. If there are two or more students the same name, then Agree with these students and other students about the choice of a nickname for the students. Use the name of the active child. Ask students to name names before they ask questions or express opinions. This activity can continue until all citizens have felt the class know each other. When the teacher wants the students to do something, then call an student with the name of each. Use the child's name as often as possible. Memorization. Try to memorize a line or group of students a day. Moments before the learning begins, remember back a few names that have been previously memorized teacher and then add another row or group of students. Use the "hallmark". Match the names of students with physical or personal characteristics of students. For example, Reni and Siti Having curly hair mole on the cheek. When the teacher asked the students to introduce themselves, ask them also about the physical characteristics of their most prominent of which distinguishes them from other students in the class. These characteristics should be consistent and can be seen from the front row though.

Take advantage of in-class time effectively. For example, at time of writing assignments in class, ask students to put a piece of paper in front of them that says their name in big writing or ask them to put their name tags on desks around the classroom so that the teacher can, remembering their names. Involve students. Ask two or three students each day as a duty officer in the classroom helps teachers to practice, share learning materials, or other activities at the same time so that teachers can try to remember their names. In conducting these activities, Talk with them so that teachers can also learn their backgrounds and interests.

Divide class into small groups. Divide the class into several "working groups" to facilitate smaller teacher to remember the name of the student. Learning time can be used to assign tasks to each group of students. Given eight - nine names of the students in small groups so much easier than remembering the name of more than 60 students at once. Use the visual memory of the faces and places students sit. Then begin to remember the names of students from a particular group. Play games of "acquaintance" is interactive in the first week up to third at the start of the school year so that students can get to know each other and the teacher was able to get to know students. For large classes, have six - eight students to do self-introduction at the beginning and end of the lesson. There is a game called acquainted

game. This game is not only suitable for a small class, but also when applied to a large class of grouping students or if the class size is reduced for a time to use other methods. The second person to mention the person's name and his own name first and the third student to say his name and the name of the previous two. And so on, until the turn of the mention of the name back to the first person. In this game that educators can take a turn near the end. Teachers can also develop the "get acquainted" with activities such as filling an empty form below:

My name _____

After school I like _____

My favorite foods are _____

My hobby is _____

Subjects that I like the most is _____

I want to be like _____

After graduate school I wanted to be _____

Teachers can use this field as a strategy for students in large classes can get to know each other even though most of them had been in the same class in the previous school year. After all students have finished filling in the blanks, ask students to look for students with the same answer on a particular statement and write the student's name on the blank in the spreadsheet.

Create a profile of students. In large classes, teachers need an effective way to study the lives of students outside of class, so if there are problems in learning, educators can help students as possible. Most educators developed a questionnaire containing questions about family background of students. The questionnaire also included questions related aspects that may affect learning and school attendance, for example, whether the family is still there and stay together or stay somewhere else for work, and one who is keeping the students; how many family members who live with the student; What educational background and their work; sources of other income, such as land ownership, etc.. Such information can be obtained in several ways, for example, to send questionnaires to be filled home parents or guardians of students, or even students interviewed directly. If progress is not good students, educators can look back on the information gathered through the questionnaire in order to identify and analyze possible causes Practical Advice Teaching Large Classes can be done to improve child development. As an option, students provide a portfolio folder and put the

student's personal identity on the cover of the portfolio folder so that when teachers will incorporate the work of students teachers can see that identity as often as possible.

Treat as a person. Treat students in large classes as a personal means teacher in front of students self-image as a person, not just as a teacher. Show them that the teacher wants to know them as they get to know the teacher. Without having to share any personally identifiable information to students in a learning activity, the teacher can provide "personal touch" to the learning environment, such as the story about the school. This process can be started from the first day the teacher talked about the materials that will be earned by the student and teacher experience on how students can learn well. Remember, humor and action that shows that the teacher can also laugh at yourself can help in starting a good relationship with the teacher students.

Provide opportunities for students to express themselves. Give each student the opportunity to speak in front of other students in the first week up to third at the start of the new school year. This opportunity will motivate them to engage in a discussion of the class. Remember, the longer the students did not have a chance to talk it will be increasingly difficult for them to participate actively in learning. Thus the teacher will lose a valuable opportunity to find out what students have learned. To avoid this, in the early days of learning, the teacher can divide the students in small groups as this may make it easier for shy students who are actively engaged in learning activities.

Encourage students to raise questions and opinions. Some students are very shy to ask questions or express opinions in front of his friends. Some educators are not happy with students who often ask questions because they feel it is a threat to their authority. In fact, the question is a valuable medium for getting feedback from students the material being learned, what difficulties they encountered, and how teachers can improve learning and so can be useful and fun for all students. Some educators use the technique of "inducement" in order to stimulate students to ask questions or give opinions about what they learned. In this technique educators ask a question or statement that students are expected to answer or respond in reference to what they have learned. The first teaser for instance: "we are a very large class and Mom / Dad want to know all of you quickly. So tell Mom / Dad a few things about yourself, what you like and dislike, interesting stories about yourself, and your opinions about the school. Maybe your "What questions do you want to ask about ...," and then give time for students to understand the question. Some educators suggest to calculate the heart of one to ten in order to provide the opportunity for students to formulate their answers. If there are no students who responded, then point to a student to summarize certain points that are gained

through previous learning. Positive responses such as "Mother / Father very glad you asked the question" or "Oh, it's a very good question," can motivate students to continue to ask questions and express opinions. Non-verbal language such as a smile or a nod can also be used to show support for the teacher to student questions or concerns. Acknowledge the existence of a hard material. Students in large classes may not want to ask or answer questions because they are afraid the other students think that they do not understand the material being taught teachers. In order to overcome their fear, may notify the teacher that all students will be taught the material that may be difficult to understand at first. In explaining difficult material, teachers can tell the teacher I have ever experienced difficulty in learning the material and what methods teachers use to learn and remember the lesson. Before class begins, ask yourself: What difficulties will be faced by students in participating in this lesson? Example of what can be used so that lessons can be better understood by students? Some educators make a note of the mistakes that students often appear in assignment or test, or the questions that often arise, as a reference to the difficulties students understand the lesson. Remember: By recognizing the difficulties and take action to anticipate these difficulties, the risk of abuse of students in front of his friends can be minimized.

Take time for students. One of the biggest drawbacks is the high ratio of the classroom educator - students. One way to overcome this problem is to take the time for students before and after learning. Before the lesson begins, the teacher can walk around the schoolyard or classroom and ask students what it felt on that day. Soon after learning ja ends, tell the students that the teacher still has time to answer questions you might want to ask them. Take some time about 10-15 minutes outside of instructional hours for students to meet and ask the teacher because students sometimes do not want to ask certain questions in the presence of other students. Teachers can also specify five or more students in a day to talk about learning or about the school.

In conclusion, teachers need to know the names of students and get to know them as a person. Remember: The more you close and sincere to students, it is also more convenient for students to meet, talk, and listen to you even in a large classroom setting. Give attention to individual students. Large class different from the class small, particularly in terms of the number of students that require attention. Although there are students who learn best in small and large classes, but some students who need more assistance would feel depressed if placed in a large class. This problem can be solved in many ways, for example by observing the development of students through a review of attendance, homework and test results, the involvement of students in the class, and their progress in other subjects. teachers can also

provide a test called "diagnostic tests" which includes the knowledge and skills necessary to master a particular topic or subject matter. The test is held in the first week of the school year or when starting a new subject matter, and not rated. The test purpose is to assist teachers in identifying students who may need more intensive support so that teachers can do for their assistance more early. Thus the teacher can focus on a small number of students most requires teachers rather than focus on a large number of students as well as the sometimes exhausting. If teachers observe a significant change in behavior or a student learning outcomes, teachers may need to speak privately with the student. Make sure the teacher also asked about the students' lives at home, because it has an impact on student learning outcomes. If teachers are not able to help students to overcome the problem, the teacher may refer the student to the counseling section or services like that available. If teachers find some students have difficulty learning, teachers can organize group sessions to discuss the course material and answer questions. Set Regulations Regarding Student Behavior Expected. All classes require regulation so that the class can run effectively, and the peraturanperaturan is a need for a large class. Students should know the limits of behavior and respect the rights of others. Explain the rules as early as possible and emphasize the values of cooperation and tolerance. Guidance overview of the development of regulations include things as follows:

- Involve students in setting classroom rules. Teachers can apply a "rights-based student" by starting the principle that students can do what they want in class origin does not interfere with the rights of others, such as friends or teachers. Then ask students to identify what behavior is and is not acceptable by the class for disrupting the rights of others. Develop regulations to fulfill these rights, along with the consequences for violating the rules. Keep in mind that the consequences imposed should be consistent from the beginning and refers to positive discipline to help students learn good behavior. Give punishment on a student to stand in the corner facing the wall because the students broke the glass is a consequence that does not give any lessons for students. Instead, by asking the child to apologize and clean up broken glass splinters can teach a sense of responsibility to the students. Ask students to define "rules" and place it in a prominent place. Ask students to sign it as a sign to agree to abide by the rules and if they break them, they will get the consequences. Student behavior that violates, may actually occur if a student makes a commitment not to violate the rules and behave in an acceptable all-class citizens.

- Make it short with an emphasis regulations expected behavior because bboth students and teachers can not be given a long list of regulations. Make the rules as clear as

possible. The regulation should be expressed in clear sentences and positive connotations, such as "Students should arrive five minutes before the bell rings".

- Consider creating a rule or set expectations. The following related matters run smoothly so that lessons can be: (a) initial clock and the end of the lesson, and how the calculation of student attendance and what can and cannot do during the hours of student learning, (b) the use of instructional materials and equipment, (b) how to ask for permission for something urgent, such as going to the toilet or sharpening a pencil; (c) the procedure for individual and group assignments, and (d) how the student can ask or answer questions.

C. Paradigm of Learning Achievement

Mastery of the concept of a science is not enough in achievement of learning. Memorizing competence only is also not enough yet in achievement of learning process. Learning process uses object issues hopes the achievements of a learning process are: ability of methodology of students, ability to conceptualization, ability to understand the concept, ability to apply what students learn, ability to value what students learn. Five aspects above may be explained as follows.

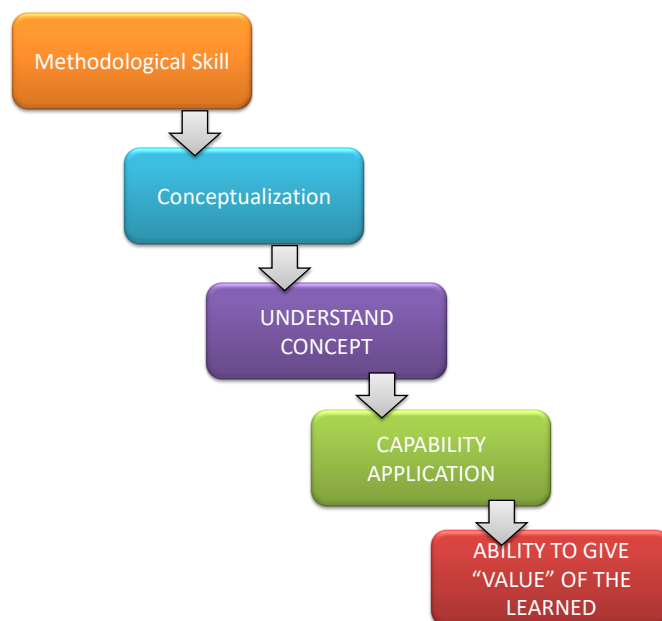


Figure 3.
Concept of Learning Achievement (Modified from Djohar)

1. Methodological Skill

Methodology can properly refer to the theoretical analysis of the methods appropriate to a field of study or to the body of methods and principles particular to a branch of knowledge. In this sense, one may speak of objections to the methodology of a geographic survey (that is, objections dealing with the appropriateness of the methods used) or of the methodology of modern cognitive psychology (that is, the principles and practices that underlie research in the field). In recent years, however, methodology has been increasingly used as a pretentious substitute for method in scientific and technical contexts, as in The oil company has not yet decided on a methodology for restoring the beaches. People may have taken to this practice by influence of the adjective methodological to mean "pertaining to methods." Methodological may have acquired this meaning because people had already been using the more ordinary adjective methodical to mean "orderly, systematic." But the misuse of methodology obscures an important conceptual distinction between the tools of scientific investigation (properly methods) and the principles that determine how such tools are deployed and interpreted.

Science, technology, engineering, and mathematics (STEM) students are often encouraged to maximize their engagement with supervised research and minimize teaching obligations. However, the process of teaching students engaged in inquiry provides practice in the application of important research skills. Using a performance rubric, we compared the quality of methodological skills demonstrated in written research proposals for two groups of early career students (those with both teaching and research responsibilities and those with only research responsibilities) at the beginning and end of an academic year. After statistically controlling for preexisting differences between groups, students who both taught and conducted research demonstrate significantly greater improvement in their abilities to generate testable hypotheses and design valid experiments. These results indicate that teaching experience can contribute substantially to the improvement of essential research skills.

2. Conceptualization Skill

In order to achieve this realm (conceptualization skills), the learning process should refer to the new paradigm. The learning process must use a system of "Inquiry". The old system of "delivery" is no longer relevant. Conceptualization that students have the skills, then students should be active and participate in the learning process (UNESCO: learn to do).

The ability to invent or formulate an idea or concept. The conceptualization phase of a project occurs in the initial design activity when the scope of the project is drafted and a list of the desired design features and requirements is created.

3. Understand Concept

After having conceptualization skills, the next aspect is understanding the concept. We bring up our children with too much conceptual abstractions, that they have to memorize. They have to learn concepts without realizing the underlying reality. Learn concepts without understanding the meaning. They have to learn what others think is important. And slowly along the way, they lose the ability to think creative. It is like a box that is filled with bottles of water, thinking it is full, and all the water is separate. Without realizing that pouring the water out would leave plenty of room for more, while all the water can mix.

4. Application

Definition of skill of application: The act of bringing something to bear; using it for a particular purpose; "he advocated the application of statistics to the problem"; "a novel application of electronics to medical diagnosis". The action of putting something into operation; "the application of maximum thrust"; "massage has far-reaching medical applications"; "the application of indexes to tables of data".

Learning has no meaning if the learning outcomes are not applied. Application referred to in this paper is to apply everything I have learned. One way that can be achieved aspect of this application is to perform contextual learning. "Learning something in what context". Example: math learning in the context of trading / buying and selling. Contextual learning, then the result will be functional. Learning will be useless off without context or what is learned can not be used for anything.

5. Ability to Give Value of Learned

Intended value is the ability of students to provide value to the subject. Ability to provide value to what is learned by students, is the highest aspect of the achievement of learning outcomes. Value is abstract. Difficult to explain the sense value. Concrete example, in pembelajaran read the Qur'an (for Islamic education), not enough to memorize, but should know what the contents of the paragraph is read. What is the meaning of the contents of the verse. How do implementation.

PART II
DIMENSION
OBJECT ISSUE, CURRICULUM BASED ON COMPETENCE,
EVALUATION PROCESS

The new paradigm of learning carries three (3) aspects: object issues, curriculum based on competence, and evaluation process. Three aspects is able to guarantee the achievement of educational goals in the 21st century. The 21st century demands a visionary human resources, flexible thinking, competent in their field, creative, and innovative. Human resources mentioned above are capable human resources to face the big changes.

Object-based learning issues will color the active learning process. Object will be achieved through the pillars of education issues by UNESCO "learn to know, learn to do". Object through the issues in the learning process, to achieve an active and fun learning. Object-based learning issues will stimulate the teacher's role as an organizer, monitors, facilitators, and evaluators. This is a form of student learning center. Is a demand that the learning process should the present student center center no longer a teacher. Achievement of learning outcomes is a methodological skills, conceptualization skills, understand concepts, functionality, and ability to provide value / value of everything is learned.

The old paradigm of learning to answer the question "what students understand?". The new paradigm of learning to answer the question "what students are able to?". The above question appropriate for countries that are developing. Human resources in developing countries are required to be able to do "anything". Human resources is expected in developing countries is a productive human resources, which is able to produce something. Human resources as it is called competent human resources. To be able to produce competent human resources, the learning process using a competency-based curriculum.

A series that can not be separated from the learning aspect is the use of competency-based curriculum evaluation model. Educators have to understand that the evaluation of the product have not been able to provide for the achievement of results jamianan competent graduates. Through the evaluation process, student competence will be monitored well. Evaluation process is done authentically. Authentic sense is an evaluation is performed in conjunction with the learning process.

A. Learning uses Object Issues

Old paradigm looked that the learning process is a process of interaction between teachers and students. New paradigm looks that learning process occurs student interact with objects / learning issues. The role of the teacher is no longer a center or person who has any information, while the students as individuals who receive the information. The role of teachers according to this new paradigm (1) as the organizer to manage object / learning issues, (2) monitor that monitors the learning process, (3) the facilitator ease the difficulties faced by students, (4) evaluation of the evaluators that implement the learning process, from preparing the instrument evaluation to interpret the results of the evaluation. The position of object issues in the learning process can be seen in Figure 1. The concept of object issues can be seen in the figure 4 below.

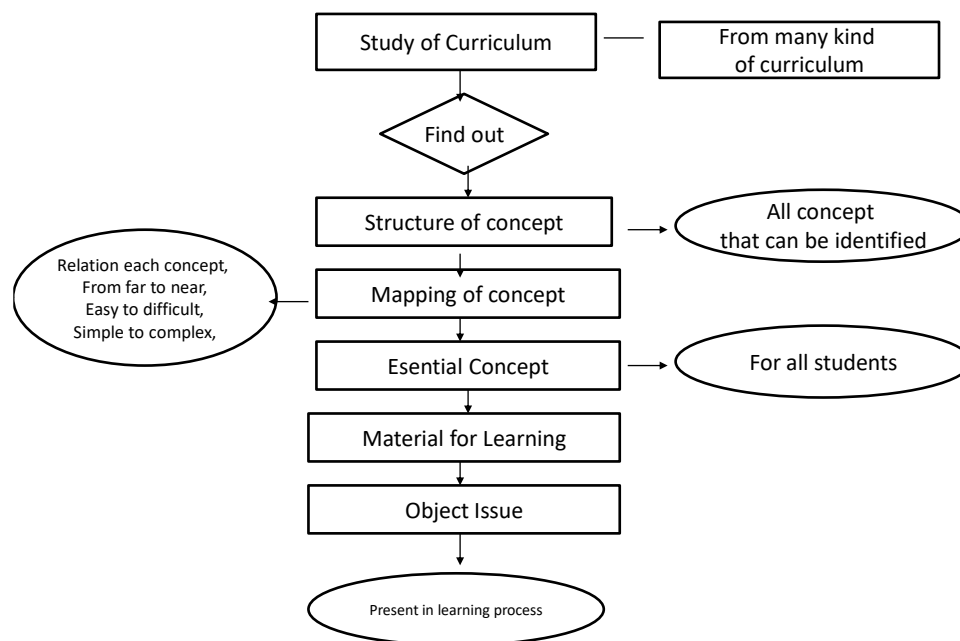


Figure 4
Object Issues – Study Curriculum

Looking at the picture above, can be explained that in the learning process, teachers must prepare object issues. Compile teaching materials alone is not enough in the learning process. Presented by the teacher in the learning process is the object issues. Whose task is to prepare object issues? Teachers should prepare object issues. Teachers say professional in their duties if they were able to prepare the object issues. It is a concern to every educational institution educational personnel. The institution responsible for the training of teachers

should give students the ability to provision so that they are able to rearrange object issues. This means that teachers must be able to review the curriculum.

Issues will be obtained through the object contextual learning. Contextual is accordant with the context. Context is the situation being associated with an event (Big Indonesian Dictionary). Contextual learning is a learning system, based on the thought that meaning will emerge from the relationship between the content and context. Context gives meaning to the content. The more linkages found students in a broad context for their increasingly bermaknalah contents. The more able students relate their academic lessons with the context of meaning the more they'll get out of the lesson. Contextual teaching and learning engages students in activities that help them connect academic learning with real-life context that they face. By linking the two, the students see meaning in their duties. Curriculum in Indonesia the last before the curriculum in 2013 (refer to unit level education curriculum) applying learning appropriate to the situation (contextual problem). By asking the contextual problems, students are gradually guided to master science and then expected to build their new knowledge. Here's a picture up the process of science.

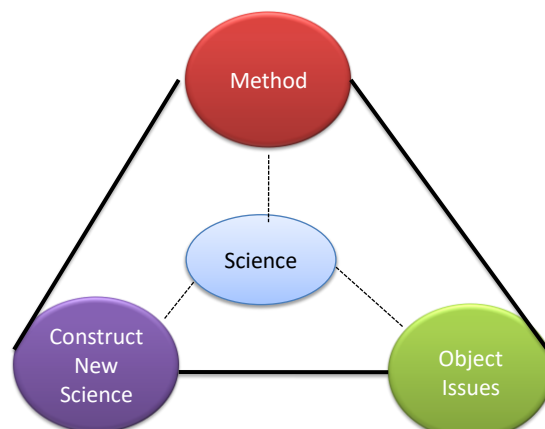


Figure 5
Process of Constructing New Science

The picture above can be explained process of "Building a new science". New science can be built through learning based object issues. Science that has been used as a reference in the new science building. The method is used in a way that the new science membagan. The method used is in accordance with the method object issues. We recall that the object is none other issues object learning problems. In the learning process, students carry out

assignments. The task is the issue / problem to be solved. Through solving the problem, students are able to conceptualize something. This is the content of the learning process. It can be concluded that the learning process is based on object issues, is up learning concepts / knowledge.

Object issues should not be the riil/original objects. However, there is the opinion of educational experts who explain the interpreted riil/original object. They describe the use of object within the meaning of objects in the learning process. There are six steps that need to be taken in learning that utilizes the original object (object identical to object issues), namely: 1) prepare yourself, 2) prepare environment and equipment, 3) prepare student, 4) prepare media , 5) prepare follow-up activities, 6) prepare evaluations (student and teacher).

1. Preparing Yourself

No matter how high the value of usability original object, it will not provide much benefit for people who are not able to use it. Therefore, teachers need to prepare specifically about her ability to recognize various things about the original object to be used and the ability to use it before doing the learning activities using native objects.

2. Setting up the Environment and Equipment

Learning activity by utilizing the real thing of course need a place / environment and equipment to support it. For example, if the learning activities in the classroom, it is necessary to be prepared and a tool / environment to put or put such objects, so it will be seen clearly by the students and also easy to use. However, if the learning is done in the environment around it before the teacher needs to check its condition, extensive environmental narrowness to be visited, and also permits that need to be done.

3. Preparing Students

Is the original object is selected and will be used are in accordance with the characteristics of both the learner and the experience level of thinking? Will it be used for individual, small group or class? How many of the students? Where's the location? How learning styles? Matters relating to the question of course need to be prepared before doing the learning activities by making use of original objects so that these activities can take place effectively.

4. Preparing Media

Before the learning activities by utilizing the original object, the teacher needs to prepare the original objects / media to be used, whether that relates to the type, amount, nature and conditions of the original object.

5. Prepare a follow-up activities

In order to obtain the maximum results from the learning activities by utilizing the original object then needs to be planned / prepared follow-up activities of the learning. Follow-up activities may include exercises, assignments, and other experiments. For example, after students learn by using native objects that are around / outside the classroom, then given the task to develop and present the results of his observations in the presence of his friends.

6. Setting up Evaluation

Activities is equally important to be prepared before doing the learning activities by utilizing the original object that is preparing the evaluation. Evaluation is intended to determine the level of achievement of predetermined competencies. Evaluation results are achieved can also be used as feedback activities that have been carried out as well for future improvement activities. In order a learning process (by using of the original object) can take place and working well, it is necessary to take some steps. Such steps include: 1) Clearly define purposes / rationale, 2) Precisely state behavioral objectives / goals, 3) Select instructional materials objectives roomates Achieve predetermined and to anticipated audience, 4) Think through the lesson plan so that it builds concepts logically and helps the lesson flow smoothly, 5) Do a well-executed presentation in roomates student involvement is central and a combined media approach is Achieved, 6) Engage in follow-up activities roomates build and countinuosly refer the student back to the Knowledge Gained through the use of reality.

7. Evaluate both student and teacher.

The seven steps above can be explained as follows:

a. Setting clear goals

The first step that needs to be done in the use of object that is clearly goal-setting. The learning objectives are still common nature, but can describe the shape of the expected capabilities of the students after the learning process.

b. Formulate specific behavioral objectives appropriately

Having set general goals and then teachers set goals that are more specific. This special-purpose formula clearly illustrates that the ability of students is expected to be held after the learning process. Forms of behavior as a destination, can be classified into three domains, namely the domain of cognitive, affective, and psychomotor.

- c. Choosing a learning tool to achieve the goals set before, and know the characteristics of the students appropriately.

Object that will be used must first be chosen carefully so as to support the achievement of learning objectives that have been set previously, there may be a number of alternatives that are considered suitable for these purposes. As much as possible choose the most suitable. A match is determined by the characteristics of the suitability of the objectives to be achieved by the characteristics of the original object to be used. Besides it is well adapted to the characteristics of learners, such as in terms of ability / level of thought, experience, number of learners and learning styles.

- d. Lesson planning

The fourth step of the original object utilization in learning activities that prepare lesson plans. With the formulation of the learning plan, it is expected that learning can take place smoothly.

- e. Implement presentation centered learning student engagement and combined with media.

After a well-crafted lesson plan, then the next step is implementing the presentation of the subject matter. In the presentation / discussion of the material by utilizing the original object, students need to be actively involved.

- f. Conduct follow-up activities

After the presentation of the material by utilizing the original object is completed, then the necessary follow-up activities. These activities may include discussions, preparation of reports, provision of training and experimentation.

- g. Implement Evaluation

To measure the success in achieving the goals that have been formulated at the beginning of the learning activities need to be evaluated. Evaluation is intended not only to determine the success rate, but as feedback for teachers and students after learning activity by utilizing the original objects.

B. Curriculum based on Competence

In the United Kingdom and United State of America, higher education aims to develop science and technology. In Europe, Australia, Japan, Malaysia, Thailand and others, higher education aims to improve the quality of human resources. Indonesia with 260 million people prefer to put higher education as a place to improve the quality of human resources. New paradigm emphasizes curriculum is competency to be achieved by the students or learners. The old paradigm emphasizes curriculum materials. The old paradigm of the curriculum is the question "what materials will be provided by the teacher?". New paradigm curriculum is "Students will be able to do what?". It is called curriculum based on competence.

The image below gives us knowledge that one the result of study curriculum is object issues. Professional teacher should be able to review the curriculum and generate object issues. When the learning process, the teacher provides a learning problem object / object issues. For more details, curriculum assessment stages as follows: (1) of the curriculum in the educational unit, will be found the subjects, (2) of the subjects will be obtained structure concepts; structure concept is all concepts that can be identified in one subject, (3) concept will be derived from the structure of concept maps; concept map is a picture of the relationships between concepts, (4) of the draft map will be obtained essential concept; essential concept should be known by every student, (5) of the essential concepts, then the next teachers studying and obtaining teaching materials, (6) insufficient teaching materials to be presented to the students when the learning process, (7) which is the object presented to the student issues / problems learning.

In arranging competency-based curriculum, educational units should formulate a graduate profile that will be printed. Of the graduate profile will be identified competencies that must be achieved by graduates. Party education providers must be able to assess the needs of the science / studies / material needed to achieve each competency. Needs science / studies / material presented before is not enough for students. Further issues for teachers organizing objects presented in learning process. Education expert said that "The curriculum should include grammar, reading, theoric and logic, and mathematic, and at the secondary level eddition introduce the great books of the western world. Weboter curriculum is defined in the dictionary: "A course, a specified fixed course of study, as in a school or cologe, as leading to degree. From some of the above it can be concluded that the reference to the

curriculum in the traditional sense, is the number of subjects or science that must be taken studied mastered by learners to achieve a certain level or diploma.

Developments in science and technology very quickly have an impact on various aspects of life changes, including the changes in the education curriculum. Education systems meet the demanding needs of life factors that fit the needs of the times. Role in the school curriculum not only equip students with knowledge, but also claimed to be able to develop their interests and talents, form the moral and personality, even required so that students can master a variety of skills required to meet the job world. For the traditional curriculum in the sense of a shift towards understanding modern curriculum. Understanding modern curriculum as stated By zakiah Daradjat, "All activities that are Provided for constitut Studied by the school: curriculum is" or can also be said "the term curriculum include all of the experience of children for the school accepts responsibility roomates. There are some other figures that reveal the meaning of curriculum commensurate with the terms above, like Hollis L. Caswell and Campbell, who stated that the curriculum is "... all of the experiences children have under the guidance of teacher". Likewise, Dorris Lee and Lee Murray stating, that the curriculum as: "... those experiences of the child roomates the school in any way to influence Utilizes.

In essence, understanding the curriculum content and should not be construed as a subject again, but diaggap the student learning experience. Curriculum is all the activities carried out by students both inside and outside the home school activities were under the responsibility of the teacher (school). The definition of the activities are not limited to intra- and extra-curricular. Whatever a student so long as there is under the responsibility and guidance of teachers, it is a curriculum in the modern sense. In the sense of not having a deal that compound, as in the sense of a form of student behavior resulting from experience which may not be controlled by teachers as a whole. By the curriculum as an experience is considered by some experts as a broad concept and has a vague meaning. Although in general in Indonesia glance organized national school curriculum and applies to all schools and a similar level, teachers develop curricula can participate, or sit in a constituent of the curriculum committee, or at least give advice and opinion. Instead, the curriculum committee compilers typically seek rnasukan-input of the curriculum implementers in the field, including the supervisor-inspector, principals, and teachers. So just how important the role and function evaluation for the development and improvement of k irikulum.

Principles of Competency Based Curriculum. In accordance with the principle of diversification and decentralization of education, the development of this curriculum used

basic principle of "unity in policy and diversity in implementation of the" principle of unity in the policy in achieving educational goals need to be set competency standards to be achieved nationally, at every level of education. While the implementation of the principle of diversity in education which includes planning and implementation of assessment and management of learning activities to accommodate differences relating to readiness and academic potential, interest in the environment, culture, and school resources according to the characteristics of each educational unit. "Curriculum development is a complex process, and involves a variety of interrelated factors".⁹ Competency-based curriculum development focused on specific competencies in the form of guidelines knowledge, skills, and attitudes that learners didemostrasikan as a form of understanding of the concepts learned. Implementation of competency-based curriculum enables teachers assess learning outcomes that reflect mastery and understanding of what he learned.

In detail, the development of curriculum based on competency considers the following things: faith, values and noble character that needs to be extracted, understood and done by students. Strengthening national integrity is achieved through various forms of education balance student learning experiences that include ethics, logic, aesthetics and kinestetika Provision place to empower all students acquire the knowledge, skills and attitudes highly preferred all students of the various groups. Ability to think and learn by accessing, selecting, and assessing the knowledge to cope with the situation quickly and uncertain berubah an important competence in the face of developments in science and technology. Centered on children with ongoing assessment and comprehensively. While the basic principles of teaching and learning activities developed within the curriculum based on competence is to develop the ability to think logically, critically, creatively, and be responsible for customs and everyday behavior through active learning, namely: (1) centered on the student, (2) Develop curiosity and imagination; (3) Have independent spirit of cooperation and competence need to be trained to get used to working independently, cooperation and competence, (4) Creating favorable conditions, (5) Develop skills and learning experiences.

⁹ (Mulyasa, 2002: 61).

C. Evaluation Process

Evaluation derived from English, which means the evaluation or appraisal valuation. According Suharsimi Arikunto, evaluation is an activity to gather information about the workings of something, the information is subsequently used to determine the appropriate alternatives in making decisions. Djudju defines evaluation as an activity to test the skill level of a person or group of people. Nitko & Brookhart (2007) defines evaluation as a process of determining the value associated with the performance and results of student work. Evaluation according to Griffin and Nix (1991) is a judgment on the value or the implications of the results of measurements. According to this definition evaluation activity is always preceded by the measurement and assessment activities. According to Tyler (1950) evaluation is the process of determining the extent to which educational objectives have been achieved.

All teaching and learning activities need to be evaluated. Evaluation can provide motivation for teachers and students, they will be keen to learn, improve thought processes. With teacher evaluations to determine student achievement and progress, so that they can act right when the students experiencing learning difficulties (Slameto, 2003). For students, the evaluation is feedback on strengths and weaknesses, can encourage better learning and increase achievement motivation. The evaluation of the students was conducted to determine the extent to which the progress they have achieved. Evaluation is not only done by teachers but also by students to evaluate themselves (self assessment) or self-evaluation. Self-evaluation carried out by the students themselves, as well as to their friends. This will encourage students to do better than before in order to achieve maximum results. They will feel embarrassed if flaws and weaknesses are known by their own friends. Self-evaluation is an evaluation that supports the learning process and help students improve their success. Therefore, in order to influence the outcome of the evaluation of student learning needs to be implemented in learning activities.

Some of the ways that can be used to perform the evaluation include:

- a. Conduct evaluations and provide feedback on student performance
- b. Provide objective and fair evaluation and immediately meninformasikan evaluation results to students.
- c. Giving students the opportunity to conduct self-evaluation.
- d. Giving students the opportunity to conduct an evaluation of your friends.

Evaluation is often regarded as the final activity of a process activity. Evaluation is often considered to be the final step in the overall process.¹⁰ In brief, the evaluation can be defined as the process of gathering information to determine the learning achievement of class or group. Evaluation results are expected to encourage educators to better implement learning activities and encourage students to learn better.

In undertaking an evaluation process, there are some things that will be discussed is what the subject of the evaluation, how the evaluation process, when the evaluation was held, why there should be an evaluation, where the evaluation process was held, and the parties entered into the evaluation. The thing to do is evaluate the existing sources, the effectiveness of spreading the message, the selection of appropriate media and decision-making in the budget held a number of promotions and advertising. Evaluation should be held in order to avoid miscalculation financing, selecting the best strategy from a variety of strategic alternatives available, improving the efficiency of advertising in general, and see if the objectives have been achieved. On the other hand, companies are sometimes reluctant to conduct an evaluation because of high cost, there are problems with the research, disapproval of what is going to be evaluated, felt he had reached the goal, and a lot of waste of time. Broadly speaking, the evaluation process is divided into at the beginning (pretest) and end (posttest). Pretest is an evaluation conducted to test the concept and execution are planned. Meanwhile, a posttest evaluation was held to look at the achievement of objectives and serve as input for the subsequent analysis of the situation.

Evaluation can be done indoors or outdoors. Evaluation held indoors in general use laboratory research methods and samples will be used as the experimental group. Weakness, lack of realism of these methods can be applied. Meanwhile, the evaluation will be held outdoors field research method in which the experimental group is allowed to enjoy the freedom of the neighborhood. [6] The realism of this method can be applied in everyday life.

To achieve the evaluation properly, required a number of steps that must be passed which clearly define the problem, develop an approach the problem, formulate a research design, conducting field research to collect the data, analyze the data obtained, and the ability to deliver results. Djohar (2007) formulated an evaluation study stages as follows: (1) reviewing the curriculum, (2) reviewing various evaluations, (3) stacking evaluation, (4) stacking evaluation instrument, (5) validation of an evaluation instrument that had been

¹⁰ , Miller (1985).

developed, (6) apply instruments that have been validated, (7) to make sense of the learning / education has been done.

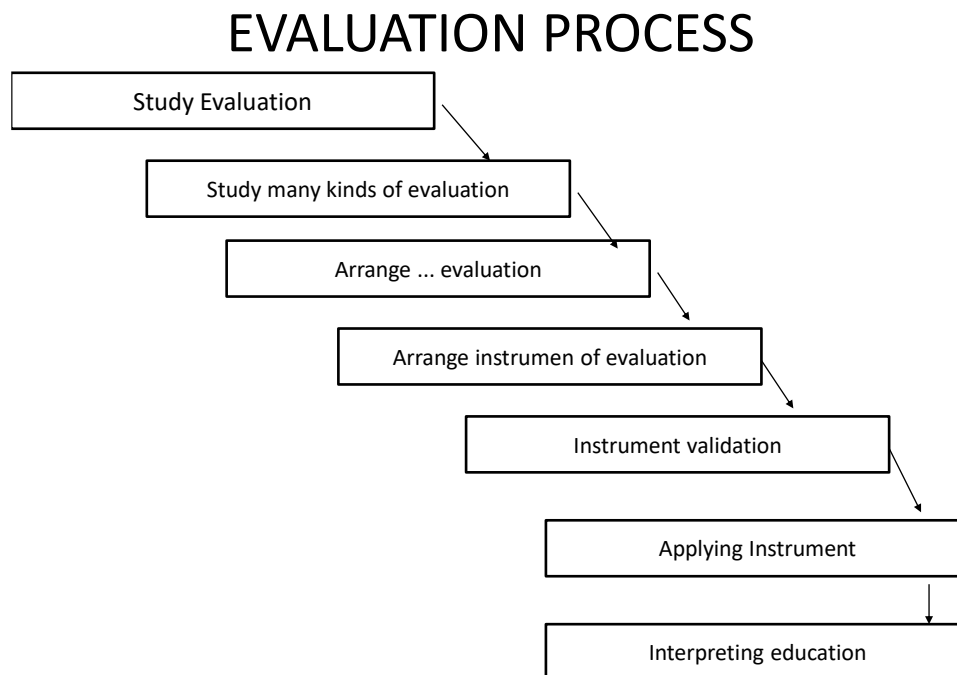


Figure 6
Concept of study Evaluation

From the above it can be concluded that the evaluation is used in education, as a means to conduct a study of the learning and education process conducted by the teacher and the educational institutions. Evaluation is not merely to justify the students, which in turn to make a decision about the student (pass / no pass). Achievement-oriented learning competencies, almost do not recognize the term pass or not pass. Category level skills / competencies students will color the learning outcomes. Competence-oriented learning, students will be competent all. That distinguish between students with one another is the level of competency achieved. All students must be competent. If there are students who have not / are not competent, which means students have not / are not able to resolve the issue of learning object, then do remedial / facilitating students to achieve competencies / learning objectives. Learning is a new paradigm cases - individual - the completion of cases.¹¹

The concept presented by Istiningsih above, can be interpreted that the evaluation of learning should be done individually as well which also facilitates further problems faced by

¹¹ Istiningsih.2008.Pendampingan Berbasis *Among*

individual students. Such a phenomenon is referred to the philosophy of Ki Hajar Dewantara "Humans have uniqueness" of difference between a student with other students. The conclusion from the above as follows: "Evaluation is a systematic process of collecting, analyzing, up to interpretation (interpreting) data or information obtained. Data or information obtained through measurement (measurement) belajar.melalui test results or nontes ". Activity evaluation is a systematic process. This means that the evaluation (in teaching) is planned and carried out on an ongoing basis. Evaluation is not just an end kegiatn or cover and a specific program, but rather an activity that is carried out at the beginning, during the program, and at the end of the program after the program was considered complete. The term here is half of the program, as well as educational programs that are designed for one school year (such as diploma1), four years of teaching (such as Strata1), or six years of teaching (such as elementary school), and so on.

In the evaluation of the activities required a variety of information related to the data object that is being evaluated. In the course of teaching, the data in question may be the behavior and performance of students during the lesson. Based on the data that is subsequently taken a decision in accordance with the purpose sutatu purpose of the evaluation is being carried out. It should be noted that the accuracy of the evaluation decision greatly depends on objetivitas validity of the data used in decision making.

Any particular evaluation activities evaluation of learning can not be separated from the learning objectives to be achieved. Without determine or formulate goals beforehand may not assess the extent to which the achievement of student learning outcomes. This is because every activity requires an assessment criteria as a reference in determining the limit of achievement is assessed. The purpose of learning is an essential criterion in the assessment.

Function of evaluation in education can not be detached and objective evaluation itself. Within the limits of educational evaluation that has been presented on the face of educational evaluation implied that the goal is to obtain proof that the data will show up where the level of capability and success of students in achieving curricular objectives. In addition, it can also be used by teachers and educational supervisors to measure or assess the extent to which the effectiveness of teaching experiences, learning activities and teaching methods are used.

Thus, one can say just how important the role and function of the evaluation in the learning process. In more detail, the function of evaluation in education and learning can be grouped into four functions, namely: (1) To determine the progress and development as well as student success after experiencing or learning activities for a certain period. The evaluation

results obtained can then be used transform and improve the way students learn. (2) To assess the success of the learning program. Learning as a system consists of several components that are interrelated to each other.

PART III.

The Results of Research

"Paradigm of Teacher", "Learning Model" and "Learning uses Object Issue"

A. Paradigm of Teacher

The research was done by author (2011). The background of research as follows. The development of information technology brought changes in many areas, not least in education. Changes in information technology had a huge impact on the social and cultural community. With the social and cultural changes, it is a paradigm shift in the demand for learning. In a subsequent study called the old model as the old paradigm and the new model as a new paradigm. Like what's up with the old and new paradigms?

The old paradigm or conventional, teacher considered being anything else. Teachers are considered as people who have a variety of information. Therefore learning models in one direction. Teacher gives and the student receives. Teachers as authorities who control the class, so it appears the teacher in the learning process a lot of active and passive students. Teacher gives lesson by asking "what would I give to the children?" Instead of "What do children need?". Conventional model holds that learning is a process memandaikan (read make intelligent) children. So that the orientation course on Intellectual question.

Paradigm shift, from the old paradigm to the new paradigm as an obligation. In the process of this shift is seen there is a stage that bridges, which in this study is referred to as the phase between. For the next phase is called the paradigm between. Paradigm between this phenomenon include: the child is seen as a unique creature, in the learning process children need individual assistance. But the learning process remains the classical pattern, and groups. Teacher's role as an organizer, monitors, facilitator, motivator, and evaluators began enlarged. Role of the teacher as a person who is considered a source of learning began to be reduced. Student activities and student involvement in the learning process begin to be improved. More teachers assist students in the learning process rather than teaching.

As long as there is rarely research on the interaction between teachers and students, it can be said has never existed. Study the relationship between the teacher – student. Expert suggests more non-academic relationship, not an academic relationship. This study reveals the relationship of teacher behavior - in order to support student academic achievement. Paradigm shift in the pattern of relations students - the teacher and the object of study by Djohar we can see in the picture above. That in the learning process, the teacher only acts as a facilitator, evaluator, and monitor the time course of the learning process.

Monitor. Monitor is a person who gives a warning or advice to the students, the recipient, and the giver remember. Monitor the learning process here means, teachers should make the process of interaction with the monitor all the activities of students during the learning process. Teachers should supervise the operations and activities of students interact with learning objects or learning resources in a learning environment. In the monitor, the teacher should have a range of competencies that can assist in the process monitorization. Competencies needed include the pedagogical competence. With the ability of teachers' pedagogical competence is expected to manage the learning of learners that includes an understanding of the learners, the design and implementation of learning and development of learners to actualize their potential. Also needed in personal competence monitorization process because teachers should reflect the personality of the steady, stable, mature, wise, and personal dignity which later would serve as role models for students, and noble. Likewise with social competence, teachers must be able to communicate and get along with students effectively and well.

Facilitator. The facilitator is the provider or facility provider. What is meant by the facilitator in the learning process is the teacher must be able to interact with students as a facilitator, which facilitate all the needs of the students during the learning process takes place. In the interaction as a facilitator, the teacher must have some competence, among others, personal competence. With this personality competencies students are expected to facilitate the students with a sense of dignity, maturity and character wise, it is necessary for the learning of students should be at a harmonious and comfortable environment, and it can be built with the attitude of teachers who have a good personality, mature , wise, and prestige. As a good facilitator, the teacher must also have professional competence in which teachers should be able to master the learning material is broad and deep that enable guiding students to meet the needs of the material being studied and the need for an explanation of the learning resources or learning objects that are dipelajar. In the delivery of the material, the teacher must also have social competence in order to meet the needs of the students can be well komunikasian between teachers and students.

Evaluator. Educational evaluation is an activity control, assurance, and determination of the quality of education to the various components of education at every track, level and type of education as a form of education. Evaluator is someone who acts as a judge on a matter in which the value or evaluated. Assessment is a process well-organized methodology to gather some information and interpret the evidence in order to give birth to a decision relating to the student or educational program. Also, it will assist in showing the performance

of teaching and taking appropriate steps to further the educational process. The appraisal process is one of the few major processes contained by any form of educational methods. In another sense, a backrest assessment information used to determine the successes and shortcomings in reaching common goals contained by the education system.

Teacher Interaction – Students. Education that takes place in schools is a formal education, the implementation was therefore formally. In formal situations, ie, in an effort to educate teachers and teaching children in the classroom, the teacher must be able to demonstrate professionalism. Values contained in the professionalism of which is the presence of a teacher must understand the unique demands of each of their students. Form of interaction between students and teachers, among others, as follows: (a). Teachers viewed as a substitute parent, especially at primary level. When at home the child obey his mother, he is easier to accept and acknowledge the authority of the teacher. (b). Teachers should always be called "Mrs. Teacher" ata "Teacher" and the nickname was gained position as the elder person. (c). In the learning process and the relationship between the child's daily life with the teacher "egalitarian" unrelated frontally. (d). Personality and social competence that a teacher profesinal capital is important for every teacher in the face of students. Personality obtained by realizing high norms on teacher self as a sense of responsibility, which is evident in the observance of time, careful preparation, crafts examine the work of students, willingness to guide and assist the students, patience, perseverance, honesty and so on.

Sociologists claim that social relationships are a valuable capital in public relations. In formal education course this can also be implemented in the social situation onformal, teachers can relax the formal relations and social distance, such as recreation, exercise, picnic, or other activities. The students love the teachers at such times can get along with more familiar with them, as human beings against other human beings, able to laugh and play off of formal guise. So, teachers should be able to adjust its role in social situations he faced. Our society that many fewer still authoritarian-patriarchal character of democratic attitudes may still be on the run completely.

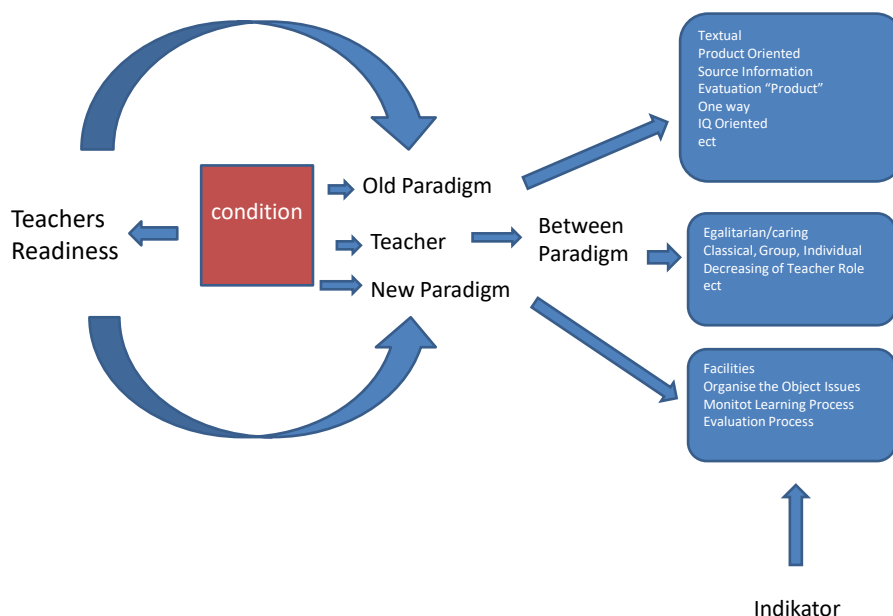


Figure 7
Paradigm of Research

Based on the background of the above problems, the issues raised in this study are: (1). How prepared teachers in state and private islamic school in the face of change from the old paradigm to a new paradigm? (2). What is the relationship between age, teaching experience, diploma, certificate of ownership, use lesson plan with learning patterns? Research Objectives: (1). To find out how prepared teachers in state and private islamic school in the face of change from the old paradigm to a new paradigm. (2). To determine the relationship between age, teaching experience, diploma, certificate of ownership, use lesson plan with system (paradigm) learning. .

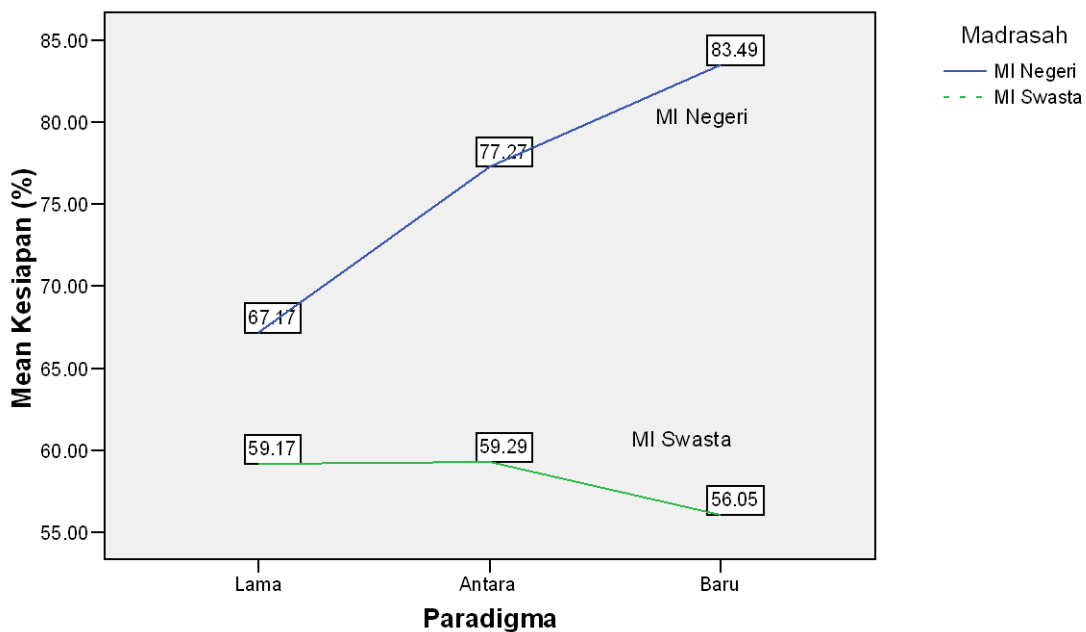
This research is ex post facto. Ex post facto research is a collection of research data for a moment, but the data has been owned by the respondents on the process that has occurred in the past. This research is not sampling the population, because the number of the population studied are very few in number then all teachers serve as a source of information (the respondent). Therefore, in this study there was no sampling technique. There are two madrasah who was appointed as the study: private islamic elementary school (madrasah) Nurul Huda Ngempak Yogyakarta and state islamic elementary school in Sleman Yogyakarta.

Data collection. Instruments used in the data collection was a questionnaire with Likert scale (Sugiyono, 2007). Instrument was developed based on the lattice - the lattice has been prepared (attached). Furthermore, the lattice is composed of research instruments. The

total statement that should be filled are 35 items. Of the 35 items consist of 3 (three) paradigm.

Data Analysis. Data were analyzed with SPSS version 15.00. There are two types of analysis, namely: (1) descriptive analysis, and (2) the correlative analysis. The descriptive analysis to (a) explain the readiness of teachers in a variety of systems (paradigms), namely: the old, the new, (b) describes the distribution of the category picture of the readiness of teachers in the old system, between, and the new; shown in the descriptive analysis: N (number of respondents), Mean, Maximum, Minimum, Percentage, Frequency, (2) a correlative analysis to explain the relationship between the face of data (age, length of teaching / teaching experience, diploma, teacher's certificate, and the use of lesson plan. correlative analysis displayed in the Probability (p) / significance, N (number of respondents), Pearson correlation (r).

Result and Discussion. In order, we may get easier in reading the result of research, it is illustrated using graphic.



Sumber : Data primer

Figure 8
Trend Readiness of Teacher in New Paradigm

The results, readiness islamic school teacher in the state school is shown below. It Indicated that islamic state school teachers tend to be ready to the new paradigm.

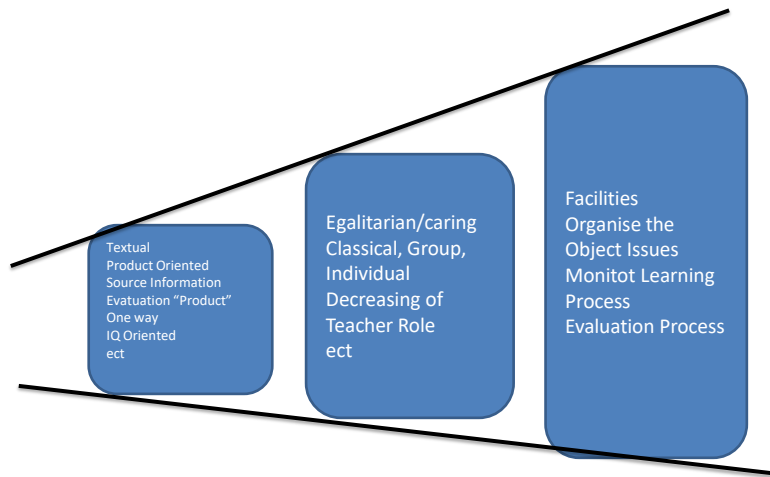


Figure 9

Trend the readiness of teacher at state Islamic school

The results, readiness islamic school teacher in the private school is shown below. It Indicated that islamic private school teachers tend to be ready to the "between" paradigm, but they were not ready in new paradigm yet.

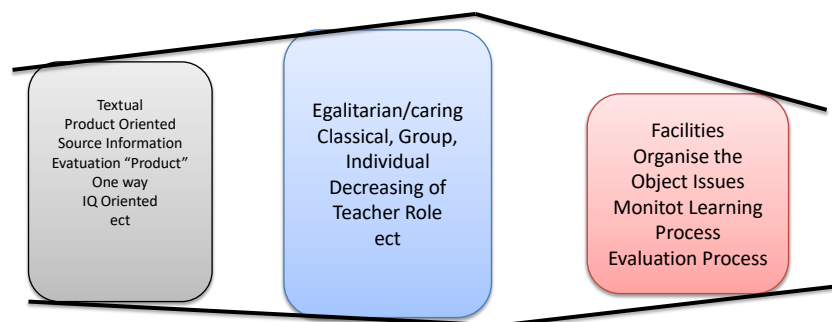


Figure 10

Trend the readiness of teacher at state Islamic school

Results of data analysis on readiness description Elementary School teacher in a variety of public and private learning system (the old system, between, and new). State school, teacher readiness as follows: old paradigm 67.17, between paradigm 77.27, new paradigm 83.49. The graph shows that the teachers in the state school are ready for moving in to new the paradigm. They are ready to be in the new paradigm. While the teachers at the private school is not ready to follow the change of paradigm. They are still at the stage of between paradigm, and the old paradigm.

Aspects: (1) age teachers significantly influence the old system. While age is not a significant effect on the system and the new system. This means that the old system is influenced by the age of the teachers. (2) Duration/Long teaching significantly influence the old system. (3) Diploma insignificant effect on the three systems. Ownership certificate madrasah teachers is 85.7% largely from university (educational institutions educational personnel). From the analysis of this data can be said that the system implemented by the teachers are not influenced by educational background. Although the educational background they come from university does not mean they then choose one of the learning system and vice versa. (4) Teacher's certificate (educators) do not significantly affect the three systems. Most of the 69% of teachers do not have a teacher's certificate. Although they do not have a teacher's certificate, but the system used in the study was not influenced by him. It can be assumed that the certificate of ownership has no effect on the system of learning applied.

B. Learning Model

This study is a manifestation of learning based on *Among* system. *Among* system is the realization of phylosophy fro Ki Hadjar dewantara and the Symbol of Indonesian education (*Tut Wuri Handayani*). Learning process of *Among system* are: (1) teacher organize the object issues, (2) monitor the students activity, (3) facilitating the students problem, (4) motivating the students encourage, and (5) doing evaluation.

Indicators of organizing object issues: study curriculum, arranging structure of concept, mapping concept, arranging essential concept, arranging material of learning, and preparing object issues, such as preparing task for students, making media for facilitating the learning process. Indicators monitoring the students activity are: find out wrong/bad students behaviour, know the kind of the students activity. Indicators facilitating is help students to solve the problem. Indicator motivator is: make students more active. Indicators do evaluation are: study many kinds of evaluation, arrange evaluation instrumens, do validation of instrumen of evaluation, do evaluation to students competencies.

The study was conducted in Yogyakarta especially in Islamic school. It is done by observing the teachers activity during doing learning process. Data were collected by means of observation. Observation was done authentically, authentically is the intent of understanding along with the implementation of the learning process in the experiment. The instrument used to make observations is a check list.

The result of the research showed that, the highest point is “monitoring”. In sequence learning achievement results can be seen in the image below. Sequentially, the results of the learning model implemented by teacher as follows: facilitating, motivating, evaluation, and organizing. When they are asked they said that it is easy to monitor the students activity but very difficult to prepare object issues of learning. They said that they don’t have habit yet in preparing the object issues of learning. Usually they get reference book and students task from their principal or buy books recomended from government.

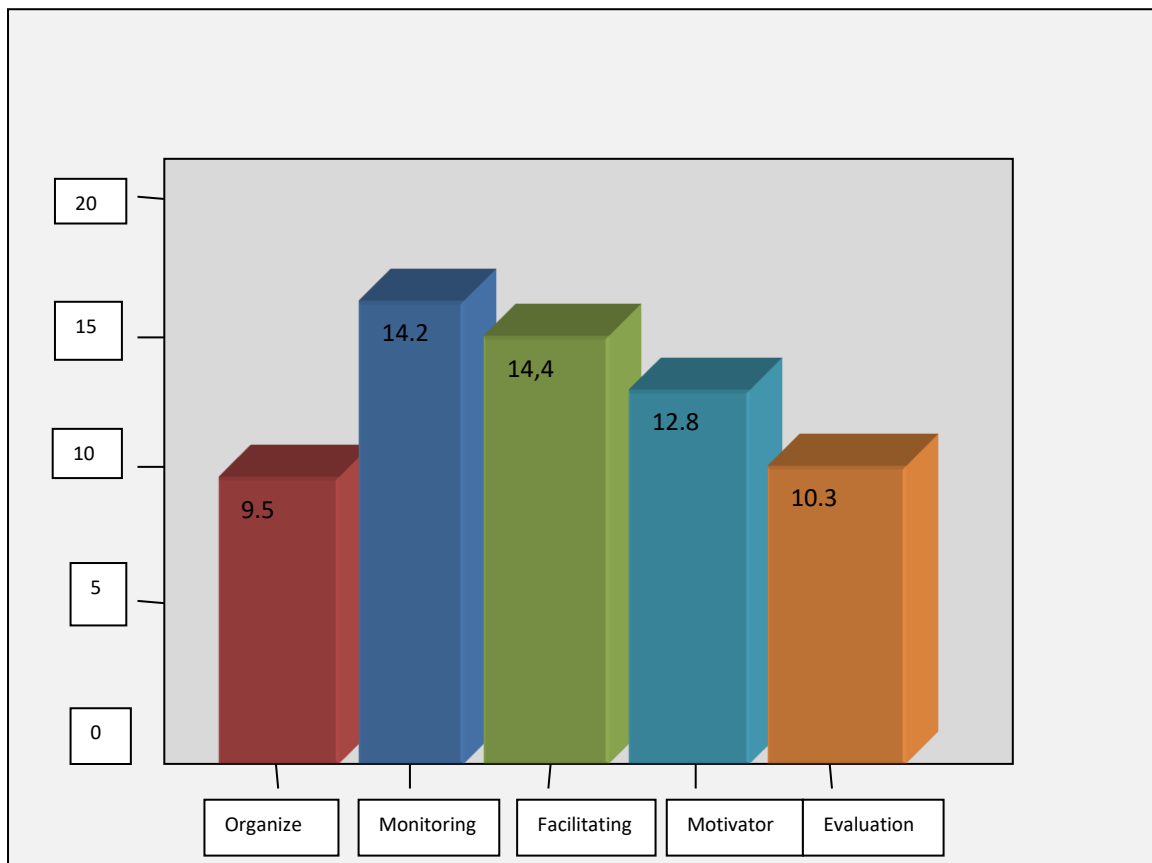


Figure 10
The learning model

C. Learning uses Object Issue

This study is a manifestation of learning based on object issues. Learning outcomes by using object issues are: (1) methodological capabilities, (2) ability to perform conceptualization, (3) ability to understand the concept, (4) the ability of the application, and (5) the ability to provide "value" to everything that is learned.

Indicators of methodological capabilities: complete the task in a systematic, logical sequence according to the work to be completed first, using the correct way appropriate learning problems. Indicator conceptualization skills are: understanding the elements that exist in a concept, the ability to understand the occurrence of an event. Indicators understand the concept is understood the contents of the concept, understand each event in each element in the content of the concept. Indicator application is: to explain the usefulness of everything that is learned, understood the material being studied, can be reached competencies can be used to solve problems in life. Indicator capable of providing "value" to everything that is learned is: able to make sense of everything that is learned.

The study was conducted at elementary school in science learning. Learning is done with the experiment. Experiments that are as much as 10 students of grade V. Experiments performed outside their regular schedule. Data were collected by means of observation. Observation was done authentically, authentically is the intent of understanding along with the implementation of the learning process in the experiment. The instrument used to make observations is a check list.

The result of the research showed that, the highest point is "understanding of the concept". In sequence learning achievement results can be seen in the image below. Sequentially, the results of the learning outcomes by using object following issues: methodological skills, conceptualization skills, application skills, and ability to provide "value" to everything that is learned.

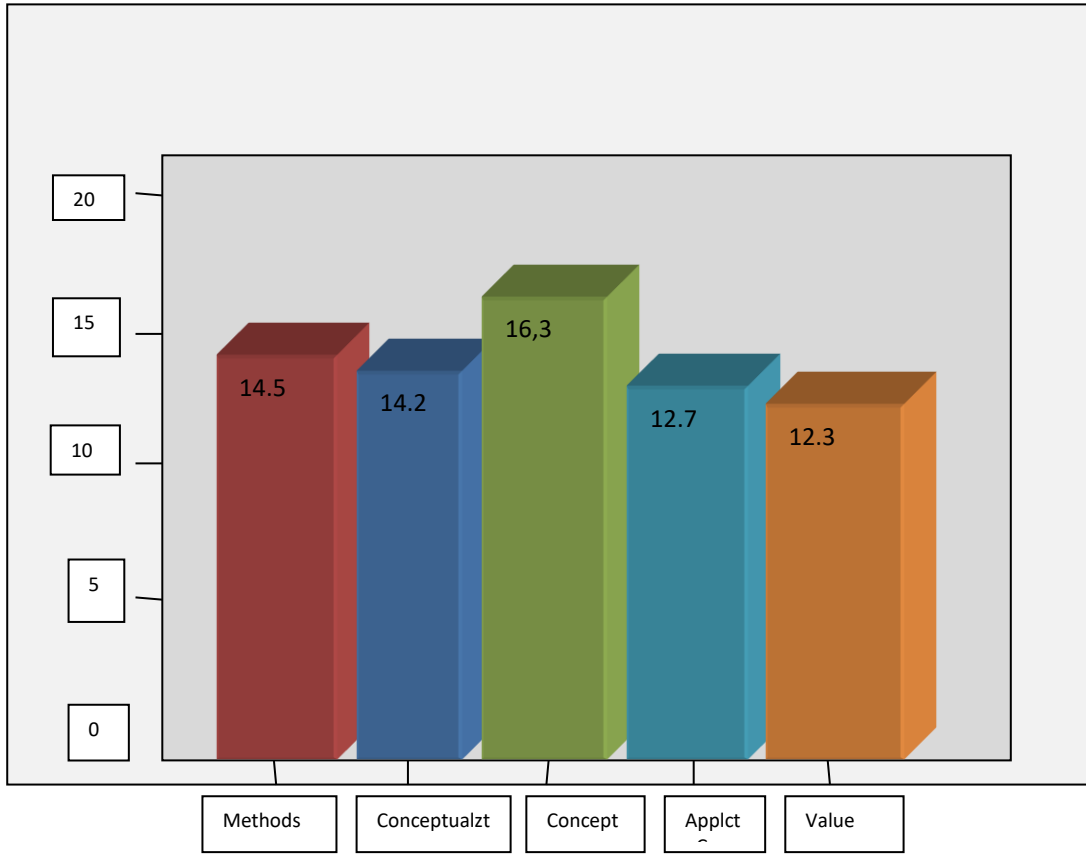


Figure 10
The out put of learning used object issues

PART IV
EXTRAPOLATION
TOWARD PURPOSE OF EDUCATION ‘THE FUTURE’

The purpose of education is an important position among other educational components that includes an overview of the values of good, noble, worthy and true and beautiful in life. Then it becomes imperative for education to understand it so that no error occurs in an educational (theoretical one.) Without the formulation of objectives, teachers can design lessons, can not measure the success of the delivery of the lesson, and difficulty organizing activities teaching students in achieving educational itu. Tujuan and teaching can be divided into four sections, namely: general purpose, institutional goals, curricular, and instructional goals (both general and instructional instructional special).

Education as a process of learning is not enough to simply pursue the matter wit alone. Various potential students or other learning subjects should also get disproportionate attention in order to develop optimally. Because that aspect or factor feeling or emotion or physical skills also need to get attention in order to develop optimally proportioned. Aspect or factor feeling or emotion or physical skills also need to have the same opportunity to thrive. In the context of education, the teacher teach so that learners can learn and master the lesson content to achieve something specified objective (cognitive), can also influence changes in attitude (affective aspect), and skills (psychomotor aspects) of a learner. This suggests the learning process just as the work of one hand, the work of educators alone. While learning implies the interaction between educators with learners.

Educational goals that never appear in the history. What is the real purpose of education? Throughout history, some important figures educational objectives have been formulated. The first figure is Plato. He was a great philosopher. In his book entitled Republic, he stresses education to realize the ideal state. Plato said that the task of education is to liberate and renew; no liberation from the shackles of ignorance and untruth. Liberation and renewal that will form a whole human being, the man who managed to reach all the virtue and morality of the soul, which will take him to the idea that the highest virtue, goodness, and justice. Another figure was Aristotle, a great philosopher and student of Plato. He has the educational objectives similar to Plato. However, Aristotle associate with state goals. He said that the aim of education should be the same as the final goal of the establishment of the state be the same as the main target of making and legal drafting and should also be the same as the primary purpose of the constitution, the good life, and that

happiness. In Europe, since the 14th century, the goal of the university is to seek the truth. The term university at that time used in a special sense, to refer to groups of teachers and students, groups or entities which are not interfered with or harassed secured from the outside by the forces of political, economic and others. These agencies have characteristics are typical of the participation of students from all over the European continent. University stands as an institution free from state politics and tackle positions. During the Middle Ages until the Industrial Revolution, there were even universities like Bologna in Italy, Oxford and Cambridge in the UK, Heidelberg in Germany, the University of Paris in France, Harvard, Yale, and Columbia in the U.S.. These institutions apart from the secular world and is often referred to as an ivory tower, a gathering place for the elite to seek the truth for the sake of truth itself. Seeking the truth-that the image that we can learn from the purpose of establishing these universities. At a later date, especially universities-universities in the United States, engineering courses (engineering) incorporated into the curriculum, but the image of that university to seek truth maintained.

Interesting case occurred in Japan up, especially during the Meiji Restoration. The purpose of education is made in sync with the goals of the state; education is designed for the benefit of the country. Motive of educational reform driven by Japanese architects such as Mori education at Meiji Restoration era is maintaining state. All policies in education are taken in the interest of the state. Logic is the education system in order to ensure success in order to compete with other major countries; discretion education has the objective to increase the wealth and power of the state in order to put Japan on an equal footing height in the shortest time possible with other major countries. Thus, the purpose (goal) in Japanese education is not to seek the truth as happened in the oldest universities in the West. The emphasis is only useful thing.

Mori found excitement in their studies should give priority to the application of power rather than seek the truth for the sake of truth itself. In his speech he explained his views, "merely preach about the various principles and merely uphold the noble behavior is far from real life in this world. Reading books and writing essays is not useful for real action. They are engrossed in doing things Thus it is not included as they are I mean the people who have the capacity. During the competition with foreign countries, as now, the people were indifferent manner was not possible to meet the urgent needs of our country. That's some educational purpose that has appeared in history that can be made so the handle to set the goal of education in this country. Community education is a basic need of an individual who is very vital, a nation will progress if its people educated and learned, these two words can indeed be

made an idea of how the school should be able to give birth to generations of educated and learned, said Educated means having manners and ethics based on educational goals while learned (going to school) he should be able to read and count, and later get a piece of paper called a diploma. In Islamic boarding house science activists have been familiar with the cultural life of a typical boarding school and closer to the two words in the last desire of educated and learned (going to school).

Based on Bloom's Taxonomy. In line with the understanding of cognitive, affective, psychomotor, we are also familiar with the term creativity, taste, and character education initiative that triggered Ki Hajar Dewantara. This concept also accommodates a variety of potential students. Both related to copyright-related aspects of the brain and intelligence. Aspects related to the sense of emotion and feeling. Intention or desire and more physical skills. The concept of cognitive, affective, and psychomotor coined by Benjamin Bloom in 1956. That's why the concept is also known as Bloom's Taxonomy.

Affective psychomotor cognitive understanding in Bloom's Taxonomy divides the three domains, domains or areas of human learning potential. In each of these domains are also divided into several levels more detail. The third realm that includes:

1. Cognitive (thought process)

Cognitive is the intellectual ability of students to think, learn and solve problems. According to Bloom (1956) objective cognitive domain consists of six sections:

a. Knowledge (knowledge)

Refers to the ability to know the material they have learned from the simple to the difficult theories. What is important is the ability to remember information correctly.

b. Understanding (comprehension)

Refers to the ability to understand the meaning of the material. This aspect is one level above the level of knowledge and it is thought that low.

c. Application (application)

Refers to the ability to use or apply the material they have learned to new situations and involves the use of rules and principles. Application of a level higher thinking skills than understanding.

d. Analysis (analysis)

Refers to the ability to understand the material decompose into components or factors cause and able to understand the relationship between the parts with one

another so that the structure and the rules can be more understandable. An analysis of the level of higher thinking skills than comprehension and application aspects.

e. Synthesis (evaluation)

Refers to the ability to integrate concepts or components that form a pattern or structure of the new form. This aspect of it needed creative behavior. Synthesis is the ability of a higher level of thinking than the previous capability.

f. Evaluation (Evaluation)

Refers to the ability to give consideration to the values of the material for a particular purpose. Evaluation of a high-level thinking skills. The sequences as described above, as it actually still have the parts more specific. In which of these areas will be a better understanding of psychology to domains where the learning ability is achieved. Such evaluation consists of two categories: "Assessment using internal criteria" and "Assessment using external criteria". Simple description of the cognitive aspects of the sequences as above, that it is a systematic sequence that is a new section should be controlled stepping on other parts. Cognitive aspect is dominated by the grooves theoretical and abstract. Knowledge will become the standard common to see a person's cognitive abilities in the teaching process.

2. Affective (value or attitude)

Affective or intellectual is on the attitudes, interests, emotions, values and operating life of students. According Krathwol (1964) classification of affective domain objectives are divided in five categories:

a. Acceptance (receiving)

Refers to the ability to pay attention and respond to stimulate right. Acceptance is the lowest level of learning outcomes in the affective domain.

b. Giving a response or participation (responding)

One level above the reception. In this case students become involved in affective, become participants and interested.

c. Assessment or determination of attitude (valuing)

Refers to the value or importance of self related on certain objects or events with reactions such as accept, reject or ignore. These objectives can be classified into "attitude and oppress.

d. Organization (organization)

Refers to the union of values, different attitudes that can lead to making more consistent internal conflicts and establish an internal value system, includes behavior that is reflected in a philosophy of life.

e. Characterization / life pattern formation (characterization by a value or value complex)

Referring to the character and vitality of someone. Values regularly so highly evolved value behavior becomes more consistent and more predictable. The goal in this category has to do with regularity personal, social and emotional life. Above variables has also provided clarity to the process of understanding the affective taxonomy, the process is the result of a trip affective cognitive advance like never disclosed that: "All the attitudes rooted in cognitive organization and knowing information that we have. Attitude is always directed at the object, group or our relationship with them definitely that based on the information we have about their properties. ". Affective in the field of psychology would provide its own role to be able to save internalize a value obtained through cognitive and affective organizational capability itself. So in the world of the existence of affective psychology of teaching is very urgent to be a pattern of better teaching course.

3. Psychomotor (skills)

Psychomotor ability is related to muscle and physical activity. According Davc (1970) classification of psychomotor domain objectives are divided into five categories:

- a. Impersonation occurs when students observe a movement. Began giving similar responses to those observed. Reduces coordination and muscle control nerves. Impersonation is generally in the form of global and imperfect.
- b. Manipulation. Emphasizes the development of the ability to follow directions, appearance, choice of movements which set an appearance through exercise. At this level students show something in the instructions not only mimic the behavior alone.
- c. Statutes require precision, proportion and greater certainty in appearance. More responses and errors corrected is limited to the minimum level.
- d. Articulation. Emphasizes the coordination of a series of movements by making the right sequence and achieve the expected or internal consistency in different movements.

Another character is the goal of education in Indonesia. The world is looking for balance. Amid the rampant phenomenon of amoral behavior that engage learners as the culprit, such as pre-marital sex, porn videos, drug and alcohol abuse, fighting, violent hazing,

humiliation teachers and fellow students via facebook. Even cases of corruption, collusion and manipulation prevalence involving many well-educated people and educated. It is a hard slap to the world of education that is ideally spawned generations of educated and ethical as well as a major enemy of phenomena such immoral behavior. Perhaps it is the primary concern among world leaders, such as Mahatma Gandhi who warned about one of the seven fatal sins, namely "education without character" (education without character). Similarly, Dr. Martin Luther King who once said: "Intelligence plus character that is the goal of true education" (Intelligence plus character it is the ultimate goal of true education). Also Theodore Roosevelt who said: "To educate a person in mind and not in Morals is to educate a menace to society" (Educating someone in the intelligence aspects of the brain and not the moral aspect is amoral-threat danger to the community). Even result in human character education has long been touted by priests Indonesian education,

Ki Hajar Dewantara, with pillared education to copywriting, Sense and Karsa. Means that education is not simply to provide knowledge (knowledge) but also hone moral affections thus producing works for the benefit of mankind. Based on the background of the phenomenon and this is the opinion leaders, the education world is currently trying to evaluate the learning system to generate human character. Process of self education system, especially in Indonesia, this is a way to achieve balance or homeostatic conditions are relatively well as every human being has the desire to achieve it. This is where the role of schools and teachers as formal educational institutions as the position of the 'challenged' in the face of phenomena associated with globalization and moral degradation.

CHAPTER V.

LEARNING ACHIEVEMENTS

"Changes in Education, from the patterns of temporary science
towards
basic science, which is owned by the nation of Indonesia.
Existing knowledge in students not just rote, lost in an instant.
Being stupid again.
Learning not to be stupid, but to educate people "

By implementing the teachings of Ki Hajar Devantoro learning outcomes are expected to:

- a. improve students' academic abilities.
- b. shaping the personality of the students because

Djohar (2004), "A paradigm shift in Indonesian education" as follows. Of IQ to the SQ, EQ, AQ, CQ, from textual to the contextual; than teacher-centered towards student-centered; teacher's role as a source of information to the teacher's role as an organizer, monitors, facilitators, and evaluators, from product evaluation to the evaluation process , and so forth. Gagne, Briggs and Wager (1979) suggested that learning outcomes can be observed through the performance of the learners. There are five types of learning outcomes: (1) intellectual skills, namely the ability to make a person competent to a subject so that they can classify, identify, demonstrate and conceptualized a symptom, (2) cognitive strategies, ie the ability of a person to be able to control the activity intellectual in addressing the problems facing the people, (3) verbal information, namely one's ability to use spoken or written language in expressing a problem, (4) attitude, which is the tendency to accept or reject an object, (5) motor skills, the person's ability to coordinate muscle movements regularly and smoothly in the waking state. Reigeluth (1983) argues that learning outcomes can be generally categorized into three indicators, namely (1) the effectiveness of learning which is usually measured by the success rate of students from various angles, (2) the efficiency of learning, which is usually measured from study time and / or cost of learning , and (3) the attractiveness of learning that is always measured from the tendency of students to learn continuously. According to Bloom, learning outcomes are the acquisition residents learned after following the process of learning and the acquisition of learning skills yaktu covers three areas of cognitive, affective, and psychomotor. Cognitive abilities include the acquisition of learning outcomes with the level of knowledge, comprehension, application,

analysis, synthesis, and evaluation. Affective abilities include acceptance levels, giving a response, assessment, organization and characteristics. While the psychomotor skills include the level of perception, readiness, guided movement, regular movement, and complex movements, adjustment patterns of movement, and creativity. Based on the above, it was concluded that the reference to learning outcomes is the ability of citizens to learn that achieved after following the learning process in a certain period of time ..

Quality Education Data. By 2000, according to data Nations Educational, Scientific and Cultural United Nations (UNESCO), Human Development Index (Human Development Index), the composition of the achievement ratings education, health, and income per head shows, Indonesia's human development index decline. Between 174 countries in the world, Indonesia ranks 102 (1996), to- 99 (1997), 105th (1998), and 109th (1999). According to data from COMPASS (5 September 2001), Political survey and Economic Risk Consultancy said that Indonesian education worst in Asia. From 12 countries surveyed by the institute, based in Hong Kong, citing that South Korea is considered to have the best education system, followed by Singapore, Japan, Taiwan, India, China and Malaysia. Indonesia ranks 12th under Vietnam (COMPASS, 5 September 2001). This fact is certainly an issue and challenge all parts of Indonesia. In 2011, based on data from Education For All (EFA)

Global Monitoring Report 2011: The Hidden Crisis, Armed Conflict and Education issued by UNESCO, the index construction education or education development index (EDI) of 0.934. This value puts Indonesia in the 69th position of 127 countries in world. EDI said to be high if it reaches 0.95 to 1. Medium category is above 0.80, while the low category below 0.80.

Improving the Quality of Education The efforts of the government to improve the quality of education was already there. Since the issuance of Law No.. 20 Year 2013 on National Education System government has allocated budget for education by 20 percent of the state budget. Various programs and policies of the educational government, both central and local has been launched. But until current quality of education still feels there has been no progress significant. Regulations, programs and budgets are important insupport for education. However, it seems not provide satisfactory results for improvement quality of education. Indeed, education is not just a question regulatory and budget. The Indonesian nation must always observed and saw the cause of the low quality of education Indonesia when compared with other countries. One of the causes that can be put forward that is not he explained the philosophical foundation of education in Indonesia as reference implementation

of the regulatory and educational praxis. Policies of the and budget and the implementation of education must based on a strong philosophical foundation, the maturation fully human, or human humanizing Indonesia completely. A Catholic priest and philosopher Driyakarya see humanization and education as a process of humanization. Humanization, the development process of "being human" is reached physical and psychological maturity. This development is minimal level. After that development increased to humanization. In this process of education into activities decisive and fundamental process, because out of the human nature itself, namely the development of a higher, in above the minimum level, the level is more perfect. With a strong grounding in the philosophy of education education can take place intact and have orientation and broad vision and deep. Then management education is partial and temporary, ie dressing change minister curriculum, curriculum change replace books, unequal means infrastructure, fighting between students, habit (= instead of culture) cheat and management of National Examination (UN) is in shambles, and etc. will be minimized or even eliminated. Thus Indonesia will undoubtedly increase the quality of education, which in will eventually form a complete Indonesian man. Ranking 69 Indonesian education, Finland's World

<http://viruspintar.blogspot.com/2012/05/pendidikan-indonesia-ranking-69.html>).

Indonesian education policies tend to be tentative, like trial and error, and frequently changing. Education in Indonesia was filled with the test evaluation as daily tests, repeated blocks, replicates mid-term, general tests / increase in class, and national exams. Finland follows a policy of reducing the test so as little as possible. There was no national exams to students who complete high school education followed the Matriculation examination to enter higher level / at university. Minimum completeness criteria led to students who failed the test must take the test and still stay remedial classes. Teachers ready to assist students who are left behind so that all the next grade.. Giving Homework assignment in Indonesian schools to make students dicipline considered important for students to study hard. In contrast, in Indonesian elementary school teacher qualification equivalent to S1 still pursuing. Indonesia still accept teacher candidates who graduated with mediocre grades.. Indonesia still busy forcing teachers to make syllabi and lesson plans to follow the model of the center and forcing teachers use textbooks BSE (Electronic School Book). Rarely do teachers in Indonesia, which create an atmosphere of teaching and learning is fun (learning is fun) through the application of active learning. Even more dominated by one-way method of teaching and learning as a boring lecture. In Indonesia which developed strata of class classification, class quality in regular classes and class smart kid, slow kid in Indonesian

language classes and bilingual classes (English as a language of instruction) and make strata schools (national standards, national-plus schools, international schools, favourite school land and private schools that discriminated against. Number of school days in Indonesia too long is 220 days in a year (including the number of countries implementing effective learning within a year of the highest in the world. The expression of Ki Hadjar Dewantara who has built a progressive educational theories-transformational shows how the views of local leaders past timeless, even still relevant for explaining and understanding the realities in the contemporary era are stretched and connected in line with the historical past.

Postmodernism in anthropology offers a self-reflection, ethnography, which allows us to look at ourselves from the top, comparing ourselves with others, re-assess and explain the underlying assumptions thinking and our behavior. This reflection in turn will open up horizons of our thinking as well as provide a new and fresh understanding of the world around us. Fitting what is presumably delivered by H.A.R. Tilaar (1999) posit that it is inconceivable how an educational process regardless of the culture in a particular society. Similarly, how a culture can be described without the educational process which means the possibility of extinct cultures. Education regardless of culture will lead to alienation of the subject students and so the possibility of the demise of the culture itself. In the development of human life, which is a very complex process that is not always run properly especially in today's modern life. It is not impossible, the process of cultural and educational processes running on their own and even the possibility of colliding with one another. Outcome of National Education is "the Pillar of Character Education National Awakening ", with the sub-theme " Earn Achievement Uphold High Budi Character ", character education materials will be supplied ranging from early childhood education to college. Including non-formal and informal education. Is a national education system that includes the implementation of educational practice theory that stands on the foundation and philosophy imbued by the nation in question is dedicated to the people in order to realize its national aspirations. Indonesia is a national education system that govern the implementation of educational theory and practice that stands on the foundation and inspired by Indonesian nation devoted phylosophy for the sake of the nation and state of Indonesia in order to achieve Indonesian national ideals. Indonesia's national philosophy of education is a system that govern the implementation of the theory and practice of education that stands on the foundation and philosophy of life inspired by the nation's "*Pancasila*" which is dedicated for the sake of the nation and state of Indonesia in an effort to realize the ideals of the nation and state of Indonesia.

PART. VI
NATIONAL EDUCATION CHANGES
(EDUCATION PARADIGM THE PRESENT AND FUTURE)

Education is essentially a process of empowerment that frees the individual from the confines of a centralized power structure, which nginjak trample human rights, which is building a power structure that benefits only a small group of people who are miserable people. Therefore, the desire to continue to maintain pedagogy in a narrow paradigm should be reconsidered, and as soon as possible to change the orientation towards critical pedagogy or pedagogical empowerment. Critical pedagogy is engineered to work on improving pedagogical ideas which we know as the pedagogic narrow paradigm, namely pedagogical education tend to see the issue as merely technical problems in the classroom.

Though education is not merely learning, but education is also related to all aspects of human life in society. Education is not just good at making learners memorize but more important is to make it as a human being, education is a process of humanizing mankind. Education is a process and the process of humanization hominisasi someone in family life, a civilized society now and the future. Therefore, this paradigm shift was certainly implies the need for repositioning of educators and learners in the education and learning process.

A. Some Weakness of Paradigm Education Now

There have been many efforts made by the government to improve the quality of education in Indonesia. But on the other hand, there are several factors that lead to improved quality of education difficult. First, the national education policy in educational production function approach is not consistent. This policy only rely on good input to produce the output good, the problem is almost negligible. This policy is more emphasis on educational institutions as a production center. Second, education is centralized. Bureaucratic decision in this case almost touching all aspects of the school, which is sometimes not in accordance with the conditions of the school. As a result, the school loses independence, motivation, and initiative to develop the institution. Third, community participation in the management of education is still lacking. Community participation in education funding just is. In fact, what is more important is the participation in the educational process that includes: (1) decision makers, (2) monitoring, (3) evaluation, and (4) accountability. Thus, the school and the community jointly responsible and interested in the results of the implementation of the

education, not the school that is responsible to society for the implementation of the outcomes of education itself.

Furthermore, the dimensions developed a pattern change to a new paradigm of management education, namely: (1) Old Pattern: Subordinated, Centralized decision-making, Space motion of rigid, Bureaucratic approach, Centralized, Overregulation, Control, Directing, Avoiding risk, Use all money, The smart individual, Personal Information, Delegation, Herarki Organization; (2) New Pattern: Autonomy, Decision-making participation, flexible motion professional approach, decentralized, Deregulation, Influence, Facilitating, Managing risk, Use the money as efficiently as possible, Information divided, Empowerment, Flat Organisation.

B. New Orientation Education: The Need for Reorientation Outstanding Educators and Students

Education reform is a reform of practice by itself asking tough time and effort. Education is an aspect of the culture is not easy to be changed as the culture itself is difficult to change in the blink of an eye. Therefore, education reform must be gradual taking into account the various potentials, weaknesses, strengths, and possibilities open. Thus education reform requires careful planning and adequate preparation and supported by adequate resources, including public policy commitment.

In the building society (Indonesia) new, critical education issues facing the community and the nation of Indonesia in the medium term are as follows: (1) education is to develop democratic values, (2) the development of human rights, (3) eradication of poverty, (4) the implementation of regional autonomy in the areas of education and culture. In the development of democratic values through educational means such values must be internalized in all educational activities including system, curriculum, and the methodology used. Educational practices that indoktrinatif not in accordance with these objectives, the curriculum is also very centralized and memataikan individual potential. Turn off the learning process and creative thinking initiative learners are no longer in place.

Education means a process of humanization, and therefore need to respect human rights asasi. The students are not robots but humans who have assisted in the maturation process so that he can be independent and to think critically. Moreover education is a human right, therefore educational equity must be implemented consistently. Educational equity related to poverty, and poverty is therefore priorities that need to be addressed in line with the implementation of equality itself. That education, which in essence is a process of

empowerment that frees people from the confines of a centralized power structure, the stepped-ningjak human rights, which is building a power structure that benefits only a small group of people who are miserable people. Pedagogic liberation pedagogy is empowering learners in order to build new Indonesian society.

There are 5 main factors to consider in building a future formal education institutions, namely:

1. Involved and Connected Learning Community

One important indicator of future educational paradigm is the active involvement of the entire community in the management of education. They are intended stakeholders, parents, organisasi mass (NGOs), universities, and the Business and Industry. In this regard, support the whole process of education is necessary for the implementation of the sustainable and dynamic synergy.

2. Proficient and Inviting Curriculum-Driven Settings

Some things that are directly related to the above, namely: (a) physical development to support the implementation of community-based education, (b) the development of a supporting infrastructure that enables greater mobility with pertukasan easier data, (c) all classrooms are designed and equipped learning media is necessary, thus enabling the learning process can be run at any time, and (4) able to mobilize media learning, flexible, and adaptable to changes in the activity of learning.

3. Flexible and Sustainable Learning Environment

Conducive learning atmosphere is one important indicator for parents when choosing a place for their child's learning. In addition, a conducive academic atmosphere, different, and Student-Centre enables students to develop their potential well. Good academic atmosphere has a relatively small degree of dependence with respect to time and place. Academic atmosphere that is systematic and is not bound by such modifications.

4. Cross-Curriculum Integration of Research and Development

In order to maintain continuity of curriculum integration: (a) the professionalism of the staff should be supported by research and development activities, (b) while maintaining cooperation with research and development councils in applying the latest research results, and (c) school serves as a learning laboratory, in where teachers and students can design, conduct, and evaluate the results of research in order to develop the learning process.

5. Professional Leadership

Professional leadership includes: (a) the impact of good teaching, (b) strategic thinking, (c) motivation and encouragement stake-holders, (d) the use of technology in every opportunity, (e) design and demonstrate a professional development as needed, (f) interact and communicate with the community, (g) presented financial accountability, and (h) to evaluate on an ongoing basis by way of collaboration.

C. Critical Pedagogy

Critical pedagogy is engineered to work on improving pedagogical ideas which we know as the pedagogical paradigm narrow or black pedagogy in terms of Kurt Singer, the pedagogical education tend to see the issue as merely technical problems in the classroom. Though education is not merely learning, but education is also related to all aspects of human life in society. Education is not just good at making learners memorize but more important is to make it as a human, or in terms Driyakarya, education is a process of humanizing mankind. Education is a process and the process of humanization hominisasi someone in family life, a civilized society now and the future (Tilaar, 2000:40). With these formulations, the narrow view of the function of education will be difficult in Indonesia in building a new democratic society and morality. During its development, pedagogical streams dapatdiidentifikasi into five major streams. These streams have their own views about the present and the desired future community.

First, the flow of functionalism with Durkheim and Parsons characters. According to this flow, the functions of the present study is the transmission of culture and maintaining the existing social order. Prepared primarily to teach its future functions in the future society. Secondly, the flow of the characters Brameld culturalism and Ki Hajar Dewantara, see the functions of the present study as an attempt to reconstruct society. Communities have faced problems and education efforts is to address the nation has problems such as identity, culture clash, preservation and development of culture. Function of education is to organize community based functions with universal culture based on local cultures evolve toward nansional culture and global culture as theory of Ki Hajar Dewantara Trikon. Third, the flow is critical to the character of Marx, Bowless, Freire, Gyroux, Vygotsky. For kritikalyang flow divided over the conflict theorists such as Marx, Bowels, embracing critical theory such as Freire, Gyroux, and Vygotsky. Today seen as a function of reproductive education ongoing economic order. As for Freire, Gyroux, and Vygotsky function of education is to empower the oppressed (the Oppressed). Community development for the future of critical pedagogy

focused on fostering economic equality such as Marx and class struggle, or to develop critical literacy (critical literacy) to the general public. Fourth, interpretive flow with Bernstein characters. According to this flow pendidikan task is to teach a variety of roles in masyarakat through programs in the curriculum. As for the future of education was working to eliminate cultural biases and social classes that differentiate between the elite and the poor masses. Fifth, post-modern stream with characters Derrida, Foucault and Gramsci. This flow is very popular and thoughts Derrida, Gramsci Foucault and extreme enough to dominate the flow. According to this flow, the function of education is to develop individuals who are free to formulate their own opinions and express their opinions in a variety of perspectives. Desired individual is a creative individual and independent thinking, including thinking productively. Critical pedagogical streams over a common element in the discussion of individual empowerment. This is the essence of a democratic society. Is certainly a critical pedagogical streams above have limitations. As reminded by Amitai Etzioni individual freedom or autonomy is not unlimited autonomy but autonomy within the social order and the balance related to the recognition of core values (core values) that are mutually recognized. Education functions in the new Indonesian society is not education that fosters egoistic individualism, but individuals who berkemban potential that can be donated for the greater common good. That individuals living in the Indonesian civil society, which has an identity as a people of Indonesia as well as people who live in peace with fellow human beings on planet earth. By itself education for world peace (world space) merupakan one agenda in the new education building society Indonesia the Indonesian civil society.

One of the principles of the reform movement in education is "organized to empower all educational components of the community through their participation in the organization and control of the quality of education". In line with the above principles, fundamental changes to the paradigm of the future of education is the implementation of school-based education or Islamic education at the elementary and secondary levels, as well as university autonomy at the level of higher education. Renewal of the education system also includes the elimination of discrimination between a government-run education and education run by the community, as well as the differences between the management of religious education and general education.

D. National Education: The Present Crisis Analysis and Prospects

The concept of the National Education System. Not so easy to give an adequate definition of the national education system. The concept of a national education system will depend on the concept of the system, the concept of education and the concept of national education. It should also be realized that the concept of education and the national education system can not be inferred solely from the implementation of educational practices that occur daily in the field, but must be viewed in terms of conception or idea underlying basis as it is usually expressed as well as implied in statutes provisions of the Basic Law, Education Law and other regulations concerning education and teaching. Therefore, the old system of education and teaching gradually be replaced by a national system of education and teaching democratic. Dimaklumi can indeed, that at that time the concept and the idea of national education is the reaction of the colonial education system that is discriminatory and elitist.

The National Education Crisis Today. Once we know the basic things in the world of education, good understanding of the national education under the Education Act, and the national education goals, the authors would like to try to observe whether the education that has been done by the government in accordance with the target to be achieved in accordance with the vision and mission of the world The adult education. In terms of commitment to basic education, Indonesia only ranks 10 out of 14 countries surveyed in the Asia Pacific region; Indonesia scores achieved only 42 of the 100 maximum score, or score a point E For comparison, Thailand and Malaysia occupy the top with an A , which is then followed by Sri Lanka with a B. Meanwhile, the Philippines, China, Vietnam, Bangladesh, Cambodia, and India got a value between C and F. Indonesia is better only when compared to Nepal, Papua New Guinea, the Solomon Islands, and Pakistan. In this case it can be said that Indonesia get the lowest value in terms of commitment of government policies and actions to eliminate the cost of education dasar. dalam this author see several factors that are hindrances growing solar education, namely: Power Support (Financial, Structural), Lecturer, Curriculum and human resource development are not evenly distributed.

After the authors look at some of the obstacles that hinder the development of education in Indonesia is declining, the authors see there are some things that must be carried out a policy in the education sector today. A policy arises, when there is something that the system does not meet the standard that has been agreed upon. To build a society of educated, intelligent people, then inevitably have to change the paradigm and the education system. Dr.. Aunurrahman stated that, "the formalities and legalities still be something important, but keep

in mind that the substance is not something that can be ignored only to pursue moral level course". Under this new paradigm, instructional practices will be shifted to learning more rests on the theory of cognitive and constructive. It means that Pembelajaran will focus on the ongoing development of intellectual abilities and cultural social, encourage students to build their own understanding and knowledge in a social context.

Education experts also do some education policies to define some terms of education future prospects. According to Ki Hajar Dewantara, in education should be re-applied, namely: (1). Realize that every human being has the ability to do the education. (2). Education as Personality Development. (3). Moral education as a noble and religious development. (4). The development of education as a Responsible Citizen, (5). Education is Personal Development plenary or full. (6). Education as Formation Process A New Man. (7). Education as Cultural Transmission.

There are many experts who said the move in the world of education policy education today. The author sees the unequal education in various regions of Indonesia today. The author argues as if the central island of Java is the center of education, means that there is a mistaken view that the real world of education should be universal. If people beerpendapat that there is a central island that advanced education, on the other hand the other islands are not qualified. This is called the inequality of education in Indonesia.

One of preventing inequities in education, the government should begin to re-emphasize a policy to promote the development of education in the world. Survey conducted by the National Narcotics Board and the University of Indonesia said that as many as 1,037,682 students and students in Indonesia are known to have consumed narcotics and other drugs obatanterlarang. That number represents 32 percent of the 3.2 million drug users nationwide. Of course the facts are revealed is contrary to the purpose of education. In this case, the Government must do all it can to repair the morale of the students. If this situation continues to impact on the low quality of education. There are approximately 7,410,657 children, equivalent to 35.24 percent of the total number of students all over Indonesia who are in the lower economic level. What it means is there should be a program that regulates the release of school funding for poor students.

Ministry of Education issued a lucky breakthrough in the form of School Operational Assistance which was quite effective in improving the quality of education. Equity issues also received special attention from the Government. This problem is universal. Can be seen as unequal educational facilities in each region or even the uneven quality of the school. Furthermore our attention focused on the substance of the teaching materials in the form of

adjustments to the curriculum system. From the past to the present curriculum is endorsed by the Ministry of Education because of the demands of the changing times in the era of globalization. Many new things that affect systemic adopted for Indonesian Education. As a country that upholds transparency is certainly good enough the Government step in responding to the changing tides. But, we must also consider the fit between the changes in the social conditions of the community. In this case the necessary prudence and careful analysis for the Government to formulate a policy.

Education Prospects. A lot of things to be a policy that could be applied in education. Experts proficiency level can not be separated from the teaching or the ideas of the philosophers who have long published into the world of education. And the authors conclude from these policies are: (1). Education policy is a whole deliberation about the nature of man as a creature who became man in his humanity environment. (2). Education policy born of science education as a science praxis that is unity between theory and practice of education. (3). Education policy should have validity in the private and public perkembangan who have the education. (4). Education policy process should be open within a social interaction. (5). Education policy supported by research and development. (6). Education policy is first directed to the needs of learners. (7). Education policy is directed to the formation of a democratic society. (8). Education policy relating to the translation of mission education in the achievement of certain goals. (9). Education policy should be based on efficiency. (10). Education policy is not based on power but on the needs of learners. (11). Clarity of purpose will bear appropriate education policy. The author notes that this is the future prospects of education that uses 10 of the above are governed by educational experts who already have experience in the world of education.

CHAPTER VII

NATION CULTURAL CHANGES: EDUCATED PEOPLE

Basic Concepts of Educational Ki Hajar Dewantara. Ki Hajar Dewantara pioneer Indonesian original personality. Personality implies self dignity or humanity. He pioneered the national education to Indonesian people to come have a national personality and able to build a new society for the benefit of the life and livelihood of the Indonesian nation. The basic concept of education Ki Hajar Dewantara the importance of becoming educated. Educated people can be understood as a set of human beings who have an education. In a certain sense, Langeveld argues that education is the guidance given by adults to children who have not grown to reach maturity.¹² When it has reached maturity, then it was his turn to give guidance to the minors. Then education will continue to run in the history of human life. Since man dubbed the animal and the animal educandum educandus at once, that is, as beings who are being educated and educating.¹³ As animal and animal educandum educandus, then education can not but be understood as a civilizing effort, and this effort also underlie human history as the history of civilization. Henderson gives a broader sense, education is a process of growth and development, as a result of individual interactions with the social environment and the physical environment, lasts throughout life since man was born. Social heritage is a part of the community, is a tool for human beings to the best human development and intelligence, to improve the welfare of her life.

A. The Importance of Being Educated People

What is the importance of being a well-educated? The answer is very important. But how important? The right question to ask of the younger generation, those who are or have been taking a particular education level. They definitely have a reason or a more informed opinion why they take certain levels in order to get the title of a well-educated person. May be they have some reasons of serious / earnest until the main main reasons. But before understanding educated with a very broad range of opinions. Educated word is synonymous with the world of education. So that an educated person is one who has a higher education / degree. This is achieved through a particular educational institution. For example, a bachelor's degree, master's, doctorate, or professor. The title is within a certain range of time

¹² (Uyoh Sadullah, Drs. M.Pd., Introduction to the philosophy of education, p. 54).

¹³ (Fuad Hassan, Education is civilizing, in tonny Widiastono D. (editor), Human Education Indonesia, p. 52).

and cost. The word can also be interpreted as a well-educated people who have a high social status in the society. The word can also be interpreted as a well-educated person who is able to put themselves or people who are able to adapt in social life. Last educated person can also be interpreted as a wise person who is able or clever people in solving problems. Which is sure to be an educated person?? not easy.

From the definition above, it can be concluded that an educated person is one who has a great influence to the surrounding. For example, at the present time is so very important words uneducated. Like many institutions or organizations that require more educated and skilled workers. So that they are able to compete and be able to provide optimal results in their respective fields. What is certain is that educated people here are people who are able to compete with a variety of skills such as mastering computer skills, foreign languages and association. In addition, well-educated people are needed in various companies, both private and governance. For example, well-educated are also needed in the areas of specific areas such as education, law, health, government or administration. Through its higher education so they can easily get a salary or allowance special allowance. Through pendidikan that they will also get a high position / company specialized in a particular institution.

Educated people also have high strength or specifically in the social life of the community. Our society assumes that an educated person is one who is perfect and good at everything. Accompanied with a good attitude or behavior and have high manners. Thus indirectly elevating them higher in society. Whatever the significance or meaning educated people at the present time, it depends on the individual or those who are undergoing or have to take a certain level of education. Besides, if we become educated, we are not easily influenced by incitement lain.sehingga people we have a fixed establishment on a case. Moreover we can take a decision to act in a responsible manner and logic without violence. But in reality many educated people solve problems with violence. They assume that, with violence can solve the problem, so they consider themselves to be a champion. Though the way may harm themselves and others. For example, fighting between students or between students who end - the end of a lot going on, but the cause may be a trivial issue.

The educated man how the heck, if the person has "school meals" to the university and got a very long title. Should it all? Everyone is born with the Arm brain as the center of activity. Humans can walk, think, talk, write, etc. because of the work of the brain. What happens if someone does not have a brain? Surely we can imagine is not it? Humans would like animals who only have lust. A person born into the world must have a goal to be achieved. Education is the key to one's success. So how does one get an education? As has

been said by Chomsky that "Man was born to be empty", this means that people can acquire knowledge of the environment.

Environment filled with everything the human brain that has not been found to be in the know as a newborn child would not know what it is mother, rice, table, dining, etc.. And along with its development could he know all of that because he llingkungan occupy. Can be concluded that the first education was obtained from the family environment. Why the family can be regarded as a place of education? We have to know first what the word "educate". Educating could mean lead, guide, direct, teach, train, and organize. The point is "Educate" is an attempt to make someone understand or know about everything that he knew not. So really if the family is said to be a place of education because we are taught about things like how to eat, talk, cook, dsb.Pendidikan obtained from informal education because the family is not bound by the rules and the Act.

Once someone enters school, he also said his education. Because at school there are rules and regulations. After graduation we will also get a certificate that we can make the tool to determine the future. Some people argue that the name implies it is a school of education. When viewed in terms of its administration it is true that opinion, but the views of the meaning of a very broad education that opinion could be wrong. Not only formal education but there are only nonformal.Itu was originally due tetulah culture of education is a form of culture. Aside from family and school education can also be derived from the environment (Community). Education here may be closely linked to the experience. Usually be made as experience is the best teacher that can teach us to act better than ever.

Then What is the importance of being educated? Educated people are well educated not only formal education but also non-formal education. Usually the educated person is always in connecting with a degree that was obtained through education. But the fact is only that which is necessary in order for someone to say educated? depends on us react. Educated People actually said that if he can put themselves in the society baik.Contohnya educated person definitely has a place or a higher position and more dihormati.Berbeda with less if we behave well in society, of course, we will get a stamp as people who do not munkin educated though we never "school meals" as well. Educated person must also have good manners, be well-spoken, and can also bring yourself. Why so, because education not only provides knowledge but also shaping the personality of a person.

Educated people also have lucrative benefits. Especially in today's world where technology is advancing. It is no wonder if we should have competence in the job search. Most or even whole industries that need educated workers. If we say a job in a company, the

first requirement is that we must meet our education level. High school graduates alone is no longer in need in companies require their employees at least the company has been taking D3. Even if we already meet the requirements we still have to follow the selection. We still have to contend with the crowds that may be much higher above us. Indeed, in these days is hard to get a job. If we do not truly competent, not heroics had a beautiful dream.

From this we can draw the conclusion that a well-educated person is required. Especially in an age now we are not ready excluded ini. Jika then do not give up trying to reach for our dreams. Obviously with obtaining education and experience as much as possible at least we have made our lives more meaningful. God will not change the fate of a person if he does not want to try to change their own destiny. That hadith which I heard and make it a rule of life to step forward.

B. Meaning of Education

By understanding education as above, it is difficult to determine the size of the educated man. Because educated human being is a human being who has reached kedewasaanya. While the size of the manhood still be a debate and do not have a clear and definite size. Hence made a legality based on the level of formal education. And diplomas and the like, seems to be a choice of solutions to determine the "educated man" and "uneducated man". So that it can be seen who is "educated" and who is "uneducated". But the problem is not quite up there. Often forgotten is precisely the substance of education. It is enough for students to memorize what the teacher taught, then rewrite if asked in the exam. For him, the important get good grades in order to graduate and receive recognition as "educated man" without a care for the understanding and application. So the school only to be shackles because only limited transfer of knowledge.

Foucault in *The Archeology*, stating that shackles Education is knowledge transfer, while the freeing an effort to gain knowledge and be a transformation process that was tested in real life (Ali & Lulu Yunan Ruhendi infallible, universal education paradigm in modern and post-modern era, p. 178).

A school for the existence of these two would bring dichotomy being very urgent in mendinamisir science, ie knowing existing knowledge and create new knowledge (Ali & Lulu Yunan Ruhendi infallible, universal education paradigm in modern and post-modern era, p. 178) . If that happens simply transfer the existing knowledge of education as a civilizing effort that underlie human history as the history of civilization will not be achieved.

So that education in this school, nothing more than a space commercialization of knowledge. Knowledge in a commercial context is an educator (teacher or professor) selling knowledge by way of imparting knowledge that they have. Teachers or professors no longer be an expert and competent, but the sellers knowledge. Practically, it means that the knowledge that has been received, inherited by those who do not have the knowledge (Ali & Lulu Yunan Ruhendi infallible, universal education paradigm in modern and post-modern era, p. 178).

C. Reconstruct the Paradigm of Education in Effort to Build Educated Community

Society is called educated when society has reached a level of maturity, in the sense that can solve the problems of life. So instead of simply knowing the knowledge that already exists, but is also able to develop and create new knowledge. If ideal conditions can be achieved then education will be able to take a significant role in the development. Zamroni describes two paradigms relating to the role of education in development.¹⁴ First, a functional paradigm, and both paradigms socialization. Functional paradigm view that underdevelopment and poverty is mainly because not enough people have the knowledge, skills, and modern attitude. While socialization paradigm, looking at the role of education is: (1) developing individual competence, (2) increase productivity, (3) improve the ability of community members in an effort to improve the lives of the people as a whole.¹⁵

Both these paradigms have negative excesses in the practice of education in Indonesia. As the analysis provided by Zamroni. First has spawned educational paradigm-mechanistic analytical basing on the doctrine of reductionism and mechanistic. Reductionism students see education as a whole and not divided. As a result of this vision, the education system is more concerned with the formalization of the substance. Value, rank, Score of National Examination, and diploma, become more important than the formation of the personality of students as a whole. While the mechanistic paradigm, education is seen as an input-process-output, which makes the school as a production process. Seen as a protégé of raw-input, while the teacher, curriculum, and facilities are treated as instrumental input. If the raw-input and input instrumental good, it will produce a good process and ultimately better the product. This type of paradigm obviously has a lot of drawbacks, including the system that is mechanistic and students are treated like goods production.

¹⁴ Zamroni. 2011. Education in 21st century

¹⁵ (Ali & Lulu Yunan Ruhendi infallible, universal education paradigm in the modern era and post-modern, p. 182).

Formalization that had been used as a solution to measure the level of education, it becomes a fetter and reduce substance of education itself. Educators prefer all students to pass the final exam cheat though by giving to their students, as many cases these days, rather than emphasizing the values of honesty and trust in yourself to the students. Selected short-term profits over long-term benefits of the pendidikan and it has destroyed the future and the lives of their students. So far we have seen how education as a process to decrease national evaluation and selection for entering higher university but not directed to establish a moral and civilized society. In accordance with the 1945 Constitution, education should be the intellectual life of the nation. This means that education is an attempt to empower people. Humans are powerless is man who can think creatively, which is independent, and that can establish itself and its people. Our education so far in the process, methodology, systems, has resulted in human-robot and a human can only receive guidance and direction from the top. Therefore the people instead of being helpless but empowered by an authoritarian system.¹⁶ (HAR Tilaar, New Paradigm of Education, hlm.21).

Second, government policy makers make education sebagai engine of growth, locomotion and locomotive development. As a driver of the development of education should be able to generate invention and innovation, which is the core strength development. In practice, in order to efficient and effective education, education must be organized in a centralized management structure to be easily controlled, centrally determined curriculum, and a final evaluation to measure the achievements that have been obtained are single. As a result, education becomes lost creativity and diversity to be dead in the practice of education (Ali & Lulu Yunan Ruhendi infallible, universal education paradigm in modern and post-modern era, p. 183).

To build a society of educated, intelligent people, then inevitably have to change the paradigm and the education system. Formality and legality still be something important, but keep in mind that the substance is not something that can be ignored only to pursue a formal level. Then it needs to do now is not to remove the formalities have been running it rearranges the existing education system with new and better paradigm.

Intelligent nation is a nation that is produced by the education system. Therefore, increasing the role of education in Indonesia in creating a new society is a manifestation of the reform movement and the Indonesian nation. Indonesian society that we are building a new civil society is Indonesia, Indonesian civil society formation which can not be separated

¹⁶ Tilaar. New Paradigm of Education.

from the formation bhineka middle class. The middle class is a group of educated people who have a broad view. Indonesian civil society that we will achieve is a society with a political system that people's sovereignty. Economic system that relies on the strength of the economy and a highly competitive market based on domestic and international markets by utilizing domestic resources advantages. Religious life based on religious values and religious norms that respect religious plurality. Build social and cultural life of a civilized and dignified by the noble values of the national culture. In line with life in the era of globalization, then we want to build a science and technology are stacked to the independence and the nation's competitiveness by developing domestic resources.¹⁷

Education is the process of acculturation. Culture is the result of human activity, but also cultural structuring human behavior. Culture of one party allows further development, but from the other side also limit what will be achieved. Then the problem is how humans remains a subject of culture, which is capable of transforming a culture that has been achieved and a new continuous culture.¹⁸ Human relationship with the environment or with his world into relationship diperantarakan, when humans create tools, which are part of the culture, to control their environment.¹⁹ So science and technology is just part of the culture itself. Science and technology is the result of the relationship between humans and the environment both natural and social environments.

So that Education as a civilizing process should be universal, not just a transfer of knowledge and technology, but rather to instill and develop the culture to be awakened educated people, people who are intelligent and cultured. Ali infallible and Lulu Yunan Ruhendi offers five new paradigm of education as an alternative to the development of education in the future.²⁰

1. Systemic Paradigm-Organic

This paradigm is built on the theory of expansionism and teleological.

Expansionism is a theory that emphasizes that all objects, events, and experiences are

¹⁷ (See: HAR Tilaar, *New Paradigm of Education*, p. 30-31, S. Muhammad Hikam, *Politics Citizenship*, Chapter 14, "Intermediate class: Motor Drive Change," p. 205-219).

¹⁸ (M. Sastrapratedja, *What and Who is the Man?*, In tonny Widiastono D. (editor), *Human Education Indonesia*, p. 7).

¹⁹ (M. Sastrapratedja, *What and Who is the Man?*, In tonny Widiastono D. (editor), *Education Indonesian man*, p. 7).

²⁰ (Ali & Lulu Yunan Ruhendi infallible, *universal education paradigm in modern and post-modern era*, p. 184-194).

the integral part of an integrated whole. A section will only have meaning if seen and associated with the totality, because the integrity is not just a collection of parts. Wholeness which interact with one another in an open system, because the answer is a problem arise in a later occasion.

While the teleological theory, education should produce benefits for the development and dynamics of society. education is always linked with the educational process in general society, and the world of work in particular. This linkage means that the achievement of the participants are not only determined by what they do in the school environment, but also is determined by what they do in the workplace and in society in general.

Systemic-organic paradigm requires flexible education berrifat-adaptive and creative-democratic. Flexible-adaptive, meaning more emphasized education as a process of learning in teaching. Stimulated learners are motivated to learn something is to be learned and continues learning. But students will not be forced to learn something that does not want to learn. Creative-democratic means always stressed education in an attitude to always bring something new and original.

2. Holistic Paradigm-Integralistic

Holistic-integrative paradigm of education see education as a means to develop the full human potential. Human unity is seen as a round, the physical-spiritual unity, unity of being personal-social creatures-creatures of God, the unity establish, maintain, and develop life.

3. Humanistic Paradigm

Humanistic education paradigm views human beings as "human", ie God's creatures by nature-given nature. As living beings he must establish, maintain, and develop life. As creatures boundary (between animals and angels), it has the properties of zoological (lower passions) and angelic traits (nobility), as being faced with the dilemma he always choices in life: as a moral being, he grapple with the values; personal beings, he had constructive and destructive forces; as social beings, it has social rights; as servants of god, he must fulfill religious obligations.

4. Idealistic-Transformative Paradigm

Idealistic education views human beings as "noble-noble creature creature". ie God's creatures whose mission is sacred as "the representative of God on earth", with the task of managing the entire life in this universe. As "representative of God", located vertically man as "servant" ('Abd) to worship and serve God, while human horizontally as leader (caliph) should be a model for others and as a regulator and protection over nature and life around him.

Then expected to be transformed into actual behavior of the students and every citizen. so the science, theory, morals, and values in education does not just stop at the thought and discourse, but it can be present in everyday action protégé and every citizen of the nation. Thus the idealistic-transformative paradigm can prevent the occurrence of moral crisis, a crisis of confidence, and moral crisis that may cause our nation slumped in the form of multidimensional crisis a result of science, values, and morals that are only present in the mind but not present into action.

5. Multiculturalism Paradigm

Indonesian nation is a nation whose people are very diverse or pluralistic. national diversity Indonesiadapat seen from two sides; horizontal and vertical. horizontally, our nation's diversity can be seen from the differences in religion, ethnicity, language, region, geographical, clothing / food and material culture. While vertically, our nation's diversity can be observed from the difference in the level of education, economics, housing, employment, and socio-cultural level.

Multicultural education paradigm directs students to be tolerant and inclusive and forward. We must appreciate of other cultures, differences and diversity is wealth and treasures of our nation. With this view, an exclusive attitude and demeanor are expected to justify their own views (truth claims) by blaming the views and choices of others can be eliminated.

PART VIII

CLOSING

This book was written as a book of sociology of education. Basic reason that this book is categorized in sociology of education because content analysis the books on the social perspective of people's lives. Logical thinking is inspired by the situation of the people (especially Indonesia) that need special attention at this time. The long term goal of education is human and civilized nation.

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