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CONCEPT ANALYSIS OF THE FIELD OF SCIENCE AND THE STUDY OF BASIC EDUCATION

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Abstract

Education is an important part in a country where education plays a big role as a forum for creating intelligent and noble sons and daughters of the nation. Therefore, education is very important to educate the nation's children. It is understood that an educator must have the ability, understanding, knowledge of education, knowledge is the main object of education. Education as a science, namely educational theory, reflection on education, in the broad sense of education, namely science that studies questions that arise in educational practice. Education is an effort to equip students in the form of knowledge, knowledge and skills that are useful for themselves, the community and the surrounding environment. Basically, Education is closely related to science because the main object of education is science. Education is an activity of transferring knowledge from educators to students. A process of transferring knowledge which is generally carried out in three ways, namely verbal, written and deed. Education is a fundamental or fundamental phenomenon in human life, after all there is education.

Keywords – Analysis,Concept of Education, Basic Study of Education

1. Introduction

The study of the science of education first focuses on the notion of education which is nothing but the center and at the same time the starting point and umbrella of the entire discussion of the science of education itself.

It is understood that education, as a basic effort to make humans in accordance with their true nature as dictated by the Creator, is carried out from humans, for humans, and by humans (the most basic meaning of education actually comes from the Creator for His love for creatures- His name is human). In this case talking about education, none other than humans; In other words, the discussion about education scientifically leads to the science of education, centered on humans with all their intricacies, from the beginning of their authenticity to the reality of everyday life, throughout life to the end of their lives.

It is understood that education is defined in the Law in Article 1 Paragraph (1) of Law no. 20/2003 concerning the national education system in Prayitno's book (2018: 24) states that education is:

> "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state".

In this sense it is understood that the direction to be aimed by the educational effort itself is none other than the development of students with a focus on six areas of development, namely religious spiritual strength, self-control, personality, intelligence, noble character, and skills, and education is carried out consciously and with full planning. which implement or create a learning atmosphere and learning process to obtain six developments in students.

An educator must have knowledge and understanding of the concepts of the field of science and the study of the basics of education because educators must have the basic abilities of educators, namely pedagogic competence,

personal competence, professional competence, and social competence. Therefore, an educator must understand the science.

Science has many definitions of science from various experts, one of which is Ashley Montagu, concluding that science is knowledge that is compiled in a system that comes from observation, study and experiment to determine the nature of the principles about the thing being studied. Furthermore, Harsojo, explained that science is an accumulation of systemized knowledge and an approach to the entire empirical world, namely a world bound by space and time factors, a world that in principle can be observed by the human five senses.

So from the above definition, it can be understood that science is knowledge that is rational, systematic, comprehensive, consistent, and general in nature about the facts from observations that have been made.

Education as a science, namely educational theory, reflection on education, in the broad sense of education, namely science that studies questions that arise in educational practice. Education is an effort to equip students in the form of knowledge, knowledge and skills that are useful for themselves, the community and the surrounding environment. Basically, education is closely related to science because the main object of education is science. Education is an activity of transferring knowledge from educators to students. A process of transferring knowledge which is generally carried out in three ways, namely verbal, written and deed. Education is a fundamental or fundamental phenomenon in human life, after all there is education.

2. Method

This article is about Analysis, The Concept of the Field of Science and the Study of Educational Fundamentals. Type method this research is study analysis library (literature *research)* article this will describe analysis journal scientific which is relevant with discussion which already chosen. The subtopics discussed regardinganalysisthe concept of the field of science and the study of the basics of education.

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3. Results and Discussion

a. Education Concept

The study of the science of education first focuses on the notion of education which is nothing but the center and at the same time the starting point and umbrella of the entire discussion of the science of education itself.

It is understood that education, as a basic effort to make humans in accordance with their true nature as dictated by the Creator, is carried out from humans, for humans, and by humans (the most basic meaning of education actually comes from the Creator for His love for creatures- His name is human). In this case talking about education, none other than humans; In other words, the discussion about education scientifically leads to the science of education, centered on humans with all their intricacies, from the beginning of their authenticity to the reality of everyday life, throughout life to the end of their lives.

The task and purpose of basic education is to realize HMM in real human life. Thus, a philosophical understanding of education can be formulated as follows:

"Education is an effort to realize human authenticity for the fulfillment of human dignity through the development of Pancasila within the framework of the human dimension".

To be able to be carried out in daily activities, this philosophical understanding needs to be translated into a more operational, concrete and operationally directed understanding of education that has been formulated in the form of legal rules through Law No. 20 of 2003 concerning the National Education System (article 1 paragraph 1) (Prayitno 2013 : 47-49).

The definition of education in Article 1 Paragraph (1) of Law no. 20/2003 concerning the national education system in Prayitno's book (2018: 24) states that education is:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their

potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state".

In Prayitno's book (2013: 49-52) explaining the definition of official education according to the law mentioned above, we can make a number of basic notes, namely:

1) ***First of all***, we note the direction that the educational effort is aiming at, which is none other than the development of students with a focus on six areas of development, namely:
   1) Religious spiritual power.
   2) Self-control.
   3) Personality
   4) Intelligence
   5) Noble character
   6) Skills

   The six development focuses mentioned above are qualified as abilities that are needed by students, society, nation, and state. This qualification touches the spectrum of life in its five actual domains, namely the individual-social, spiritual- spiritual, material-spiritual, local-global/univeral, and the world-hereafter. Based on the direction of focus of student development as stated above, the direction and focus of student development as stated above, it is reasonable if the intended meaning of education is oriented to human existence as a whole in human authenticity with its HMM concept, BMB3 dynamics, intelligent and clean character life, independent and self-controlled, all of which are elements of KES.
2) ***Second note***, namely that the six focuses of coaching through education are oriented to the potential of students who should be developed optimally. The potential referred to is none other than the basic potential of humanity which can be defined as pancadaya with its five

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elements as contained in the HMM. The development of Pancadaya is actually the main task of the overall educational effort.

3) ***Third***, student activities. This activity is a characteristic of human life. What activities? Of course, it is not an arbitrary activity, but an activity in the dynamics of life with its five basic energies, namely BMB3 where BMB3 is the mother of life and even the mother of human civilization. Human life demands activated BMB3 dynamics. Therefore, it is not an exaggeration if education demands that students be activated, which activity is basically the dynamics of BMB3, leading to the achievement of the 5-AS condition, namely: intelligent, well-organized, insightful, agile, and thorough behavior.
4) ***Fourth***, the form of educational efforts is a learning atmosphere and learning process. This means that without a learning atmosphere and learning process there will be no educational effort. Related to the things mentioned above, to create a learning atmosphere and learning process which is the realization of educational efforts, three things are needed, namely focusing on the six areas of development, in the context of developing the potential of Pancadaya, and activating the dynamics of BMB3. If even one of the three things is negligent or weak, the learning atmosphere and the learning process that occurs are not effective, or even deviate from what is expected, which can actually lead to educational accidents.
5) ***Fifth***, conscious and planned condition, here it is emphasized that the learning atmosphere and the learning process that is realized are fulfilled with awareness and readiness/planning. Awareness and readiness in terms of what? None other than the three things that must be present in the learning atmosphere and the learning process itself, namely focusing on the six areas of coaching through education, developing the potential of students' Pancadaya, and activating BMB3 in the learning atmosphere experienced by students.

With the five notes above, in fact the meaning of education listed In Law No. 20/2003 concerning the National Education System, it has been load fundamentally and completely the main components of education that should be implemented for all children of the nation, on the path, level, and type of education.

b. Field of Education

DefinitionThe knowledge contained in the Indonesian language dictionary is knowledge about a field that is systematically arranged according to certain methods, which can be used to explain certain phenomena in that field (knowledge). As a comparison in understanding what science is, it is better if we listen to several definitions of science as quoted by Bakhtiar in 2005, including:

1. Mohammad Hatta, defines science as regular knowledge of the work of causal law in a class of problems with the same character, whether according to its position it appears from the outside, or according to its structure from the inside.
2. Ralph Ross and Ernest Van Den Haag, said that science is empirical, rational, general and systematic, and all four simultaneously.
3. Karl Pearson, said that science is a comprehensive and consistent painting or description of the facts of experience in simple terms.
4. Ashley Montagu, concluded that science is knowledge that is compiled in a system that comes from observations, studies and experiments to determine the nature of the principles about the thing being studied.
5. Harsojo, explained that science is an accumulation of systematic knowledge and an approach to the entire empirical world, namely a world bound by space and time factors, a world that in principle can be observed by the human five senses.
6. Afanasyef, stated that science is human about nature, society and the mind. It reflects nature and its concepts, categories and laws, whose statutes and truths are tested by practical experience.

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From several definitions of science explained by the experts above, Ivan Eldes Dafrita concludes that science is knowledge that is rational, systematic, comprehensive, consistent, and general in nature about facts from observations that have been made.

a) **Philosophy Of Education**

Educational philosophy is a branch of educational discipline that examines the goals, nature, and ideas of education as a social institution or more broadly education as a process of human existential growth. For example, how is human understanding of the world built from facts, social habits, experiences, or self-emotions, which are then transformed continuously(Syafril & Zen, 2019) .

Philosophy of education as a branch of educational discipline has occurred since education has become an academic discipline that has been studied, studied, and developed at the university level since the early decades of the 20th century. Even though philosophy itself has developed since the Ancient Greek period. Areas of curricular studies within educational philosophy include:

- The philosophy of education in general, includes: the philosophy of essentialism education; perennialism educational philosophy; the educational philosophy of progressivism; constructivism educational philosophy; reconstructionist educational philosophy; huanism educational philosophy; international educational philosophy; and the philosophy of outcome-based education and others.
- Philosophy of education for each branch of 5 educational disciplines (educational psychology, curriculum and learning, educational technology, education administration and supervision, etc.);
- Philosophy of education for each field of study (mathematical education; social sciences education; mathematics education; etc.);
- Philosophy of teacher education.

b) Educational Psychology (Educational Psychology)

Educational psychology is a branch of educational discipline that examines how humans learn in educational settings or situations, the effectiveness of educational interventions, learning psychology, and social psychology about schools as social organizations. Educational psychology is closely related and gets its scientific content from the discipline of psychology. Educational psychology as a branch of educational discipline has been studied, studied, and developed at the tertiary level since the early decades of the 20th century, at the same time that educational science was first a field of study in the university curriculum. Although, psychological studies in the context of education have occurred in the late 1800s,(Syafril & Zen, 2019).

The fields of study in educational psychology include: abnormal psychology, applied psychology, biological psychology, clinical psychology, cognitive psychology, and developmental psychology of educational subjects, and school psychology. This includes psychological aspects such as: emotion, evolution, cognitive, forensic, health, organization, personality, sensory, and social, which are studied from various perspectives of psychological theory, including behaviorism, cognitivism, social cognitive, and constructivism perspectives. . In addition, educational psychology is also closely related and contributes a lot to various fields of study in other educational disciplines, such as: educational technology, educational administration, special education (special education), educational management, and cognitive studies.

Educational psychology has a lot to do with and contribute to various fields of study in educational disciplines, but it cannot be claimed that educational psychology has a priority position in the systemic analysis of educational processes. Educational philosophers such as Democritus, Quintilian, Vives and Comenius, had studied, classified, and considered educational methods for centuries before the

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start of psychological studies in the late 1800s, when ideas about educational psychology as a new discipline were directed towards the application of scientific methods such as observation and experimentation in research on educational problems. Educational psychologists also recognized the limitations of this new approach in the early years of the development of educational psychology.

c) Curriculum

The curriculum is a branch of educational discipline that examines learning experiences that need to be designed and given to each student so that they are maximally able to develop the human potential that exists in them both as individuals and as members of society for the life of themselves, society and the nation in the world. future (Syafril & Zen, 2019).

Curriculum as a branch of educational discipline has occurred since education became an academic discipline that was studied, studied, and developed at the university level in the early decades of the 20th century. However, scientific methods and the value of strict specialization in curriculum studies have only occurred since the era of the Great Society. (1960s), when experts in the social sciences and behavioral psychology began to conduct scientific studies on educational issues in the post-Sputnik curriculum reform program.

Experts who are considered as pandega in studies of curriculum are WW Charters, and John Franklin Bobbitt who is also the author of the first textbook entitled "Curriculum", published in 1918. In his book Bobbitt views curriculum as "an arena for social engineering". His view is based on at least two serious issues, namely: (1) he assumes that scientific roots must qualify and justify curriculum design based on expert knowledge of what qualities are expected to exist in adult members of society, and experiences what must be created to achieve these qualities; and (2) in his definition of the curriculum as experiences

that a person must have in order to become an adult human being,(Syafril & Zen, 2019).

In addition to the two experts above, other experts who have played a very important and instrumental role in curriculum studies as a branch of educational disciplines are: Daniel Tanner, Laurel N Tanner, Wilfred Carr, Stephen Kemmis, John D. McNeil, Henry A. Giroux, Anthony N. Penna, William F. Pinar, Glenys, G. Unruh, Adolph Unruh, Michael Apple, Lawrence A. Cremin, William Schubert, and Lawrence Stenhouse. Within this branch of the discipline, the philosophy of curriculum is studied, studied, and developed; scope of curriculum components; polarization of curriculum-learning activities; evaluation positions in curriculum development; curriculum renewal; school curriculum (primary and secondary); education staff curriculum (basic, secondary, higher, professional, training), education curriculum for field of study expertise (IPS, language, arts, sports, engineering, science), curriculum management,

d) Educational Technology (Educational Technology)

Educational technology is a branch of educational discipline that examines and develops theory and practice of designing, developing, managing and evaluating components of the education system (messages, people, materials, tools, techniques, and settings) and management of educational development. Educational technology is often associated and exchanged with "learning technology" (instructional technology or learning technology).(Syafril & Zen, 2019).

Educational technology has become a branch of educational disciplines since education became an academic discipline that was studied, studied, and developed at the university level in the 1950s and 1960s, since Mager (1962), Gagné and Briggs (1974), and Goldstein (1993) conducted systematic studies about the development of instructional systems by (Eseryel, 2002). However, as an applied science, educational technology has been around since World War II

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when the US military conducted training programs for citizens to become more effective citizens through the development of "instructional systems design" (ISD).(Kadir, 2015).

As a scientific discipline, ISD focuses its studies on making detailed specifications to develop, implement, evaluate, and strengthen situations that can facilitate learning at all levels of complexity. Meanwhile, the components of educational technology include: (1) learning methods: cognitive psychology, learning styles, interaction analysis, games/simulations, communication theory, language, textual communication, artificial intelligence, information processing; (2) learning objectives: systems theory, epistemology, politics, philosophy, and sociology; (3) evaluation: cost-benefit analysis, economics, opinion and attitude research, social psychology, teacher evaluation, content analysis, learning measurement, psychological environment, psychological measurement, mathematics, statistics, and calculations; (4) learning environment: group dynamics, logistics, individual learning, and anthropology; and (5) learning media: design, graphics, electronics, and production techniques(Kaur & Sharma, 2019; Mulenga, 2020).

Today, educational technology is often confused (overlap) by referring to the use of media used in the learning process, or using the term technology as an object or tool. Therefore, then specifically the term educational technology is used to refer to computers, diskettes, interactive media, modems, satellites, teleconferences, etc. in order to improve the quality of learning. This meaning of educational technology occurs because the term educational technology is often used in the sense of using technology in learning (teaching with technology, technology in teaching).(Mach, et al., 2005). In short, educational technology is not the same as the use of technology in learning (teaching with technology, technology in teaching). Educational technology is the application of knowledge about education

that comes from the behavioral sciences, such as psychology. Educational technology is a rational, problem-solving approach to education; or a skeptical and systematic way of thinking about education. While technology in education is the approach or use of technology in education (tools-technology) or "electronic gadgetry".(Christensen, 2002; Nickerson, 2020).

e) Educational Administration (Educational Administration)

Educational administration is a branch of educational discipline that examines and develops theory and practice of administration in the context of education, including concentrations in the field of disciplinary studies: (1) philosophy of educational administration; (2) education planning, (3) education management, (4) education financing, (5) school management, (6) education supervision/supervision, (7) education policy, (8) education management information system, (9) law and educational institutions; (10) leadership of educational organizations; (11) educational organization(Kadir, 2015).

Administration as a discipline (Science of Administration) was developed since 1945, which is also considered the start of "the Information Age". The basics of thought were developed by Luther Halsey III Gulick and Lyndall Urwick, by integrating the ideas of the previous theorist, Henri Fayol, on the concept of modern management into a comprehensive theory of administration. Based on Fayol's 14 organizational principles, the science of administration was developed. Urwick and Gulick are called "the founders of the Science of Administration", and Fayol is called "the father of modern operational management theory".

f) Guidance And Counseling (Guidance And Counseling)

Guidance and counseling is a branch of educational discipline that examines and develops the theory and practice of guidance and counseling in the context of education, including concentrations in the field of disciplinary studies: (1) philosophy and ethics of guidance and

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counseling, (2) school guidance and counseling, (3) guidance and family counseling and community settings, (4) career guidance and counseling or career development, (5) religious guidance and counseling, (6) cross-cultural guidance and counseling, (7) academic guidance and counseling; (8) personal guidance and counseling or personal development; (9) vocational guidance and counseling; (10) psychological counseling (psychotherapy); and (11) guidance and counseling management(Kadir, 2015).

Guidance and counseling as an educational discipline was developed in the early 20th century by Jesse B. Davis, starting with his program on systematic school counseling in the early 20th century within the framework of the American vocational guidance movement. Its purpose is to help young people who are transitioning from school to career or work. From the 1920s-1930s, school guidance and counseling developed in line with the rise of progressive educational programs in schools, which emphasized personal, social, and moral development.

Guidance and counseling became more stable when in the 1950s the American government established the "Guidance and Personnel Services Section" in the "Division of State and Local School Systems". Studies and guidance and counseling programs grew in 1957 when America lost to the Soviet Union in the launch of a space satellite (Sputnik I), and caused the American government to pass the "National Defense Education Act". In the 1960s, the guidance and counseling profession—especially school counselling—was growing with new legislation and professional developments that were getting better and required further education and professional education (Schmidt, 2003). Finally, on January 1, 2006, the US Congress officially designated February 6-10 as "National School Counseling Week". The most recent relative development in the study of guidance and counseling disciplines is cross-cultural counseling (cross-cultural, intercultural, multicultural counseling) (Supriadi, 2001). This discipline developed

around the 1970s for psychology and the 1980s for counseling. If other guidance and counseling is still very thick in the psychological tradition, cross-cultural counseling has inherited a lot of sociological and anthropological traditions, in addition to psychology.

g) Out Of School Education

Out-of-school education is a branch of educational discipline that examines and develops the theory and practice of planning, developing and managing out-of-school educational activities or programs. The concentration/specialization in the field of study includes: training and human resource development, community education, family education, community life education, adult education (andragogy), education in nature or in the natural environment (outdoor/adventure/environmental education); and distance education(Kadir, 2015).

The philosophy that underlies the discipline of out-of-school education is "experience-based education" in the context of the "experiential philosophy" of John Dewey, the originator of progressive education in America. Dewey's philosophy was further articulated in the context of education in schools by Kurt Martin Hahn (1886-1984) and Paulo Frire (1921-1997) who emphasized the importance of "the active involvement in students in real experience and liberation".

h) General Education

General Education is a branch of educational discipline that examines various fields of study of scientific disciplines (natural sciences, arts, humanities, or social sciences) which are developed in the form of study clusters that are thematically related, based on an interdisciplinary, trans-disciplinary approach. or integrated; global perspective; critical thinking; and maximizing the use of resources available at the university such as libraries, learning resource centers, etc.(Kadir, 2015; Suharto, 2005).

c. Study of the basics of education

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1) Educational Science as Science

Education as a science, namely educational theory, reflection on education, in the broad sense of education, namely science that studies questions that arise in educational practice. Education is an effort to equip students in the form of knowledge, knowledge and skills that are useful for themselves, the community and the surrounding environment. Basically, education is closely related to science because the main object of education is science. Education is an activity of transferring knowledge from educators to students. A process of transferring knowledge which is generally carried out in three ways, namely verbal, written and deed. Education is a fundamental or basic phenomenon in human life, after all there is education(Purwanto, 2019).

Why is education called science? Because science is the main object of education. Without knowledge, everything cannot run well. For example, children from a young age are taught by their parents to eat with their right hand, that is what is called education and eating with their right hand is called science because using their left hand is not polite. Another example is a person applying for a job, before that person is accepted as a permanent employee, he or she must be trained. This training is called education and the materials carried out during the training are called knowledge.

2) Educational Science as Practical and Theoretical

Education as a theoretical science is education carried out based on existing theories to facilitate the course of education. Practical, because it provides ideas about educational problems and provisions that are directly addressed to the act of educating. Educational science includes empirical science that is lifted from educational experience, then compiled theoretically for practical use. By placing the position of education in the systematics of science(Wijaya, 2008).

The science of education is normative, meaning that education is also practical because education is a teaching material that should be

applied in life, so that educators are tasked with instilling systems of norms of human behavior that are proud, respected and upheld by the community (the opposite condition will cause children to be shunned by society). . Ethically, the science of education is directed at creating the welfare of human life, on the other hand, actions aimed at humiliating or impoverishing humans are said to be outside the act of education. So it is from these theoretical practices that education is structured theoretically.(Zaqiah & Rusdiana, 2014).

From the explanation above, it can be concluded that education as a practical science is an educational practice to gain convenience and comfort in seeking knowledge. Education as a theoretical science is education carried out based on existing theories to facilitate the course of education.

3) Educational Science as Empirical

Science empiris have meaning the objecta is an educational situation found in the world of human experience. Educational science is empirical science that is lifted from educational experience, then compiled theoretically for practical use. By placing the position of education in the systematics of science(Wijaya, 2008).

4) Educational Science as Normative

Normative science is based on the choice between good and bad to lead to a good humanity. The science of education is always related to the question of what "human" is. The discussion about who humans are usually includes the field of philosophy, namely the philosophy of anthropology. The philosophical view of humans has a very large influence on the concepts and practices of education because the philosophical view determines the noble values that are upheld by an educator or a nation that carries out education. These values that are upheld are used as norms to determine the human characteristics to be achieved through educational practice. These values are not obtained only from practice and educational experience. However, normatively

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sourced from societal norms, philosophical norms, and views of life.(Wijaya, 2008).

As a normative science, educational science formulates rules or guidelines or measures of human behavior. Something normative means talking about the good and bad of human behavior. The science of education formulates regulations for human behavior to achieve regularity of life, because the regularity of life will ensure the continuity of closeness (cohesion) of relations between humans (human social relations).

The educational foundation is a strategic element and is very important to develop education for individuals, families, communities, nations and countries. Regarding the basis of education there are various terms. According to the Big Indonesian Dictionary, the foundation means as a base, base or pedestal. The term foundation is also known as the foundation (Depdikbud, 1995: 560). Thus it can be understood that the foundation is the base or the basis of footing, the fulcrum or starting point of a thing, or a foundation on which something stands. And the educational foundation is a set of assumptions that is used as a starting point, a foothold or a guide in the educational process.The educational foundations are:

a. Religious Foundation

The basis of religion in education is a strategic and very important foundation. The most basic of the religious foundations is because the foundation of religion is aspired by Allah SWT, in the form of the Word of Allah SWT (Al Qu'ran) and AL Hadith in the form of treatises (guidance) brought by the Prophet Muhammad SAW. The foundation of religion was created for mankind, containing guidance, guidelines for human life to achieve happiness in this world and in the hereafter. The basis of religion is also a blessing for the entire universe. Education has a very noble position, substantively contained in the Qur'an.

b. Philosophical Foundation

According to Pidarta, philosophy has existed since humans were born, humans are social creatures in social life who already have a picture and ideals that they pursue in their lives, both individually and in groups. Furthermore, Pirdata mentions that the philosophy of education is the result of deep thought and reflection until its roots regarding education (Pidarta, 2007: 68). This means that the more developed the culture, customs of an ethnic group, as well as norms, laws that apply in society, the more developed education is, because this will motivate people to carry out certain aspects of education to meet the needs of their ideals.

The philosophical foundation comes from views in the philosophy of education, concerning beliefs in human nature, beliefs about the source of values, the nature of knowledge and about a better life. Philosophy schools that we know today are Idealism, Realism, Perennialism, Essentialism, Pragmatism and Progressivism and Existentialism.

c. Legal Basis (Juridical)

The legal basis for education is a regulation that is used as a benchmark in carrying out educational activities. Foundation in law means underlying or underlying or starting point. As a legal basis, a teacher may teach with a decision regarding his appointment as a teacher. What underlies a teacher to become a teacher is his decision and rights.

d. Psychological Foundation

Psychology is the study of the human soul. The soul or psyche can be said to be the core and control of human life, which is always present and attached to the human being himself. Mentality is one of the keys to the success of education. In an effort to meet their needs, humans interact with their environment. This interaction with the environment causes humans to develop their abilities through the

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learning process, the stronger the motive as an effort to fulfill those needs, the stronger the learning process that occurs and in turn the higher learning outcomes that can be achieved.

Psychological studies that are closely related to education are those related to intelligence, thinking, and learning. General intelligence (intelligence) or intelligence in a particular field (talent) is much influenced by potential abilities which are only actual if developed in a conducive situation. Actual intelligence is formed by experience. Jeans Piaget argued that intelligence is an internalization of experience. Intelligence index, which is often known as IQ, can be measured by intelligence tests. The development of intelligence is manifested in various forms of thinking skills, both convergent and divergent thinking, as well as intuitive and reflective thinking (Piaget: 2010).

e. Historical Foundation

History is past information, which contains events, models, concepts, theories, practices, morals, ideals, forms and so on. Past information is mainly related to culture. Likewise in the field of education, education experts before pursuing a field of education, first examine the history of education, both local, national and international.

f. Cultural Foundation

Culture is the part of human life that is closest to everyday life. Every human activity is almost never separated from cultural elements, because most of human activities are carried out in groups, whether activities at home, in the office, in companies, on plantations, in workshops, almost all of which are carried out by more than one person. This means that there is a cultural element in these activities, such as making a house beautiful and tidy, which is a cultural element and a tool to teach how to do things well is also a culture. Culture is always related to education, especially learning.

Culture in a broad sense can be tangible: 1) Ideal such as ideas, ideas, values and so on; 2) Patterned behavior of humans in society, and 3) Physical objects that are made by humans.

Both the ideal form of culture, behavior and technology can be realized through the educational process. For example in the use of language, every society can be said to teach children to say something, when it can be said how to say it and to whom to say it. Therefore, children must be taught patterns of behavior that are in accordance with the norms prevailing in society.

g. Sociological Foundation

Educational activities are a process of interaction between two individuals or even two generations, which allows the younger generation to develop themselves. By improving sociology in educational activities, the branch of sociology education was born. According to Pidarta, sociology is the study of the relationship between humans in groups and their social structures (Pidarta: 2007). It means the relationship between one human being with another human in the group. Society includes a group of people who interact with each other, are interdependent and bound by shared values and norms, and generally reside in a certain area and sometimes they are related by blood or have common interests. Society as a living unit has the following main characteristics: 1) There is interaction between its citizens; 2) The pattern of behavior of its citizens is regulated by specific customs, norms, laws, and rules; 3) There is a strong sense of identity that binds its citizens.

h. Economic Foundation

In the post-modern era or today's globalization, where most of the people tend to prioritize material welfare over spiritual welfare, the economy gets a lot of attention. Therefore, there is an obligation for an educational institution to increase the sources of funds that may be extracted as follows: 1) From the government in the form of

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development projects, competitive research, children's scientific work competitions, and other competitions; 2) From cooperation with other agencies, be it the government, the private sector, or the business world. This collaboration can be in the form of research projects, community service and joint development projects; 3) Establishing an education tax, it can be started from an established village, a small area, and so on; 4) Other businesses such as routine funds,

i. Science and technology

Knowledge is everything that is obtained through various ways of sensing facts, reasoning (ratio), intuition and revelation. Thus, knowledge includes various branches of science (social sciences or social sciences, and natural sciences), humanities (art, philosophy, language, etc.) as well as religious revelation or the like. In terms of the main objective, it is often also distinguished between basic science and applied science. The results of applied science must be varied (transformed) into materials, tools, or work procedures. This activity is usually called development. The advanced level and the results of development activities are called technology.

4. Conclusion

It is understood that education, as a basic effort to make humans in accordance with their true nature as dictated by the Creator, is carried out from humans, for humans, and by humans (the most basic meaning of education actually comes from the Creator for His love for creatures- His name is human). In this case talking about education, none other than humans; In other words, the discussion about education scientifically leads to the science of education, centered on humans with all their intricacies, from the beginning of their authenticity to the reality of everyday life, throughout life to the end of their lives.

The definition of education in Article 1 Paragraph (1) of Law no. 20/2003 concerning the national education system in Prayitno's book (2018: 24) states that education is:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and state".

In this sense it is understood that the direction to be aimed by the educational effort itself is none other than the development of students with a focus on six areas of development, namely religious spiritual strength, self-control, personality, intelligence, noble character, and skills, and education is carried out. consciously and fully planning which implements or creates a learning atmosphere and learning process to obtain six developments in students.

While science is an accumulation of knowledge that is systematized and an approach to the entire empirical world, namely the world bound by space and time factors, a world that in principle can be observed by the human senses.

Therefore, education as a science, namely educational theory, reflection on education, in the broad sense of education, namely science that studies questions that arise in educational practice. Education is an effort to equip students in the form of knowledge, knowledge and skills that are useful for themselves, the community and the surrounding environment. Basically, education is closely related to science because the main object of education is science. Education is an activity of transferring knowledge from educators to students. A process of transferring knowledge which is generally carried out in three ways, namely verbal, written and deed. Education is a fundamental or basic phenomenon in human life, after all there is education

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