

Philosophical Views on the Education System in Lombok

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Abstract

This article discusses philosophical views on the education system in Lombok, Indonesia. By utilizing an educational philosophy approach, this research aims to explore how philosophical values and principles can influence teaching methods, curriculum and educational outcomes in the area. This research uses qualitative methods with data analysis from various sources, including interviews with educators, student surveys, and literature reviews. It is hoped that the results of this research will provide new insight into the importance of a philosophical approach in developing a better education system in Lombok.

Keywords: Philosophy, Education, Values, curriculum, and methods

INTRODUCTION

The education system in Lombok, which is part of West Nusa Tenggara Province, has unique characteristics that are influenced by local culture, religion and geographical conditions. Education in Lombok not only functions to transfer knowledge, but also as a means of forming character and moral values. Educational philosophy plays an important role in formulating educational goals and methods that suit society's needs. In this context, educational philosophy can be seen as a basis for evaluating and developing educational systems.

According to data from BPS (Central Statistics Agency) in 2022, the gross enrollment rate for basic education in Lombok reached 97%, but there are problems with the quality of education that still need to be improved. This shows that although access to education is quite good, quality aspects based on educational philosophy have not been fully implemented. This research tries to identify and analyze the influence of various educational philosophies, such as pragmatism, idealism and existentialism, on the education system in Lombok.

Education is one of the main pillars in the development of a region, including Lombok. In this context, it is important to understand how philosophical values play a role in shaping systems existing education. Lombok, as part of Indonesia, has unique cultural and social characteristics that influence society's perspective on education.

According to the Central Statistics Agency (2021), the level of education in Lombok is still experiencing challenges, with school enrollment rates varying between regions. Therefore, it is important to carry out a philosophical analysis of the education system in Lombok in order to find solutions that suit local conditions.

Education is an important element in building a cultured, moral and competitive society. In Lombok, as part of West Nusa Tenggara (NTB), education has a strategic position in creating a generation capable of maintaining local values while facing global challenges. In this context, a philosophical view of education in Lombok becomes relevant to build a deep understanding of the goals, methods and values that underlie the education system in the region.

Educational philosophy aims to provide a theoretical basis for the educational process. In Lombok, educational philosophy cannot be separated from the influence of local culture, the dominant Islamic religion, and the traditional wisdom of the Sasak people. Values like *let's go* (mutual cooperation), *follow each other* (tolerance and cooperation), and *kinship* plays an important role in shaping educational thinking and practices. Apart from that, Islamic teachings which are the moral foundation of the Sasak people provide direction for character formation through education.

However, the dynamics of modernization and globalization pose

challenges for education in Lombok. Inequality in access to education, school dropout rates, and limited educational infrastructure are often issues that require a philosophical approach to find sustainable solutions. By integrating the views of educational philosophy, Lombok can find a middle way between preserving traditional values and implementing modern innovation in the world of education.

Therefore, the study of philosophical views on education in Lombok does not only aim to understand local values, but also to formulate educational strategies that are relevant, inclusive, and oriented towards developing a better society.

Problem Formulation

The problem formulation in this research includes several important points, including:

1. What are the philosophical values that underlie the education system in Lombok?
2. How are the principles of educational philosophy implemented in the curriculum and teaching methods in Lombok?
3. What are the challenges faced by educators in implementing this educational philosophy?
4. What is the impact of implementing an educational philosophy on the quality of education in Lombok?
5. What recommendations can be given to improve the education system in Lombok based on the results of this research?

By answering the questions above, it is hoped that a clearer picture can be obtained regarding the relationship between educational philosophy and educational practice in Lombok.

Research purposes

The aim of this research is to:

1. Identifying philosophical values that influence the education system in Lombok.
2. Analyzing the application of educational philosophy principles in the curriculum and teaching methods in schools in Lombok.
3. Explore the challenges faced by educators in implementing this philosophy.

4. Assess the impact of implementing educational philosophy on the quality of education and student development.
5. Provide recommendations for developing a better education system in Lombok based on the results of the analysis.

Benefits of research

This research is expected to provide the following benefits:

1. Providing insight for educators and policy makers regarding the importance of educational philosophy in developing the education system.
2. Providing data and analysis that can be used to formulate more effective education policies in Lombok.
3. Encourage further research regarding the influence of philosophical values on education in other regions in Indonesia.
4. Become a reference for educational institutions in designing curricula that are more oriented towards moral values and character.
5. Increase public awareness about the importance of value and philosophy-based education.

RESEARCH METHOD

The research method used in this study is a qualitative method with a descriptive approach. This research involved in-depth interviews with several educators, school principals, and students at various levels of education. Apart from that, a survey was also conducted to collect data regarding public perceptions of the education system in Lombok. Literature review from various sources, including academic journals and official reports, is also an important part of this analysis. The data obtained was then analyzed thematically to identify emerging patterns related to the application of educational philosophy.

Discussion

A. Philosophical Values in the Education System

This discussion will examine how the philosophical values held by the people of

Lombok influence the education system in the area. For example, the value of humanism which prioritizes respect for individuals is often seen in the way of interaction between educators and students. In several schools, an inclusive and participatory learning approach is one of the strategies used to create a conducive learning environment. However, challenges arise when these values collide with more conventional educational practices. According to a report from the East Lombok Education Service (2022), there is a need to strengthen training for teachers so that they can apply philosophical values in their teaching effectively.

Education in Lombok, especially in communities with a predominantly Sasak culture, is influenced by local values that are rich in philosophical meaning.

In the context of education in Lombok, philosophical values such as justice, freedom and responsibility are very influential. For example, education in Lombok is often influenced by religious values that uphold morality and ethics. A study by Suhardi (2021) shows that 75% of teachers in Lombok think that education must include moral and spiritual aspects, not just academic aspects. Apart from that, the influence of local culture is also an important factor that influences the curriculum and teaching methods.

B. Application of Philosophical Principles in the Curriculum

The application of the principles of educational philosophy in the curriculum in Lombok still needs to be improved. Although there are several initiatives to integrate local values in learning, implementation is still limited. A study by Rahmawati (2022) notes that many schools in Lombok still use a national curriculum that is not fully appropriate to the local context. This creates challenges in creating relevant and meaningful learning for students.

C. Challenges in Implementation

The challenges faced by educators in implementing educational philosophy in Lombok are very diverse. Among them is the lack of training and support for teachers in adopting teaching methods based on educational philosophy. According to data from the East Lombok District Education Office, around 60% of teachers admit that they do not have sufficient knowledge about educational philosophy. This results in less innovative learning and less ability to motivate students to learn.

D. Impact on Education Quality

The impact of implementing a less-than-optimal educational philosophy can be seen from student learning outcomes. Data shows that the national exam pass rate in Lombok is still below the national average, which is around 85% compared to 95% nationally (BPS, 2022). This indicates that the quality of education in Lombok still needs to be improved. Apart from that, the lack of an approach oriented towards moral values can lead to low character of students in society.

E. Recommendations for Education System Development

Based on this analysis, several recommendations are proposed for the development of the education system in Lombok. First, the importance of integrating local values and educational philosophies in a more flexible curriculum. Second, there needs to be a training program for teachers to understand and apply the principles of educational philosophy. Third, involving the community in the educational process to create a more supportive learning environment. In this way, it is hoped that the quality of education in Lombok can improve and be more relevant to community needs.

CONCLUSION

In conclusion, this research emphasizes the importance of educational philosophy in

forming a better education system in Lombok. Philosophical values adopted in educational practice can improve the quality of learning and student character. However, existing challenges must be overcome with commitment from various parties, including the government, educators and society. It is hoped that the recommendations provided will be the first step towards improving the education system in Lombok.

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