

A CASE STUDY OF A NARRATIVE APPROACH TO AUTHENTIC INDONESIAN EDUCATION: HARMONY BETWEEN EDUCATION AND THE NATURAL ENVIRONMENT

Endro Tri Susdarwono¹, Yonimah Nurul Husna²

Dosen, Universitas Peradaban, Peneliti Independen
saniscara99midas@gmail.com¹, yonimahn@gmail.com²

Abstract

Human behavior can be explained through narrative approach. Related to education, new perspectives are needed. That is why narrative approach is important in this case. Narrative approach How a story that was a history of the past can influence human behavior in the present, in psychology it is part of the study of narrative psychology, a science that studies how stories form these If and personality of a person which in turn form their lives. School is a period of preparation to face life in the real world. Therefore, everything learned in school must be something that will be experienced in the real world. The world that children will face is not the present, but the future. Therefore, schools should prepare children to be ready to live in the real world in the future. Education becomes the foundation for understanding the mystery of human life. We often lead children to reach a point, and when we miss the target, time cannot be reversed. For that, the best way is to condition the child to find infinite points throughout his life so that by itself he will reach a point that was never before in our shadow.

Keywords: authentic education, education, narrative approach, school

Introduction

It is the desire of wealth, not the desire of knowledge, that drives the need to increase technological capabilities and the realization of its products (Lyotard and Francis, 1989). Education is a discourse, in which scientific attitude, objectivity, critical attitude, freedom of thought, and free thought become the foundation for its development. However, when education becomes an instrument of power, it becomes a discourse of systematic creation of total compliance with power itself. Education becomes a systematic tool of control of mind and soul (mind). Everyone's mind - rather than being allowed to develop freely, productively, and dynamically - is imprisoned in a mind trap, which limits its range of motion, which inhibits its freedom, which kills its creativity.

There are at least two mind traps that prey on the life force of an education system. First, the power trap, when education becomes an extension of a power system. Second, the economic trap, which is when education becomes part of a commercial and economic system, which makes it a commodity to be traded and then trapped in the system (Piliang and Yasraf, 2006).

When education becomes an economic tool or total commodity, it will be trapped in the mechanism of the commodity itself. Theodor Adorno & Max Horkheimer in their book *Dialectic of Enlightenment*, said that when everything (including Education) is trapped in the commercial system, it will also be

imprisoned in what he calls the culture industry (Adorno, Theodor & Max Horkheimer, 1979). Adorno & Horkheimer uses this term to explain the phenomenon of fascism of the mind, namely the organization of society and its mind centrally from above and the uniformity of their minds through various mass media and commodities. Culture industry is a form of community command from above, like fascism. As stated by Adorno & Horkheimer, "everyone must behave. . . in accordance with the conditions that have been designed and set for them before." For Adorno & Horkheimer, the culture industry is nothing more than a new form of dehumanization through culture, a form of cultural violence.

Although Adorno & Horkheimer see the phenomenon of regulation (thoughts, behavior, tastes, lifestyles) of this centralized and totalitarian society in consumer societies, the same patterns also apply in the world of Education, as a tool of state ideology as well as economic tool. In this case, the imposition of education to produce graduates who are only ready to work in the industry (link and match), is a form of cultural violence. The Education System forces everyone to become a worker, screw in an industrialized machine. This kind of education structure will only hamper the mentality of leadership, leadership, and entrepreneurship - a mentality which is very important in building development human beings in a developing society such as Indonesia.

When education becomes part of a totalitarian system of power - both political power and economic power - it will transform into a total institution, as Erving Goffman said in his book *Asylum: Essays on the Social Situation of Mental Patients and Other Inmates*. A total institution is an institution that controls the total time, interest and attention of the people in it by conditioning them to live in a world created for them. Institutions (education) of this kind have a tendency to dominate totally, for example fencing each form of social relations with the outside world, limiting gestures and behavior, directing ways of thinking and thinking, controlling life values and ideology (Goffman and Erving, 1987). When education, for example, becomes an instrument of political power, then it becomes part of the institution of total power. When education becomes an instrument of economic power (commercialization, industrialization), then it becomes part of total economic institutions, such as capitalism.

Field Education is a very broad object. The scope covers all human experiences and thoughts about Education. If we study papers that discuss Education, both the Science of Education and the philosophy of Education, we will find a variety of different understandings or descriptions of Education. The discussion generally revolves around the basics and objectives of Education, the Education process, Educational material, and ideal policies as well as operational policies. This happens because the approach used by each writer is different. They might use a philosophical approach, maybe a scientific approach, maybe even use a religious dogmatic approach.

Education in a special sense is only limited as an adult effort in guiding minors to reach maturity. After children become adults with all its characteristics, then education in this particular sense illustrates the efforts of education that is centered in the family environment. Education in a broad sense is a human effort to improve the welfare of his life, which lasts throughout life. Henderson argues (Henderson and Pettern, 1959):

“But to see education as a process of growth and development taking a place as the result of the of the interaction of an individual with his environment, both physical and social, beginning at birth and lasting as long as life itself a process in which the social heritage as a part of the social environment becomes a tool to be uses toward the development of the best and most intelligent person possible, men and women who will promote human welfare, that is to see the educative process as philosophers and educational reformers conceived it.”

According to Henderson, Education is a process of growth and development, as a result of the interaction of individuals with the social environment and the physical environment, lasting throughout life since humans are born. Social heritage is part of the

community environment, is a tool for humans to develop the best and intelligent human beings, to improve their welfare.

From the notions of Education above there are some basic principles about Education that will be implemented:

First, that education lasts a lifetime. Education efforts have been started since man was born from his mother's womb, until he died, as long as he is able to accept the influence and can develop himself. A consequence of the concept of lifelong education is that education is not identical with schooling. Education will take place in a family, school and community environment.

Second, that the responsibility of Education is the responsibility of all human beings: the responsibility of parents, the responsibility of society, and the responsibility of government. The government must not monopolize everything. Together with families and communities, the government tries as much as possible so that Education reaches its intended goals.

Third, for humans Education is a must, because with Education humans will have the ability and personality that develops, which is called a whole human being. Henderson argues that Education is basically something that cannot be avoided by humans, an action that "should not" not happen, because Education is guiding the younger generation to reach a generation that is better.

Research Methods

Why history of the past can influence present behavior? Human behavior can be explained through narrative approach. Related to education, new perspectives are needed. That is why narrative approach is important in this case. Narrative approach “How a story that was a history of the past can influence human behavior in the present, in psychology it is part of the study of narrative psychology, a science that studies how stories form these if and personality of a person which in turn form their lives (Dahlen, Lange and Smith, 2010)”. “Through narratives humans give meaning to their actions, and through narratives people are able to understand events that are unusual or threatening (Bruner, 1966)”. The study of narrative psychology is not popular yet in Indonesia, but bearing in mind the increasing of extreme violence nowadays, maybe it is time for narrative psychological approach to be developed widely in Indonesia.

Result and Explanation

Education becomes the foundation for understanding the mystery of human life. We often lead children to reach a point, and when we miss the target, time cannot be reversed. For that, the best way is to condition the child to find infinite points

throughout his life so that by itself he will reach a point that was never before in our shadow.

Humans exist because they are full of mystery. If human behavior, professions and expertise can be easily guessed by others, the degree of "humanity" will go down to the level of the findings / assemblies themselves, or even lower than that, and at that level his existence as a human being will soon be replaced by these discovery machines. And it will be valued as a machine, so all treatment to it will be like treating a machine.

Education is to create people who can do new things, not just repeat what the previous generation has done, creative people have creativity, have curiosity. Jean Piaget.

Of all the people in the world, God has divided roles perfectly. And nothing is the same. The findings of the inventors cannot be developed by the person concerned so that it is needed by others who act as processors, transferers (teachers), workers and sweepers. When all the roles are played well by each according to their potential, then there is a balance. If anyone denies it, wait for "the end."

That's an example of how the work of the law of conservation of energy in human life. God never knew the product failed in creating humans. Never say "stupid" to a human child because we have actually insulted the Creator. When we eat cake, and the cake is bitter, surely what we say is not professional is the cake maker. This analogy is suitable as a supposition, when we insult humans, it means to insult the Divine.

School is a period of preparation to face life in the real world. Therefore, everything learned in school must be something that will be experienced in the real world. The world that children will face is not the present, but the future. Therefore, schools should prepare children to be ready to live in the real world in the future (Anas and Zulkifli, 2013).

Education with economic perspectives in real time shifts the function of being a labor printing machine both on a local, national and international scale. Economic perspective education will give birth to HR-oriented individualists (for self-existence in life), materialists (satisfaction of enjoying material) and liberals (adheres to freedom of behavior, opinion, ownership and belief). In the end, it will form a generation that does not make a positive contribution to nation-wide development that delivers national independence in the international world. In other words, an economic perspective education will form generations that always maintain the nation's dependence on developed countries as long as the interests of individuals and their communities are not disturbed. How is it that this nation will be able to compete in a balanced way let alone occupy a superior position with developed countries (Rohman, Arif and Wiyono, 2010).

Educational Implications of the era of globalization in the millennium requires the world of education to be able to provide opportunities for every individual in embracing their knowledge, skills,

values, and attitudes as their provisions to enter global competition. Along with providing opportunities as wide as possible, what is equally important is providing meaningful education. Only with meaningful Education can students gain the stability of life skills to obtain life and life, while Education that is not meaningful (meaningless learning) will only become their burden on life.

The 21st century is the conceptual century, the high concept and high touch century. In the future, humans who are able to survive and will succeed are "mysterious" humans whose expertise is unpredictable, they can perform best at any time and in any situation. Every time it appears, its existence is marked by ideas that are always new and full of surprises. Every second he appears with different results. This ability cannot be copied so that it cannot be replaced by even the most sophisticated machines or computes.

These people really use unlimited "brain and heart" power. This person is well aware that the brain power given by the Divine is unlimited. Experts acknowledge that until whenever there would be no human creation tool capable of measuring the strength of the human brain.

Wild thoughts, reverse logic, doing something unusual, and letting each person be consistent in being self will strengthen the true self and position the person concerned to his nature as humans are created different from one another. Each individual was created to carry their respective missions such as planets with their own uniqueness but consistently carry out and maintain the honor of their respective orbits. Then how do we build a beautiful Simponi from diversity of views, that's the new style of consensus.

This thinking has the consequence that differences of opinion must be maintained. Deliberation to reach consensus does not mean uniting different thoughts, but conditioning each planet to remain consistent in its orbit. Consistency in each orbit will build a strong system and eliminate egoism automatically. When each is consistent in its orbit there will be a balance, and the balance will produce harmony (Sadulloh and Uyoh, 2015).

A. A Narrative of Authentic Education: Part 1

My child, this world is as big as what we have in mind. This vast universe will become narrow when you narrow your horizons of thought. The mountain feels higher and harder to climb when your mind says "how high is the top of the mountain, and I will never be able to get there." You really will never get there.

My child, this universe is without limits. Just as the human brain is boundless, the negativity is unlimited. Use it to break hard corals, climb high mountains, sail across vast and free seas. free your mind from the notion that "all that is just a theory, just beautiful and easy to say, but bitter and difficult to implement." The thought will actually lock your own mind and will narrow your space. It will even stop you. Now it's time to flip the mind. All of that is easy

to do and hard to pronounce. Prove that the implementation is much easier than talking.

My Son, you have to be careful when studying. The number 10 on your report will trap you and narrow your horizons. That number will take you to the comfort zone. Eventually you will be reluctant to get out of that comfort zone. The number 10 has the potential to stop your learning step because there is no higher number than that. Your step length will get shorter when you get 10 for all subjects, because this will take you to a pseudo world that describes as if you were a super and versatile person. This condition will strengthen you to defend yourself in that comfort zone. That means you will "stop" learning in the real sense. You will also be trapped in "pseudo" learning because in order to maintain your position, you will try to do everything possible, including instant methods, such as practice answering questions, strategies for choosing answers, maybe you don't even hesitate to look for shortcuts, whatever its shape. Gradually in you will grow fear of failure. You will be afraid of competition. You will fear that other people's rewards will diminish. And you will view the people around you as competitors, so you will be selfish, unwilling to share, let alone share knowledge.

Conditions will get worse when you prefer to do things that are "easy" to increase the chances of winning, and reduce the chances of losing. This is what will trap you so that you are trapped in instant ways. For that, learn to master the best that can be done. Not learning to get perfect numbers (10). The value will stop at 10, while your abilities are unlimited, and cannot be measured with numbers. There is no single tool that can measure the ability of the human brain. The ability of the brain, the positives are unlimited, the negatives are also infinite.

John Dewey, philosopher and Education expert, likens IQ tests to the preparation of his family to bring cattle to market. To find out what the price of the livestock is, the family places the animal on one end of the scale board and places a stack of bricks on the other end of the board which will make the board balanced. Then we try to calculate how heavy the bricks are (Dewey and John, 1974).

John Dewey realizes that the world of Education is dealing with humans, and humans are the "most perfect" creatures created by God, there is no single tool capable of measuring the ability of the human brain, unlimited brain capacity, unlimited positive, negative also unlimited (Dewey, John and Pontoh, 2011).

B. A Narrative of Authentic Education: Part 2

Children's knowledge in nature, often considered "zero" by the school. Because that knowledge is not in the textbook.

Two children were busy rowing the canoe. "This morning, even though the weather was quite sunny, but slowly it looked cloudy and the wind in the sea was blowing harder, of course the height of the sea waves was different from usual", one of the

children reminded his friend. "Yes, we must be careful," said the other one. The two ten-year-old boys are grade IV elementary school (elementary school) students who are getting ready to go to school. Between home and school different islands. Although the distance is not too far, the terrain traversed by the children of this island to get to school really requires dexterity, and dexterity is sharpened through experience.

For them, the conditions of waves, waves and wind that often play their canoes are daily friends. One thing they have to make sure is to position the canoe exactly at the crest of the wave, otherwise they will be swept away. From a distance, visible waves, quite large, with both nimble controlling the boat with a wooden rower, the boat was exactly perched at the crest of the wave, their faces and bodies were soaking wet, however, the books were safe because they were placed on a pole so that they survived the splash of water. A surefire strategy!

We take our hats off seeing their enthusiasm, high waves do not deter their determination to get to school. Incredibly, these two kids are really worthy of being dubbed "young scientists", at least that age they have become "applied scientists." What they do is applied from several theories in Physics, Mathematics, Biology, Language, Social Sciences, Religion, Citizenship education at the same time. They show their competencies well, collaboration, collaboration, calculating and using time, reading and utilizing opportunities, using equipment appropriately, effectiveness, efficiency, confidence, survival, and many more.

The children here are accustomed to rowing their own boat every day to go to school, during the storm season, they skillfully adjust the speed of the boat so that the position of the boat is always exactly at the crest of the wave, otherwise it can be dangerous. "Mightiness" of children wading through the sea every day proves how much they have proven life skills. When they regulate the speed of the canoe, in their brains mathematical calculations flow automatically, not just mathematical calculations, such as physical calculations, forces, friction, momentum, air pressure, Archimedes' law and many others so familiar with their lives. But, unfortunately, everything they have, their enthusiasm and expertise is "zeroed" (ullified) once they are in class. In class, he learns something strange brought from other regions.

C. A Narrative of Authentic Education: Part 3

On another day they study science. Every day it is fun playing in the sea, and they have rich knowledge about marine life, various kinds of colorful small fish to big expensive fish like napoleon, cardinal fish they understand. They are very familiar with the sea and its environment. However, when in class, when asked, "kids, try to mention the types of sea fish you know? One of the children raised his hand and then answered "shark, tuna, anchovy. . ."

Why, why is that all? Which other fish? They only dare to mention it, because the fish are in the school lessons, only those types of fish are listed in the textbooks because the textbooks are written by writers who are not from the sea.

Their knowledge gained from daily interactions with marine life is considered "zero" at school. Finally, the various types of fish that he meets every day that vary in size and color, are lost in their memories.

The learning robbed them of what they had and the textbook was toxic to them. Suppose that is not so, they are prospective scientists and marine experts that may be needed by other countries in the world.

D. A Narrative of Authentic Education: Part 4

Every human being has been assigned a role in life. And nothing is the same. Every human being has limitations, and every human being has special needs because each individual is created with their own uniqueness. By nature, no human being is perfect, or greater than others, even if the person concerned is considered to have a feature with intelligence that is considered extraordinary. Privileges that belong to every human being, without exception. Because God does not discriminate creating humans.

By understanding this, we become convinced that every human being has been assigned a role in life. Like planets in the solar system, they all have their orbits. When each planet is consistent with its orbit, there is a balance, if there is a denial, doomsday will occur. Thus, God does not recognize failed and non-discriminatory products in creating humans.

Behind the limitations there are millions of advantages (luck). Take the example of a child who was born "imperfect" and he only breathed world air for 4 hours. Once he was born, renowned physicians gathered to solve the mystery of the strange disease of the baby. After the doctors understood and found a way to anticipate for the future, the baby was called back to his lap. "Son, you return to Me, your work is finished, the doctors have gained new knowledge from you. The baby is destined to become a teacher for the expert doctors. This is what makes human presence a divine mystery.

We never know for certain what we were born for, obviously God has planned a role that we will play, but that role is also full of mystery. The world of education should be able to solve the mystery from an early age by reading the signs given, but again, the signs are not easy, this is where the importance of the portfolio in education.

Conclusion

The first pillar of education is learning to know (learning to know or learning to think). This learning process is very important, because it is related to the means / tools and objectives of human existence. It is said as a way / tool, because humans

through it can learn and understand the world around it, at least in the form of basic knowledge that must be owned as capital to live a dignified life, understand how to develop special skills, and have the ability to communicate with others. Functioning as a goal, because with the understanding, knowledge, and findings generated from the learning to know process will be obtained a sense of happiness and happiness as well as the existence of people who do the learning to know.

Learning to know becomes very important and fundamental again given the diverse knowledge that constantly challenges the curiosity of each person continues to develop. Learning to know allows the ability to develop a variety of knowledge to become unlimited. Therefore, the effort to know everything becomes bigger and endless. Learning to know (to think) is a lifelong learning process and can be increased due to various inspirations and diverse experiences of humanity.

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Author's Biography

Endro Tri Susdarwono was born in Pernalang on September 17, 1982, graduated from Bachelor of Mathematics and Natural Sciences University of DR. Soetomo Surabaya, Bachelor of Law, University of Semarang, Master of Political Science, Diponegoro University and has studied at the Defense University Defense Economics Study Program, now active as a Lecturer in the Communication Studies Program at the University of Peradaban.

Yonimah Nurul Husna was born in Kendal July 31, 1993, a graduate of Accounting at the Sultan Agung Islamic University in Semarang and a Masters in Accounting at Diponegoro University, now active as a freelance researcher in education and accounting.