

**COURSE HAND OUT ON  
FOUNDATIONS OF EDUCATION**

**PREPARED BY  
A TEAM OF LECTURERS OF FOUNDATIONS OF EDUCATION COURSE**



**DEPARTMENT OF PEDAGOGY  
FACULTY OF EDUCATION  
INDONESIA UNIVERSITY OF EDUCATION**



**A. COURSE IDENTITY**

1. Course Code : IP300
2. Credit Hours : 2 Credit Hours
3. Course Status : It is obligatory for all education students to take this course

**B. OBJECTIVES (Expected Competences)**

By the end of this course, students should be able to comprehend the various concepts of education, characterized of scientific, philosophical, or juridical qualities, positive attitudes towards education, and above all, able to apply the various concepts appropriately during practice and at any further educational level.

**C. COURSE MATERIALS****1. The Concept of Education Foundations****a. Definition of Foundations of Education**

Education is characterized of normative values which should be guaranteed. Therefore, the educational practices should be well and consciously organized. This implies that, educational practices should have a basis that leads to firm concepts, appropriate goals and targets, relevant curriculum, with efficient and effective procedures. It therefore means that before implementing any educational practice, the learners have to do educational research in order to understand education foundations.

A foundation is a basis, pillar, or focal point. The base or the focal point can be a material thing, such as the aeroplane landing pad, and it can also be conceptual, such as the education foundations. The foundation made up of concepts is identical with assumptions.

Educational practice is one's activities, or activities of a group of people, or an institution with the intent to help them achieve their educational goals. The activities include: education management (macro and micro), educational activities (such as counseling, teaching, training, etc). Therefore, the study of education is one's activities or activities of a group of people in an effort to understand the education field.

Based on this explanation, it can be concluded that the foundations of education is made up of conceptual basics; collection of assumptions used as a basis or focal point in the process of implementing the educational practices and or educational research.

#### **b. Types of Foundations of Education**

There are several types of foundations of education, they include:

- foundations of religious education
- foundations of philosophy of education
- foundations of science of education
- foundations of juridical education

The various foundations of education can be identified based on their characteristics, such as: (1) a descriptive educational foundation; and (2) a prescriptive educational foundation.

#### **c. Functions of the Foundations of Education**

The main mission of this course is not about developing technical procedural skills of specialization, but it aims at the development of educational views that are related to the general assumptions of education, which should be chosen and adopted by the lecturers. Therefore, it can be their basis on seeing and behaving.

Many of the education concepts chosen and adopted by teachers or candidates preparing for the teaching profession function as conceptual references in educational practice and research. In other words, the

function of the foundations of education is to act as a base, or point of reference the practice of educationa, and research. Besides, the course will also avoid unnecessary education problems.

## 2. Human and Education (Antropological Foundations of Education)

### a. Human-beings in different Dimensions

Human beings are God's creatures. This is, a clear basis of our belief that God s the Creator. In philosophy, this statement is supported by ontological arguments, cosmological arguments, theological arguments, and moral arguments. Besides, in reality, this can also be proved by the happening human phenomenon. Human is a unity of both the physical and spiritual parts of the body existing within a spacificed period and time, aware of self, has instinc, desire, and goals of life. The human-being also has the potential of belief and piety to God, potential to do good deeds, potential of creative power, intention and work. However, because of the natural desires and/or because of negative influence, human beings also have the potential to commit wrong deeds. During man's life time there are varying dimensions of existence, that s; individualism, social, cultural, moral, and religious. These facts show that there are dimensions of intraction or communication, history, and human dynamics.

The history dimensions shows that the existence of a human-being is closely related to the past, and directing to the future. In other words, one is on a journey in life toward self-development.

Ideally, human beings should be able to fulfill their needs, to live healthy, be able to control their natural appetite, and able to use their potentials optimally. Also, they should be responsible and be able to perform their social, culture roles, and to believe and be pious people. Thus, they are able to interact in a mono-multi dimension way, and to

achieve their life goals. In short, the existence of human-being is to be human.

**b. Human as Creatures which Should be Educated, and able to Educate themselves, as Creatures with the capacity to be educated**

To be a human, someone should be educated and able educate one's self. That is the reason why M. J. Langeveld (1980) calls human as *animal educandum*.

There are three antropological principals which basically explain the necessity for educating a human-being, following is provided: (1) *historical principal*, (2) *idealistic principal*, and (3) *factual or possibility principal*.

In addition, there are five antropological principles which explain the statement that man can be educated, (1) *potentiality principal*, (2) *dynamic principal*, (3) *individuality principal*, (4) *social principal*, (5) *morality principal*.

**c. Education as a Tool for Humanization**

People's existence, makes them to be human, and by being a human-being of course calls for education, so the essence of education is for humanization.

In a process of humanization, education should be prepared to develop any human potential. All those potentials should be fully and integratively developed in the context of morality, individuality, social, and cultural. So that, education should be implemented along-side life. Besides, the material and the education regulation must be chosen based on the assumption about the essence of being a human being.

**3. Definition of Education**

**a. Definition of Education based on the Scope**

Based on the scope, education should be defined in its broad sense and the narrow sense.

### 1) Education in the broad sense

Life is education, and education is life. This means that education is all one's learning experiences in any given environment during life time, and influenced positively toward the growth and the development of an individual. In the broad sense, education has some characteristics, which include:

- The aim of inherent education is not determined by a second party but by the individual concerned, so it is from within and not from out.
- Education takes place at anytime, meaning education is long life (long life education). Therefore, education has a direct relationship with the human-being but characterized of varying dimensions, that is: human relationship with God, fellow human-beings, nature, and one's self.
- In the multi-dimension relationship, education takes place both intentionally and unintentionally in many forms of activities, actions, and events.
- Education is dedicated to everyone. It's a right to individuals, children, adults, and even the self directed learner.
- Education is not limited to the school environment. It takes place at home (family education or home schooling), school, community, and in any other places where man exists.
- Education not limited to professional education.

### 2) The Limited Understanding of Education

In a limited understanding, education is identical with schooling, that is the controlled formal education.

Based on the above, limited education has some characteristic, as seen below:

- The aim of education is determined by another person

- The period of study for each learner has already been determined. It is for a stated time (termination period or graduation period).
- Education is accomplished in a school or in any special institution which is intentionally designed in a context of school education program.
- Education is only for learners (students, college students) from a formal education institutions (school, university).
- Education is performed in form of programmed teaching-learning process, which is formal and controlled.
- The educator is only limited to professional educator, instructor, or teacher.

**b. Definition of Education based on Monodisciplinary Education**

Each branch of academics has different formal objectives. A study toward those formal objectives results into certain concepts that have 'identical' meaning to education.

- Based on sociology approach, education is identical to socialization.
- Based on antropological approach, education is identical to enculturation.
- Based on economy approach, education is identical to human investment.
- Based on political approach, education is identical to civilization.
- Based on biology approach, education is identical to adapation.

**c. Definition of Education based on the System Approach**

System approach is an application of system view or system thinking in order to comprehend and reveal problems. Thus, applying system approach in understanding education, where education is defined as solid units of interacting components to perform certain functions in order to achieve the objectives of education.



Considering its origin, education is categorized as a man made system, whereas if seen in the angle of the relationship with the environment, education is categorized as an open-system.

Education (education system) is in a grand-system (major system), that is the Society. Besides the education system, with the education system it 'self, there sub-systems, such as economy, politics, defense, ssecurity, and so on. Since education is an open-system, therefore it takes its input from the society and also provides the output to the society. This implies that education is of influence and has relationships with other systems in society.

As stated by Philip H. Coombs, there are three main inputs of the community to the education system, they are:

- Knowledge, aims, and values in society
- Inhabitants and the man-power
- Economy or people's income

Those main inputs are selected based on the aims, needs, effeciency, and the relevancy toward education. They are also selected bases on certain values and norms bearing in mind normativity of education. The results of from the selection is then taken and accepted as an input from the community to the education system. The inputs to the education system are ddifferentiated based on three types, such as:

- *Raw input*: learners.
- *Instrumental input*: curriculum, educators, among others.
- *Environmental input*: weather condition, the safety of the sorrounding, and so on which influences the education process intentionally or unintentionally.

The selected education inputs form the education components. Here, differentiaton is made such that each component is of a certain function. Based on the fact that education is a system, implementation

of each function is directed toward the achievement of the determined education goals.

Philliph H. Coombs identifies twelve education system components, such as:

- *Objectives and priorities*: to give direction to the system
- *Learners*: to learn until accomplishing the aims.
- *Management*: to plan, coordinate, direct, and assess the system.
- *Structure and schedule*: to manage the time and categorize the learners based on certain goals.
- *Content or curriculum*: as a material that should be learned.
- *Educator (teacher)*: to provide the materials, build learning condition, and to operate an education.
- *Learning aids*: to create an interesting, fully-equipped, varied, and easy teaching-learning activity.
- *Facilities*: as a place to provide education.
- *Quality control*: to control the regulations and education standard.
- *Technology*: to ease the learning process.
- *Research*: to develop knowledge, performance system, and work result.
- *Costs*: to make better the education process, as a guideline to efficiency system.

In the education system there is transformation, the real process of change of the *raw inputs* into *outputs* in order to achieve the goals of education. Hence, all the education components are expected to carry out their functions and should work together if success is to be achieved. Thus, at last, it will maintain the existance and improve the quality of education.

#### 4. Education as Knowledge and an Art

Education must be followed; therefore, a scientific study should lead to education. In other words, in the education practice there is application of knowledge. Because of this, there is an assumption that each person can be an ideal educator if he/she learns masters and applies the knowledge acquired. On the other hand, others assume that education is an art, so only a talented person could be an ideal educator. In this view, education is seen as an individual creation that engages feeling and personal values.

##### a. Definition, Characteristics, and Classification of Knowledge

The word *ilmu* emanates from an Arabic word *alama* that refers to knowledge. In Latin knowledge is referred to as *scire*. There are several kinds of knowledge, among them include: *revealed knowledge*, *intuitive knowledge*, *rational knowledge*, *common sense knowledge*, *empirical knowledge*, and *authoritative knowledge*. Other categorize knowledge include: *scientific knowledge*, *philosophical knowledge*, and *religious knowledge*.

In reality and operational manner, knowledge expresses three points, that is: (1) the body of knowledge, (2) a body of systemic knowledge, (3) findings of scientific work. Knowledge is scientific work that is as a result of a scientific study or method. It has some characteristics, which include:

- The object for the scientific study is limited to what is felt by people. Every form of knowledge has material and formal object. Some branches of science may have the same material object, but different formal object.
- A scientific method is a procedure and a planned design for problem-solving. It is a composition of the rational and the empiric approaches. The research outline is a process of logico-hypotetico-verification. In other words, it is qualitative.

- The contents of knowledge can be in a form of concepts, axiom, postulate, principles, law of theories, and model. Closely related to this, knowledge is objective, descriptive, detailed and systematic.
- The function of knowledge is to explain, predict, and control other forms of knowledge, which can be classified into; *natural science* (naturwissenschaften) and *human science* (geisteswissenschaften). Other classifications are: *social science*, *behaviour science*, and *formal science*. Some classify knowledge as a *pure science* and *applied science*.
- The field of education as a source of knowledge uses others forms of scientific knowledge which act helping sources. Lastly, M. J. Langefeld (1952) says that as an autonomous source of knowledge, education plays a role of a ‘host’, and the other sources of knowledge as the ‘invited.’

M. J. Langefeld (1952) classifies knowledge of education (knowledge of teaching) as:

1) **Theoretical Teaching Knowledge, which consists of:**

- Knowledge for Systematically Teaching
- The History of Education
- Knowledge of Comparative Education

2) **Practical Teaching Knowledge, which includes:**

- Didactic/methodology
- Family Education
- Church Education (Religious Institution)

Whereas, Redja Mudyaharjo (2001) classifies knowledge of education as:

1) **Knowledge of Macro Education**, which covers:

- Knowledge of Administrative Education
- Knowledge of Comparative Education

- Knowledge of Historical Education
- Knowledge of Demographic Education

2) **Knowledge of Micro Education**, which covers:

- General Teaching Knowledge
  - Theoretical Pedagogy
  - Knowledge of Psychology of Education
  - Knowledge of Antropology of Education
  - Knowledge of Economics of Education
- Specific Teaching Knowledge
  - Knowledge of Schooling
  - Knowledge of Non-Formal Education
  - Knowledge of Orthopedagogic Education

**b. Education (Teaching) as an Art**

Educational practice is an art. The reason is that educational practices involves feeling and full realistic values. So, Gilbert Highet (1954) compares educational practices to someone who is painting something, composing a song, making a flower garden, or writing a letter to a best friend. Next, Gallagher (1970) states that the art of teaching is: (1) a genius ability that is limited to only certain persons, (2) they can not explain sistematically how they perform that ability.

Educational practice is admitted to be an art. This implies that, the main function of teaching is to create a unique, real, and useful thing. Besides, an educator should be creative. The teaching procedures is used as a guidance, because the most important thing is to improvize. Therefore, the educators should pay much attention to the learners' characteristics. The assumption education has as an art could not change the acknowledgment that education is a knowledge. Ideally, education is a unit of knowledge (of education) and art.

## 5. Foundations of the Philosophy of Education

### a. Idealism, Realism, and Pragmatism

#### 1) Idealism

- *Metaphysics*: The philosophers of idealism claim that the essence of reality is spiritual.
- *Human*: A human being is a spiritual creature. A human is also a thinking creature, has life purpose, and lives with clear moral rules. Humans have the ability to think rationally, thus they are able to decide something.
- *Knowledge*: Knowledge is acquired through re-reminder, or thinking and by intuition. Truth may be acquired by people with good thoughts, most people are able to reach opinion level. To check the validity of knowledge, we use coherence or consistence test.
- *Value*: Human beings are ordered by imperative moral value based on absolute reality. Value is absolute and fixed.
- *Curriculum/Education Contents*: Developing thinking ability through liberal education, preparing work ability through practical education.
- *Education Method*: The main method is dialectic method, and minimize the use of physiological points on learning.

#### 2) Realism

- *Metaphysics*: The philosophers of realism look at the world in a material form and well-managed beyond people's wish.
- *Human*: The essence of being a 'human' is based on what you are. Thoughts and spirit are complicated organs which are able to think. Human can be free or not.
- *Knowledge*: Knowledge is obtained through life experience and thoughts. The universe comes without depending on thoughts,

and human can not change the principle of independence. The correspondence theory is used to check the validity of knowledge.

- *Value*: Human's behavior is managed by law and tested wisdom.
- *Curriculum/Education Contents*: The curriculum should be comprehensive, including: science, mathematics, humanism, social sciences, and values. It contains liberal education and practical education. And the curriculum is systematized based on the subject matter.
- *Education Method*: It should be logical and psychological. Habitual actions is the main method.

### 3) Pragmatism

- *Metaphysics*: It is anti-metaphysics. A general theory about reality is not possible and unimportant. The real truths are physical, plural, and changing.
- *Human*: Human is biological, psychological, and social evolution. Every human was born immature, powerless, not provided with languages, beliefs, ideas, or social norms.
- *Knowledge*: The real knowledge is obtained through experience and thinking (scientific method), and also useful for life (instrumentalism). Knowledge is relative.
- *Value*: Human's behavior is determined experimentally. If it is useful, the behavior is good (experimentalism), so that value is relative and conditional.
- *Education Purpose*: Education is long life, a continuing reconstruction process which is accumulated through experiences and a social process. The purpose is to get useful experience in order to be able to solve problems.
- *Curriculum/Education Contents*: The curriculum contains tested experiences, which are appropriate with the learners' needs and

interests, and do not separate liberal and practical education. It is focused on present and future, and also democratic.

- *Education Method*: It gives priority to solving problems, investigation, and invention.
- *Educator's Role*: To lead and guide learners without ruining their needs and interest.
- *Learner's Role*: As a complicated animal able to develop.

### **b. Foundations of the National Education Philosophy**

The foundations of the national education is Pancasila. It means that whichever ideology of education philosophy explained, the main basis is still Pancasila.

- *Metaphysics*: Everything comes from God. In reality, the life of Indonesian people is based on *Pembukaan UUD 1945*, as follows: (1) Indonesia is a free, united, authorized, equitable and wealthy country; (2) to protect the whole nation of Indonesia; (3) to develop the people's wealth and improve the whole national education; (4) to participate on the law and order of world based on freedom, peace, and social justice. It can be concluded that God is a First Cause of reality. Reality is not given and final, but it is brought into reality by society.
- *Human*: Human is God's creature. And human is a unity of physic-spirit, as an individual and social human being (mono-pluralism). Besides, the nationalism, internationalism, democratism, social justice are admitted in human existence.
- *Knowledge*: The real knowledge is obtained through experience, thoughts, and full comprehension.
- *Value*: Human's behavior is determined by the values from God, public's importance, and pure heart.



- *Education Purpose:* Education has purpose to build the learner's potential to believe and piety in God, doing good deeds, well-educated, creative, and be a democratic and responsible citizen.
- *Curriculum/Education Contents:* The curriculum is managed based on the education level, which is considered: (1) developing faith and piety to God; (2) improving noble characters; (3) expanding potential, quotient, and learner's interest; (4) enhancing the variety of local and environment potential; (5) advancing the building of local and national development; (6) fulfilling the demands of working needs; (7) building up the knowledge, technology, and art; (8) religion; (9) enriching the dynamic of global development; (10) upgrading the national unity and nation values.
- *Education Method:* It focuses on active learning (Cara Belajar Siswa Aktif-CBSA) and multi-methods.
- *Educator's and Learner's Role:* It holds the *Ing ngarso sung tuludo, Ing madya mangun karso, Tut wuri handayani* Principles.

## 6. Foundations of Educational Psychology

### a. Individual Development and Influenced Factors

Each individual goes through the process of growth, a regular change since the conception until death. The development of a person takes place in a form of maturation and learning.

Psychologist describes the stages of development of an individual. In each stage, there is a development task that should take place. Robert Havighurst is one of the psychologist who offers the theory of individual's development. Thus, the implication of individual's development toward educator's treatment can be learned from Suterly and Donely (1973) and Krogman (1972).

In education, the educators should explain the theory of individual's development in order to achieve a successful learning. The assumptions are:

- The role of educators is to help the learners to finish the development tasks based on their level.
- The stage of learners' development is the implication of their ability and willingness to learn.
- The more successful learners are in accomplishing their development tasks in each stage, means the more successful they accomplish the next development tasks.
- In general, the deviation education on the development stage will lead negatively to the learners afterwards.

#### **b. The Influence of Heredity and Environment toward the Individual's Development**

There are some theories about the influence of heredity and environment toward the individual's development, such as nativism, empirism, and convergence. The nativism and empirism ideology has their own strengths and weaknesses. And the convergence ideology solves the problems from both ideology, and it is followed by many educators

#### **c. Learning Theory**

The role of educators is to facilitate and motivate. That is why educators should understand well how learners should learn, and understand about learning theories.

There are three main learning theories, they include: *behaviorism*, *cognitive*, and *humanism*. Yelon da Weistein (1977) describes these three theories and their implications in education, in relation to the principles of individualisation, motivation, methodology, education purposes, the efforts to make an effective teaching, learners' participation, and learners' learning activity.

## 7. Foundations of Sociological and Antropological Education

### a. The Individual, Human beings, and Culture

Individu is a whole human, unique, and an autonomous subject.

*Ralph Linton* describes society as a “group of humans who live and incorporated with long term objectives, so that they are able to manage themselves as a whole society within a certain boundary”. Whereas, *Selo Sumardjan* portrays society as “a group of people who live together, and produce culture”. As stated by *Koentjaraningrat* (1985) that “culture is a the unity of ideas, actions, and creation of system of human beings, which are used as personal stuffs, in order to live in a society”.

In a society, there is a social structure, and in that structure, each individual has status and should accomplish their roles. In accomplishing their roles, each individual does the social interaction and action. Their social actions must be relevant to their status and roles, based on the valid values and norms of the society, in intention to build comformity. If they did not do so, the individual will be reputed doing deviant behavior, and there should be social control to manage them.

Fundamentally, human is a societal and cultural creature, and the society expects the individual to do so. However, human could not socialize automatically, so they do the socialization and enculturation. It is intended to avoid deviation act toward value system and society norms.

### b. Education, Society, and Culture

To fulfill their needs, a society builds or has a social regulation, and of the regulation is the education regulation. It functions to do the socialization or enculturation.

There is a strong relationship between education with society and cultures. Culture determines the directions, content and education process (socialization or enculturation). Education has functions to do the conservation or creation (a, innovation) for society and culture.

Based on that phenomenon, it is obvious that there is a relationship between education and the alteration of socio-culture aspects, for example economic life, social stratification, and social mobility.

### **c. The Patterns of Social Education Activities**

The social education activities can be identified into three patterns, such as: (1) Nomotetic Pattern; (2) Ideographic Pattern; (3) Transactional Pattern.

Jaeger (1977) differentiates education activities pattern or socialization into two extreme pattern, as follows: (1) Repressive Socialization, and (2) Participatory Socialization.

Hagreaves distinguishes the pattern of teacher's treatment to students into: (1) Lion Tamer; (2) Entertainer; and (3) Romantic.

## **8. Foundations of History of Education**

The socio-culture background of Indonesian society has an implication toward the implementation of education. Based on this issue, the socio-culture background on a given period should be understood to comprehend the education situation.

The information on the socio-culture background and education in the past period can be used as a starting point to run education in the present and in future. Also, the experiences and positive values from the past education should be maintained, and the negative values should be corrected.

Each country and nation has their own history on education. The history of national education can be described as: (1) education since the ancient period to the colonial era of the Dutch (Netherlands); (2) education run by the Community of National Movement as a media to get freedom and

the coordination of National Education; (3) education behind the Japanese militaristic; (4) education in the period 1945-1969; (5) education in the period of PJP I.

## 9. Foundation of Juridical Education

The national education in Indonesia is supported by certain constitutional articles. It is elucidated in the UUD 1945, UU RI No. 20 Year 2003 about National Education System, UU RI No. 1 about Teacher and Lecturer, Perpem RI No. 19 Year 2005 about National Education Standard, and so on.

In the opening of UUD 1945, it is written implicitly and unimplicitly that the national aspiration in education is to sharpen national minds. And in the Chapter 31 (Article 3) states that “The Government should do all it requires to implement the national education system, to sharpen the nation’s minds, as in the constitutional acts.

Since 8th of July 2003, the government has declared the UU RI No. 21 Year 2003 as the replacement of UU RI No. 2 Year 1989 about national education system. It contains the definition of education, national education, and the national education system; general vision and mission, the purpose of national education, and the principles of implementing education; the rights and obligation of citizen, parents, national society and government; track, type, and the unit of national education; curriculum, the medium of language (of instruction), learners, educators, and the educational personnels; the facilities and the infrastructure of education; society’s role in education; evaluation, certification accreditation, and the national education standard.

The Act No. 19 Year 2005 about National Education Standard has established the definition, scope, function, and purpose of national education standard; content standard; process standard, graduate’s competence standard; the standard of educators and educational

personells; the standard of facilities and infrastructure; the standard of management; the standard of expenditure; and the standard of education assessment.

Moreover, the Act No. 14 Year 2005 about Teacher and Lecturer has established the regulation about: teachers, roles, functions and purposes; profesionalism principles; qualification, competence and certification; the rights and obligation of teachers; work obligation and official duty; appointment, placement, transference, and dismissal; training and developing; rewards; protection; leave for absence; the organization of ethical code profession, and sanction.