

# Shift in Education and Culture Paradigm

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## Abstract:

Comprehensive education or holistic education is education that integrates science, character, creativity, and innovation in a unity. Comprehensive education is education that is able to explore the full potential of learners in form of potential inner strength, character, intellectual and physical. In addition, this potential can be integrated into student's strength through comprehensive education. In comprehensive education, there is alignment of education, culture and character education, especially national character education which must be instilled from early childhood education to tertiary education. Meanwhile, students who have higher level of education have begun to instill entrepreneurship education.

**Keywords:** *shifting education, culture paradigm, student, government, strategic pillar*

## 1. INTRODUCTION

Chapter IV Part One Article 5 Paragraph 1 of Law No. 20 year 2003 concerning the National Education System states that every citizen has the same right to obtain good quality education. Furthermore, Article 11 Paragraph 1 states that the Government and regional governments are obliged to provide services and facilities, as well as guarantee the good quality of education for every citizen without discrimination. The provision is then reinforced in Article 34 Paragraph 2 which states that the government and regional governments guarantee the implementation of compulsory education at the minimum level of basic education without charging fee. Article 34 Paragraph 3 states that compulsory education is the responsibility of the state organized by government educational institutions, regional governments and the community. Therefore, the nine year compulsory education for basic education paradigm is shifted to the nine year education right for basic education which ensures all citizens to obtain a minimum education until graduating from

junior high school. With this paradigm shift, the government is required to provide infrastructure and funding for the sake of the implementation of education for all citizens. Among the general society in Indonesia, there are a number of students who require very special attention with special services. Its specificity could be due to physical, geographical, or social problems in nature. Chapter IV of first part Article 5 of Law No. 20 year 2003 concerning the National Education System states that: every citizen has the same right to obtain good quality education and every citizen has the right to have the opportunity to improve lifelong education. Some shifts applied in the development of education and culture 2010-2014 are:

- shifting from compulsory education into education right;
- equality in education;
- comprehensive education through education and culture alignment;
- shifting the function of state school become public school;
- basic change in education planning from based on

supply become based on need;

- f. integrating culture into education;
- g. shifting the function of culture from spectacle to guidance
- h. multisectoral integrative cultural management.

Furthermore, Article 5 also states that citizens in remote or rural areas and remote indigenous society, citizens who have physical, emotional, mental, intellectual, and / or social disabilities, and citizens who have special intelligence and potential talent are entitled to special education and / or special services.

The government built schools in an effort to educate the nation's life as mandated by the constitution. Therefore, schools should be built by the government and then become "state school" must change their function, because the government investment is an investment for the public. In the future, state schools must shift to public schools. Previously, state schools were only used by students who are going to state schools for learning activities. In the future, the function and utilization of state schools must be improved, not only for students from state schools, but when the school not used for teaching and learning activities, they could be used for the activities of community members with the provisions controlled. Thus, state schools can be used as wide as possible.

## 2. Shifting School Function from the Supply Side to the Demand Side

Schools that were based on the supply side (supply oriented) shifted to be based on need (demand oriented). In this case, the government and education providers must provide services to the needs of students, educators, education personnel and parents. Thus, there is a shift in orientation that wants to provide security in educational services that are in accordance with needs. As a form of cultural integration into the field of education, it is necessary to increase cultural services through:

- a. enriching library materials in the field of culture in education;
- b. revamping historical and cultural learning

materials in the field of education;

- c. the fulfillment of learning media and appreciation of students in Indonesian art;
- d. strengthening curriculum in the field of culture in learning history / PPKN;
- e. increasing the competence of educators and education personnel in the field of culture

To strengthen the integration of cultural function in education, it is necessary to strengthen culture in the community through facilitation of facilities for traditional sanggar / communities / workshop gatherings, empowerment of trust institutions and traditional communities as an effort to strengthen cultural enclaves in the regions, activities in form of facilitation prior to not having standards and clear criteria, it is necessary to make POS and accreditation from trust institutions and indigenous communities that will be facilitated.

## 3. Shifting Cultural Function from Spectacle to Guidance

Culture appears more and is understood as a spectacle, culture should be to build Indonesian society with self-identity and character the cultural function leads to independence, mutual cooperation, tolerance as a form of guidance of the nation and state act. To restore culture as a guide, it is carried out through effort to explore, instill and strengthen the value / philosophy / meaning of local wisdom in the community so the benefits can be reaped. Cultural management is no longer a domain of the cultural sector, but needs to involve other sectors. The scope of cultural management which was originally only in a narrow space such as temples, mosques or ancient buildings and others but which the scope is extended in an area that includes human, environment, values and cultural heritage itself.

For this reason, cultural management based on conservation must involve a variety of stakeholders from ministries (internal and primary) and other relevant institutions (external and secondary). The legal basis of the Ministry of Education and Culture Strategic Plan in 2010-2014 is as follows.

- a. The 1945 Constitution of the Republic of Indonesia;
- b. Law Number 23 year 2002 concerning Child Protection;
- c. Law Number 17 year 2003 concerning State Finance;
- d. Law Number 20 year 2003 concerning the National Education System;
- e. Law Number 1 year 2004 concerning State Treasury;
- f. Law Number 15 year 2004 concerning the Audit of State Financial Management and Responsibility;
- g. Law Number 25 year 2004 concerning the National Development Planning System;
- h. Law Number 32 year 2004 concerning Regional Government;
- i. Law Number 14 year 2005 concerning Teacher and Lecturer;
- j. Law Number 17 year 2007 concerning the National Long-Term Development Plan (RPJPN) 2005-2025;
- k. Law Number 24 Year 2009 concerning National Flag, Language, Symbol and National Anthem;
- l. Law Number 11 Year 2010 concerning Cultural Heritage;
- m. Law Number 33 year 2009 concerning Film;
- n. Law Number 12 year 2012 concerning Higher Education;
- o. Government Regulation No. 38 year 2007 concerning the Sharing of Government Affairs between the Government, Provincial Governments and Regency / City Governments;
- p. Presidential Regulation of the Republic of Indonesia Number 5 year 2010 concerning the National Medium-Term Development Plan (RPJMN) year 2010-2014;
- q. Presidential Regulation No. 77 year 2011 concerning the Second Amendment to Presidential Regulation No. 47 year 2009 concerning Formation and Organization of State Ministries;
- r. Permendikbud (Minister of Education and Culture Regulation) Number 1 year 2012 concerning

the Organization and Work Procedure of the Ministry of Education and Culture.

#### **4. Strategic Pillars**

The strategic pillars of educational and cultural development are as follows.

- a. religious education and noble character;
- b. the development and implementation of competency-based curriculum;
- c. a learning process that is educational and dialogical;
- d. empowering education evaluation, accreditation and certification;
- e. increasing professionalism of educators and education staff;
- f. providing educational learning facilities;
- g. education funding in accordance with the principles of equity and justice;
- h. the implementation of education that is transparent and equitable;
- i. the implementation of compulsory education;
- j. the implementation of the autonomy of the education unit;
- k. empowering the role of the community

While the ultimate goal is to enrich lives through education transformation, we must first understand that pushing for an evolving education system is a team effort that requires the cross-collaboration of organizations. Education is not to be implemented as a one-size –fits all model. Thus, it is only effective if we identify if we identify the challenges and opportunities of each individual school, and implement the right intervention programme, be it focusing on a niche area of learning or other types of education institutions aside from public schools. Complex system can change, but here's the catch: it will take time. Every education system must be anchored to a set of aspirations which are tied to a particular national context and this is no different when it comes to nation and our approach towards the education sector. Our nation's aspirations for the youth, as defined in the education blueprint, are aimed at ensuring that our youth emerge from our education

system as globally competitive individuals equipped with the six attributes of ethics and spirituality, leadership skills, national identity, language proficiency, thinking skills and knowledge. We believe that it is our collective responsibility as educators and industry leaders to contribute to the achievement of these lofty goals. Pushing for an education transformation is not an easy task. It does require a village to raise a child, let alone the children of a nation.

## 5. Conclusion

We do have a long way to go despite efforts and initiatives that are already put in place. By continuing to change our practices now, we can gradually transform our education system into one that truly propels today's youth towards creating a better future for themselves in a time of great change. While we know that change will not happen overnight, we need to do more and continue working with relevant partners and organizations to help every student achieve success in school, work and life. Some people think that as soon as we plant a tree, it must bear fruit. We must allow it to grow a bit. The journey to education transformation has already started, so let's continue on this journey together.

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