



## FREEABLE EDUCATION (Efforts in Contruction the Goal of Characterized)

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### Abstract

*The education is an important instrument for human being in order to be free from foolery. The failure of the education system will affect the educational process faced by learners, the history has recorded in many countries; the involvement of a state in determining education policy did not focus on the learners, it will give birth the artificial generation and does not have quality. The education liberates and gives the learners the space is solutif offering in achieving educational excellence and intelligent character to be new Indonesia.*

**Keyword:** *Freeable education, children characterized..*

### Abstrak

Pendidikan adalah instruen utama agar manusia terbebas dari kebodohan. Kegagalan sistem pendidikan akan mempengaruhi proses pendidikan yang dihadapi peserta didik, sejarah telah mencatat dibanyak negara, keterlibatan negara dalam menentukan kebijakan pendidikan yang tidak berpihak pada peserta didik akan melahirkan generasi semu dan tidak berkualitas. Pendidikan yang membebaskan dan memberikan ruang peserta didik merupakan tawaran solutif dalam mewujudkan pendidikan yang berkarakter unggul dan cerdas menuju Indonesia baru.

**Kata Kunci:** *Pendidikan yang membebaskan, anak berkarakter.*

### A. Introduction

There are many facts indicating the system failure of national education. Experts are participating in analyzing factors and try to find reasons why the educational system is failing. However, these analysis only lead to finger pointing instead of trying to find the solution for

this failure and no departments wants to take the responsibilities. Finally, the declining of the quality of human resources in Indonesia and the weakening of morality and integrity also impacts the national education system. The real indication that the national educational system is failing is based on the Research



conducted by the United Nations Development Program (UNDP), saying that human resource in Indonesia ranked at the position of 109 out of 179 countries in the world, with human development index (HDI) 0,681. This position is lower than any other countries in Southeast of Asia, like Singapore (22), Brunei Darussalam (25), Malaysia (36) and Philippines (77), even lower than the quality of human resource in Bangladesh which is one of the poorest countries in Asia (Kasma, 2002:12). It's not peculiar if from two hundred of Indonesian, until now, no one that ever get Nobel reward in knowledge field as the best appreciation.. Hundreds of universities spreaded in all the cities in Indonesia, there are just several that have "big thinking" and now the quality of education in Indonesia is lower than Malaysia when Malaysia employs teachers from Indonesia to fill the lack of qualified teachers in Malaysia back in 70 years ago. Indonesian students are more proud to study in the other country because their alumni are believed more qualified than the alumnus graduated in the country.

Even after more than one century of formal education in Indonesia, but until now Indonesia still just to be target for global capitalism. Global capitalism without counters riddling Indonesian with consumerism and hedonism (Faqih dkk, 2001:28). Implementation of formal education in Indonesia is the longest among other formal education system history in other South Asian countries. The education

in Indonesia had started the establishment of educational institution by Colonial Government at that time. This educational institution established in order to produce alumnus as a cheap labours for the government, at that time Indonesia was known as a " Doll Country " Indonesia ( Hindia Belanda ) ( Trisna, 2000:52 ), this then counterattacked by several prominent figure such as Dr. Wahidin Sudirohusodo, Dr. Sutomo and Ki Hajar Dewantara by doing an efforts in educational revolution by providing mass education for indigenous people. At that time, indigenous people had been prevented to have education by the Dutch Government in Indonesia ( Raharjo, 1996:295 ). Until now, even if state universities are given freedom in developing itself, the efforts done is not optimal because most of the universities in Indonesia could not produce skilled and highly qualified graduates as expected when the universities are give the autonomous status. In addition, multi-dimension crisis forced government to take more efforts in economy recovery agenda than education. Other problems appear when campus autonomy decreased government subsidy for higher education sectors. Universities' Autonomous status then garnered up negative phenomenon and practicess called "Campus Commercialization". Academic competition become unhealthy because students admission now are not based on students' qualification but on the willingness of the students or the students' parents to pay more in the hope getting in



the favorite universities, making the gap between rich students and poor students so much visible in the campus, not the abilities competition.

### **B. The Characters of Humanity, History of Education and Politics of Education in Indonesia**

Education is is the fulfillment of human spiritual need that constitute the best as the basic right of a human because education will diferentiate humanity and animal (Hayawan Al-Nathiq/calm animal ratio).

The civilization and human knowledge are highly developed during the happening of culture revolution back in 12<sup>th</sup> Century, with the happening of of Renaissance in 12<sup>th</sup> century and *Aufklarung* in 15<sup>th</sup> century in the west Europe. Famous universities in the world like Bologna university, Paris University, Oxford University, Cambridge University appeared in the span of several centuries between this cultural revolution period, and in the next period, Harvard University, Bogota University, St. Thomas University, etc were also established at that time. Development and advance of human civilization always reproduced many inventions, innovations and discoveries that led to the development of human civilization. Development of human civilization is basically the educational and human knowledge development and revolution.

The history of Indonesian struggles registered that the awareness of the importance of education had played important role in the spreading of education in the indogenous people. This educational awareness then grew with the nation's desire to free from the the reign of the foreign colonization. In this era, many national personages "were born" when they were still university students. Drs. Muhammad Hatta, one of the proclinator of Indonesian independence was already wellknown since he was still in the university. Ki Hajar Dewantara, one of the founders of Tiga Serangkai that would be establishing Budi Utomo already active in the struggle when he had been studying in Technische Hoge School (THG) (now is known as the Institute of Technology Bandung). Education played important role in producing Indonesian thinker and statesmen at that time, although, it could not be denied most of the reasons were because of the condition of Indonesia at that time that push revolution. Because of the colonization condition, Indonesia lost its sovereignty. Education also was also the biggest contribution in the framework concern to desire independence. Wahid Hasyim had once said that education is the principle factor of nation's resistant toward imperialism. Education push educated indigenou people to pioneer the Indonesian's national movement.



Soekarno, the president of Indonesia was saying in the Indonesian independence Proclamation at August 17th, 1945: “*we must begin with the character building before build a nation*”. This saying showed how Soekarno aware the important of education as the base of character building for the people of Indonesia at that time. If a country is social community where spirit ideology and geography concept is carried out by the citizens it will create nationalism society (Wibowo, 1995:3). The strength and readiness of the establishment of a country is essentially based on mental strength and the advancement of the nation system idea. Independence and nationalism of a country can get further by making citizens aware of the nation politics. The awareness can be raised by giving citizen political education. Countries can be developed by enabling the science and technology education in the country. The nation awareness is the manifestation of the common sense and based on the awareness. Reformation in Indonesia can succeed by making sure the quality of education process in Indonesia. According to Fazlur Rahman, a intellectual Muslim that established Neo-Modern Islam from Pakistan said that “*any reform must begin with education*“. All these facts shows the importance of education for the advancement of a country.

In the past, Indonesian people under colonization were not developed or educated. [Where liberalism had done each of life, at social-politic region, economic and culture]. Raising the quality of human resources is the prerequisite of the existence of each individual and the performance of the state life. It could be done by increasing the quality of national education, the paradigm and and the educational system. If they are not became the collective agenda of a nation and not seriously supported by the government, Indonesian people will only be the labours in the free trade and economic liberalism.

Indonesians should be advised on the multidimensional crisis that had been happening for years that threatened the national existence. One of the efforts that should be done to face multidimensional crisis is to repair the quality of education. Repairing the quality of education in Indonesia can be done by performing educational reformation. Although the benefits from reformation of education can't be seen spontaneously in solving the crisis, however the reformation will give benefit the next generation. Education can be seen as human capital investment. Education will produce a better qualified new generation. The principals of reformation on national education are by increasing the educational budgeting, listening to students feedback on the educational system,



developing academic atmosphere, disentangling the element of power in education and making sure that equal education available to all citizens.

History always changes. Occasionally history will repeat itself. We should study from history and plan the history is not repeating itself. In the future, Indonesia would be snared in the multidimensional crisis and might be colonized again. It should be anticipated, by increasing the crisis awareness and preparations.

French revolution in the 1789 years expressed the new awareness of all the people in the world about the freedom and the independence a nation free from absolute monarchy and power. Liberal concept with the slogan of “*liberty, equality and fraternity*” that had become well-known by the people around the world is the result of the French revolution back then. This liberalism born in the French Revolution then lead to the spirit of Hindia-Belanda government that motivated the establishment of Indo-Belanda Schools. At that time, Although the Dutch government founded Java doctor university in Batavia as the first formal education in Indonesia, indigenous people still wasn’t permitted to get education because the law forbid indigenous people to enter any European-lead Schools. Until in the 1864 years, finally the law was taken off. But, there were many discrimination noted

between indo-Belanda and indigenous people.

In the Japanese occupation period, national education intervention from the Japanese government can be seen in the removal of classifying system, between highborn people and indigenous people as well as the division of social status between nobility and poor people. At the least there is a good result from the Japanese occupation back then. The education then made available by the Japanese government for the masses, although it was a militarization education.

Certainly, we will not repeat bitter history that continue to fall on our national education system. Reflections are more important to make sure improvement on the national education system happens rather than blaming each others. Ortega Y Gasset said that “We must understand the history as a totality and not to repeat it and just leave it as it is” (Madjid, 2002: 171). We must learn from experience from other nation that much more advanced. To improve the educational system and paradigm and to implement national education sinergized with national education desire to develop one’s mind nation, it is important to teach and learn from other countries.

### **C. Understand the Problem and the Reconstruction of Indonesian educational system and paradigm.**



It is almost certain that the practice of education in Indonesia is still far from democratic. Educational ideals are discursive and dialogic. Academic power that has been practiced forces learners to become passive objects. Education patterns are centralized, monolithic, militaristic, doctrinative, and uniformalistic. The conformist-developmental practiced in our education so far is the reason why the educational practices in Indonesia are like the ones said above. Educations in Indonesia only produce graduates that only work as employees and most of them do not have aspirations or a free will to free from the Government influence. The concept of a link and the match between education and the job market which was introduced by the former minister of education and culture Wardiman Djojonegoro even have relevance to the context of the times. But this should not reduce the function of education as a vehicle to humanize humans, rather which just uses education just to print “machined men”.

The face of education is increasingly apparent power relations when uniformalisme has created distance structure. As Wahid concluded that "at first uniformalitas used to create physical distance to further serve as creator of knowledge. In the end the creation of distance, will lead to the desire to make the distance between education and politics.

Hierarchies in the academic circle are made not because of the distribution of knowledge, but rather because the distribution of power. This is what has crippled the transformative role of education that had been the hopes of the nation. Not to mention the educational ideology has changed the role of education that causing stratification in the society instead of enlightenment as the true goal of education. Therefore, there is only one solution to get out of the shackles of the power in the educational reform.

It has been supposed that puts education reform national education philosophy as a major foothold in designing there form agenda. Vision mission of education as stipulated in the philosophy of education must be implemented consistently. Due to building a strong education, we need a strong foundation as well. Meaning of education is often reduced to mere teaching, so the moral responsibility for the knowledge learners often overlooked. Reduction is what ultimately jeopardizes the functioning of education for mature humans. Educational institutions are only able to print human adult age, not adults in the real sense. More serious problems faced by educational institutions is a problem of financing. Quality education requires considerable expense. Therefore, the State has a high awareness of the importance of education, providing substantial budget allocation to the education sector.



According to Suryadi (2001), in the Netherlands, Australia and the United States provide budget funds amounting to 25% of their budget. While in Indonesia in the decade of the 90s only allocates funds for education is less than 10% of the state budget. An ideal education budget in the opinion of former president Abdurrahman Wahid is 25%, but it is still a mere expectation. Low budget for education in Indonesia proved to be very influential on the quality of existing educational institutions. In a Newsweek study noted that the University of Indonesia as the best university in Indonesia ranks 61 out of 77 universities in Asia.

In the era of regional autonomy, in the area of education has been followed by campus autonomy. The most actual phenomenon is that some universities (PTN), now wherever changed status to State Owned Legal Entity (BHMN). Then the government subsidies that previously became the backbone of the largest organization of education, year after year will be trimmed. Special line eventually becomes an alternative solution chosen by the university. But the way out is considered as a venue for the commercialization of public education or education industrialization. Another step taken by the college is to raise tuition. This unpopular move got a strong reaction from many quarters, especially by students. The assumption that the state

universities are relatively cheap and more qualified and prospective students from middle income family often choose state universities because of this reason. But the increasing cost in operation forces state universities to raise tuition fees and almost equal to the cost of tuition at private campuses. This condition is a state of dilemma faced by many state universities (PTN).

The most effective measures to overcome the problems of the cost of providing education is to improve the education sector budget in the state budget, doing efficiency in other sectors, eradicate corruption and enhance creativity universities in fundraising. The first three steps are not easy to implement. However, some strategies can be pursued at least to be able to add to the budget. For example, budgeted compensation subsidized gas for college students and electricity subsidies for the education budget. In the context of regional autonomy, fundraising for the education budget must be optimized. For example from the tourism tax, borrowing land from state land or borrowing cash to the school area. In addition to some of the above is also important to increase participation from the community in education. Lately, the government launched a program of the School Committee which is a form of cooperation between the community and school to tackle the problem at



schools. Such participation must continue to be improved.

Another important point made by the manager's own education is to collaborate with companies or other organizations for mutual benefit. We can follow the example of Harvard University in the United States who develop patterns of investment in a number of financial institutions. They are safe, liquid, and profitable. To reduce the burden of underprivileged students, universities must also manage the creative search for donor agencies to provide scholarships, endowment, funds, grants, etc. for the students. Another important alternative is to pursue across-subsidy model or make efficiency and make effective use of funds in educational institutions. Included in the alternative in is the demand of honesty, sincerity and transparency of all the financial manager of educational institution.

If we see from the educational paradigm, some educational pattern are to be reconstructed or refurbished. The pattern of education which does not mature learners and puts the learner as a passive object that should imitate the teacher should be left. Erich Form as quoted by Paulo Freire refers to this as antagonism "The banking concept of education". In his view Freire illustrate the situation by writing:

"Teachers teach and students learn, the teacher knows everything and the students do not know

anything, the teacher talks and the students listen to the teacher patiently, teachers and pupils regulated and organized, teachers select and implement selection while the students follow, the teacher acts and the students to imagine how to act in accordance with the actions of his teacher, teachers choose what to teach and students adjust, science teacher authority messing with his professional authority then contradict it with the freedom of the students, the teacher is the subject of the learning process while students simply become an object". (Bartholomae and Perosky, 1987:2399-240).

Freire who obtained the title of Professor in Education from Harvard University, the educational analogize one direction and ignore the active participation of learners liken the learning situation as "depositing money in the bank", where students have been prevented from being able to find the meaning of their own knowlegde, and teachers served as subjects for the entire learning process. Furthermore, Freire considers education "andragogy" more mature





learners. his idea is a synthesis of two opposing postulates that between behaviorism theory/empirical/nurturis (Aristotle, Thorndike, Watson, Pavlov and others) who assume that learners as a "*tabula rasa*" or blank paper and is strongly influenced by the environment in addition to empirical experience. With the constructivist theory/naturalist (Plato, Descartes, Piaget, Chomsky, and so on) who believe that natural ability learners better determine the success of the learning process and experience of the environment. Freirean model of education is known as the romantic radicalism or as andragogy education pattern is in line with the culmination of the 1998 reform movement, much in demand as an alternative participatory education in Indonesia.

Critical-participatory paradigm by providing the broadest educational autonomy, rightly become the paradigm of choice for the reconstruction of national education. Replaces Comformist-developmental paradigm for decades and become a model of education in Indonesia. Autonomous education must make room for consciousness and local identity or what is known as "*community-based education*". This must be done so that the educational process does not become akultural. Because as a nation that has a diverse culture, it is proper education upholds the authority of the national culture, as well as the anticipation of the erosion

of east noble nation. Reconstruction is expected education paradigm necessitates the establishment of a national education quality integration and education.

#### **D. Education Organization Technical Problems and Solutions**

Critical evaluation of the most essential in the technical reform of national education is evaluated in aspects of the curriculum. The curriculum is often a "scapegoat" for the failure of national education. Various alternatives have been proposed to improve the curriculum materials. Although sometimes many who argue that it is precisely the failure of the curriculum because the excessive burden of course content. The curriculum is too full of material just makes the burden for students and hinder the development of learners' achievements. This is evidenced by the experiment in some areas that the reduction of 16% curriculum materials increases the ability and the achievement of learners with a 0.40 effects.

Alan Glatthorn (1987) divides curriculum development models into several types:

1. Curriculum recommended by educational experts to educational policy makers.
2. The curriculum is determined directly by educational policy makers (Ministry of Education).



3. The curriculum is supported by the government with the founding.
4. The curriculum is taught by the teacher directly (direct teaching) by the teacher to the learner in the classroom.
5. Curriculum in to educational materials and studied independently by learners.

Basic education, secondary education to higher education must be the main focus in order to improve the quality of lifelong learning. The main curriculum used now is KTSP, an implementation of The Competency Based Curriculum ( KBK ) by the government, which the the students are developed according to the local environment where the schools are located.

Mc. Ashan suggested KTSP is that "a knowledge, skills and abilities or capabilities that a person achieves, which become part of his or her as to the extent he or she can perform satisfactory cognitive, affective and psychomotor behaviors". According to Mulyana, KTSP is the knowledge, skills and ability or capability controlled by a person, who has been a part of him or her so that he/she could do affective, cognitive psychomotor as well as possible (Mulyana, 2002:40). The base of this curriculum is to acknowledged that there are potential knowledge, understanding, skill and interest naturally owned by learners. Order theory said that this curriculum in fact can be analogized as the

theories constructed by Plato, Descartes and Noam Chomsky.

This idea is very interesting and deserved to be an alternative curriculum for students development program, but the government of Indonesia are known to not able to implement curriculums consistently. As at the end of 1984, the government declared curriculum development of learning actively knowns as CBSA (Cara Belajar Siswa Aktif – Students Active Learning Process) that also stressed the learners' active participation in teaching and learning processes. CBSA was also stated to be able to increase students' capacities and capabilities. The capacities and capabilities meant here are both intellectual and emotional capabilities that enabling students to be able to integrate cognitive, effective, and psychomotor skills. CBSA almost have no differencies with the model base competency that is applied by the government now. But the problem was CBSA was also not carried out consistently in school and not sustainable. These phenomena make educational stakeholders feel the apathy wherever there is new curriculum implemented, including parents, communities, teachers, students, administrator and the school itself.

In this writing author argues that education that put more emphasis on learning techniques is more appropriate to develop scientific



capacities and student understanding. This could be done by reducing learning portion and materials stated in curriculum and put more emphasis on learning methods. Learning method essentially come from the Greek words, *meta* and *hodos*, complex terminology that reflected procedures undertaken to achieve learning objectives (Nizar, 2002:55). The author argues that if curriculum material are reduced, learning achievements are proven to be improving. It was believed that every human being naturally has the potential knowledge and understanding.. The most appropriate thing to do is to teach people how to learn. By emphasizing learning methodology, students can independently and continually learning. Students then can develop a potential and knowledge, and not to be trapped in conceptual misunderstanding. This instructional methodology is the methodology that implemented in Western-style education and it has proven to produce quality of education that lead to productive life for the students in the their future.

If students know how to learn then students are assumed to be able to find and develop knowledge according to his/her own abilities. This learning method put students as the subjects in education and teachers are no longer "patronizing" the learners but become partners in developing their knowledge by doing certain learning

activities such as reading and studying independently even with the absence of teachers. This approach is the very antithesis of any learning and teaching methodology practices in Indonesia. Indonesia learning and teaching method put more emphasis on the material and syllabus, not on the process of the learning itself. The material and the syllabus are taught and at the end, teachers held the learning result evaluation by conducting test and evaluation. Education practices which was concerned with learning objective delivery stated in the syllabus usually makes students only aware on the lessons that in the books and material provided by teachers in the class, but the author found that this kind of learning and teaching method did not encourage students' creativity and innovations and making them self sufficient in learning processes.

Learning and teaching processes that only put more emphasis on delivering syllabus that characterized Indonesian learning and teaching system right now will only lead to the students who are not independent in learning, only learn from the books and materials provided by the teachers, have only poor ideas, less creative and fearing debates. As a prerequisite in learning the method on how to teach students to learn is to create a lesson that encourage discussion and learners active dialog in the classroom and encouraging them to



think scientific (Nurdin, 2002:66 ). This teaching methodology is more effective to mature and raise awareness of the students because critical self-control in learning methods will stimulate self-reliance thinking of the students. This approach methodology is found in various disciplines in science, modern science, philosophy and the discipline of social sciences. Inherent in this approach is also emancipation in education that put emphasis on students' consciousness in learning. This approach in learning articulates the growing awareness of critical human beings.

Quantum learning is one of the example of this teaching and learning method. Quantum learning supposedly represented innovations in teaching and learning techniques and modern trend in teaching that stimulate students to be more creative in trying to understand and master a subject or learning materials. Certain research shows that quantum-based learning improve student learning achievement. Quantum learning is developed by Gordon Dryden and Jeannette Vos in a book titled the Learning Revolution and has been implemented in many developed countries and already proven to improve academic achievements, both for the students and the school managerial. Even if trending education method from the western countries do not guaranteed to be succeeded when applied in developing countries but many

teachers see the Western education system and learning method as an examples. At least they learn from the creativity and innovation in teaching and learning methods. Innovation like this will be more relevant to suit your needs and if it match national identity.

#### **E. Conclusion**

Most Javanese fundamentalist said that education is a procsee of forwarding Indonesian values to the next generation. This belief had been written as the national education philosophy, and it is written that the values that would be forwarded to next generations are the values of religion and cultural values. This is part of the efforts in the conservation of national values amid the acculturation process that could not be prevented in the modern world. If the education failed the conservation of Indonesian value, then among the westernization and foreign influences then Indonesian will loose their own national identity, making outside values to be more refered then the national value and culture. Religious education is not less important in order to certain the nation's character building and to build nation's moral, integrity, social ethics and humane acts. An education that strengthen moral character and integrity making sure that any graduates to have not only intellect skills (IQ), high emotional quotient (EQ) and the intelligence spiritual (SQ). The new solution above is expected to



strengthen Indonesian civil society that can create social transformation toward "New Indonesian".

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