

THE INDONESIAN EDUCATION SYSTEM IN INDUSTRIAL REVOLUTION 4.0

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Abstract: The goal of education policy over the past fifty years is to integrate various races into a more united Indonesia so that solidarity will be the basis for nation building. Because Industrial revolution is a Science Phenomena, Teacher, students, lecturer, and scientist are made head of the Regulation Council in all Indonesian states. All of these policies are integrated into the Indonesia education system starting from the vocational's scientific library base to the complete student dormitory system that adopts the education pattern. This is a source of energy that must be carried out continuously. Continuity of Indonesia education began with a gradual revolution to develop the nation's energy resources. From the results of this study there are initiatives to strengthen its benefits for the development of education in Indonesia to face the Industrial Revolution 4.0, among others by further mapping the actors who have been recorded in the Pentahelix format of stakeholders and defining their respective roles. Then, a further study was carried out to develop a strategy for the development of world class education. Stages in pursuing pentahelix role identification strategy through 3C stages: Connect-Collaborate-Celebrate all stakeholders. This strategy involves Pentahelix elements of education, namely ABCGM: Academics, Business, Community, Government and Media. The result is expected to be a model of community living standard conservation by the role of pentahelix with management vocational education as core values.

Keywords: Education, Goal, Industrial revolution

INTRODUCTION

This paper illustrates how Indonesia education system, has changed because of the political situation in Indonesia that has taken place over the years. Policy differences caused by the replacement of policy makers also cause change. The latest trend has emerged amid efforts by the State to intervene and maintain the principles of justice in education sector; managerialism Teacher.

In the tradition of Indonesia education, the teaching profession is a profession related with faith, science and charity are integral. Acts committed teachers have synergy with confidence and knowledge possessed and taught. Thus, Indonesia outlined that teaching profession is a profession eligible Indonesia that upholds values of local wisdom morality and nation building policy.

The explanation above illustrates that the teaching profession in Indonesia has its own typical and very interesting to study and discuss. In keeping with that, this paper tries



to look beyond the meaning of the teaching profession and the special properties for teachers related to the exercise of the profession as it has been exemplified in the classical Indonesia education and Indonesia education were associated with management, resulting in output of Indonesia education that could color the history resurrection and human civilization.

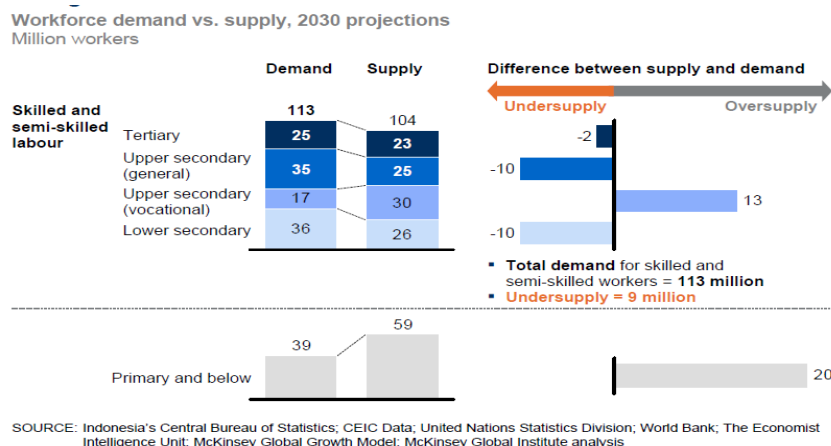


Fig. 1: Indonesia is Projected to face challenges in ensuring that workers receive the right level of education

In Indonesia the challenges and demands of the inevitable flow of globalization has actually been addressed by the government wisely and surely. Enterprises like this at least have seen the birth of legislation and regulations in the management of Indonesia education in favor of strengthening institutional education and public speech.

Teachers and His Profession

Al-Ghazali in the word "Master" is often used the term mu'allim, Mudarris and al-Muwaddib (Educators), where every word is directed to the person in charge and responsible for the education and teaching activities. In connection with the entrusted teachers, (Ali, 1999: 93) formulated two meanings contained in the word "Master", that first, the teacher is defined as persons who carry out the mandate, and second, the work of teachers as professionals.

Definition of teachers as people undertaking more popular in the early period of Indonesia Education system. More explicitly stated that the teachers are the ones who receive the message of the parents to educate their children. From the statement can be understood that in this period a teacher gives knowledge to the students based on the concept of running a mandate.

While the word "Teachers" is defined as professionals can be found in the phenomenon in Indonesia education in the modern progress and during this period, "Master" into a profession that can mean the search for revenue (income). In this context not only undertaking teacher education, but also those who provide themselves as professionals



who are willing to accept payment for his duties as a teacher to support and provide for his family.

Professional terms, according to Arifin (1995: 105), derived from the profession, which contains the same meaning as the word occupation or a job that requires skills acquired through education as a specific area of expertise to address the specific employment needs. In general, Sadirman (2001:131) defines a profession as an occupation that requires advanced education in science and technology are used as the basis to be implemented in a variety of worthwhile activities. In its application involves aspects that are more mental than it is manual work. Professional workers always use the techniques and procedures that rests on an intellectual basis to be learned deliberately, planned and then used for the benefit of the public. Sukmadinata (2000:191) defines indicators profession generally revolve around following:

1. Functions and social significance,
2. Have the skills or expertise,
3. Skills / Skills obtained by using the theory and the scientific method,
4. In discipline science is based on a clear,
5. Education obtained in a certain period of time,
6. Application and dissemination of professional values,
7. Having a code of ethics,
8. Freedom to give judgment in solving problems within the scope of its work,
9. It has a professional responsibility and autonomy,
10. There was recognition from the public and the reward for the service profession.

In this paper defined the profession an occupation that requires specialized skills, which skills must be acquired through a certain education level a relatively long time and are finally able to categorize continuous Indonesia education was then called the Islamic Educational Management. Implementation of professional work serves to address issues for the community and benefit the public interest. When you understand the above formulation of the profession, means that the need for the teaching profession requires special skills as well the ability of manager in learning activities and the ability of proprietary knowledge that will be given to students.

In order to perform its teaching profession as well, Indonesia stressed the need for special properties that must be possessed by the teacher (special description of this is presented in sub c of this writing). On the other hand, if the teacher is recognized as a profession, meaning educators (including the non-Muslim educator) is a person entitled to compensation (compensation) of the work performed and its responsibility. In the tradition of medieval Islamic education, both financial rewards in the form of salary and non-financial such as power and prosperity is something that has been done.

Financial Appreciation

In the early development of Islam who have not seen the material goals of education in the Indonesia world as it is known in the modern era. However, due to the social development, and the demand for education is increasing, then it implies that the





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teacher's role is significant for parents and communities in need of education services in a more programmed. So this kind of social conditions demand professionalism specializing professionalism in education.

As a consequence of this the parents have to provide payment to the teachers to teach and educate the assistance given to their sons and daughters. Reality as is done by the authorities of the palace. Authorities palace provide regular salaries to teachers who teach their children (Ahmed, 1968, 47-48). In this case, in addition to a salary basis, the teachers were also given a place to stay, valet and clothing as used by the authorities of the palace, and even not infrequently the muaddib and mukattib considered part of the royal family (Syalabi, 1973; 232-233).

From the above explanation can be understood on the size of the form of financial rewards given to teachers in the tradition of Indonesia education, determined by the level and the institution where teaching disciplines taught scientific appreciation of the rulers (government) and society in general. From some of the determinants on the subject, it appears the attention of governments and the existence of waqf institutions as a form of appreciation accumulation government and society is an alternative that is used to support the amount of financial reward received by teachers in the history of Islamic education.

Nonfinancial Appreciation

Indonesia gives great attention to the presence of the teacher, the teacher occupies a distinguished position second only to the prophets. Therefore, it is very reasonable, the existence of teachers in the triumph of Indonesia in the Middle Ages (in particular) received great attention from the public and the government. The amount of public attention that lived during the time it is because they are a science-loving community. This is the presence of a teacher is someone who is highly expected.

One of their attention to the teacher, other than wages, providing shelter and other giving facilities are in the form of non-financial in the form of rank. Langgung (1992:242), describes the tradition of Islam granted the rank based on the principles in accordance with the skill of a person, without any discrimination or not in accordance with his expertise.

Persons obtained the rank of professor in the tradition of Indonesia education is determined by the field-controlled and taught. In line with that in the early development of Islam, has been known to rank as interpreter, muhaddist, jurists. Particularly applicable to teachers who teach at the school, while the progress of Indonesia in the next decade several indications show the rank in addition to giving directly to the experts, but also given to students who have the intellectual ability and mastery of science, which is almost completed his studies. Third professionalism has special duty to perform the assistance.

Meanwhile, expert teachers are more popular with the rank sheikh (professor). The awarding of the rank sheikh (professor) or a great teacher like that once carried by the prime minister. Of the cases described above demonstrate that administration of rank in the tradition of Indonesia education is highly selective and strongly based on academic ability and dedication to the advancement of the field of expertise donated it and the betterment of society in general. In addition to gaining academic rank awarded by the scientific community and the state, as described above, the teacher occupies a glorious position in the view of society.

Teacher Professional Attributes in Indonesia Education Management

As stated in the previous description, a profession has its own attributes in the form of codes of conduct. The code of ethics must be implemented and adhered to by the person's profession. Among the substances that ethical codes are traits that must be possessed by a professionalism.

In the tradition of Indonesia education management, the properties outlined in the code of conduct. One among the Indonesia scholars paid great attention to this issue, outlines the eight properties that should be possessed by teachers as described by Ali (1999:97-99) are as follows:

First, teachers should look at the students as their own: love and treat them like their own children. Prophet pointed to his whereabouts in the midst of his companions, saying: "I am for you as parents to their children." *Secondly*, in carrying out its duties, the teacher should not expect a reward or praise, but should expect the pleasure End goal. *Third*, teachers should take advantage of every opportunity to give advice and guidance to the students that the purpose of studying is to draw closer the Creator, not to get tenure or worldly pride. *Fourth*, the students who behave badly, should teachers whenever possible reprimand by insinuating and affectionate, not to frankly and reproach, reprimand because the latter can make bold students rebelled and intentionally continued to behave badly. *Fifth*, the teacher should not fanatical about his/her field of study, and denounced the field of study that raised another teacher. *Sixth*, teachers should pay attention to the development phase of student instead, it should encourage students to love all areas of study are cared for by other teachers. *Sixth*, teachers should pay attention to the development phase of student in order to convey knowledge in accordance with the capacity to think. *Seventh*, teachers should pay attention to weak students by giving lessons in an easy and clear, and do not haunt him with the things that can make it difficult and losing the love of learning. And *eighth*, teachers should practice the science, and not otherwise act contrary to the teaching of science to students.

With formulation properties must be owned by a teacher illustrates that a teacher in the management that Indonesia is the one who should have a moral virtue, has a depth of knowledge, pious, have attention to physical and spiritual potential learners, may encourage students to love science, and has a sincerity in his education as the foundation of devotion to Allah, and seek His good pleasure.



When linked to the award given to teachers in the form of financial (in the form of salaries and other physical needs) and non-financial (such as promotion or award honors) with the properties it has, of course, the award given to the teacher is not a goal, but more focused to an appreciation of science developed by the teacher, who donated time and energy to teaching and learning, respect for future generations. Appreciation can be used as a motivating factor for teachers to be more vigorous and intense to the development of science and the progress of students.

Associated with teaching such as teaching models that contain the purpose of the ability to do something based on knowledge and skills possessed. Therefore an understanding specifically of competency-base instruction has at least two meanings in core values of ablution: 1. There are appropriate learning objectives contained in behavior and in terms of assessment terms that must be known by students and educators. 2. This precise and clear characterization can be accounted for. 3. Personal character (personalized); that is, each student has several choices of learning goals and learning activities that he must have. Then this approach is juxtaposed with core values of ablution, such as clean, orderly and holy values. So that it is oriented towards the professional ability in a particular job or at least in accordance with the ability to "generic" the context in which the act was carried out.

The brief elaboration above shows that there are at least three focus of attention that need attention for the entire academic community. The three focuses of this concern are: 1. Value and Department of Scientific Vision as Internal Existence. 2. Stake holder pentahelix and Community as Educational Working Partners and 3. Value Assurance System as Quality Generator

From the results of this study there are initiatives to strengthen its benefits for the development of education in Indonesia to face the Industrial Revolution 4.0, among others by further mapping the actors who have been recorded in the Pentahelix format to develop a strategy for the development of world class education. Stages in pursuing pentahelix role identification strategy through 3C stages: Connect-Collaborate-Celebrate all stakeholders. This strategy involves Pentahelix elements of education, namely ABCGM: Academics, Business, Community, Government and Media. Internalization Strategy ABCGM 3 The Value of Indonesia Education System:

1. Bureaucratic pathways, Internalization of 3 values of mental revolution in Ministries / Institutions through: Formation of cluster and pic assignments, Program compilation, real activities based on values of mental revolution, Being examples of role models.
2. Private lines, Strengthen partnerships between small-scale entrepreneurs and big-scale entrepreneurs, Effect of tax reductions for Indonesian entrepreneurs who develop innovative local products, Presidential Instruction to media entrepreneurs collaborating to promote mental revolution, Developing microfinance institutions in villages, Supporting medium-sized business initiatives to open markets / centers that sell products local innovative, creative and affordable prices.



3. Pathway to community groups, Civilization 3 values of mental revolution community groups: Building role models, aspirations for community groups
4. Educational path. Strengthening education curricula at all levels, types and paths of education to build integration, forming hard work ethics and mutual cooperation. Applying the extra-curricular mental revolution at school. Improve equitable education facilities. Increase teacher's competence in supporting mental revolution

CONCLUSION

Indonesia education system teaching profession is an occupation in teaching and learning, where skills should be based on substantial ownership and managerial knowledge to guide the development of students' potentials in order to serve Allah and attain His pleasure. Appreciation society and government in the form of financial and non-financial the teaching profession in Islam is a form of appreciation of science which was developed by the teacher, who donated time and energy to the development and progress of science learners, and to the future generations.

To be able to perform his profession well in the context of management education to Indonesia, a teachers are required to have admirable qualities that moral virtue, pious, have attention to physical and spiritual potential learners.

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