



**ETHNOPELAGOGY AS THE FOUNDATION OF EDUCATIONAL PRACTICE
AND TEACHER EDUCATION**

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ABSTRACT

Based on the reality faced in the era of globalization and the advancement of science and technology, it presents a tough challenge for teachers to be able to create superior learners and able to compete in the business world and industrial world. The quality of teachers in Indonesia which is still considered very low and apprehensive needs to receive serious attention in an effort to carry out its duties and responsibilities in facing the era of globalization which is full of competition and uncertainty. The reality is that visionary teachers are needed and able to manage the learning process effectively and innovatively. Teachers need to make changes both in the field of strategy and learning model, so as to give a pleasant feel for teachers and learners called "Quantum Learning and Quantum Teaching". Moreover, perceiving the atmosphere of the learning environment as a torturous, boring, less stimulating, and monotonous environment, so that children learn in a forced and less enthusiastic. Therefore, the paradigm (mindset) of teachers need to be changed, from the traditional mindset to the professional mindset refers to the Law Teachers and Lecturers demand the figure of a qualified, competent, and certified teachers. Professional teachers are expected to face all challenges with paradigm shifts to be creative, initiative, inspiring, and innovative teachers in the effort to equip soft skill and hard skill of learners to excel, comparative, and competitive advantage.

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INTRODUCTION

Teacher is the most important figure because the teacher is the most important person in educating human life. However, the reality that occurred in the field cannot be said that all teachers can be an inspiration for students to be smart in the behavior of their life. Teachers who are able to inspire students are the real teachers [1]. Inspiring teachers are not teachers who are just pursuing curriculum targets. However, they are able to invite his students to think creatively, to see something from the outside and to change it in and then to bring it out again to the wider community. The inspiring teacher gave birth to a reform leader who dared to destroy the old habits. Seeing the condition of school education in general, teachers are shackled by administrative provisions that must be adhered to such as the target achievement of the curriculum, mastery learning, syllabus, lesson plan, and so forth. In accordance with existing provisions that the form of implementation of education in schools contained in the form of intra-curricular and extracurricular activities

In intra-curricular activities, it is very rare that teachers in interaction with their students are able to develop their potentials. In terms of educational goals is the overall development of all potential students through creativity and creative thinking. It shows that education has a meaning as the development of human potential. Thus, the educational process that exists in the school should not only be oriented on the cognitive aspect or in other words more referring to the acquisition of values, but also must be able to develop other values such as emotional, personality, spiritual, and social character education. However, what happens in the field the role of teachers is more to teach than to educate. That is when teachers enter the class then what they have done more only convey the material in the book, or in other words, they are curriculum oriented and content oriented or achievement of cognitive goals that even far from the achievement of the actual educational goals.

In extracurricular activities, the development of potential has not obtained a reasonable proportion. In terms of extracurricular activities, it is expected to develop the potential of students beyond their academic potential. Extracurricular activities direct and develop the potential of students for future insight, have personal order, and have good social awareness.

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Intra-curricular activities that occur in schools conducted by teachers and learners is time to change the paradigm. It needs another approach done by the teacher when interacting with the learning process. During this time, the teacher is more emphasis on intellectual approach/intelligence or just pursuing value while life skills and socializing are not taught. Students are seen based on the value of repetition obtained not the ability of self as a whole. Such conditions can encourage students to cheat or make a bad business because of the demands of numbers so that the values of education are ignored. Afrisanti Lusita explains that in learning there are at least three approaches that have been formulated and can be done by teachers, they are: 1) emotional intelligence approach, 2) spiritual intelligence approach, and 3) social intelligence approach [1].

The emotional intelligence approach is important to be applied to the consideration that the human brain consists of two layers, namely the outer layer (neo cortex) and the middle layer (limbic system). In the outer layer of the brain, humans are able to count, operate computers, learn languages, and other complex calculations. Through the use of the neo-cortex brain, it was born the intelligence quotient (IQ) or intellectual ability. While in the middle layer of the brain, it controls emotions and human feelings that allow humans flexible in mingling, fellow helpers, loyal friends, and responsible. Such behavior is called emotional quotient (EQ) which cannot be interpreted as a series of skills to pave the way in a world full of social problems. With the use of two layers of the brain, teachers can generate students' potential to pursue success by developing sympathy and empathy for others, the nature of hard work and responsibility.

The approach of spiritual intelligence is the approach that must be done by teachers to increase students' potential by generating spiritual quotient by instilling or teaching the values of truth contained in religion. The foundation of spiritual intelligence is honesty, benevolence, beauty, and hospitality. Practice in learning or working is how one can learn or work honestly, do everything right according to the rules. The teacher must instill in the students that everything that every human being undertakes is a duty and as a human being and it must be able to benefit others. Because humans are religious and social beings who have to interact socially with others.

The approach to social intelligence is the approach that must be done by teachers in learning because social intelligence is the ability to understand each other human and wise in human relationships. Social intelligence differs from academic ability [4]. The fact that happens in the world of education where our educational products are human beings who used to elicit people to defend their interests because the curriculum turned out to encourage people to be more intelligent as well as nurture individualistic attitudes or selfishness. These kinds of lifestyles are wiping clean attitude of cooperation, tolerance, sympathy, empathy, and noble character. The inaction of a person to react is interpreted as a result of low social intelligence so that this side is probably what teachers can explore and develop to their students. It should be realized that the social background of students is different. On the other hand, human beings as social beings cannot live alone. Therefore, it is important to develop an attitude of cooperation, tolerance, sympathy, empathy, and noble character to learners. According to Afrisanti Lusita, in addition to being an inspiring teacher, the teacher must also be innovative. The meaning of

the word innovation is renewal or improvement with accompanying changes in a better direction in certain ways [1]. Learning innovation is a renewal or improvement of the learning system so that learning becomes better. In learning innovation, teachers have a very vital role in classroom learning, which has the task and responsibility for developing learning plans, conducting learning activities, evaluating, analyzing evaluation results, and following through. Teachers are the determinants of student success, get them to be more innovative in learning, the center of attention of students when teachers enter the class, from the appearance, the way of speaking, how to teach until the habit will be the attention of students.

According to Afrisanti Lusita, qualified teachers enable students to not only achieve national academic grade standards, but also gain knowledge and skills that are important to learn throughout their lives, so as to become innovative teachers to be respected by students, they must have communication skills, basic skills such as language and math, technology skills, problem solving skills, literacy on cultural and linguistic diversity (multicultural/multilingual literacy), interpersonal skills, inquiry/reasoning skills, readability of information/digital literacy, and critical-creative thinking skills [1].

The development of education in the current era of globalization requires teachers to be more inspiring, innovative, creative and productive. Although it cannot be denied that there are many teachers currently who have not reached that stage, because the teacher on his duties is limited to only teaching, so the possibility to develop or create a subject that he has does not exist [8]. Teachers as educators are professionals as described in the Law No. 4 of 2005 on Teachers and Lecturers in December 2005 in Article 1 and paragraph (1) stated that "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education, formal education, basic education, and secondary education".

According to Afrisanti Lusita, creative teachers can be interpreted as a teacher who is never satisfied with what is conveyed to learners. The teacher seeks to discover new ways and the unique potential of the students, so that the teachers must have the creativity which must be developed within them by developing the material delivered which is not a matter of memorization from year to year [1]. While productive teachers are creative teachers who never satisfied with the learning they do, always doing self-reflexology through classroom action research in their own class. Through collaboration with peers, teachers can correct their shortcomings in learning and are written in scientific papers. It makes teachers productive. Productive teachers will always write what they do. Consistent and committed to keeping themselves writing will make them productive.

So, creative and productive teachers will be able to cultivate writing habits. The result of creative, interesting, and commercially valuable writing with the support of ICT tools makes the teachers are able to cultivate entrepreneurial spirit to be transmitted to students through learning methods, so that it will change the teacher from the user textbook, but become a producer/author of books and subject matter that he masters.

RESEARCH METHOD

This research is a kind of qualitative research, with approach of sociology of religion. This research uses research instruments in the form of tape recorder and interview library. Tape recorder to collect data Interview with informant with intent: (1) to maintain the integrity of data, (2) to make the interview time efficient, (3) Reduce indoor weakness and detect interview result, and (4) data accurately. Used the methods used in the data: Interview Method, and Documentation Study.

RESULTS AND DISCUSSION

The Importance of Professionalism of Elementary School Teachers

Learning is an effort made to gain competence in the form of knowledge, skills, and attitudes needed in doing the job. Efforts to improve the effectiveness of the learning process are always done non-stop. Learning can be viewed as a system with components interacting with each other. In a system, one component will be input for the other components in achieving the goal.

Creative teachers will seize the opportunity and make it productive teachers by bringing forth fresh ideas that make them discover the learning system with various models, able to create their own learning media to help learners receive the subject matter well. Such teachers become rich teachers, never run out of creative ideas, and make them more productive in the global era. Teachers in the current era of globalization are teachers who are able to see ever-changing changes, placing students as an important component of the learning system in schools, because students are the subject of learning processes and activities. Howard put forward a new dimension of human intelligence. It is mathematically-logical, visual-spatial intelligence, kinesthetic, musical rhythmic intelligence, verbal-linguistic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence [1].

Creative teachers will be able to find the intelligence of each student, so as to be productive because what he found to be interesting material. Thus, the assumption of teachers as professionals in accordance with the Law. A professional is a work or activity undertaken by a person and a living source of income that requires skill, proficiency, or skill that meets the quality of standard, and requires professional education. Teachers as learning agents in Indonesia are required to meet three requirements, namely minimum educational qualifications, competence, and certification of educators. The three requirements to become professional teachers in accordance with article 1, paragraph (12) of the Law which states that the certificate of educators is a formal proof as recognition given to teachers and lecturers as professionals. Also, article 11 paragraph (1) which reads that the certificate of the educator is given to teachers who have met the requirements.

Professional teachers are teachers who are able to manage themselves in carrying out their daily tasks. Professionalism is a process that moves from ignorance to know, from immaturity to maturity. According to Glickman a person will work professionally when the person has ability and motivation, a teacher can be said to be professional when possessed of high ability and high work motivation [7].

According to Trianta, the effort to improve the quality of professionalism of teachers is closely related to efforts to improve the quality of national education, because teachers are an integral component of the education system [8]. The paradigm of the national education system should include various factors including input, process, and educational output. According to Mantja in the implementation, education is more emphasized on the effort to raise the learner to do something that is beneficial to the interests of society and nation, so the teacher's role in creating exciting and fun learning demands will be more professional. This is important because, in every lesson, teachers have a central role either as planners, executors, and evaluators in learning [8].

According to Uzer Usman, professional demands of a job basically require a number of requirements that must be possessed by someone who took the position, such as: 1) demanding a skill based on the concept and theory of deep science; 2) emphasizing a skill in a particular field in accordance with the field of his profession; 3) demanding an adequate level of teacher education; 4) the sensitivity to the social impact of the work undertaken; and 5) allowing development in line with the dynamics of life. The central role of teachers in improving the quality of education is very urgent. Almost all reform efforts in the field of education such as the application of new curriculum and the adoption of new teaching methods ultimately depend on the teacher. Teachers have a strategic role in the field of education, teachers are the spearhead in efforts to improve the quality of education services and outcomes [7].

The Importance of Professionalism of Elementary School Teachers is in the process of improving the quality of school-based education, since most of the primary school staffs are not the same teachers as the advanced or professionally managed the private elementary schools. In the private elementary schools, the employees are much more than the conventional primary school. Primary school teachers are the spearhead and the forerunner in forming learners to follow further education, so that the qualifications, competence, and professionalism of elementary school teachers need to be well-prepared through good teacher education, selected and placed appropriately throughout Indonesia and its coaching needs to be developed and improved on an ongoing basis. Teachers are the main factor that is very important in the intellectual life of the nation, so it needs to get attention.

Efforts to improve the quality of school-based education required teachers, both individually and collaboratively to find something, for education and learning to be more qualified. Although to lead to quality education and learning does not depend on one component such as teachers only, but is a system that supports each other in achieving the goals of education and learning. However, all identified components will not be useful for the acquisition of maximum learning experience for learners when they are not supported by the presence of a professional teacher. The teacher is the human element that determines the success of education, very closely related to the learners in the effort of daily education in school. Improving the quality of primary school education is strongly dependent on the level of professionalism of teachers.

Thus, among all components of the primary school learning system, a component who is most essential and determines the quality of learning is the teacher. His existence is crucial to the

success of education. Therefore, it is not excessive to hypothesize that the improvement of the quality of school-based education is impossible without an increase in the professionalism of its teachers.

Ethnopedagogy as the Foundation of Educational Practice and Teacher Education

The educational ethnopedagogy approach is more grounded, the inhibiting cultural values and good cultural values are exploited, so the local content is not just a mere accessory. The Universal Version of Ethnopedagogy has three aspects, namely:

Purpose: prosperous life, calm, and serene heart, gained glory, peace, freedom for eternity and perfection in the afterlife.

Postulates: hurip (healthy), waras (healthy), cageur (healthy), bageur (good), bener (true), pinter (intelligent), ludeung (brave), silih asah (mutual learning), silih asuh maintain), silih asih (mutual mercy), and sinegar tengah (balanced)

How to Achieve Goals: cultural behavior that is real and operational and passed down through generations through education.

The purpose of life according to the teachings of Hinduism is *moksartham jagathita ya ca iti dharmah*. In order to achieve these goals, everyone is required to follow the education. Because human is a creature of God with various characteristics. Humans as individual beings, humans as social beings, humans as religious beings, humans are the most perfect creatures among other creatures of God. Based on this matter, then people can be educated, should be educated, and can also educate. In addition, humans have *tri pramana*, namely *bayu* (power), *sabda* (voice), and *idep* (mind). With *idep* (mind) possessed by the human, then the human can distinguish good deeds (*subhakarma*) and bad deeds (*asubhakarma*). That is, one can choose good and avoid things that are not good based on the *idep*/mind he has, one can perform an action/deed referring to the norms of religion. Through the word/voice, a person can make communication or social contact with others and can adapt to the community environment.

The verses of ethnopedagogy postulate that humans must be healthy, intelligent, responsible, discipline, mutual love, mutual respect, realize harmony and so forth. This is the hope of all citizens, nations, and countries, so contained in the Preamble of the Constitution of the Republic of Indonesia, namely the achievement of National Education Goals. Ethnopedagogy is a wise path to the revitalization of education, because

1. Educational institutions not only as a center for teaching and learning but as a center of appreciation and cultural development.
2. The introduction of local culture to learners is necessary so that they can live their culture and themselves [5].
3. Ethnopedagogy is a practice of education based on local wisdom and is derived from the cultural values of an ethnic and a standard of behavior [7].

Ethnopedagogy is the foundation of education as it is in line with one of the cornerstones of the development philosophy of the 2013 curriculum: education is rooted in the culture of today's nation and the future (Permen No. 69 of 2013). Alwasilah views ethnopedagogy as a practice of local wisdom-based education in various domains and emphasizes local

knowledge or wisdom as a source of innovation and skills that can be empowered for the welfare of society. The local wisdom is concerned with how knowledge is generated, stored, applied, managed, and inherited [2].

Djulia states that ethnopedagogy that examines the local wisdom of certain cultural groups can certainly encourage developments in the field of science education and research. If school science and community science are studied in a more appreciative and integrative way, it is hoped to create more harmonious attitudes and actions with nature instead of exploiting and even destroying nature [3]. Therefore, all elements of science education practitioners are expected to realize the role of science in a broad context, not just in schools. For that reason, we need to explore the development of knowledge outside the school to be empowered as a cultural capital to improve the science education. The more public phenomena revealed through the ethnography of education, the more challenged the educational process to create positive changes in society to form a new culture for the advancement of science education and the welfare of human life.

Local wisdom according to the meaning of language, means local wisdom (local wisdom) which can be understood as local ideas that are wise, full of wisdom, value that is embedded and followed by citizens. In the concept of anthropology [6]. Local wisdom is also known as indigenous or local knowledge, or local genius, which forms the basis of cultural identity.

Local wisdom or "local genius" is a term introduced by Wales. In addition, local genius according to Wales is "the ability of local culture in the face of foreign cultural influences when the two cultures are related" [4]. According to Yunus, local wisdom is a culture owned by certain communities and in certain places that are considered able to survive in the face of globalization flow, because the local wisdom contains values that can be used as a means of nation character development [10]. Local wisdom is substantially the values prevailing in society, whether explicitly or implicitly believed to be the correctness of reference in behaving in everyday life in society. Local wisdom has values that are capable of influencing the choices available from the forms, the means, and the goals of action on an ongoing basis; binding each individual to perform a particular action; gives direction and emotional intensity and directs the behavior of the individual in everyday situations.

Ali Ridwan explains that these values become the guidance of certain groups of people who will usually become an integral part of life that can be observed through attitudes and behavior of people in everyday life. According to Suratno (2010), local wisdom has characteristics, such as; 1) based on experience; 2) tested after centuries of use; 3) can be adapted with current culture; 4) coherent with the daily practice of society and institutions; 5) commonly done by individuals and communities; 6) dynamic; and 7) closely related to the belief system [8].

The term ethnopedagogy according to Suratno can be viewed as a message related to the term culture-character (ethno-aspect), and teacher education (pedagogy aspect). Alwasilah (2009) argues in the context of the culture in general, ethnopedagogy pays special attention to the local genius and local wisdom by revealing the values of Sundanese culture as an early model [9]. Ajip Rosidi reminded that the value of modern Sundanese culture has been mixed with other cultures

[4]. Some postulates are related to the character of Sundanese people, such as *hurip, waras, cageur, bageur, bener, pinter, ludeung, silih asah, silih asuh, silih asih, sineger tengah, singer, motekar dan rapekan* [5]. It can be said then, that ethnopedagogy views local knowledge or local wisdom as a source of innovation and skills that can be empowered for the welfare of society.

Similarly, the culture of Bali (Hindu) has postulates "*saling asah, saling asih, dan saling asuh selulung sebayantaka*, to be able to realize *Tri Hita Karana*, which is to realize the balance and harmony between humans with God (*Ida Sang Hyang Widhi*), humans with humans, and humans with the environment. Postulates of love, *punia*, and *bhakti*. In terms of the perspective of the nature of education, both Alwasilah and Kartadinata view that education is inseparable from social and cultural aspects. Education is deliberative in the sense that people transmit and perpetuate the idea of a good life that comes from the fundamental beliefs of society about the nature of the world, knowledge, and values so that a scientific basis for education on human values based on an educational culture is needed [2] [5].

Based on an analysis of cultural and educational dimensions, Alwasilah views that ethnopedagogy as a practice of local wisdom-based education in various domains and emphasizes local knowledge or wisdom as a source of innovation and skills that can be empowered for the welfare of the community, with how knowledge is generated, stored, applied, managed and inherited. Ethnopedagogy is a practice of education based on local wisdom that shows there is a close relationship between pedagogy with the social life of the social culture [9].

In order to re-establish the values of local wisdom as a source of innovation in the field of local culture-based education, empowering through the adaptation of local knowledge, including the reinterpretation of local wisdom values, and its revitalization in accordance with contemporary conditions required a relevant action/effort through educational institutions. In addition, it is necessary to create cooperation between local government, universities and culturalists to revitalize local wisdom values as well as to develop academic concepts, to pilot ethnopedagogical models in learning. One of the lessons considered to be relevant in revitalizing the values of local wisdom is multicultural learning with various management strategies in relation to the nature of education operationally which has components that influence each other in order to achieve educational goals.

In the era of globalization, multicultural contexts, both micro, and macro, diversity can be a blessing that encourages national creativity, intellectual enrichment, and the development of tolerant attitudes to differences. Students truly diverse in ethnic, cultural, linguistic, values, tradition, and religion, so that teachers should be able to create harmonization in learning so that there is no collision among learners. Therefore, teachers should be able to create a learning process that makes it easy to be accepted by every learner from different backgrounds. The creation of harmonization in learning is expected so then learners can develop their self-potential embodied in the values of understanding, tolerance, solidarity, and awareness as part of community members. Teachers play a very important role in learning in the classroom because teachers do not only provide knowledge to students, but also

help them to build their own knowledge through learning experiences. The way in which teachers can do is to teach that can make the information received by students meaningful and relevant, give them the opportunity to find and apply their own ideas, and teach them to be aware and consciously by using their own strategies for learning. Teachers can and should take the initiative to arrange the environment that provides optimal opportunities for the learning process, but the one who ultimately determines the realization of symptoms of learning is the student.

Teachers have a role to help the process of constructing knowledge by students running smoothly. Teachers do not only transmit the knowledge they have, but also help students to form their own knowledge. Teachers are required to better understand the way of thinking or the way students view in learning. The teacher cannot claim that the only one is the same and according to his will. The key role of teachers in educational interaction is control which includes:

- a. Grow self-sufficiency by providing opportunities for decision-making and action.s
- b. Growing decision-making and acting skills by enhancing students' knowledge and skills.
- c. Provide a support system that provides ease of learning so that students have optimal opportunities to practice.

All components of education, including the goal of education directed at the formation of the ideal human, the human aspired, as well as the human being able to achieve self-actualization. Therefore, it is important to note the development of learners in actualizing himself, understanding himself, and self-realization. The emotional experience and individual characteristics of the individual in learning need to be considered by the teacher in planning the lesson, carrying out the learning, as well as in the learning assessment. A person can learn well if he has an understanding of himself and can make choices in which direction the child will develop according to his development zone. Teachers are expected to continue to make education useful for human happiness so that students in school feel appropriate and do not feel separated from the community and the environment.

Based on the study of the psychology of learning and sociology of education, the educational community requires that learning attention to the interests, needs, and readiness of students to learn, as well as to achieve the social goals of the school. Education is a social process for the immature (children) to be an active and participatory part of society. School is a special environment formed by members of society with the aim of simplifying, facilitating, and uniting social experiences to be understood, tested, and used by children in social life. The role of education is solely to develop the personal and social capacities of learners. Therefore, education is to rebuild and reorganize experiences that are able to give meaning to the lives of learners and can improve the ability of learners in solving problems faced in the future.

In the era of globalization with the advancement of science and technology is very rapidly demanding teachers as professionals must be willing and able to change the mindset in order to still exist in carrying out the professional task. Teachers who do not want to make changes will be left behind, especially in today's technological stammer do not expect to equip learners soft skill and hard skills. How learners become superior output/graduates and able to compete in the world of business

and industry. So, not one of the government issued a Law of Teachers and Lecturers which demanded a qualified, competent and certified teacher.

CONCLUSION

Based on the study of the psychology of learning and sociology of education, the educational community requires learning attention to the interests, needs, and readiness of students to learn, as well as to achieve the social goals of the school. The reality is that visionary teachers are needed and able to manage the learning process effectively and innovatively. Teachers need to make changes both in the field of strategy and learning model, so as to provide a pleasant feel for teachers and learners. Therefore, the paradigm (mindset) of teachers need to be changed from the traditional mindset to the professional one. Then it really requires the figure of a qualified, competent, and certified teachers. Professional teachers are expected to be able to face all challenges with paradigm shifts to be creative, initiative, inspiring, and innovative teachers in the effort to equip soft skill and hard skill of learners.

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