EDUCATION AND LEARNING FUNCTIONS

Ahmad, S.Pd.I., M.Pd.I

Universitas Alkhairaat Palu, ahmadsajale@gmail.com

1.Preliminary

As is well known, education is a process of guiding humans. Education is the process of guiding humans from the darkness of ignorance, the brightness of knowledge. (Shadiely, 1984). This achievement requires support from various parties and tools. The support in question is for example technology, media, processes, models, well-organized learning strategies. How can you create education and learning well? Device what it takes? Talking about education, it includes global life. Education is global in the sense that anyone gets it from childhood to old age. (Bayley, 1983). The important meaning behind it is awareness in education.

The quality of education is seen from its respective functions and roles. The process is adjusted to the level of education. Primary, secondary and tertiary education. Education units, students, educators and education personnel, and educational substances whose data are sourced from educational units. (Permendikbud, 2016). Education and learning are carried out through systems, models, regulations regulated by the government. Relevance with what is meant because education as a system. It worth noting that about habit learning process. Habit is a state of the soul prompted him to commit deeds yes ng without b erpikir weighing. (Muha mad,2010). The meaning contained therein is to encourage the soul to carry out habits that have an impact on educational value.

Education as a system is an interrelated unit that has an impact on evaluation. Evaluation is research on learning and teaching outcomes (*achievement*).(Shah,2005). Evaluation is carried out based on instructions for the adapted learning process. The evaluation becomes the driving force is the teacher.

As is known, the teacher's job is to manage human resources. The teacher cultivates humans as the most noble creatures and all of God's creatures. (Uhbiyati,1998). Teacher evaluation of the education and learning process based on strategies. Strategy is a tactic or way of doing something to achieve certain goals. (M.Asy'ari,2011). It is very clear that these goals have expectations for the education and learning held in schools.

Teachers are required to have professionalism so that they can create an effective learning process. The professional skills of teachers improve the quality of students. However, this would not be possible without effort.

2.Discussion

A. Definition of education and learning

Education is an effort to develop and shape the student's personality to obey Allah SWT. (Tatang,2012). Personal formation of students according to their respective characters. Students have different levels of understanding. Education is a process to make individuals into valuable human beings. (Danim,2006). Education is a planned effort to create an atmosphere of learning and the learning process or training for students. (Zazin,2011).

World conditions are constantly changing. Education also continues to experience improvement. The third Millennium is a milestone for nations around the world to make a difference. (Yusuf BH,2011). Education and learning based on theories from experts in their fields. Teacher skills are important to explore every potential intelligence of students.

Evaluation is important to measure the quality of education. Education has an important role in educating humankind. Education and learning have a very close and interrelated relationship. Education is a basic human need, in addition to physical needs and spiritual needs. Education is a must for every human being in order to develop his potential.

Through the educational process, the position of man as a noble being will be elevated. Learning has a meaning that is similar to learning, although it has a different connotation. In the context of education, teachers are teaching so that learners can learn and clicking u asai lesson content so as to achieve the objective specified something (cognitive), also can affect a change in attitude (affective), and skills (psychomotor aspects), a learner. Learning means that each activity is designed to help see e people learn a new ability or value.

Learning is an aid provided by educators so that the process of acquiring knowledge and mastery of skills and character can occur, as well as the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well.

B. Function and evaluation

Teachers have an important duty to do learning. Being an intelligent, creative teacher is certainly an ideal condition for someone who wants to be wise to become an educator. (Arif, 2013). The teacher understands the character of students, is skilled at using educational novateurpublication.com

media. Media education is a set of tools to help or complementary used by teachers in order to communicate with students.(Danim,2008). The existence of educational media is a tool to provide understanding to students.

Education can create smart students. Student intelligence through the learning process. Learning is a process characterized by changes in a person. (Usman, 2005). Changes in student character are obtained through the learning process. Learning activities do not occur in a vacuum. (Semiawan, 1986). Communication opens the space for the learning process to be something that is absolutely necessary.

The learning process carried out by teachers and students provides benefits in hoarding knowledge. In principle, this process provides cultural values to individuals in society. Change and transfer cultural values to every individual in society. (Langgulung,1985). Individual and cultural values in society are obtained through education. Then an evaluation is carried out. Evaluation as a basis for feedback from the interaction process carried out. (Djamarah, 2000). Evaluation is important to do in order to get feedback.

Evaluation in learning gives special meaning to the achievements made by educators and students. Learning is a combination that includes human elements, materials, facilities, equipment and learning procedures. (Hamalik, 2003). From some of the above meanings it can be concluded that learning is a process of interaction between students and students, students and teachers, and students with a learning environment that is set by the teacher to achieve predetermined learning goals.

After evaluation, the result is an assessment. Why judgment? Assessment must refer to the formulations of instructional objectives. (Purwanto, 2001). The formulation of instructional objectives reinforces the core of learning prior to a thorough evaluation.

Education as a process and a symptom.(Hamzah B. Uno, 2016). Learning is a process of student interaction with educators and learning resources in a learning environment. Learning resources come from the curriculum, lesson planning, syllabus. Thus learning activities are described as teachers' efforts to assist students in the teaching and learning process, therefore the position of teachers in learning activities is not only as a conveyor of information but as a guide, encouragement and provider of facilities for the learning process.

C. Duties, contributions, development

The 21st century is a century full of competition in various fields, especially education. The 21st century is an era of globalization characterized by mutual openness and dependence between countries. (Wahab, 2011). Interpreting openness and dependence between countries, one of which is the main foundation is education and learning. The main target is the quality or quality of education.

The important task of the teacher is teaching. Teaching means continuing and developing science and technology; while the train is about developing skills in erampilan-ket erampilan on students. (Usman, 2001). Quality comes from learning. Learning is "the process of change that results in a positive impact of the terkuasanya knowledge, skills, and attitudes that are formulated in accordance with the purpose of learning. (Sujana, 2005). Learning means having a goal of the change process. One of the benchmarks is teaching materials. Teaching materials adapted to the development of knowledge. (Hamid, 2013).

Tasks include educating teachers as a profession, teaching and training. Educating means passing on and developing the values of life. Education and learning in order to have quality are related to teacher duties. Through the learning process there will be development. Development is a process of designing learning logically, and systematically. (Majid, 2005). So the development of learning is more realistic, not just educational idealism that is difficult to apply in life.

Teachers can develop personality and foster character giving direction to students to be active. Students become active and have a sense of responsibility.(Arif A.,2011). Students' sense of responsibility makes teacher assignments easy. One of the learning methods that can be used is group work. The group work method is the presentation of material by giving assignments to learn something to study groups that have been determined in order to achieve goals.(Ramayulius,2005).

Why is teacher contribution an important factor? Education and learning are important factors for human life, especially students. (Yusuf AM,1982). Students have the right to be intelligent. The existence of educational institutions in learning supported by technology. The existence of technology can help teachers work. Teachers are also good at using learning technology so that it is attractive to students. (Sukardi,2007). Education and learning have broad meanings. Education has an important position for the progress of a nation. Educational management is related to educational institutions. Government-run educational institutions and private / public functions and duties are the same.

D. Responsibility and professionalism

The teacher is someone who stands in front of the class to convey knowledge. (Nurdin, 2006). The teacher is a professional position, the implementation of its activities is based on a professional code of ethics. Teachers have a functional position, who carry out their duties and responsibilities as teachers, leaders, and parents. (Abdurrahman, 2000).

Education and learning need professional teachers. The teacher's professional attitude is seen in the learning process. Learning is best learned by direct experience. (Dimyati, 2006). Indeed, the learning process is carried out through direct experience. There is interaction, communication, teachers and students and community leaders. Competence is knowledge, skills, and basic values that are reflected in habits of thinking and acting. (Hidayat, 2013).

Apart from general education, Islamic education also has an influence or outlook on life. Islamic religious education as a view of life for safety, welfare in the world and in the hereafter. (Darajat,1992). The interesting side of this is the desire to live a prosperous life in this world and the hereafter. So the thing that needs to be done is to carry out tasks in a professional manner. To carry out assignments in a professional manner, teachers need a solid insight into the possibilities of teaching and learning strategies. (Suharyono,1991).

Assessment or evaluation means an action to determine the value of something. When assessment is used in the world of education, educational assessment means an action to determine all actions to determine action in the world of education. (Sudirman, 1991). Through the assessment means the teacher himself and the results can be used as material in improving the next teaching action. (Sudjana, 2001). All efforts in the form of teaching, guidance and care for children so that later after completing their education they can understand, appreciate and practice their religious teachings and make it a daily way of life, both in their personal and social life. (Mappanganro, 1996). Social responsibility of teachers. (Rusyam, 1992).

To carry out tasks professionally, teachers need broad insight into possible teaching and learning strategies according to formulated learning objectives, both in terms of instructional effects (learning objectives that have been explicitly formulated in the teaching and learning process), and in the herding effect (following results obtained) in the teaching and learning process, for example the ability to think critically, creatively, and openly after students participate in small group discussions and the learning process.(Ahmadi,1997).

Behind that in society there are figures who have a strong influence on the lifestyle of the community. (Sunarto, 2002). Apart from that, figures have a strong influence. Efforts and fostering students are carried out through education and learning. The goal is to form a student's personality to obey God Almighty. Education is part of the process of building a nation's civilization. The progress of a nation is determined by the quality of education. Education has a role to educate humans. Education is part of the learning process.

3.Closing

Education and learning are important factors in survival. In a globalized world like today the level of competition is very high. Therefore, the awareness of education to educate the nation's life includes various aspects and planning.

The teacher has a duty to do learning. Teachers smart, creatively absolute requirement that want wise to be teachers. Understanding the character of students, skilled in using educational media.

Teachers are professional in education and learning. The teacher is someone who stands in front of the class to convey knowledge. Teacher is a professional position, whose activities are carried out based on a professional code of ethics. Teachers have a functional position, who carry out their duties and responsibilities as teachers, leaders, and parents.

Referency

- 1. (ed), H. S. (1984). Ensiklopedia Indonesia. Jakarta: Ictiar baru Van Hoeve.
- 2. 2005, P. (2005). Standar Nasional Pendidikan. Jakarta: Peraturan Pemerintah Republik Indonesia.
- 3. Abdurrahman. (2000). Pengelolaan Pengajaran. Makassar: IAIN Alauddin.
- 4. Ahmadi, A. (1997). Strategi Belajar Mengajar. Bandung: Pustaka Setia.
- 5. Arif, A. (2011). Tanya Jawab Masalah Pendidikan dan Pembelajaran. Makassar: EnDeCe.
- 6. Arif, A. M. (2013). *The Magic of Theaching*. Bandung: Hakim.
- 7. Bayley, N. (1983). Psikologi Pendidikan. Malang: Rineka Cipta.
- 8. Danim, S. (2006). Aqenda Pembaharuan Sistem Pendidikan. Yogyakarta: Pustaka Pelajar.
- 9. Danim, S. (2008). *Media Komunikasi Pendidikan*. Jakarta: Bumi Aksara.
- 10. Darajat, Z. (1992). Ilmu Pendidikan Islam. Jakarta: Bumi Aksara.
- 11. Dimyati. (2006). Belajar dan Pembelajaran. Jakarta: Rineka Cipta.
- 12. Djamarah, S. B. (2000). Psikologi Belajar. Jakarta: Rineka Cipta.

- 13. Hamalik, O. (2003). Kurikulum dan Pembelajaran. Jakarta: Bina Aksara.
- 14. Hamid, H. (2013). *Pengembangan Sistem Pendidikan di Indonesia*. Bandung: Pustaka Setia.
- 15. Hamzah B. Uno, N. L. (2016). Landasan Pendidikan. Jakarta: Bumi Aksara.
- 16. Hidayat, S. (2013). Pengembangan Kurikulum Baru. Bandung: Rosdakarya.
- 17. Indonesia, P. M. (2016). *Sistem Penjaminan Mutu Pendidikan Dasar dan Menengah*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- 18. Langgulung, H. (1985). Pendidikan dan Peradaban Islam. Jakarta: Pustaka Al-Husna.
- 19. M.Asy'ari. (2011). Konsep Pendidikan Islam. Jakarta: Rabbani Press.
- 20. Majid, A. (2005). Perencanaan Pembelajaran. Bandung: Remaja Rosdakarya.
- 21. Mappanganro. (1996). *Implementasi Pendidikan Islam di Sekolah Umum*. Ujung Pandang: Al-Ahkam.
- 22. Muhammad, S. (2010). *Pendidikan Remaja Antara Islam dan Ilmu Jiwa*. Jogjakarta: .
- 23. Nurdin, S. (2006). Profesional dan Implementasi. Jakarta: Quantum Teaching.
- 24. Purwanto, N. (2001). Psikologi Pendidikan. Bandung: Remaja Rosdakarya.
- 25. Ramayulius. (2005). Metodologi Pendidikan Agama Islam. Jakarta: Kalam Mulia.
- 26. Rusyam, T. (1992). Profesionalisme Tenaga Guru. Bandung: Nine Karya.
- 27. Semiawan, C. (1986). *Pendekatan Keterampilan Proses: Bagaimana Mengaktifan Siswa Dalam Belajar*. Jakarta: Gramedia.
- 28. Shadiely, H. (1984). Ensiklopedi Indonesia. Jakarta: Ictiar baru Van Hoeve.
- 29. Sudirman. (1991). Ilmu Pendidikan. Bandung: Remaja Rosdakarya.
- 30. Sudjana, N. (2001). Penelitian Hasil Proses Belajar Mengajar. Bandung: Tarsito.
- 31. Suharyono. (1991). Strategi Belajar Mengajar. Semarang: IKIP Semarang Press.
- 32. Sujana, N. (2005). *Pembinaan dan Pengembangan Kurikulum di Sekolah*. Bandung: Sinar Baru Algesindo.
- 33. Sukardi. (2007). Guru Powerfull Guru Masa Depan. Bandung: Kolbu.
- 34. Sunarto. (2002). Perkembangan Peserta Didik. Jakarta: Rineka Cipta.
- 35. Syah, M. (2005). *Psikologi Pendidikan Suatu Pendekatan Baru*. Bandung: Remaja Rosdakarya.
- 36. Tatang. (2012). Ilmu Pendidikan. Bandung: Pustaka Setia.
- 37. Uhbiyati, N. (1998). Ilmu Pendidikan Islam. Bandung: Pustaka Setia.
- 38. Usman, M. U. (2001). Menjadi Guru Profesional. Bandung: Remaja Rosdakarya.
- 39. Usman, M. U. (2005). Pengelolaan Kelas. Jakarta: Rajawali Press.
- 40. Usman, M. U. (2005). Pengelolaan Kelas. Jakarta: Rajawali Press.
- 41. Wahab, A. A. (2011). Anatomi Organisasi dan Kepemimpinan Pendidikan, Telaah Terhadap Organisasi dan Pengelolaan Organisasi Pendidikan. Bandung: Alfabeta.
- 42. Yusuf, A. M. (1982). Pengantar Ilmu Pendidikan. Jakarta Timur: Yudhistira.
- 43. Yusuf, B. H. (2011). Benchmark Internasional Mutu Pendidikan. Jakarta: Bumi Aksara.
- 44. Zazin, N. (2011). Gerakan Menata Mutu Pendidikan Teori dan Aplikasi. Jogjakarta: Ar-Ruzz Media.