THE ROLE OF TEACHERS IN TRANSACTIONAL AND TRANSFORMATIONAL LEARNING

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Abstract
The main focus of the research is to describe the main concepts of transactional learning and transformational learning. Research was carried out through literature studies, with data collection using a "thematic" or "conceptual categories" approach where the results of the study of various references were organized according to topics or issues. The results of the research show that in transactional learning, the existence of the teacher has complete authority, occupies a central position, has advantages and knows everything, while students are in a position of not knowing, and therefore learning is indoctrinative, top down, centralized, prioritizing intellectual aspects, success learning is measured on the knowledge mastered by students cognitively. Transformative learning places greater emphasis on social and cultural transformation in students, so that they have the ability and insight to face and solve problems. The existence of teachers in transformative learning is actually parallel to the existence of students. Teachers and students are learning subjects and the object is reality. Transformative learning places dialogue as the main method in learning, and therefore the existence of teachers and students learn from each other.

Abstrak
Fokus utama penelitian adalah mendeskripsikan konsep-konsep utama pembelajaran transaksional dan pembelajaran transformasional. Penelitian dilakukan melalui studi literatur, dengan pengumpu-lan data menggunakan pendekatan "*thematic*" atau "*conceptual categories*" dimana hasil kajian berbagai referensi di organisasikan menurut topik atau issue. Hasil penelitian menunjukkan bahwa dalam pembelajaran transaksional, eksistensi guru memiliki otoritas sepenuhnya, menempati posisi sentral, memiliki kelebihan dan tahu segalanya, sementara peserta didik berada dalam posisi yang tidak tahu, dan karenanya pembelajaran bersifat indoktrinatif, top down, sentralistik, mementingkan aspek intelektual, keberhasilan pembelajaran diukur pada pengetahuan yang dikuasai oleh peserta didik secara kognitif. Pembelajaran transformatif lebih mementingkan terjadinya transformasi sosial dan budaya pada peserta didik, sehingga memiliki kemampuan dan wawasan dalam menghadapi dan memecahkan masalah. Eksistensi guru dalam pembelajaran

transformatif justru sejajar dengan keberadaan peserta didik. Guru dan peserta didik merupakan subyek belajar dan obyeknya adalah realitas. Pembelajaran transformatif menempatkan dialog sebagai metode utama dalam pembelajaran, dan karenanya keberadan guru dan peserta didik saling membelajarkan.

How to Cite:

INTRODUCTION

The presence of teachers in learning is very important in making students' learning activities a success.[1] Teachers or educators in the world of education are idealized as enlightening figures who have the ability and responsibility to provide enlightenment in various dimensions to their students[2]. Teachers also have a central position in the teaching and learning process, the teacher's reliability in preparing various teaching programs.[3] Teachers are also required to have good mastery of the material[4], as well as the ability to use strategies and manage learning, because this really determines the effectiveness of learning[5]. At the same time, teachers are also required to carry out cultural transformation, civilization values, positive ethics and morals that live and develop in the society where education exists. In missions and tasks like this, the essence and existence of teachers is not only required in terms of technical learning abilities, but is also required to have psychological abilities, such as ethical-moral maturity, the personality and character of educators, as well as other psychological and spiritual abilities that enable teachers to perform. as an enlightened figure.

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[1] Knight, et al. *Performance Assessment of Teaching:Implications for Teacher Education. Journal of Teacher Education,* (2014), *65*(5), 372-374, Scott-Little, C., La Paro, K. M., & Weisner, A. *Examining Differences in Students' Beliefs and Attitudes: An Important Element of Performance-Based Assessment Systems for Teacher Preparation Programs.* Journal of Early Childhood Teacher Education, (2006), 27(4), 379-390.

[2] O'Connor, K. E. "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education,* (2008), *24*(1), 117-126.

[3] Cohan, A., & Honigsfeld, *Incorporating 'Lesson Study' in Teacher Preparation. The Educational Forum*, (2007). 71(1), 81-92, Spooner, F., Baker, J. N., Harris, A. A., Ahlgrim-Delzell, L., & Browder, D. M. *Effects of Training in Universal Design for Learning on Lesson Plan Development. Remedial and Special Education*, (2007), 28(2), 108-116.

[4] Davis, E. A., & Krajcik, J. S. *Designing Educative Curriculum Materials to Promote Teacher Learning. Educational Researcher*, (2005), 34(3), 3-14.

[5] Flink, C., Boggiano, A. K., & Barrett, M. *Controlling teaching strategies: Undermining children's self-determination and performance. Journal of Personality and Social Psychology*, (1990), 59(5), 916-924, Oliver, R. *Exploring strategies for online teaching and learning. Distance Education*, (1999), 20(2), 240-254.

The existence of teachers in learning is not only limited to a strategic role in transmitting knowledge, but also has a very important role in shaping the character of students through developing various personality dimensions as a whole to support the achievement of educational goals holistically. In this context, it is very wrong if teachers understand their essence and existence only limited to their responsibility to convey subject matter in their field of study[6]. In other words, teachers are not only responsible for the transformation of knowledge but also responsible for the transformation of values. From this dimension of learning, the role of the teacher is very difficult to be replaced by another.[7]

The idealization and image of teachers as stated above still seems to be inversely proportional to the reality in the world of education. A cursory portrait shows that there are still many teachers who do not realize their essence and existence in learning. Some teachers still understand that their main task and responsibility in the learning process is to convey lesson material well, and for this reason teachers must always prepare everything well related to the implementation of learning. According to teachers who hold this view, the success of learning is largely determined by their effectiveness in delivering lesson material so that the lesson material that has been prepared can be delivered well and learning targets are achieved. The consequence of this view is that students' success can be measured through their mastery of the material that has been delivered. If students master a lot of the subject matter that has been delivered, then this is a success of an effective learning process. This kind of view, results in a learning process that is more concerned with the transmission of knowledge through a learning process that prioritizes memorizing or memorizing, and thus the psychological potential that plays a more important role is intellectual potential, and ignores emotional potential and spiritual potential which actually have an equally important role as intellectual potential in the process of developing a humane civilization.

Observing various educational problems, especially in terms of civilization, ethics and humanity, it is time for the learning process to be reorganized, especially in aspects of the mindset and existence of teachers. Changes in learning orientation are largely determined by growing awareness and changes in teacher paradigms in learning. A shift in the current learning paradigm is very possible, especially if you look at the occurrence of various anomalies in the world of education. Education, which is actually the center and agent of civilisation, character formation and the center for the development of a humane civilization, turns out to experience an abnormal role. In this context, there is a need for a paradigm shift, especially in the context of teacher existence in relation to learning towards more meaningful learning. Because it must be acknowledged that every paradigm will experience a shift from its normal nature, causing

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[6] Gordon, Thomas dan Burch, Noel. *Teacher Effectiveness Training, Alih bahasa, Aditya Kumara Dewi, Menjadi Guru Efektif,* (Jakarta: PT Gramedia Pustaka Utama, 1997).
[7] Supriadi, Dedi. *Isu dan Agenda Pendidikan Tinggi di Indonesia*, (Jakarta: PT. Rosda Jayaputra, 1997).

abnormalities or anomalies which will cause a crisis and lead to the emergence of a new paradigm.[8]

For this reason, this article will discuss the shift in learning paradigms related to the presence of teachers. This study attempts to criticize existing learning patterns and then tries to emphasize learning patterns that can be applied to develop all students' potential holistically.

Methods

In writing this paper, the author used a literature review approach where data was collected from various secondary literature. In other words, the author only uses secondary data through an in-depth literature review of various literature in the form of book literature, journals and online sources in the field of transactional and transformational learning concepts related to the existence of teachers. The author also reviewed various scientific literature on the internet to enrich this article. This approach is carried out by reviewing various existing literature in order to generate new ideas to be utilized in the future.[9] In carrying out the analysis, the author uses a "thematic" or "conceptual categories" approach where the results of the study of various references are organized according to topic or issue[10], researched by the author, namely transactional and transformational learning. In this case, various issues related to the existence of teachers in transactional and transformational learning and their application in these two learning concepts found in existing literature are then analyzed and discussed in this paper. Even though this article uses a literature review approach alone, the author still needs to explain the analysis methodology as a characteristic of a scientific article[11].

RESULT

The existence of teachers has been widely discussed in various previous literature, both in the form of research results and in government documents. For example, in the National Education System Law No. 20 of 2003, CHAPTER XI article 39 paragraph 2, it is explained that:

> Educators are professional staff whose aim is to plan and implement the learning process, assess learning outcomes, provide guidance and training, as well as carry out research and community service, especially for higher education.[12]

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[8] Kuhn, Thomas S. *The Structure of Science Revolutions, Peran Paradigma dalam Revolusi Sains, Penerjemah, Tjun Surjaman*, (Bandung: Remaja Rosdakarya, 2008).

[9] Webster, J., & Watson, R. T. *Analyzing the Past to Prepare for the Future: Writing a Literature Review. MIS Quarterly*, (2002), 26(2), 10.

[10] Labaree, R. *Organizing Your Social Sciences Research Paper*: The Literature Review. (2013). Retrieved 22 Oktober 2015, from USC Libraries: http://libguides.usc.edu/c.php?g =235034&p=1559822

[11] Levy, Y., & Ellis, T. J. A *Systems Approach to Conduct an Effective Literature Reviewin Support of Information Systems Research. Informing Science,* (2006), *9*, 181-212.

[12] Departemen Agama RI, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003* (Jakarta: Ditektorat Jenderal Pendidikan Islam, 2007).

In Law of the Republic of Indonesia No. 14 of 2005, concerning teachers and lecturers CHAPTER I article 1 explains that;;

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education.[13]

Furthermore, the Law on Teachers and Lecturers, CHAPTER IV part one concerning qualifications, competencies and certification, articles 8 and article 10 explains that:

Teachers are required to have academic qualifications, competence, educator certification, be physically and spiritually healthy, and have the ability to realize national education goals. Teacher competence as referred to in article 8 includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education[14].

As stated in the SISDIKNAS Law and the Law on Teachers and Lecturers, it is clear that the duties of teachers and/or educators still revolve around teaching tasks that are strategic and technical in nature. Teachers or educators are placed as skilled craftsmen to use various strategies of learning techniques to transmit knowledge to students. Teachers are required to master learning evaluation techniques, have the ability to manage the class well. And if all of this is fulfilled then the teacher is considered to have professional skills and can carry out his professional duties based on the legitimacy of the expertise that has been given.

Teachers or educators basically not only have the task of teaching science but also have to be role models and be able to pass on positive habits to their students[15]. A teacher does not just teach, educate, guide, train and evaluate learning activities in formal educational institutions, but a teacher is identified with prophetic duties, studying and applying knowledge that comes from qauliyah and kauniyah verses. A teacher is a person who always studies and teaches divine knowledge. The duties of educators or teachers are; (1) purification, namely the development, cleansing and elevation of the soul to its creator, keeping it away from evil and keeping it in its natural state, (2) teaching, namely the transfer of various knowledge and beliefs to the minds and hearts of the believers (students), so that they realize it in their behavior and life.[16]

With such a noble task, someone who wants to become a teacher or educator must have; 1) behavior and thought patterns that are rabbani, 2) sincere

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[14] Departemen Agama RI,2007.

[15] Smith, M. U., & Scharmann, L. C. *Defining versus describing the nature of science: A pragmatic analysis for classroom teachers and science educators. Science Education*, (1999), 83(4), 493-509.

[16] an-Nahlawi, Abdurrahman. Ushu>l al-Tarbiyatil al-Isla>miyah wa Asa>libuha, Diterjemahkan oleh Herry Noer Ali, *Prinsip-Prinsip dan Metode Pendidikan Islam*; Dalam Keluarga, di Sekolah dan di Masyarakat (Bandung: CV. Dipoengoro, 1992).

and patient and honest with what he calls for, 3) always equip himself with knowledge and a willingness to get used to continuing to study it, 4) have the ability to use various methods teach in a varied manner, master its use in accordance with the material being taught and the learning situation and conditions, 5) have the ability to manage the class and students, and understand the psychological conditions of students, 6) be responsive to various changes and developments of the times that influence students' psychology, beliefs and thought patterns[17].

Rabbani is taken from the word rab which has various meanings, including educator or protector, and if it stands alone it means none other than Allah. A Rabbani must continuously teach because humans never escape from shortcomings. Rabban is tasked with continuously discussing and studying the holy scriptures, because God's word is so vast in content. Allah's written books (qauliyah verses) are no different from His books spread out in the universe (kauniyyah verses), therefore a rabbani must never stop studying, researching and discussing both the objects of the universe and the holy books. So what is found in discussion and research should also be taught, so that those who teach and those who research always meet in one unbroken and separate circle.[18].

In general, a teacher must have capability and loyalty[19]. A teacher must have mastery of the knowledge he teaches, have mastery of learning planning, be skilled in implementing learning, master strategies and methods as well as learning evaluation, be skilled in managing the class and learning situations, have an understanding of the mental condition of students. Loyalty is related to carrying out tasks with sincerity and high responsibility for teacher duties which not only take place in the classroom, but outside the classroom and in the community.

Teaching is a combination of art, science and profession[20]. Teaching is not only based on science which collects various scientific information around teaching itself, but teaching also requires the art of teaching in the form of creativity and improvisation so that there is dynamics in learning. Teaching is also a professional calling, people who are interested in becoming teachers must have professional teaching skills so that they can carry out their professional duties well. In such a context, the teacher's existence in the classroom is not only a learning agent but also a role model who plays an important role in managing learning well. Teachers are tasked with facilitating learning opportunities,

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[17] Abdurrahman an-Nahlawi. 1992. Prinsip-Prinsip dan Metode Pendidikan Islam dalam Keluarga, di Sekolah dan di Masyarakat. Bandung: Diponegoro.

[18] Shihab, Quraish. 1996. Wawasan Al-Qur'an: Tafsir Maudhu''iy Atas Berbagai Persoalan Umat. Bandung: Mizan.

[19] Rosyada, Dede. *Paradigma Pendidikan Demokratis; Sebuah Model Pelibatan Masyarakat dalam Penyelenggaraan Pendidikan* (Jakarta: Prenada Media, 2004).

[20] Santrock, John W. *Educational Psychology,* Diterjemahkan oleh Diana Angelica, *Psikologi Pendidikan,* Edisi 3 Buku 1. (Jakarta: Salemba Humanika, 2008).

organizing an educational environment, motivating students' learning, capturing students' feelings and hearts, and building active learning[21].

The presence of a teacher in the classroom is as a teaching figure who will transform knowledge to students, at the same time also as a source of example. Teachers are required to present themselves with character and personality as teachers who are honest, disciplined, compassionate, have integrity in its broadest sense, are enthusiastic in teaching, have high motivation and commitment and are warriors[22]. Good teachers who are able to carry out their duties professionally are required to have a number of abilities, such as professional abilities, personal abilities, social and spiritual abilities. Such competence enables teachers to carry out their duties well, both in the task of transforming knowledge and in transforming positive values and attitudes to their students.

Progress in learning today has resulted in a very fundamental paradigm shift in learning. One example is the shifting paradigm from "what teachers must teach their students tomorrow" to "what students must learn from their teachers tomorrow". The first paradigm describes that the person who is active in the learning process is the teacher himself, while the second paradigm describes that students must play an active role in the learning process. The first paradigm starts from a behavioristic basis, while the second paradigm starts from a constructivist basis[23]. This paradigm contains a deeper meaning that the level of success in teaching is not based on how much knowledge the teacher conveys to students, but how much the teacher provides opportunities for students to learn and obtain everything they want to obtain.[24]

DISCUSSION
The Existence of Teachers in Transactional Learning

Learning is essentially a leadership process played by the teacher. In the world of leadership, there are known patterns of transactional leadership and transformational leadership. Transactional leadership refers to the relationship of providing reciprocal rewards between leaders and subordinates. Meanwhile, transformational leadership is leadership that prioritizes and explores the needs of subordinates[25]. The characteristic of transactional leadership is that the leader knows the desires of subordinates and explains that subordinates will receive rewards if their work meets expectations. Leaders provide rewards for the efforts made by their subordinates, leaders are responsive to subordinates' needs in

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[21] Danim, Sudarwan. *Agenda Pembaharuan Sistem Pendidikan,* (Yogyakarta: Pustaka Pelajar, 2006).
[22] Ibid.
[23] Ahmad, Askar. *Desain Pembelajaran; Potret Profesionalitas Dosen, dalam Lentera Pendidikan* Jurnal Ilmu Tarbiyah dan Keguruan. Edisi X, No. 2, Juli-Desember 2007, Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar.
[24] Dede Rosyada. 2004. Paradigma Pendidikan Demokratis. Jakarta: Kencana.
[25] Burns, J. M. *Leadership*, (New York, Harper & Row, 1978).

accordance with the value of their work[26]. Transactional leadership is a leadership style in which a leader focuses his attention on interpersonal transactions between leaders and employees that involve exchange relationships. These exchanges are based on agreements regarding goal classification, work standards, work assignments, and rewards[27].

      Transactional leadership in the learning context places the teacher as the leader who controls everything. The teacher is the center of learning, the teacher is the center of everything. According to T.W. Moore, as quoted by Ki Supriyoko, said that transactional learning is like buying and selling, teachers are considered to have superior knowledge and experience to offer students. Teachers become sellers of information and students become buyers. This kind of learning model is often also called command style learning, which has the principle that the distribution of knowledge is carried out top down from the teacher to the students[28]. Learning that is top down or from top to bottom reflects a teaching and learning process that places the teacher as the center of learning. Teachers play an important role in planning everything related to objectives, strategies and learning methods as well as the subject matter that will be delivered. Students only have the authority to be ready to accept all the learning material that will be delivered, and ready to accept all the learning instructions that have been scripted by the teacher.

      The transactional learning paradigm by Freire (1999) calls it the banking concept of education. The characteristic of "bank style" education is that students are like empty savings accounts that are ready to be filled and the contents are determined by the teacher. Teachers are active subjects, while students are passive objects and are resigned to receiving all deposits in the form of knowledge from their teachers. The transactional learning paradigm places teachers and students into two different entities in the classroom. Teachers teach and know everything, while students learn because they are thought to know nothing. Teachers think, talk and organize everything while students are subjects who think, listen faithfully and are ready to be managed. The teacher chooses the material and acts in the classroom, while the students are ready to receive the knowledge material presented and are ready to imitate everything shown by the teacher. The teacher is the subject of learning and the students are the object[29].

      The main characteristic of transactional learning is that it places the teacher as an actor and important actor in learning. The position and existence of the teacher is sometimes the main trigger for learning that is not dynamic or very

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[26] Bass, B. M. *Personal Selling and Transactional/Transformational Leadership,* Journal of Personal Selling & Sales Management, Vol. XVII, No. 3, 1997.

[27] Bycio & Yulk. (1995). Conceptualization of Transactional and Transformational Leadership. Journal of Aplied Psychology. 80(4).

[28] Mosston, Muska. *Teaching from Command to Discovery*. (California: Wadsworth Publishing Company, 1972).

[29] Paulo Freire. *Education For Critical Consciousness*, (New York: The Seabury Press, 1973)

monotonous, ideas and learning materials always emerge from the teacher or are top down and centralized, instructional relationships are centralized, and learning prototypes are based on the teacher's prototypes and desires. Learning takes place exclusively and formally because in this context learning must always be carried out in the classroom with all the rules of the learning game that must be obeyed. Transactional learning also tends to be indoctrinative, because the center of information and knowledge comes from the teacher, so what is conveyed must be accepted by students.

The existence of the teacher as the center and core of learning places the teacher as the determinant of everything. With this pattern, students will identify themselves like their teachers as prototypes of ideal humans. The further implication is that in time students will make themselves duplicates of their teachers, such learning makes students isolated and separated from their own reality and the reality of the world around them. Because it has made students become like other people, not themselves, making students become spectators and imitators, not creators[30]. The transactional learning paradigm has a tendency to separate students from actual human reality so that students are alienated from their objective reality. From conditions like this, students ultimately cannot understand reality or the world as a whole, or in other words, education ultimately only produces one-sided knowledge, and indirectly negates the process of dehumanization of education being carried out[31].

Such learning only gives students the ability to have reproductive abilities and not productive abilities. Reproductive ability is the ability that students obtain from a learning system that emphasizes the mastery of cognitive knowledge, through memory and memorization systems, and in time this knowledge is reproduced again, in accordance with what has been received from the teacher. With such abilities, it can be expected that many students after completing their education will not be able to do much with the knowledge they have, because the knowledge that will be reproduced is no longer in accordance with the dynamics of the changing times. The development of the times with all its realities and dynamics requires a person to be able to think productively, namely the ability to think and act in accordance with the demands and dynamics of the ever-changing times.

Transactional learning only involves teachers and students in learning activities with a number of transactions. The teacher as the center of learning teaches a number of knowledge to students in accordance with the learning targets that have been set, at the same time students are required to cognitively master the knowledge that has been given by the teacher. The teacher's success in learning will be assessed based on the achievements of the learning targets in the curriculum. The more curriculum targets are achieved, the higher the teacher's

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[30] Ibid.
[31] Tumiwa, S., dan Hasan, Hamka, *Pendidikan Transformatif*. http://steventumiwa.blog.com.

achievement and level of success in teaching. On the other hand, students' success in learning is seen from the level of mastery of the material that has been taught to them. The higher the level of student mastery, the higher the level of success in teaching, and they will be rewarded with achievements and awards according to their learning achievements.

The main focus of transactional learning is interpersonal transactions between teachers and their students which involve exchange relationships in the context of knowledge transmission and place cognitive abilities as the main support. This kind of learning encourages students and teachers to use all their abilities to create instructional relationships so that teachers can teach as much knowledge as possible, and students receive and master as much knowledge as possible. Teachers are pursued by learning loads as stated in the curriculum, outlines of existing pursuit programs and syllabi. On the other hand, students are required to master it as a preparation for facing exams as well as the main prerequisite for passing the exam. With this learning pattern, educational institutions are in the ivory tower and detached from social reality. Learning is only preoccupied with the exchange of knowledge, so teachers and students do not have the opportunity to see and study social reality in depth.

Learning that prioritizes the transmission of knowledge and focuses on developing cognitive aspects or intellectual intelligence, makes students into objects of theoretical knowledge who are not conscious. This kind of learning only leads students to have a pile of knowledge, but lacks or does not have other aspects that are more important, such as social values, religious values and norms. Students have adequate development in the aspect of intellectual intelligence, but ignore or even forget the aspects of emotional and spiritual intelligence which are the main capital in bringing students to knowledge and awareness of the realities of their lives.

The Existence of Teachers in Transformative Learning

Transformative learning is a learning paradigm that can lead students to have critical and liberating abilities to carry out cultural transformation, being able to sort and choose anything in culture that can be used in facing very rapid social change[32]. Transformative learning is dialectical learning between students and teachers and their reality. dialectical-critical learning like this can create transformative awareness[33], namely complete awareness which causes students to have theoretical-practical abilities, depth in interpreting and solving problems in their social life.

The dialectical-critical learning model places the teacher's position in the learning process not only with professional responsibilities such as formulating the curriculum, creating subject syllabi, formulating learning implementation plans, formulating competencies to be achieved using various strategies and

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[32] Tilaar, H.A.R. Pedagogi Kritis; *Perkembangan, Subtansi, dan Perkembangannya di Indonesia, dalam, H.A.R. Tilaar*, dkk. (editor), *Pedagogi Kritis,* (Jakarta: Rineka Cipta, 2011).
[33] Freire, 1973.

methods and evaluation tools. However, the existence of teachers is also a social agent and agent of civilization who is required to provide enlightenment and awareness to students. Teachers are required to create a dialogue between reality and students' mindsets, so that students have the ability to read natural reality, social reality and their own reality as material for building knowledge and forming thought patterns, attitudes and behavior for their future.

The teacher's task in the transformative learning paradigm is as a social agent. Teachers are responsible for guiding their students to think critically by using forms of pedagogy such as dialogue, problem-based learning, negotiation and emancipation. Teachers together with students through dialogue and negotiation produce knowledge that is meaningful, critical, oppositional and transformative. Teachers are tasked with creating conditions or atmospheres for students to be able to speak and write critically about history and their learning experiences[34].

In transformative learning, there are three elements that have a steady dialectical relationship. These three elements are the teacher or tutor, students, and the reality of the world. Teachers and students are conscious subjects, while the reality of the world is a conscious object[35]. Teachers and students are not subjects and objects of learning, but both are subjects of learning, and the object is reality, both world reality, social reality and their own reality. The respective positions of teachers and students as learning subjects encourage both of them to dialogue with each other and what is dialogued is reality.

Transformative learning opens the horizons and thinking horizons of both teachers and students, creates space for students to identify and analyze freely and critically about themselves and the structure of their world in the context of social transformation. This perspective certainly has several conditions. Both teachers and students must be in an egalitarian position and not subordinate each other. Each party must start from the understanding that each has experience and knowledge. So what needs to be done is dialogue, offering each other, and learning from each other[36].

One of the goals of transformational learning is social reconstruction. Learning is a medium that is expected to be able to improve and criticize various problems that arise in society caused by economic, political and cultural factors. Therefore, various problems that develop in empirical reality are brought to the classroom to be criticized and solutions are found through the process of context codification. The results of this discussion are then offered and implemented as

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[34] Giroux, Henry et al., *Counternarratives Cultural Studies and Critical Pedagogies in Postmodern Spaces*, (New York & London: Routledge, 1996).
[35] Freire, 1999.
[36] Tumiwa , 2009.

an alternative solution. This process will not run optimally if there is no critical awareness from educational practitioners, especially educators and students[37].

Learning that places dialogue as its main characteristic makes the teacher no longer the center of everything in learning, as has been the case in learning so far. The teacher is no longer the only source who is always a source of knowledge, sometimes conveying knowledge to the teacher is doctrinal, and seems to be the only source of truth. By dialogue, teachers and students can jointly develop broad insights and perspectives in dealing with the problems being studied. With dialogue, teachers and students can construct their own knowledge. With this perspective, teachers are always aware of educating their students to face a future that is different from what they are experiencing now.

CONCLUSION

The transactional learning paradigm which places the teacher at the center of everything, and makes learning only a transaction process, namely learning as a process of transmitting knowledge, makes students have knowledge, but do not have a strong ethical and moral base, as well as adequate insight into social dynamics in solving problems. problems faced in the future. This kind of learning paradigm seems to be inadequate to face developments in the era that increasingly require ethical and moral resilience. In this context, a learning paradigm is needed that allows the transfer of knowledge as well as the transfer of values. This is where the importance of transformational learning lies. Transformational learning places teachers and students as learning subjects and the object is reality, both natural reality, human reality and social reality. Teachers and students learning together about reality not only enables the development of knowledge within students, but this learning allows educators and students to always transform and actualize themselves with their social reality. Transformational learning engages students and educators in a continuous dialectic process with the realities of their lives.

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[37] Imam Hanafie, *Menuju Paradigma Pendidikan Islam Transformatif*, dalam Al-Fikra, Jurnal Ilmiah Keislaman; Vol.8. No. 1. Januari-Juni 2009. ((pISSN:1693-508X;eISSN: 2502-7263)). Program Pasca Sarjana Universitas Islam Negeri Sultasn Syarif Kasim Riau.

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