

Research Article

Teacher Professional Education Curriculum Reconstruction (PPG) (An Overview of the Integration Between Nasr's Perennialism with Tri Education Center KH. Dewantara)

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Along with the shift from the manual era to the digital era, it has an impact on the quality of learning, especially increasing teacher qualifications. Future teachers need more expertise than traditional learning. They not only have pedagogical abilities but also spiritual and moral characters. The government seeks to produce future teacher candidates through teacher professional training (PPG). From the observations related to the PPG curriculum, it shows unpreparedness. This can be seen through the PPG curriculum which is still the same as S-1 education. In fact, according to the KKN, the profession has a higher level than S-1, so PPG must have a distinctive feature that distinguishes it from graduates of S-1 education. PPG should not only circumvent the pedagogical section as a characterization of PPG. Therefore, there are at least 6 things that need to be considered regarding the formation of future teacher candidates through the PPG program, namely, 1) the history of teacher formation in Indonesia, 2) the challenges of the times, 4) how to teach students, 5) reformulating the PPG curriculum according to needs. future, and 6) the urgency of the PPG Curriculum.

Keywords: Pendidikan profesi guru, curriculum, future

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1. INTRODUCTION

Issues and problems related to teachers are still an important and crucial discussion in Indonesia, especially since 1998. One of the important aspects of the problems faced today is the loss of teachers who are nurtured and imitated. The lack of teacher figures or role models, both in the school environment, and in the community can have an impact on the destruction of the nation. As recorded in the online news post, Kota News, Tuesday, February 21, 2017 stated that for three years a vocational school teacher had sexually harassed 50 students during the recruitment of the School Security Police (PKS). Sexual harassment that occurs in schools does not only occur in high school or vocational students but also elementary students. The online news metronews.com also

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reported that an elementary school teacher who had sexually harassed was arrested in Bogor. Sexual harassment by teachers also does not only occur at school but outside of school Monday, August 14, 2017 detiknews.com writes that teachers send pornographic chats to their students. These things make the teacher increasingly lose the figure that is nurtured and imitated.

This is because the curriculum that is widely used today only moves how to produce teachers who have mastery of teaching materials and skills in using innovative teaching methods are still lacking and active in research. Of course, these problems will have an impact on the quality of human resources (students) in Indonesia. One of the government's efforts to address teacher quality is through PPG. PPG is expected to be able to shape future teachers. However, in reality PPG does not yet have a distinguishing feature or characteristic between PPG and the undergraduate education curriculum.

2. Discussion

2.1. Teacher Candidate Recruitment System (PPG)

The condition that must be met in order for someone to be able to teach is to have an educator certificate. An educator certificate can be obtained by participating in the PPG program for 1 year. However, the problem is not educator certificates but more about how to recruit future teacher candidates and is the curriculum implemented in accordance with the expected teacher figure in the future?

As is well known, the teacher recruitment system is generally carried out by selecting prospective students. Prospective students choose the major they are interested in and then do an academic potential test, a basic knowledge test and a field of study test. The recruitment system in this way has weaknesses because prospective teachers are supposed to have a vocation, interests and talents, both mental and physical, as well as the personality of prospective teachers. One way to solve the problem of government teacher recruitment is to make an effort with PPG. PPG aims to improve quality education through professional educators (prospective teachers).

The basic qualifications given to be able to take part in PPG to achieve the desired goals are based on Permendiknas No. 8 of 2009 concerning the Pre-Service Teacher Professional Program Article 6 as follows:

1. S-1 Education in accordance with the professional education program to be pursued;

2. S-1 Education which is allied with the professional education program that will be pursued by matriculation
3. Non-Educational S-1/D-IV in accordance with the professional education program will be taken, by taking the matriculation of educational academic courses
4. D. S-1/DIV Non-Education is cognate with professional education program which will be pursued by matriculation.

Based on the qualifications that have been determined by Permendiknas No. 8 of 2009 concerning the Pre-service Teacher Professional Program point c means that non-educational graduates can also take part in PPG. This means that everyone who has completed S-1 can become a teacher with the PPG program. In fact, one of the basics for PPG is that future teacher candidates have a vocation to become a teacher, the problem is that if someone already has a calling to become a teacher, he or she will choose an education major as the basis for their S-1, not a non-student S-1. Apart from that, S-1 education and S-1 non-education also have different visions and missions in forming permanent students. Thus, PPG has also not been able to answer how to recruit future teacher candidates who are in accordance with the calling of the soul.

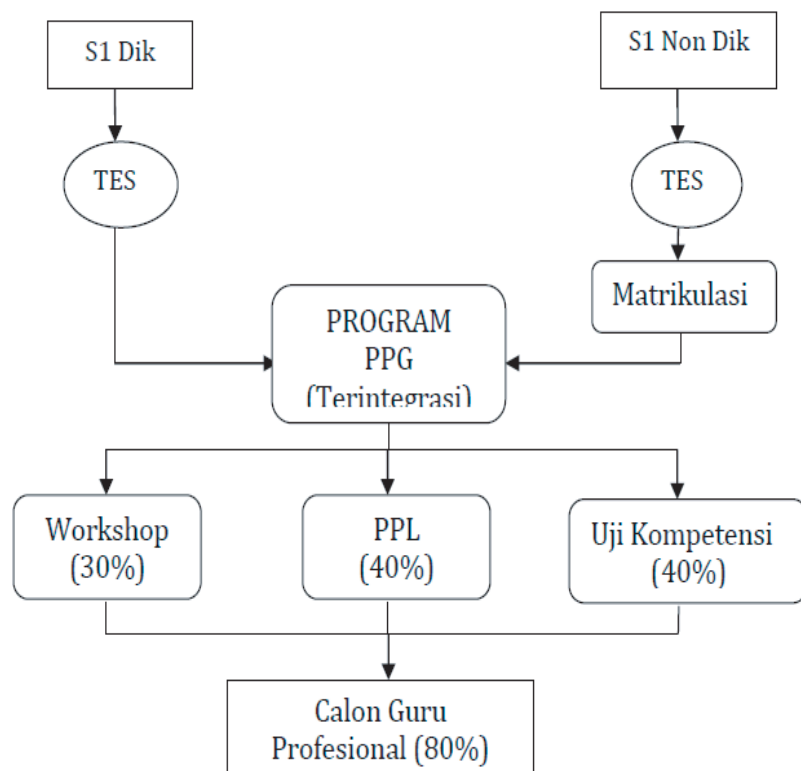


Figure 1

2.2. PPG's Position in Indonesia's National Qualifications Framework

One of the steps to realize the quality and national identity in the human resource sector is the Indonesian National Qualifications Framework (KKNI) with a national education and training system development program. The qualifications included in the KKNI have meaning and are equivalent to the learning outcomes possessed by every Indonesian worker in creating quality work and contributions in their respective fields of work. KKNI provides nine levels of qualification, starting from level 1 qualification as the lowest qualification and level 9 qualification as the highest qualification. The determination of levels 1 to 9 is carried out through a comprehensive mapping of labor conditions in Indonesia in terms of income (supply push) and labor users (demand pull). As the following picture:

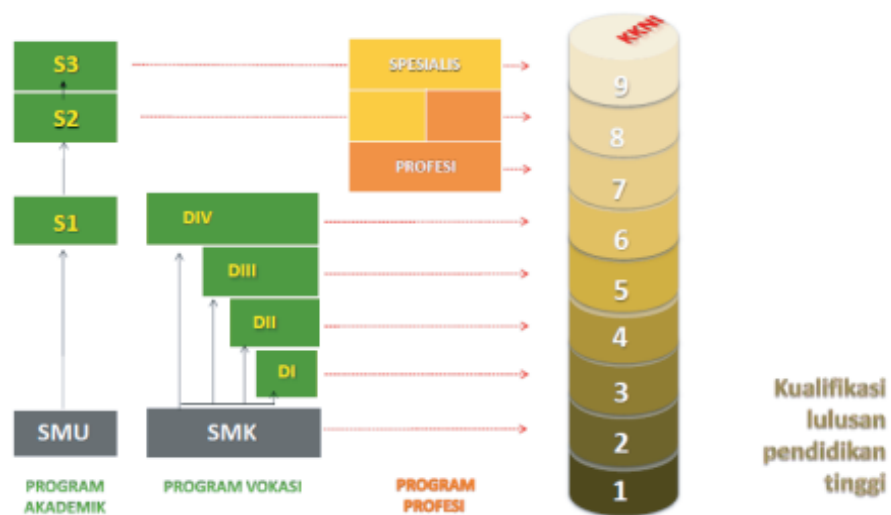


Figure 2: KKNI.

Judging from the picture above, it shows that the professional field occupies the 7th level or order of the KKNI. This means that the level of the profession is higher than S1. Therefore, as a differentiator between the profession and S-1, especially education, it must have a characterization program that S-1 does not have. But in reality, PPG does not yet have a distinguishing feature between S-1 education, especially in the curriculum. PPG is still questioning the pedagogic abilities of future teacher candidates and this has been done at the undergraduate level of education. So we need a curriculum that really characterizes the difference between the teaching profession and S-1 education, especially for the future. The PPG curriculum should question the spiritual moral character of future teachers in the midst of globalization.

2.3. PPG Curriculum Relevance For Future Teachers

The Teacher Training Institute (LPTK) as an institution that is trusted to manage PPG (prospective teachers) must be able to respond to future challenges. The future needs are increasingly urgent. Therefore, LPTK should have predicted what will happen in the future and how to shape teachers in the future. In order not to be silent and swallow the policies issued without knowing which direction and goals to be achieved. The main answer to being able to realize PPG for future teachers is through curriculum and program presentations.

The curriculum and program offerings must be able to facilitate students (prospective teachers) to be able to become reliable teacher figures based on what has been set in the KKNi (perspers, 2012). However, in reality, LPTKs do not seem ready to run the PPG program. This can be seen by the repetition of lecture materials or PPG courses with educational S-1 including teaching and learning strategies, PTK, PPL and others. Apart from that, as stated in Permendiknas No. 8 of 2009 concerning the Pre-service Teacher Professional Program Article 6 point c which shows that PPG can be followed by non-educational undergraduates, of course this has an impact on the meaning of being a teacher and requires different treatment between education and non-education, not just matriculation.

2.4. Overview of 21st Century Learning Concepts

In the era of globalization, it has influenced people to tend to choose the fast, smooth, light, easy, and practical and has touched all fields and involved parts of the world, with various triggers. In Ritzer's view (2011) use the term transplanetary to give the impression that globalization is happening all over the world. Ritzer emphasizes the change from solid to liquid, the emergence of flow or movement, and changes in structure from inhibiting to smoothing.

Talking about the competence of 21st century teachers or also known as globalization, Sinagatulin (2009) states that the main task of teachers driven by explorative and global incentives is to help students become globally competent individuals. Experts try to reformulate the competencies needed by teachers to influence 21st century students as follows: 1. Having character as a thinker; 2. Have a high work ethic so that they are productive, 3 have communication skills; 4. Proficient in using technology and information; and 5 fear of God Almighty. The teacher competence stated (Sinagatulin,

2009) explains that piety to God is given number five which seems to show that the needs of teachers with spiritual aspects of morality are being ignored in the 21st century.

2.5. Reformulating the PPG Curriculum as a Future Teacher Shaper against Sayyed Hussein Nasr's thoughts

The needs of students that develop along with the times are able to darken the hearts of students. Students who are positioned as humans will increasingly place the human position in mere pseudo progress. Sheer progress makes the younger generations become figures who have lost their identity or identity as humans. Be a proud generation. The peak of arrogance is claiming himself to be God as has been stated by philosophers Jean Paul Sartre (1905-1980). Sartre explained that

“Existentialism is not so atheistic that it wears itself out showing that God does not exist. Rather, it declares that even if God did exist, that would change nothing.”

The rapid development of the times and changes that cannot be ascertained the first step that is necessary is to reformulate the PPG (prospective teacher) curriculum based on Sayyed Hussein Nasr because technological advances will make the younger generations a more frightening figure. Sayyed Hussein Nasr, as one of the figures of this philosophical school with his perennialism and Sufism approaches, discusses human nature by criticizing the ideology of the modern world that humans are currently facing. For him, the ideology of the modern world has shifted the position of humans from the center of their existence, so that modern humans are increasingly marginalized from their human essence and life has lost its spiritual horizon, causing various disasters and environmental crises, as he said:

... While two decades ago everyone spoke of the infinite possibilities for human development outwardly and materialistically, today everyone speaks of “limits of growth” – a phrase which is currently popular in the West. – or even about the imminent calamity of mankind. But the concepts and factors used to analyze the crisis facing modern humans, the solutions sought, and even the colors to describe the disaster that will befall humanity are usually based on the elements that have created the crisis as well. . Life in this world still seems to have no spiritual horizon. This is not because the spiritual horizon does not exist, but because those who witness this panorama of contemporary life are often humans who live on the outskirts of the circle of existence, so that he can only see things from his own point of view. He always does not care about the radius of the circle of existence and completely forgets about the axis and center of the circle of existence that he can reach through the radius (Nasr, 1983).

This situation, according to him, has made people forget their true nature. The progress of a society that has been successful and strongly believes in science and technology has finally grown out of control of religion because it makes humans the center of progress, so that science and technology for most people in the West eventually replaces the position of religion. All religious needs seem to be fulfilled with science and technology. However, in a long period of time science and technology has betrayed human trust, the progress of science and technology is identical to disaster, thus making Western society experience what is called an epistemological crisis, they no longer know the meaning and purpose of life (meaning and purpose of life).

This is coupled with the tendency to formulate various problems in human life to physical changes which usually do not touch the inner aspect and are often contradictory. The metaphysical dimension of science is lost, because what is developed is only science that is practical and can be measured in a scientific framework created based on practical human needs by ignoring aspects of morality and values.

The clash between the inventions and manipulation of humankind in the form of technology with their culture, as well as the dire and environmentally devastating effects of the application of the knowledge they have acquired have been so severe that many in the modern world, especially in the West, have finally begun to question the validity of the concept of man believed by the West since the rise of modern culture.

This, according to Nasr, is caused by modern ideologies which tend to forget the divine dimension in life in the universe, so that groups of people appear who live on the edge of their circle of existence and see things only from their own point of view without caring about the center of the circle of existence. The Promethean man, described by Nasr, has forgotten who he really is because of the modern ideology he adheres to. His knowledge, although quantitatively very impressive, especially in the material aspect, is basically only worldly knowledge which cannot bring humans to their true nature so that they bring humans and even the universe to a series of calamities.

Indonesia currently often adopts western ideas which are considered very advanced while western civilization itself has been experiencing multiple crises, both moral, spiritual, and cultural crises which are possibly caused more by the pattern of modern industrial civilization accelerated by globalization which is a series of western progress. post-renaissance that brings the values of anthropocentrism and secular humanism. The notion of deifying human beings and the temporal life of the world. This factually has given birth to the uprooting of meaning in human life, due to the loss of transcendental values (divinity) of religion from human life.

One thing that is considered the most fatal failure of modern civilization is the human attempt to live and deny the existence of God and religion. A thing that is certainly very contrary to human nature, which in his heart has divine potential, and will always need something transcendent, namely God. As Peter L Berger said, "Supernatural values have disappeared from modern western civilization". The disappearance of these values can be expressed in a rather dramatic formula as 'God is dead'. This is the continuation of the secularization of consciousness. With the loss of boundaries that are considered and believed to be sacred and absolute, modern humans then circle in a world that is completely relative, especially the system of values and morality that they build.

Modern humans must again be reminded and directed to holiness, God who is the origin and at the same time the center of everything and to whom humans return. Of course, it is a consequence if humans have to serve God. The separation of man from his original perfection and all the ambivalent values it has will only lead man to what Christianity calls "the fall", there is no function of these forces properly and automatically according to the theomorphic nature of man.

Humans are in the shackles of pseudo freedom, the nature of divinity (theomorphism) that should exist in modern and renaissance civilizations. It is to people like this that religious traditions should be conveyed and these inner human beings who want to be freed from the shackles of ego and suffocating conditions because an aspect is forgotten and considered completely external. Only tradition can free them, not the false religions that are currently emerging.

Based on the discourse that has been described above, it can be concluded that: The number of demands for the needs of students' life makes the teacher's knowledge must also develop not just knowledge. Teacher knowledge is required to be a science in order to be able to demand that students become individuals who do not lose their identity as human beings or it can be said to be an identity crisis and claim that there is a God.

2.6. Reformulating the PPG Curriculum as a Future Teacher for the Thoughts of Ki Hajar Dewantara

Education itself should play an important role such as setting an example, encouraging, facilitating and empowering and providing encouragement to students as exemplified by Ki Hadjar Dewantara with his motto: *Ing ngarsa sung taulada, ing madya mangun karsa, tutwuri handayani*, (Samho, 2013). :18).

Departing from the belief in these traditional values, Ki Hadjar believes that education that is uniquely Indonesian must be based on the image of Indonesian values as well.

So he applies three educational mottos that show the uniqueness of Indonesia, namely: First, Ing Ngarsa Sung Tuladha, meaning that a teacher is an educator who must set an example. He deserves to be admired and imitated in his words and deeds. Second, Ing Madya Mangun Karsa, meaning that a teacher is an educator who is always in the midst of his students and continuously builds their enthusiasm and ideas to work. Third, Tut Wuri Handayani, meaning that a teacher is an educator who constantly guides, supports and points the right direction for the lives and works of his students.

Ki Hadjar Dewantara proposed five principles of education known as pancadharma (nature, independence, culture, nationality and humanity) (Sambo, 2013).

1. Nature's nature or the principle of peaceful order means, growing according to its nature. In that context, education must be carried out for the purpose of nurturing on the basis of great attention to the freedom of the child to grow physically and mentally according to his nature.
2. Independence means, this principle implies that teaching means educating students to become human beings who are free in mind, free in mind and free in energy. Education helps the process of liberating students from the weaknesses that bind themselves to developing into professional and responsible individuals. Therefore, education must be broad and flexible in providing the widest possible opportunities for students to develop their potential.
3. Culture means that education needs to be carried out based on cultural values because culture is a human characteristic. The culture of the Indonesian nation in the midst of the culture of other nations in the world, namely as a guide and guidance to achieve social harmony in Indonesia as enshrined in Article 32 of the 1945 Constitution.
4. Nationality means that a person must feel one with his nation and that feeling should not conflict with humanity.
5. Humanity means, this principle contains the meaning of friendship between nations.

According to Ki Hadjar Dewantara, education is an effort to promote the growth of character (inner strength, character), mind (intellect) and a child's body, in the context of the perfection of life and harmony with the world. Education forms people who are virtuous, think (smart, intelligent) and have a healthy body. What is the image of teachers in Indonesia based on Ki Hadjar Dewantara's conception of education?

2.7. Urgency of PPG Curriculum for future teachers Based on Epistemology, Ontology, and Axiology

Today there are many teachers who can no longer be said to be good models or role models for children. The lack of teacher figures or role models, both in the school environment, and in the community can have an impact on the destruction of the nation. As recorded in the online news post, Kota News, Tuesday, February 21, 2017 stated that for three years a vocational school teacher had sexually harassed 50 students during the recruitment of the School Security Police (PKS). Sexual harassment that occurs in schools does not only occur in high school or vocational students but also elementary students. The online news metronews.com also reported that an elementary school teacher who had sexually harassed was arrested in Bogor. Sexual harassment by teachers also does not only occur at school but outside of school Monday, August 14, 2017 detiknews.com writes that teachers send pornographic chats to their students.

The lack of teacher figures who are nurtured and imitated is because most teachers carry out the transfer of knowledge task, not many have done transfer of value. On the one hand, the curriculum emphasizes the importance of internalizing character in students, while on the other hand, the cultivation of character values for teachers is not done much. For example, in MGMP activities, teachers are given technical pedagogic training (compiling lesson plans, making assessment forms, etc.). The MGMP should also be given material for internalizing character as a teacher.

The reality of the technical MGMP is also almost the same as the PPG curriculum. In the PPG curriculum, workshops and assistance in the preparation of lesson plans are prioritized, teaching materials, assessment formats, scientific works, methods, and others. Then, what about the character formation? This question is important because the teacher is not only a technical worker but as a model for students both at school and in the community and family. So, teachers are not only asked to be qualified from the cognitive aspect but must be able to maintain their integrity as a teacher.

LPTK as forming teacher candidates through the program (PPG) must have the right way to be able to shape teachers according to the future. Not only producing prospective teachers who have competence in planning, implementing, and assessing learning, following up on assessment results, conducting mentoring and training of students as well as conducting research, and able to develop professionalism in a sustainable manner.

However, LPTKs must have a clear curriculum based on KKNl standards in forming teacher candidates through the PPG program. It is known that the profession has one

level higher than the S-1, especially the S-1 in education. Profession as a higher level than S-1, it is important to improve the indicators in shaping teachers for a future full of Z generations. Generations that cannot live without internet, cell phones or iPods. The generation that wants everything to be instantaneous without the need for a process. The crisis generation analyzes an issue.

What kind of teacher is expected in the future? The figure of a teacher who has intellectual, emotional, and spiritual intelligence. In the future, teachers will not only encourage, guide, and provide learning facilities for students, but try to guide and improve the perfection of all potential in students and bring students to become students with high integrity and able to compete nationally and internationally.

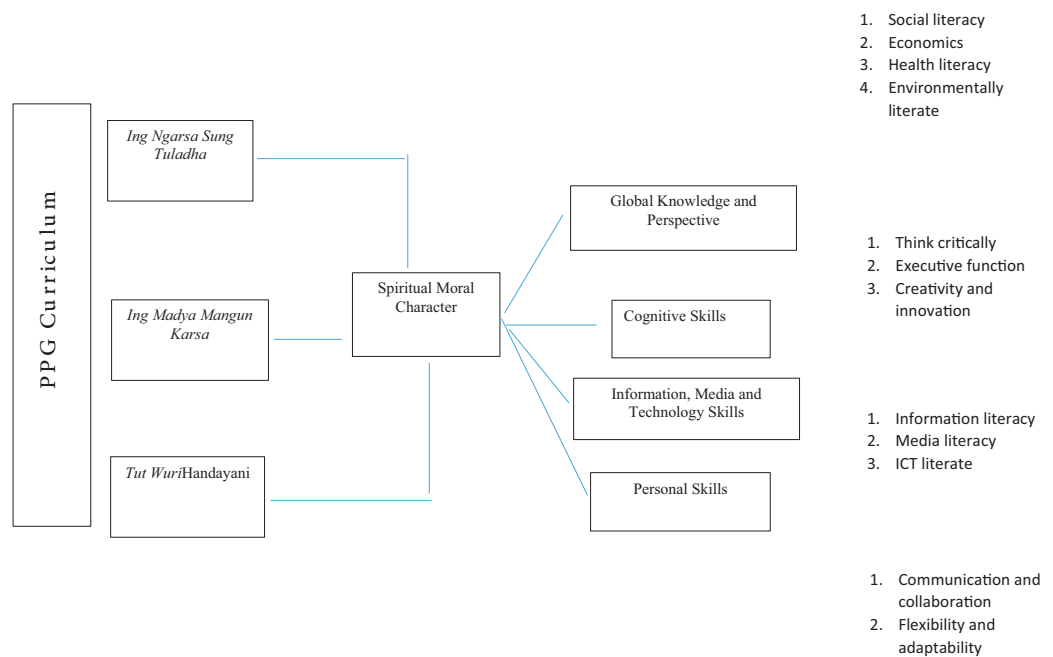


Figure 3

PPG Curriculum Scheme for Future Teachers

2.8. Closing

Future teachers are teachers who are willing to make changes for the better, creative, innovative and fun in educating their students in 21st century learning while still upholding the spiritual and moral character. In the future, teachers will not only encourage, guide, and provide learning facilities for students but will try to guide and improve the perfection of all potential in students and bring students to become individuals who are not only intellectually intelligent, but emotionally and spiritually intelligent, so that teachers become people who are truly respected. and ordered.

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