

**THE FORMULATION OF NATIONAL EDUCATION IN A VIEW OF  
PHILOSOPHY PANCASILA IN ASEAN ECONOMIC COMMUNITY (MEA)  
GLOBAL ERA**

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**Abstract**

The participation of Indonesia to the global community such as MEA, (Asean Economic Community), AFTA and APEC (Asia-Pacific Economic Cooperation) will raise concerns in the nation, when the human resources Indonesia is not yet quite able and ready to face the globalization of the Indonesian people will lagging behind, the statement can be examined from several international surveys such as the Programs of international student Assessment (PISA) in international studies on reading literacy achievement, Indonesian students aged 15 years and over was ranked 39th out of 41 countries surveyed. Furthermore, in terms of institutions / universities that generate prospective experts are also still very low, ranking universities in Indonesia which is under the university of Singapore and Thailand (OECD, 2013). Education is universal and takes place continuously and uninterrupted captivate the generations that. Education is a basic human right wherever he is. Education with a higher purpose is to produce educated man and a good man and a whole must be formulated and designed optimally for educational purposes aspired to be realized. The formulation of a good education should be based on national education goals, while the national education goals should be developed based on the philosophy adopted by a State or Pancasila. In realizing national education goals that have been formulated or the educational process must be supported by several components including: 1) curriculum, 2) Content Standards, 3) components of human resources, including teachers, experts and students, 4) material, 5) facilities, 6) facilities and infrastructure, 7) media, 8) environments, including family, school, community or cultural. This type of research This type of research is qualitative descriptive writer. According to Bogdan (in Moeloeng, 2002: 3), qualitative research is "research procedure that produces descriptive data in the form of words written or spoken of persons or behavior and the object being observed. The purpose of research or study provides guidelines and an overview of the formulation of national education improvement are good. So as to produce educated citizens in the global community to meet the ASEAN Economic Community

**Keywords: National Education, Philosophy of Pancasila, Human Self**

**INTRODUCTION**

The participation of Indonesia in the global community would raise concerns on the nation, when the human resources Indonesia is not yet quite able and ready to face the globalization of the Indonesian people will be lagging behind, the statement can be examined from several international survey such as the International Program of Student Assessments in international studies on reading literacy achievement, Indonesian students aged 15 years and over was ranked 39th out of 41 countries surveyed in the world (Unesco: the Education for all Development Index, 2012).

Education is a universal and takes place continuously uninterrupted from generation to generation (Sadullah, 2007: 169). Education is called universal because every people in everywhere needs and requires education, besides that education is a human right for every human being who lives wherever they are. Yet education in an effort to humanize human beings in practice cannot be separated from a nation view of life and where education was implemented. Therefore, education should be carried out the core of Indonesia guide of life, the Pancasila. (Sadulloh, 2007: 169).

Education is the most absolute respect for this era. In Indonesia, education is the right of every citizen. Education is the most important aspect to be owned by every human being. By having good education, it can create a good attitude changes in a person. The formulation of a good education covers various aspects; a good national education will be based on the philosophy or view held by a State proficiency level. Like Indonesia national education philosophy developed from the principles

of Pancasila, focus on national education goals, as well as the implementation of the educational process.

## **LITERATURE REVIEW**

### **Pancasila as The Basis of The National Education Philosophy Development**

#### *Philosophy Base (Pancasila)*

Philosophy comes from Greek, *philosophia*, *philo*, *philos*, *phelein*, which mean love, lover, and loves, while *shopia* means wisdom (Sadulloh, 2007, 15). So it can be said that philosophy means a very deep love towards wisdom and policies.

As the foundation of a nation, outlook of the nation, Pancasila is a guideline that shows the direction, goals and objectives as well as the education of the nation held in Indonesia. Pancasila form the basis of national systems in order to achieve the life of the nation. Indonesia has had a basic education or foundation that is;

- 1) Ideal basis Pancasila
- 2) The foundation of the 1945 constitutional
- 3) The operational foundation MPR decree on guidelines

Prof. Drs. H. Dakir (2004: 72-77) reveals the principle or philosophical foundations of education, means that in the preparation, exercising and implementation of education should be based and focused on the nation's philosophy adopted. There various kinds of insights of philosophy, is as follows:

- 1) Philosophy in the sense of a process or product.
- 2) Philosophy as a science or philosophy of life.
- 3) Philosophy in the sense of theoretical or practical.

In this case, the philosophy principles embraced by Indonesia is Pancasila as the philosophy of life and philosophy in a practical sense. Outlook of the nation Indonesia is Pancasila. Automatically all activities performed either by institutions or by individuals. Hopes, it must not be contrary to the principles of Pancasila included in educational activities.

#### *Pancasila as the National Education Philosophy*

Educational philosophy is the result of profound thought to know base of education (Ateng in Pidarta 2007: 84). The Indonesian people have a general philosophy or the philosophy of the State, namely Pancasila. As a State philosophy, Pancasila should be the soul of the Indonesian nation, the spirit of the work in all fields and coloring all facets of life and even in the case of the educational process (Pidarta, 2007: 94).

According to Syaibani (1979: 30) in Sadulloh (2007: 53) in his book "Philosophy of Education" explained that the philosophy of education is the implementation of the views of philosophy and rules of philosophy in education. Philosophy reflects one aspect of a general philosophy in terms of implementation and priority implementation of the principles and beliefs that form the basis of a common philosophy in solving practical educational problems.

Relations between educational and philosophy is that philosophy will examine a broader reality in accordance with the characteristics of philosophical thought that is radical, systematic, speculative and universal. As for the role of philosophy of education is as guidance to education planners and people working in the field of education, while the function of education is the function of speculative philosophy, normative, criticism, and practice (Sadulloh, 2007: 71).

### **National Education Goals**

The purpose of education is a conscious effort made by humans for humans. This opinion is in line with the opinion of Plato in Sukardjo & appendices (2010: 1) that the purpose of education actually means is awareness of self-realization self-knowing and then inquiry and reasoning and logic. So

here it is clear that the purpose of education to raise awareness against what he knew, then it must be realized own knowledge and then conduct research.

Other experts, John Dewey in Sukardjo & appendices (2010: 14) states that the purpose of education is to develop the full potential of the learners so that it can function as members of the community through the organization of education and learning that is active, scientific and popular in the community and based on real life can develop a spirit, knowledge, sense of responsibility, skills, willingness and subtlety of character.

Furthermore, the meaning of education can be seen in terms of specifically and broadly understanding. In a special sense Langeveld (1980) in Sandullah (2011: 3) argues that education is the guidance given by adults to children who are minors to reach maturity. While understanding the education widely according to Henderson (1959: 44) in Sadullah (2011: 5) education is a process of growth and development as a result of individual interaction with the social environment and the physical environment, last a lifetime since man was born, as well as the social environment is a part of society and the environment is a tool for human beings to the best development and intelligence, to improve the welfare of his life.

Because the value of good and bad has been demonstrated and is limited by Pancasila, and as of Pancasila has been agreed to be a view of national life, then formulate such a good man is not hard. Humans are good for Indonesia is human principles of Pancasila, namely the Indonesian people who live and practice Pancasila in the action attitude and behavior that, both in the life of society, nation and state. The indicators have also been appointed in the details as contained in the grains of Pancasila.

Indicators in point Pancasila was then compacted in the national education goals as stated in article 4 of law No. 2 of 1989 on the system of national education in law it is mentioned that the national education goals is educating the nation and develop the whole human beings.

### **Education Process**

The education process is a process that must be taken in achieving educational goals, while the educational process includes several components, such as:

*Human resource (teachers, experts, and students)*

Improving the quality of human resources for education, both in the areas of planning, curriculum development, school management, evaluation, expertise areas of study, and others need to be done in order to provide education could really executed well.

*Materials*

Contents/teaching materials is a component related to the learning experience of students should be owned. The contents of teaching materials concerning all aspects related to either the knowledge or the subject matter is usually portrayed on the content of any given subject or activity the student activity. Therefore, both material and activity is entirely directed to the destination is found. Sukmadinata states that (2009: 105) students learn in the form of interaction with the environment the main task of a teacher is shaping the environment to encourage students and provide a productive learning experience required.

*Facilities*

Undang-Undang No. 42 of 2005 part (1) Each educational unit shall have the means, which include furniture, appliances education, media education, books and other learning resources, consumables, and other equipment needed to support the learning process on a regular and ongoing; (2) Each

educational unit shall have the infrastructure which includes land, classroom, boardroom education units, space educator, space administration, library room, laboratory, workshop, space production unit, lunch rooms, power plants and services, a place to exercise, place of worship, a place to play, a place to be creative, and space / place else needed to support the learning process that is regular and ongoing.

Undang-undang No. 24 of 2007 part (1) The standard of infrastructure for schools of masar/madrasah (SD / MI), junior high school/madrasah tsanawiyah (SMP / MTs), and high school/madrasah aliyah (SMA / MA) includes criteria minimum infrastructure facilities and minimum criteria. (2) Infrastructure Standards referred to in part (1) is contained in the *Lampiran Peraturan Menteri*. Part 2, The education system for one group of permanent settlement and isolated population of less than 1000 (one thousand) soul and that cannot be linked with other groups within the distance of 3 (three) kilo meters through the path on foot that does not harm could deviate the standard of facilities and infrastructure as set forth in this regulation.

### *Media*

Media education is a tool and materials that can be used for the sake of learning in order to improve learning outcomes. Instructional media types include: (1) audio media, (2) Visual media, (3) audio-visual media, (4) media media presentation, (5) interactive media (MKDP, 2011: 176).

### *Environment (family, social, community)*

Environmental education can be defined as a citation that affects the process and outcomes of education. The environmental situation includes the physical environment, technical environment and the environment socio-cultural (Wong, 2011). While learners viewed as an organism that is always progressive (always changing), will receive a lot of environmental information. According to Ihsan (2011: 9) there are four contexts environmental role in developing the child's personality, following the explanations;

- a. Environment plays a role provides the opportunity for children to learn a deliberate and desired.
- b. Environment also provides opportunities for children to learn accidental and desired
- c. School environment optimally developed child ability in an optimal way active learning
- d. The learning environment of the school will develop a child personality.

### **Asean Economic Community (MEA)**

Competition is extremely tight in the MEA was not able to in evaded, competition among workers in the capture of employment among workers Countries of ASEAN, will enter a new phase in the world of work force in Indonesia. Because for workers who have high competence, will have a greater opportunity to gain economic advantage in the arena of MEA. To create a skilled labor force, have high competence, qualified and professional, and education, also has a responsibility in improving the level of human resources of Indonesia in order to compete with the labor force of the ASEAN Countries. Because without high HR of the local workforce will be disadvantaged in competition with the labor force of the ASEAN Countries.

### **METHOD**

This type of research is qualitative descriptive. According to Bogdan (in Moeloeng, 2002: 3), qualitative research is "research procedure that produces descriptive data in the form of words written or spoken of persons or behavior and the object being observed". Furthermore Arikunto (in Mulyani, 2004: 30) adds "research with descriptive nature is a method that aims to describe the state or status phenomenon".

The characteristic of descriptive qualitative approach is relevant with the following considerations. First, it is natural, the data collected as well as the situation. Researchers did not give a specific treatment and engineering of the data and data sources that exist in the field. Second, use the researcher data as data collectors. Researcher should describe the key instrument developed character element in civic education, using inductive data analysis. The theory is used to understand the point of departure and the initial guidance in understanding the reality that is found from the data. Understanding data starts from real-bag so the theory is not the only tool for data analysis. Fourth, the data is in the form of descriptive. Data obtained in the form of a verbal description and presentation or reporting is descriptive-explanative.

### RESULT AND DISCUSSION

For example region studied one year ago at the end of 2011 and the condition of school proficiency level is still the same condition, namely SDN 175 TransKunduran which is located in the village TransKunduran, Seluma Eastern subdistricts, Seluma distric, Bengkulu province which was far below the standard. SDN 175 TransKunduran founded in the year in 1996, this school was founded a year after their transmigration in 1995. From the direction of the highway SDN 175 Transkunduran can be reached in 165 minutes by the truck, the distance in range 11 KM but when the rainy season comes, it is very difficult to arrive to the school, while the distance from the provincial capital, takes approximately 3 hours.

Most of the residents are palm oil farmers. SDN 175 is headed by Mr. Minar S, Pd. The number of teaching staff there are only three teachers, one school guard, and two *Wiyata*. The problem of shortage of teachers and the lack of facilities has been proposed to the district by Principals and local communities but there has been no response until now.

The table below shows the students in SDN 175 Transkunduran:

No	Level of Grade	Students' amount
1	1	4 students
2	2	4 students
3	3	4 students
4	4	6 students
5	5	6 students
6	6	5 students

Source: Primer Data 2011

This school is very bad condition which is far from the standard of education. To be able have good school education and school standards, this school should do the reparation in every aspects, so the goals will be achieved.

### CONCLUSIONS

Education is universal and takes place continuously generations by generations. Education is a basic human right where he is. Education with a higher purpose is to produce educated man and a good man and a whole must be formulated and designed optimally for educational purposes aspired to be realized. The formulation of a good education should be based on national education goals, while the national education goals should be developed based on the philosophy adopted by a State or philosophy of Pancasila. In achieveing national education goals that have been formulated or the educational process, it must be supported by several components including: 1) the components of HR that includes teachers, experts and students, 2) material, 3) facilities, 4) facilities and infrastructure, 5) media, 6) of environmental surroundings that include family, school, community or cultural.

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