# Reconstruction of the Learning Paradigm: Future Studies

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**Abstract**. In fact, the reconstruction of the learning paradigm must indeed be carried out in a sustainable manner because the changing times are so fast and can leave the existing learning orientation. This is based on the fact that the aim of the non-existence of educational institutions is one of them to solve the problem of being left behind by humans with changes as a result of new knowledge. Therefore, this research aims to find out the current paradigm which can be used as a new paradigm in the learning system in Indonesia based on existing theories regarding the contextualization of changes in students' knowledge. In addition, this view is also based on the results of recent research on needs-oriented learning systems. The descriptive narrative qualitative method was chosen as the approach in this research with the inductive data analysis method. From the research conducted, the authors conclude that paradigm reconstruction is needed on aspects of learning methods and aspects of management of educational institutions or institutions that are more future-oriented. The orientation in question is a narrow pedagogic orientation towards a more critical pedagogic so that learning is always in context with life. Then ore crossed by educators, where educators are needed to carry out a review of the flow of learning they adhere to as well as student orientation, where in this orientation, students must be given an inability to develop themselves without dictation from the educator so that students can identify what their needs are.

**Keywords:** Reconstruction, learning paradigm

## INTRODUCTION

Education as a system is related to other systems outside of itself. The learning process that occurs in it is a system, but unfortunately the learning system with the old paradigm is still a lot to color in most educational institutions. This of course has led to a high level of disparity between the development and learning needs of students and what is real in the learning space and ultimately it also leads to gaps in the needs of society. The learning system in our education world in Indonesia is based on the old paradigm which places students as learning objects and not as individuals who are active in constructing knowledge and then finding the meaning of their own learning. School seems to be an educational institution that has system

boundaries and is closed or exclusive to the development of human life. The exclusivity of education makes the experience and breadth of learning resources reduced in structured texts that co-opt the thinking of educators and students, as if the falsification of theories and concepts becomes taboo. Whereas according to Adam (2009; 180) that in the outside world (outside of school), there are so many scientific practices that can be a source of learning for students and can even become new theories that can be learned. Furthermore, Adam stated the importance of evidence based practice as a social work of education.

The consequence of Adam's view, demands that educational institutions (schools) must become institutions that dare to open up and identify new paradigms. This is because the phenomenon of changes in the social system that exists in society, both in the macro, meso and micro environment, is often lacking by educational institutions and even if it gets attention, this attention seems not serious so that it represents itself as an institution in a closed system. What students learn is very far from the real world. In fact, the methods of teaching textbooks (content transmission) still dominate compared to inductive construction. Students are in a position that does not have autonomy or self-control over the learning process they receive because they have to follow rules and policies in a rigid discipline format. The learning process is more about pursuing cognitive achievement and success that is measured quantitatively, while educator idealism is shackled for administrative purposes (fixation trap).

Learning as a process seems to be a blackbox that is still secret in the authority of educators. Transparency of the standards process as authorities concealed and legalized in educational institutions shelter is also interested in the administrative assessment outsiders or high levels of the state bureaucracy that shelter. If we still remember how the accreditation process carried out by the National Accreditation Board with generic instruments for various study programs or departments causes inaccurate diagnosis, even though it has been continuously improved, the administrative nature is still far more prominent than pursuing a performance-based implementation orientation.

The practice of learning with the dominance of educator-centered learning methods is a means of protection from the reluctance to change and innovate against existing learning methods or those that are enforced normatively by the system (curriculum). Even though it is not uncommon, the applied method cannot be used as an accelerated tool to meet the development and learning needs of students. Reigeluth (1983: 19) in the taxonomy of learning variables, puts student characteristics as the main focus of the manipulation of learning methods by educators apart from the characteristics of the field of study and the learning objectives of a subject or subject theme. Students and teachers are still in a conventional pattern, namely a power relationship where the teacher becomes the sole ruler in the classroom, the authority they have is not used for the benefit of students as the fundamentalistic goal of education delivery. Another phenomenon is

that students tend to experience cognitive load because of the dominance of content transmission that cannot be generalized and operated in their life arena because it is out of context, even though that's where the actualization space of learning in the classroom is there. Michael Cole in Luis C. Moll (1990: 106) emphasizes that education is an intellectual tool, however, without contextualization, how these tools will be applied in real life will not fail. Meanwhile, from the policy point of view, the education system actually strengthens the conditions with the strong standardization of instrumentation for learning activities.

References for solving learning problems based on instrumentation product data will only lead to fixation of the government's learning quality development program and teacher quality. The real diagnosis in the context of learning interactions is often separated from the attention of the school supervisor, especially the standard process which is fixed in the existence of the National Final Examination. Instrumentation also still appears to subordinate academic interests in several universities, which more or less kill the creativity and academic culture which gradually causes academic decay. A clear example of all of this can be seen from the many activities of the head of study program in higher education which should be academic development but more prominent in the functions and pitfalls of administrative demands that must be fulfilled.

This factor causes stagnation in the world of education and it can be analogized that the development of the education system operates in arithmetic, while changes in the social system operate in a geometric series. This condition ultimately makes graduates of the world of education often experience stigmatization as a "failed product" of our education because in fact they are created as educated unemployed whose numbers continue to increase. The reform era is helpless in transforming this paradigm because it has to face the reality that many government policies in the field of education are "declarative" nuances or may be called "discourse policies" without a clear commitment. The politicization of 20% of the education budget is a lie to the public because it includes elements of salaries and educational personnel allowances, which means that the importance of improving the quality of education is still neglected. The next question is, is it appropriate for such a declarative policy to be supported with confidence that it will lead our education to become independent in supporting the future with its rapid advances? Of course, these conditions make us all move towards advancing efforts by reconstructing learning, especially in SMK as an educational unit which is expected to be the accelerator of these new advances.

**RESEARCH METHODS**

This article uses a qualitative approach; narrative descriptive. Data was taken from various educational literatures / documents, observations and interviews with vocational school teachers and teacher professional organizations and industrialists

in Sinjai Regency, in 2018. The data analysis technique used was inductive data analysis.

**RESULTS AND DISCUSSION**

To answer global challenges and needs, two aspects of the education system require change and assessment to be transformed into a new paradigm for the future, namely learning methods and future-oriented management of education management.

*3.1. Learning Method Aspects*

The learning method must move from a one-way learning communication pattern (hypodermic needle) to be multi-directional. Teachers are not the only source of learning but all are learning resources. Good teachers are those who learn and teach so good students are those who learn and teach. The position of teachers and students is egalitarian, teachers become more collaborators of resources and become learning partners. Teachers are indeed irreplaceable even though technological advances have made multi-directional interaction patterns possible. Learning is an idiosyncratic response that cannot possibly be played by technology like interactions between humans, even though postmodernism spawned the idea of the emergence of a machinic phylum, Robert Pepperel (2009: 4). Learning must put autonomy and learning control on individuals who are learning and grounded in being able to print generations into professional learning. Educators who are professional learning, not just professional teaching, will be able to produce professional learning because their students will project it.

This paradigm shift puts more emphasis on the educational competence of a new system viewpoint and epistemological belief that knowledge and skills are more meaningful when individuals learn to be actively involved in constructing their own knowledge. In its journey, it does not mean leaving the methods under the behavioristic umbrella, but their use has a new orientation in developing learning autonomy. Neo-behaviorism itself arrived at transcendental psychology in an effort to place self-control on learners in responding to the environment and making appropriate adaptations based on personal spiritual experiences. Learning methods that foster self-confidence and good self-concept, are proactive, share information, improve collaboration and communication skills, critical thinking, empathy, understand, and respect differences of opinion and many other positive expectations. Such results are expected to give students the ability to face the realities of life in their daily context.

*3.2. Aspects of Institutional Management*

Management itself moves from operating itself to efforts to build a network. School orientations that are only in the red ocean (playing in the same competition area) will cause in-efficiency due to the influence of the bureaucratic structure. Steve Jobs (2011: 211-212) says that schools must make leaps and bounds by utilizing information technology in voicing values which are local characteristics that the

educational institution wants to build. At this level, educational institutions are included in the blue ocean (adding value), and have a global perspective in developing local wisdom. Online learning resources in the form of knowledge networks, knowledge portals, telelearning, virtual classes, and other forms will move each institution to become a productive knowledge creator, especially research results. Educational institutions do not need to view other institutions as competitors or rivals but as partners who respect each other's uniqueness. The government, as the manager of education, has positioned itself more as a facilitator to maintain the professional identity of educational institutions and educational human resources according to the national character, which has been distorted by various programs that use a project approach.

Implementation is not as easy as turning the palm of the hand, because it involves the support of many parties and many excesses that arise such as changes in the roles of both educational institutions and the roles of educators, students and people who are included in the education system. However, the visionary attitude through the context of this change will provide clarity in the direction of how the education sector can synergize along with advances and developments in technology, knowledge, the business world, and social changes in society with higher quality education output.

1.2.1. Workplace Concept.

The workplace changes from an individual activity (thinking and acting on its own) to a place for mutual cooperation and even a place for initiative. Cooperation can be done in the technological era and even produce something of high value. The workplace even according to Ann Webster (2011: 714) using the term "workplace learning" emphasizes a professional who learns not a development or is concluded to be embbeded, not just following an incidental program of self-improvement. His professional identity is working while studying. Don Tapscott in Macrowikinomic (2010: 07-09) states that there is a new leap in the world from microeconomics to macroeconomics and technology seems to be the basis for professional development. The world of education certainly has to adjust by making changes to the curriculum, but the fact is that students do not get sufficient conditions to learn meaningfully because of an increase in education costs. Implicitly there seems to be a need for a hidden curriculum that can facilitate the pace of learning for each individual, and flexible learning aided by technology enables the fulfillment of needs. The implication is that there is a need to change the paradigm of learning, namely from Time-based to Attendment-based, from Group-based to Person-based, and from Teacher-based to Resource-based.

The main concept that wants to be fulfilled is complete learning which emphasizes continuous learning progress (continuous progress), learning planning for individual needs (personal learning plans customized), performance-based assessment (PBA), and learning-based learning. performance-based learning (PBL). In addition, the learning process is more collaborative (cooperative learning / teams),

using technology as a tool, placing teachers as trainers or facilitators, teaching thinking skills, making meanings and developing interpersonal skills. suggests that learning and educational activities are therefore far beyond school and / or educational institutions. latest ASI. Reigeluth (2009: 14) even states that without a paradigm shift, the reforms that are carried out will be meaningless and will still throw away many potential children in schools.

*1.2.2. Family Concept.*

On the family side there has also been a shift that in the present era, many families as social institutions experience problems with lack of communication among family members, less fulfilled emotional and physical needs, lack of discipline, prefer to control physically and mentally towards others, and care less about one another. . The world of education needs to change the paradigm of the education system which is only oriented towards achieving targets without paying attention to the environment as the context for the ongoing process of education, especially family. Dewey in Alan Orstein (1985: 133) emphasizes the importance of schools introducing students to their society and culture according to their interests, talents, and problems. Specifically, Stephen N. Elliot (2000: 18) emphasizes that family, especially parents, has an impact on children's learning achievement, especially; 1. impressions of the school, teachers, and learning, 2. the activities and involvement of parents in school activities are projected by the child, and 3. parenting affects children's involvement in school.

Education seems to need to pay attention to the environment, maintain communication with parents, and concentrate on the overall childhood which is relatively the newest generation. The consequences of this then; a) Teachers need to pay attention to the focus of responsibility on early childhood education, especially during an important age. b) Teachers are oriented to be responsible for educating all children as a whole, not just those in the school system. c) Each school should limit itself to the number of students or class size to maintain effectiveness in order to create a conducive environment and individual treatment. d) Each student should develop a learning contract (both character and substance) with the teacher and parents to provide context support. The focus of learning seems to shift so that fundamental changes in the education system are needed. There are general issues that arise related to paradigm shift, namely the teaching paradigm must focus on the benefit of students and the need for an organizational structure that is more flexible, multiple choices, and is supportive (supportive) not control of power.

Eunice Fisher in Peter Scrimshaw (1993: 08) even came to the conclusion that effective learning can actually occur if there is an exchange of experiences without input from more knowledgeable sources, teachers can stand behind or allow learners to explore situations according to freedom , or looking for specific situations where teachers and students are partners in an egalitarian position. In conclusion, educational institutions must become a learning system that places its orientation on providing learning experiences, administration, and good governance. Educational

institutions must be able to become agents for the transformation of a learning culture. The community needs to be involved in redesigning the learning system of educational institutions with a more ethical design process (free of political interests) and strengthening the school community to design its own future.

3.3. Future Orientation

3.3.1. Narrow Pedagogy Towards Critical Pedagogy.

Critical pedagogy is an engineering thought that seeks to perfect the pedagogic that we know as pedagogic in the narrow paradigm or black pedagogy in Kurt Singer's term, namely pedagogic which tends to see educational problems solely as technical problems in the classroom. Even though education is not merely learning However, education is also closely related to all aspects of human life in society. Education is not just making students clever at memorizing, but what is more important is making them as humans, or in Driyakarya's terms, education is a process of humanizing humans. Education is a process of hominization and the process of humanizing someone in family life, a cultured society now and in the future (Tilaar, 2000 : 40). With this formula, a narrow view of education will find it difficult to function in building a new democratic and moral Indonesian society.

The above critical pedagogical schools have something in common in their discussion, namely individual empowerment. This is the essence of a democratic society. Of course, the critical pedagogical schools mentioned above have limitations. As Amitai Etzionik reminds us, freedom or individual autonomy is not autonomy without limits but autonomy within a social balance and order that is related to the recognition of core values that are mutually recognized. Function

education in the new Indonesian society is not education that fosters selfish individualism, but individuals whose potential develops so that they can contribute as much as possible for the common interest. That is an individual who lives in Indonesian civil society, who has an identity as an Indonesian as well as a human who lives peacefully with his fellow human beings on this planet earth. By itself education for world peace (world space) is one of the agendas in education to build a new Indonesian society, namely Indonesian civil society.

3.3.2. Educator Orientation.

Successful teachers require diligent investigation and careful preparation of each lesson. From there it is learned that careful preparation is the key to better teaching. Therefore, the teacher who makes the best possible preparation will get the most results. Thus the teacher who is willing to work hard, master well every lesson, will enjoy greater satisfaction in his work. But besides that, the teaching paradigm used also needs more attention because along with the development and progress of Zamant, it seems that the behaviorism paradigm that is widely used by teachers in teaching has begun to be criticized by the development of constructivism as a flow of cognitive psychology (Kauchak, 1998: 6). . The behaviorist viewpoints that learning is changing the behavior of students from not being able, from not understanding to understanding, and the teacher / educator's job is to control the stimulus and

learning environment so that change approaches the desired goals, and the teacher gives gifts or punishments to students namely prizes given to students who have been able to show meaningful changes, while penalties are given to students who do not show meaningful changes.

Therefore, the flow of behaviorism puts the reinforcement process in a very important position for students to achieve the desired change. While the cognitive psychology stream views that learning is developing various strategies to record and obtain various information, students must actively find this information, and teachers / educators do not control the stimulus, but become partners of students in the process of finding various information and meanings. from the information they get in the lessons they discuss and study together (Kauchak, 1998: 6). The constructvism flow developed from cognitive psychology emphasizes its theory that students play a very important role in discovering new science. Constructivism is a flow that develops a view of learning that emphasizes four key components, namely: 1) Learners build their own understanding from the results of their learning not because it is conveyed to them. 2) New lessons rely heavily on previous lessons. 3) Learning can be enhanced by social interaction. 4) Assignments in learning can increase the meaning of the learning process (Kauchak, 1998: 7).

Although it has slight differences, learning theories based on humanistic theory still interpret learning as a learner-centered process, teachers / educators are tasked with helping not directing as is the case with cognitive psychology learning theory. It's just that the flow of cognitive psychology further adds to the function of teachers / educators as guides for students in learning to explore and experiment (Mudyahardjo, 1998: 7). Regarding the role of the teacher or educator, in many places in schools in America, teachers / educators conduct curriculum transactions with their students, namely teachers / educators offer various competencies to students, and students choose and determine for themselves what they will learn. with the teacher. The implication of this transaction is the study of students among themselves to determine the various subject matter materials that they will learn in a certain period. This is what Aldridgedi calls curriculum as transaction and curriculum as inquiry (Aldridge, 2002: 77).

3.3.3. Student Orientation.

Humanization, although a concrete historical fact, is not a destiny that descends from heaven, but the result of an unjust order that gives birth to violence from the hands of the oppressors, which in turn dehumanize the oppressed (Freire, 1968: 28). Freire's expression above emphasizes the main pedagogical differences between conscientizacao and other forms of education. Conscientizacao is not a technique for information transfer, or even for skills training, but a dialogical process that brings individuals together to solve their existential problems. Conscientizacao takes on the task of liberation, and that release means the creation of new norms, rules, procedures and policies.

Liberation means the transformation of a system of reality that is interrelated and complex, as well as changes in several individuals to reduce the negative consequences of their behavior. Based on Freire's thoughts about conscientizacao and liberation education for the oppressed, it is very appropriate to position students in the capacity of individuals who have the freedom to express themselves, develop their creative potential, and develop their intellectual capacity. Students must be placed as a center (center) of educational and learning activities. Teachers / penddik are facilitators, mentors who become partners of students in learning activities. That is the pedagogy of liberation (Tilaar, 2000: 44), is a pedagogy that empowers students in order to build a new society, namely civil society.

3.4. Future-Oriented Implementation of the New Predigm

What output can we expect from a process of educational change towards quality improvement depends on how we implement it, by remaining committed and adhering to the aspects of a new paradigm shift in the education system and stressing it is focused on the following:

a. The education system must be implemented by adhering to the principle of "local content, global orientation" as Don Tapscott's idea in Macrowikonomics.

b. The content and content of the curriculum is based on the creation of holistic competencies (cognitive, affective, and psychomotor) and eliminates the occurrence of fixation processes such as the UAN review.

c. The teaching and learning process must be oriented towards solving real problems in life, not just preaching a text book on the causes of cognitive load and generating an un-school mind. Authoritarian book procurement projects need to be eliminated, aiming for digitizing publications and cheap books with the support of government funds.

d. Human resources involved in the educational process must have the ability to stimulate and develop the multiple intelligences of students (group based to person based), let the virtual tribes develop only in scientific activities. Center your role as an interdisciplinary collaborator.

e. Accessibility to information technology is enhanced in order to create educational networks between schools and other institutions, both through reducing the digital divide and developing ICT literacy.

f. Education management must be school-based that integrates an integrated information system (EMIS) to support strategic administrative processes.

g. The regional government authorities are expected to play a greater role in supporting education infrastructure in accordance with the regional autonomy strategy implemented nationally. The central government provides an example of implementing 20% of the APBN budget in real terms, not in declarations.

**CONCLUSION**

There is an agreement that the "fate" of the success of this nation's children to be able to compete and succeed in winning the competition in all sectors in this global era lies in educational institutions that are supported by an educational system with a new paradigm. Competitive advantage requires the support of the community to participate in growing and creating valuable innovations for the development of the world of education. The absence of innovation causes the world of education to lag behind society's demands, especially the demands of the global community. Indonesia should not produce graduates who lack confidence, are not independent, and are always dependent on other parties. The community's perspective on education must be able to bridge and overcome the gap between the processes, results, and experiences during school with the real demands of life. The concept of education is unlimited education (time, location). Self-marginalization must be prevented by changing the paradigm of the education system towards the desire to make a change towards improvement.

At least in the author's perspective, the future orientation referred to is the need to change the pedagogic paradigm from a classic and narrow one to a critical one. Critical pedagogy is an engineering thought that seeks to perfect the pedagogy that we know as pedagogy in a narrow paradigm, namely pedagogy which tends to see educational problems solely as technical problems in the classroom. Whereas education is not merely learning, but education is also closely related to all aspects of human life in society. Education is not just making students good at memorizing but what is more important is making it a human being, education is a humanizing process. Education is the process of hominization and the process of humanizing a person in family life, in a cultured society now and in the future. Therefore, even this paradigm shift has implications for the need for repositioning of educators and students in the education and learning process.

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