

# The Functional Relationship of Education with Economic, Philosophy and Political Philosophy

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**Abstract-** *The main purpose of providing education is to humanize humans. Education is done so that people who learn can understand and understand and what has been learned can be useful for themselves and many people. Of course in practice education cannot run alone without dependence on other dimensions such as economics, philosophy, politics, and religion. All of that is automatically assembled for a more comprehensive education organization. This study uses descriptive qualitative research methods to be able to provide a real picture of the functional relationship of education with other dimensions through a study of educational literature, philosophy, politics, economics, and religion. The research is expected to make a real contribution to knowing the relationship between education and other dimensions. This research provides a clear picture for policymakers and education practitioners on how to build a new paradigm or perspective in the management of education in Indonesia.*

**Keywords:** *Economics, educational, functional, philosophy, politics, relationships.*

## I. INTRODUCTION

The phenomenon of social change in people's lives is quite complex. Existing social phenomena often refer to indications that are very vulnerable to giving birth to differences and even disputes in terms of perception and interpretation. This is because humanitarian issues are closely related to social change and development. Humans always need each other for survival and to maintain their predicate as human beings. This form will give birth to dependence which in the end will bring about a form of cooperation, lasting in an indefinite period. These interactions will eventually give birth to a diverse form of society, both in terms of structure, politics, and society. This is a necessity because, since their presence, they have been awarded the title of social beings. Within the framework of this premise, various attempts have been made, some even seem excessive in studying and conducting social research. However, in line with the development of time, until now the journey of finding a theory of social life that is well-established and accurate has not been completed, even though we have learned many theories. Departing from the assumptions above, the author tries to provide information through the following discussion which will analyze the structural-functional theory and try to raise the educational side of the theory.

The term Structural-Functional in his theory emphasizes order (order). In this theory, society is seen as a social system consisting of interrelated parts and united in balance. This theory has the assumption that every order (structure) in a social system will function on another, so that if there is no functionality, then the structure will not exist or will disappear by itself. All order is functional for society. In this sense, this theory tends to focus its study on the function of a social fact against other social facts.

Education is an effort to develop the human potential of students, both physical potential, creative potential, taste, and intention so that this potential becomes real and can function in the course of life. From several opinions about education put forward by education experts, in general, it is agreed that education is given or held to develop all human potential in a positive direction. Education is a communication process that includes the transformation of knowledge, values, and skills, inside and outside school that lasts a lifetime (life long process), and from generation to generation. Education covers three dimensions of time, namely the past, present, and future.

Education as a human symptom and at the same time a conscious effort, cannot be separated from the limitations that can be attached to students, educators, educator interactions, as well as the environment and educational facilities. Improving the quality of education is felt like a need for a nation that wants to progress. With the belief that quality education can support development in all fields. The basis of education is a universal human ideal. Education aims to prepare a personal balance, unity organic, harmonious, dynamic to achieve the goals of human life. The results of education itself are expected to be internalized in everyone's life so that each person can take care of each other and not act like a wolf to each other.

Education is one of the deliberate and planned efforts to help the development of children's potential and abilities so that they are useful for the interests of their lives as individuals and as citizens of society and the state, by selecting appropriate content (materials), activity strategies and assessment techniques. An education system is a tool, education is an application of culture, whose position is not neutral but always depends on who and for what purpose education is carried out. Soedijarto (2008) explained that the progress of a nation is largely determined by the quality of education. Therefore, education is a means in the intellectual life of the nation. Entering the 21st century, the world of education in Indonesia has become complex.

This feeling is influenced by various basic things. One of them is entering the 21st century, the wave of globalization is felt strong and open. Then technology and the changes that occur provide new awareness that Indonesia is no longer independent. And the Indonesian people are in the midst of a new world, an open world so that people are free to compare life with other countries.

## II. RESEARCH METHODS

The method used in this qualitative research is descriptive, which provides a practical description of the functional relationship of education with the fields of economics, philosophy, and politics. Researchers research literature and literature review to collect information relevant to the topic or problem that is the subject of research. The literature used is educational, educational journals, economics, philosophy, and politics.

## III. RESULT AND DISCUSSION

**Explanation of the functional relationship of education with the economic field Explosion of Education.**

History shows that education was initially organized informally in the family and non-formally in the community. Furthermore, education is also held formally in schools. Even as you understand, lately the world of education has experienced extraordinary rapid development. These developments, among others, relate to the number of educational institutions (both the number of early childhood education institutions, basic education institutions, secondary education institutions, and higher education institutions); increasing the level of education for a certain position or profession (for example: in the past, to become an elementary school teacher, it was enough to graduate from the Teacher Education School (SPG) which was equivalent to high school education, then upgraded to Diploma 2, and now it should be Strata 1); an increase in public aspirations regarding the importance of education, etc. Against such developments, Olive Banks called it an “explosion of education” (Adiwikarta, 1988).

In addition to the rapid developments in the world of education as described above, recently there have also been developments in the economic field. Economic developments, among others, are marked by the application of increasingly sophisticated technology in the industrial sector, the opening of new job opportunities that require certain skills and management, etc. In connection with the above situation, the question arises: is there a relationship between the state of education and the economic condition of society?

Relationship of Education and Economic Life. About the problems as questioned above, based on data obtained from various sources, Adiwikarta (1988) concludes that there is a steady and positive relationship between the degree of education and economic life, in the sense that the higher the degree of education, the higher the degree of economic life. There is quite a lot of evidence showing that there is a mutually influencing relationship between the two, namely that educational growth affects economic growth, and conversely, economic growth affects educational growth. Listening to the statement above, you can conclude that there is a reciprocal relationship between educational growth and economic growth. However, by citing the explanations of Parelius (1978) and Knowles (1982), Sudarja Adiwikarta (1988) suggests that in sociology, the concept of the relationship between education and economic life as described above has received support from adherents of Consensus Theory and Conflict theory. Both adherents of the theory share the same view that the main function of educational institutions or institutions about economic life is to prepare young people to fill productive jobs. As for education for adults, the goal to be achieved is of course no longer preparing abilities, but increasing them so that students can be able to face the problems that exist at that time. Therefore, they (students) get useful mental education, attitudes, knowledge, and skills.

Ideally, education is lived by individuals throughout life. In the context of lifelong education, education takes place informally, formally, and non-formally in various educational environments. In connection with that, it can be recognized that there are three types of educational environment, namely the informal education environment, the formal education environment, and the non-formal education environment. Education contributes significantly to economic development has become an axiomatic truth. Various academic studies and empirical research have proven its validity. Education not only produces quality human resources, has knowledge and skills, and masters technology, but can also foster a healthy and conducive business climate for economic growth. Investment in education is not only beneficial for individuals, but also the business community and the general public. Achievement of education at all levels will undoubtedly increase people's income and productivity. Education is a way to progress and achieve social and economic prosperity. Meanwhile, failure to build education will give birth to various crucial problems: unemployment, crime, drug abuse, and welfare dependencies which become a socio-political burden for the government.

Three paradigms emphasize that education refers to a knowledge-based economy that seems increasingly dominant: Economic progress in many ways rests based on support from science and technology in developing human resources. The relationship between the quality of education and economic progress is fast and solid. Education is the main driver of the dynamics of economic development that drives the long-term structural transformation process. Education essentially lasts a lifetime. Therefore, essentially, the development of education is an inseparable part of human development efforts. Development efforts in the field of education are directed at realizing human welfare itself. Because education is the right of every citizen, it implies that the provision of educational services to individuals, communities, and citizens is a shared responsibility between the government, society, and families. Therefore, the management of the education development system must be designed and implemented in an integrated manner and directed at increasing access to services as widely as possible for the community, by prioritizing quality, effectiveness, and efficiency.

### **Explanation of the functional relationship of education with the field of philosophy**

Philosophy in a general sense is a wisdom of human life to provide a comprehensive view of life-based on reflection on life and scientific experience. Meanwhile, the development of the educational process requires a good mind and mindset to educate people from ignorance. Humans have the mind to solve problems in developing the process from not knowing to know, from having a primitive nature to a modern one, and humans need philosophy in the educational process. So that the educational process can run well, be able to philosophize in overcoming problems that arise in the educational process.

Humans are related to philosophy in the educational process because humans must be able to philosophize in the world of education. Able to carry out the educational process using advanced science and technology. The functional relationship between philosophy and educational theory can be described as follows:

Understanding philosophy in the sense of analysis is one of the approaches used by education experts in solving educational problems and compiling educational theories, in addition to using other scientific methods. Philosophy also serves to provide direction so that the educational theory that has been developed by its experts, which is based on and according to certain philosophical views and schools, has relevance to real life. This means directing that the theories with the philosophical view of education that has been developed can be applied in educational practice following the realities and needs of life that are also developing in society. Philosophy, including the philosophy of education, also has a function to provide guidance and direction in developing theories education into educational science or pedagogy.

In addition to the functional relationship, between philosophy and educational theory, there is also a supplementary relationship, as stated by Ali Saefullah in his book between Philosophy and education, as follows:

The activity of formulating the basics and objectives of education, the concept of the nature of human nature, as well as the conception of the nature and aspects of education, and is the moral of education.

Activities to formulate educational systems or theories covering educational politics, educational leadership or educational organizations, educational and teaching methodologies, including acculturation patterns and the role of education in the development of society and the state.

The above definition summarizes two branches of education, namely: philosophy of education and educational systems or theories and the relationship between the two is that one is a supplement to the other and both are treated by every teacher as an educator and not only as a teacher in a particular field of study.

## **The Position of Philosophy in Education**

In science, philosophy has a central position, origin, or principle. Because philosophy was originally the only human effort in the spiritual field to reach truth or knowledge. Gradually by nature, humans are never satisfied with looking at things from a general point of view, but also want to pay attention to specific things. . The position or relationship between philosophy and science or philosophical thinking and scientific thinking cannot be separated from genetic epistemology, namely the phases of thinking and the human mind by taking the example of development starting from the first year of childhood to adulthood as described by Jean Piaget. Main services of Jean Piaget is a description of child development in terms of behavior which consists of four phases- namely: Sensorimotor phase, which lasts from 0 years to 2 years where the child's way of thinking is still very much determined by the ability of his sensory experience, so that very few actual thinking events occur, where responses do not play a role at all in the child's thinking and thought processes. The pre-operational phase, at the age of approximately between 5-8 years, is characterized by thinking activities by starting to use responses (called functional logic). The concrete operational phase is thinking activities to solve concrete problems and concrete objects as well. Formal Operations Phase, in children starting at the age of 11 years. Children have started to think abstractly, It can be concluded that science receives its basis from philosophy, including Every science has objects and problems. Philosophy also provides the general basis for all science and on that general basis, the state of science is formulated. In addition, philosophy also provides special foundations used in each science. The basis given by philosophy is regarding the nature of knowledge of all sciences. Each science cannot leave itself as a science by leaving the conditions that have been determined by philosophy.

Philosophy also gives a method or method to every science. The relationship between philosophy and education has a horizontal relationship, namely the relationship (relation) between different branches of disciplines so that it is a synthesis which is the application of science in the field of life, namely the philosophy of adjusting the problems of education and teaching. Philosophy of education is thus a pattern of thought or a philosophical approach to problems in the field of education and teaching. The philosophy of education shows a vertical relationship, going up or down with other branches of educational science, such as introduction to education, history of education, educational theory, comparative education, and the peak of educational philosophy. The functional relationship between philosophy and educational theory is as follows:

- 1) Philosophy, in a philosophical sense, is a method of approach used in solving educational problems and developing educational theories by experts.
- 2) Philosophy serves to provide direction for existing educational theories according to certain philosophical schools that have relevance to real life.

- 3) Philosophy, in this case, the philosophy of education, has a function to provide guidance and direction in the development of educational theories into educational sciences (pedagogics).

Philosophically, education is a unity with life, which shows the process of how humans know themselves with all their potential and understand what they are facing in the reality of real life. It can be said that there is a very close relationship between philosophy and education. Because philosophy is a basic guide and direction for improvement efforts, increasing progress, and a solid foundation for the establishment of the education system.

## **Kinds of Flows of Philosophy and Its Applications in the World of Education**

Philosophy is understood as a critical view that goes as deep as its roots about everything that happens. If it is connected with the world of education, philosophy serves to find the substance of why education is important and why it should be done. Harald Titus said that education serves to provide critical analysis of the assumptions and concepts of science and to organize or systematize knowledge. The philosophical approach answers three comprehensive educational questions, namely: What is Education, What should education achieve, Utilizing how the ideals of education (both implied and expressed) can be achieved.

## **Use of Philosophy in Education**

The usefulness of educational philosophy is determined by three basic assumptions. 1. that a life without reflection is a life of less weight 2. The success of educational experimentation is not immediately known because education is a long process. Doing wrong but knowing or being aware of the mistake is more than doing good but not knowing where the good is.

## **Some Systems Philosophy**

The results of philosophical thinking give rise to various ways of thinking in human life. In the approach to the philosophy of education, we will find a wide variety of educational philosophies. Among them is the philosophy of progressivism, perennialism, essentialism, and existentialism.

## **The figure of Progressivism Philosophy**

Rousseau and John Dewey assume that humans are essentially natural, namely, humans born from the womb of nature are good humans, it is the environment that makes a person bad. But that does not mean that society should be uprooted from civilization because for Rousseau a person cannot live without the help of others. The advantages derived from the state of nature should be maintained as far as possible, to achieve a common goal.

Educational Principles of Progressivism:

- 1) Education is life itself, not preparation for life. A good and meaningful life is intelligent life.
- 2) Education must be directly related to children's interests and individual interests.
- 3) The learning process must pivot on solving life problems.



Love and brotherhood are more valuable to education than the competition in education. Education is the reconstruction of experience leading to the reconstruction of humans in social life. Competition is not rejected but competition must be able to build personal growth.

## **Perennialism Philosophy**

Perennialism was born as a form of protest against progressivism which emphasizes change and something new. Perennials view the current world situation as full of chaos, uncertainty, chaos in the moral, intellectual, sociocultural fields, maybe even in religious life. All this chaos must be corrected. Perennialism holds that in an uncertain, chaotic, and dangerous world like the one we face today, nothing is more beneficial than the certainty of the purpose of education.

## **Educational Principles in Perennialism Philosophy (Roberth Maynard Hutshins).**

In essence, humans are rational animals, the purpose of education is the purpose of education. Education must be the same for everyone, wherever and whenever he is. Education must improve people. Hutshins says: The ways of humans vary from society to society but the function of man as a human being is the same in every age and every society because it is the result of his nature as a human being. The purpose of the educational system is the same in every age in every society where such a system exists. It was to improve humans as humans.

Principles of Perennialism Education:

- 1) Humans are free beings, but they must learn to refine their thoughts and control their tastes so that they are easily accepted in social life.
- 2) The main task of education is to provide knowledge and truth that is eternal and absolute through the reconstruction of the reason so that it can be useful for social life.

## **Fundamentals of Essentialism Education**

Learning involves hard work and can sometimes lead to reluctance and emphasize the importance of the principle of discipline. Interest in learning arises through effort and hard work does not just arise from within students. Essentialism recognizes that education will encourage individuals to realize their potential, but its realization must take place in a world free from individuals, therefore a good school is a community-centered school "Society centered school" because social needs and interests are prioritized. Individual interest is valued but directed so that students do not become selfish. The ultimate goal of essentialism education is to improve the general welfare because it is considered a real democratic demand.

## **Existentialism Educational Philosophy**

The main motive is what is called existence, namely the way humans are. Only humans exist. Existence is the way humans exist. The focus of this attention is on humans because it is humanistic. Existence is dynamic in creating itself actively, existence means having to do, be and plan. In existentialist philosophy, humans are seen as open human beings. Man is an unfinished reality in itself that has yet to be shaped. In essence, humans are bound to the world around them, especially to fellow humans.

In the view of the educational philosophy of existentialism, humans are individuals who are free in action. Freedom is not a goal or ideal in itself but is unity in choosing an action. Martin Buber indeed humans have the freedom to choose something but choosing between good choices is the most difficult. Freedom is never finished because the consequences will bear the consequences for the needs of the next election. Our knowledge depends on our understanding of reality depends on our interpretation of reality. The knowledge given at school is not a tool to get a job or a child's career but that knowledge can be used as a development and self-fulfillment tool. Philosophy helps humans to think critically about all the things they already know and want to know so that they can apply them effectively and efficiently and maximally in everyday life. Philosophy helps humans understand themselves and their role in real life. Everything that happens in life is simple and difficult to interpret.

### **Explanation of the functional relationship of education with the political field**

The relationship between education and politics is not just a relationship of mutual influence, but also functional. Educational institutions and processes perform several significant political functions. Perhaps the most important of these functions is that schools and other educational institutions become agents of political socialization. Educational institutions are places where individuals, especially children, and young people, learn attitudes and feelings about the political system, and the kind of political role that is expected of them.

Various educational institutions that exist in society can function as a tool of power to form the desired political attitudes and beliefs. Various aspects of learning, especially the curriculum and reading materials, are often directed at certain political interests. Adding that one of the most important components of education, the curriculum, for example, can be a medium for political socialization. According to him, the curriculum in an educational institution has three main sources. First, the opinions of educational professional groups are strongly influenced by teacher training institutions and often reflect or adapt the ideas of deified individuals, such as John Dewey, John Lock, and William Stern. In many totalitarian and developing countries, political leaders are well aware of the function of education in achieving political goals. They carry out various ways to control the education system and leave political messages through educational methods and teaching materials (curriculum content). In communist countries, for example, the brainwashing method is widely used to shape the mindset of young people, to be in line with the doctrine of communism.

Education and politics are two things that go hand in hand in educating the nation. The two do not work independently but are interconnected or related. Education prepares human resources to take care of politics and the state. The state allocates funds to support the smoothness of the education process. From the Islamic perspective, the involvement of the State to build and support the learning process in various educational institutions is necessary. The transformation of political values through educational institutions through intervention in educational policy actions in Indonesia is very strong, even educational institutions are the political area of the state and government. Education is a social action whose implementation is made possible through a network of human relations. It is these networks together with the relationships and roles of individuals in them that determine the character of education in society. Politics is part of the life package of educational institutions. This confirms that education and politics are two things that are closely related and influence each other. Various



aspects of education always contain political elements, and vice versa every political activity has something to do with educational aspects.

The two are often seen by some as unrelated and unrelated, even though politics and education support and complement each other. Education plays an important role in shaping the behavior and morality of society in a country. Vice versa, political behavior in a country gives the characteristics of education in that country. This relationship is a reality that has occurred since the emergence of human civilization and is being an important study of modern scientists. The close relationship between education and politics can have a positive and negative impact on the development of education. The positive impact that can be generated from the relationship between the two is that the government as a holder of an important role in politics can provide subsidies to education.

The relationship between educational politics can have a negative or positive impact depending on the important role holders in the politics. If the holder of the responsibility for education in politics does not have competence in the field of education, then surely this is very dangerous for education. However, if the person who holds the mandate to develop education in the government system of a country is a person who is trustworthy and has capabilities in the field of education, then this is very possible to make a major contribution to the development of education, especially in Indonesia. Apart from that, if we look at the current political reality in Indonesia, education should be made a neutral thing, especially if we look at the current political conditions in Indonesia. This is intended to avoid the misuse of educational institutions as distributors of certain political interests. In addition, if education is not neutralized from the political world, political interests will be included in educational institutions. And this will break the concentration of institutions on education, which will ultimately undermine the noble values of education.

#### IV. CONCLUSION

Education is closely related in the fields of development, economy, philosophy, politics, social, religion, anthropology, and psychology. It cannot be denied that the contribution of education in these fields is very large. Education can not run alone as well as other aspects. All of them need each other and are strung together in a strong system and contribute to each other. Education is a way to progress and achieve social and economic prosperity. Meanwhile, failure to build education will give birth to various crucial problems: unemployment, crime, drug abuse, and for the government economic progress in many ways relies based on support from science and technology. If education is not neutralized from the political world, then political interests will be included in educational institutions. And this will break the concentration of institutions on education, which will ultimately undermine the noble values of education. Psychology in the world of education influences the formulation of educational goals, curriculum formulation as well as teaching and learning procedures and methods. Philosophy plays an important role in all these things, philosophy helps education, science, economics, social, psychology, politics to make the most basic and essential decisions for the needs of many people.

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