

# The Relevancy on Education Release Revolution 4.0 in Islamic Basic Education Perspective in Indonesia (An Analysis Study of Paulo Freire's Thought)

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## Abstract:

The challenge in current educational practice is the change with the emergence and development of technology. On the one hand, this challenge has a positive impact, on the other hand, it also has a negative impact. This article is to analyze Paulo Friere's thinking, the meaning of freedom education and its relevance in the era of the technological revolution 4.0, an era of digitalization with the relevance of religious education, especially Islam. To understand the relevance of technology 4.0 in the perspective of Islamic education, a series of related literature reviews were successfully conducted. The results showed that Paulo's educational concept of freedom of education when aligned with Islamic education in the context of freedom not fully possessed by humans such as the pattern of freedom of Paulo Friere, freedom in Islam in question is free but not as free without regard to religious values. In other words, freedom of education permitted in Islam is freedom of education which is limited by Islamic values for human visibility.

**Keywords:** *Emergence, Islam, freedom of Education.*

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## Introduction

The world of education has changed a lot from the learning process that is integrated with the world of digitalization, but some schools are experiencing challenges and readiness in facing the current globalization. As result, there are many educational institutions are still not ready in the face of the industrial revolution 4.0 with a factor of lack of facilities and infrastructure and even teachers also have limitations in technology and technology in mastering computerization and the internet.

This era of revolution 4.0 will result in the transformation of ways of thinking, life, and socialism in society. This will provide a change from the many sectors ranging from, education,

technology, economy, social, culture and politics (Banu Prasetyo & Trisyant, 2018). In addition, there is still a lack of digital culture, training, knowledge, and language become challenges in facing 4.0 in its implementation (Hariharasudan & Kot, 2018). Therefore, the transformation of education and the learning process begins power competencies for teachers going forward. Teachers are required to change the perspective of education by changing methods in learning and educational concepts that are relevant to the Industrial Revolution 4.0 era.

The concept of the education system that occurs in Indonesia, continues to experience problems, even though good education is a philosophically oriented education that has a humanist and liberating goal (Susanto, 2018). Moreover, education is currently

experiencing a decline in the value of character education, because education is used as a tool for political interests so that education loses its positive values (Abdillah, 2017). On one hand, the value of education is lost, on the other hand, Islamic education wants to restore its Islamic spirits. Islamic education wants to eliminate discrimination about education, such as justice, violence and other values (Datunsolang, 2017). Islamic education is expected to have a purpose in accordance with the name of Islam by teaching and educating humans to become humans in harmony between their hearts and deeds (Subaidi, 2017).

Islamic education eliminates work oriented education. This term is used by Paulo Freire, as liberation education (Datunsolang, 2017). According to Hurlbert & Blitz; Johnson-Hunter & Risku, 2003), an educator cannot teach critical awareness and evaluate without the potential for indoctrination but from aspects of cognitive dissonance covering all fields of education. Thus the philosophy of educators does not give freedom to educators who are already entrenched in schools. In line with Freire (Duarte, 2018) it is mentioned that education as a practice of freedom which is interpreted as a critique of traditional educational practices. This is meant that the traditional education curriculum in the learning process concretely can never create a critical awareness that relies on memorization.

Freire said that education is a guide to be a true teacher, students who are right and responsible, know how to read productively, be wise in giving attitude to socio-cultural and socio-political criticism and try their best with the environment and systems with change (Siswanto, 2004). The importance of teachers and students in mastering the industrial revolution 4.0 is an inevitable demand by Islamic basic education teachers and a necessity in changing the way of learning that is not traditional and watching in causing students to be less eager to learn in school.

In line with the above statement, Freire made a liberation approach aimed at combating illiterate social ills, and instilling social revolution. The liberation pedagogy is the panacea of education for all who have, for whatever reason, lost their rights from the educational process (Johnson-Hunter & Risku, 2003).

This research tried to parse Paulo Freire's thoughts on the relevance of liberating education 4.0 from the perspective of Islamic basic education (the study of Paulo Freire's thinking) which consists of teaching methods of Islamic basic education teachers in the 4.0 eras and curriculum. This means that this study critically progressively attempts that will construct Islamic basic education that has been left behind and the reintegration of the Islamic basic education system in the era of 4.0 to continue to develop in tandem with modernity.

Thus, researchers used a qualitative approach to analyse the education relevancy release of Freire's thoughts on Islamic basic education. This research is common in the type of literature study, so that data collection techniques use more documentation; more data analysis used content analysis. So from this framework of thinking, researchers to build the relevance of liberation education in the revolution 4.0 era of basic Islamic education.

## **Discussion**

### ***Biography of Paulo Freire***

Paulo Freire is known as an educator who is sensitive to multiculturalism. Paulo was born in a poor area known as Recife, in 1921. The concept of freedom education was motivated by the social conditions of Paulo. During his studies, Paulo studied at Freire University, 1943. Paulo became a law student, but also studied philosophy and language psychology. When he finished college, Paulo became a teacher in high school and taught Potrugic. He was married to Elza Maia Costa de Oliveira, as well as his professional friend who is a teacher.

The results of his marriage, Paulo has five children. Paulo was also appointed as Director of the Department of Education and Culture of the Social Service in the State of Pernambuco. The mission of his post, Paulo wanted to eradicate illiteracy and apply orthodox teaching known as theology of freedom (AB Susanto, 2018). According to Moh Yamin (Mansyur, 2014), for seven years Freire's experience was very close to the poor in the city always conducting research to develop educational methods.

In addition, Freire was involved in holding workshops in the study of the history of educational philosophy at Recife University. Freire obtaining his doctorate in 1959. In the years 1963-1964 Freire worked in Brazil with his team. The results they obtained drew the illiterate quite dramatically, only 45 days. In addition Freire is learned to be political so that they are understood concretely. Another thing produced by Freire can encourage people to be able to read and write words as a whole and holistically. The result of Paulo's thoughts, he has produced many works that are always associated with human liberation (Idris, 2009).

### ***Education of Liberation of Paulo Freire Against Industry 4.0***

An explanation of liberation education according to Paulo Freire, there was no compulsion in getting an education. Therefore, freedom is said to be freedom of learning. This means, it does not limit human space. Thus liberation education according to Paulo Freire is human awareness in providing education in accordance with the environmental context so that it will have implications for the development of education (Robikhah, 2018). The above statement in accordance with the concept of Paulo Freire 4.0 era education became an important part in the development of competencies including the competence of thinking, acting and living in the world (Utomo, 2018). Industry 4.0 is a stage of technological change in carrying out human activities with scale, scope, complexity, and

transformation from previous life experiences (Muhammad Yahya, 2018).

Based on the explanation above, the concept of Paulo Freire's thought contributes to the world of liberation education in accordance with the industrial revolution 4.0 which has a drastic development in gaining critical knowledge, acting with liberation using learning technology infrastructure. In addition to above, As & Sholihah (2018) urged that the concept of alternative education Paulo Freire and Ivan Illich with alternative education was offered as a political approach in the context of confrontation with power so that it will produce resistance to existing power and itself towards cultural approaches.

According to Wang (Shih, 2018), Freire said the world of education needed an issue of questions to communicate in a systematic way of communicating. Expose problems in communicating according to the teacher's factual life. Meanwhile according to Veugelers (2017), learning is a social form that provides an open idea in the concept of educational methods in how to communicate to the context and culture in schools.

Thus the concept offered by Paulo Freire in liberation education emphasizes the method of teacher education in giving students freedom to socialize when the learning process takes place meaning freedom of learning is very important. In accordance with Freud Pervical and Henry Ellington (Syamsuar & Reflianto, 2019), mentioning the renewal of learning from digital information technology in the era of the industrial revolution 4.0 has implications for improving the quality of education so that it will lead to interest in learning for students. This is in line with thinking (Freire, 2000) mentioning education has the benefit of assessing students in the theory and practice of freedom by thinking critically and creatively in learning transformation.

Further more, Freire (1974) said education now emphasizes liberation as a learning activity for obtaining dialogic education. Education liberation of the industrial revolution 4.0 has relevance to the world of education with integrated digitalization in which students are free to seek knowledge to update students' new knowledge that is useful in solving problems of learning in school especially assignments given by teachers.

### ***Paulo Freire's Educational Liberation Model for Industry 4.0***

As for the model of Paulo Freire's liberation education, it provides a social awareness effect for the community. The educational model offered by Freire contributes to students in social life which is carried out critically and creatively in accordance with concrete facts of life (Abdillah, 2017). For this reason, Paulo Freire offers about teaching by using awareness methods in the transformation of systems that occur in schools in a complex way and some reforms to students' attitudes and behavior.

Freire emphasizes education has three important parts, namely teachers, students and reality. Between the three have the same as the contents of the nail. (AB Susanto, 2018). The desired goal in education is to create freedom without coercion, discrimination for learning (Siswanto, 2004).

Based on the explanation above, the model emphasized in the learning process with the release version of education, namely the equality of the social level of students in the class, does not look at the elements of interests and educational services the same does not see a variety of differences. This in accordance with the industrial revolution 4.0 provides a drastic change to the way students learn from traditional to more modern without eliminating differences in the background of students in schools both from the social, religious, ethnic and other differences. Industrial revolution 4.0 applied does not mean replacing teachers but giving independence in teaching to students is very necessary to train

thinking power critically, innovatively, and creatively.

This is in line with (Syria, 2019) part of the curriculum of Islamic education period of revolution industry 4.0 has been very clear in achieving the objectives of Islamic education that will shape the attitudes and behavior of Muslims. Islamic Religious Education has been developed very rapidly in keeping with the times and expanding Islamic religious studies from the aspects of learning in schools. Students who are already living in the era of the industrial revolution 4.0 are directed to think critically, which means they are more future-oriented students, and are named as freedom education (Datunsolang, 2018).

The educational model faces the problem of Freire thinking in developing student creativity by communicating in a revolutionary development to develop students' future views. The task of a teacher in providing teaching by building students democratically in the classroom and the teacher must also be humorous creative in the class so that students do not feel bored. Another thing about this model is students are taught to socialize in the classroom, namely learning to live together. (Bahri, 2019). For this reason, Paulo Freire's thinking is very suitable in the era of the industrial revolution 4.0 where children are given freedom with modern problems posing in class so that students' activeness at school will make the classroom atmosphere more enjoyable.

Education is more dialogue with people who are still experiencing discrimination against education (Nursalam, 2013). Desired implementations of Paulo liberation education, including; First, students are given the freedom to develop their creativity and potential. Second, education is to learn to deal with problems in life. The implementation of this education system, should be suitable for use in the digitalization era 4.0 relevant to the liberation education offered by Paulo Freire's thought to be developed in schools and become a reference for



educational institutions to change the paradigm of teaching and learning to enhance critical , creative and innovation.

### ***The Relevance of Paulo Freire's Thinking in the Perspective of Islamic Basic Education***

Basic Islamic education will be carried out through Islamic education institutions, such as Islamic boarding schools, madrasas and other institutions that teach about Islamic values (Bafadhol, 2017). Although, there are general subjects (Patimah, 2015). Characteristics of basic concepts of Islamic basic education, aged 7-12 years. Islamic principles as well as the meaning of Islam itself is safe so that it is in line with the thinking of Paulo Freire. (Datunsolang, 2017; Bahri, 2017); Harahap, 2016). However, Paulo's thoughts, justify themselves that education is in accordance with the times, without eliminating Islamic values, so it is said to be the Islamization of science (Santoso, 2014).

Based on some of the opinions above, the integration between basic education and Paulo Freire's thinking has in common the aspects of liberation in learning for Islamic basic education. Thus the emphasis of Islamic basic education on guidance is not teaching. The guidance will provide free space for students in the learning process in the classroom, especially since the age of children of Islamic primary education is more inclined to learn while playing.

According to Muhaimin (Akhirin, 2015), in the presence of Islamic education, it will provide development potential learners with efforts to revive the Muslim generations with creativity and high innovation in the field of science and technology with the demands of society industrial revolution 4.0 coupled IMTAQ in in accordance with the demands of religion in choosing can be, rightly, and good to be run and developed.

### ***Educational Model of Islamic Perspective of Humanization Exemption***

Humanism in education, as pioneered by Paulo, is a bank-style learning. Students are considered empty vessels ready to be given knowledge (Datunsolang, 2018). In this case, the concept of humanist education is to provide a form of understanding that positions human life in the world. It has a meaningful and fundamenta impact because it will touch on the most deep aspects of human life including the dynamics of the psyche and spirituality. Then the two aspects become the motivation of every human being in building a culture and civilization life (Idris, 2014).

In accordance with the opinion of Abdurrahman Mas'ud (Widodo, 2013), which is a humanist education teachers play a role as people in giving affection as pious individuals in the sense of responsibility Social religious and environmental life. The teacher's role is not just to transfer knowledge or transfer of value. A teacher must be able to develop individuals in order to implement and achieve responsibility. In addition, according to (Muhtarom, 2018), humanism in Islam means automatically talking about religious humanism, humanism in Islam cannot be separated from the concept of *hablum minannas*.

Perspective humanistic education in Islamic basic education gives the sense that education instills the concepts of Islamic educational values but knowledge that is taught by a teacher. The planting of humanistic education on Islamic children is very important to be taught so that children can learn to understand life from the environment in daily life. Paulo Freire's humanistic education has relevance to the 2013 curriculum in Islamic basic education which emphasizes values education or character education.

Freedom in Islam from Islamic humanistic education is not having absolute freedom but is limited by the teachings of Islam (Nurbaiti, 2019) so

that it contributes to the basic education of Islam with the concept of human education making people who have Islamic religious values Based on the demands of the Qur'an and hadith. Providing education by heart or humanists can provide a tendency in teaching so that the acceptance of knowledge gained becomes a blessing in science.

## Conclusion

Paulo Freire's thoughts answer all the problems that occur in the world of education today with the industrial revolution 4.0 which means learning in free independent classes in critical thinking, innovation and creativity. In line with current developments in the world of education, Paulo Freire's thinking is very suitable in the era of the industrial revolution 4.0 where children are given freedom with modern problems posing in the classroom so that student activities at school will make the classroom atmosphere more enjoyable. The integration of basic education with the thinking of Paulo Freire has in common the aspects of liberation in learning for Islamic basic education.

Thus the emphasis of Islamic basic education on guidance is not teaching. The guidance will provide free space for students in the learning process in the classroom, especially since the age of children of Islamic primary education is more inclined to learn while playing. Islam has the virtue of basic education that is implemented based on the system integrated in personality development and learning outcomes of students. Second, basic Islamic education nuances of Islam that implemented full-day school. Third, basic Islamic education is more open to the identity of an all-Islamization, namely the Islamization of Sciences.

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