

Education Science Paradigm in Indonesia and Possible Development

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Abstract

This paper is a paper focusing on the study of educational science and the paradigm and development in Indonesia, in this article in three important questions about how the science of education is developing in Indonesia? Second, how is the paradigm of theory in the science of education developing in Indonesia? And then how to develop what can be done in Indonesia? By using analytical content to discuss the concept of education and study of the paradigms of science that occur in Indonesia, and by using descriptive analytics to explain how to develop the science of education in Indonesia. The results of this paper are to discuss the concept of education in the Indonesian context, and the theoretical paradigm in discussing the science of education in Indonesia and using the development of educational sciences in Indonesia.

Keywords: education, development, and paradigm.

1. INTRODUCTION

The existence of Islamic Higher Education as one of the institutions of educational education, namely the Faculty of education and Teacher Training is very important in preparing prospective teachers, as a religious institute that prints the highest religious and scientific teachers in Indonesia.

Education in a broad sense covers various sub-disciplines such as education planning, education administration, history of counseling education and so on. All of this is usually managed by the faculty of education or education. In Indonesia especially the State Islamic Institute this discipline calls the education Faculty and Teacher Training, in other words what is meant by the science of education here is the science of education taught in schools, especially secondary schools such as Mathematics education, English Language Education and History education.

The study program at the State Islamic Institute in Indonesia has accommodated the Department of Mathematics education, Biology education, Social education and English education, it aims to complement the academic operational unit in the development of educational sciences in the field of scientific discipline.

Each of these educational sciences includes a number of sub-disciplines, the principles of teaching method development psychology, teaching and learning interactions, managing classes, instructional textbook design and so on. So, it is appropriate for the State Islamic Institute to improve in developing the context of science, especially education, to catch up with what has happened. This is so students learn faster and more quality in their fields. The integration of the learning process with learning quality is currently emphasized for students in Indonesia. Indeed, one of the basic characteristics of science, the science of education is very much tied to local, regional and even national curriculum variables. With these considerations operationally the science of education in the mathematics study program in the science of English education is a science development program focused on the State Islamic Institute as its institutional container. The study in this paper can be reformulated more specifically by stating that the science of mathematics education, English language education and biology education has been successfully produced?

2. METHOD

This study uses the literature study method by reviewing as many as 20 journals that discuss the development of Islamic institutions. Journal reviewed in the last 15 years. Thus, it is conducted based on previous research literature data, and then First, the total number of initial studies that we found from the database was 100. Second, screening journals related to problems related to higher education and the development religious institutions were carried out.

3. RESULT

3.1 Development Of Education Science

In this section, we will discuss how our current education is developed, but it should be understood that the reality is that it has not been analyzed and observed holistically, but education policies actually oppose the priority scale, with a low level of external validity, because the goal is to help the paradigm and the nature underlying the science of Indonesian education.

The development of the science of Indonesian education is formally organized by two institutions, the first is the academic and national education institutions, which are then called formal institutions and the State Islamic Institute, thus we can see the development of the science of education in Indonesia from two sides, namely at the level national and Islamic Religion Institute.

The development of science can be understood as an effort to obtain new information relating to the deepening and expansion of the knowledge for themselves and/or dissemination to others. This is all closely related to the source of education science.

3.2 Sources Of Education Science

Education science can basically be divided into several parts, first, elements of language, descriptive statistics, learning theory to a certain time. Second, material that always moves to follow the era or scientific flow, such as curriculum, planning and methods, however this distinction is not for dichotomy but rather is a continuum between the two.

To increase understanding generally can be obtained from books, whereas information about moving things is mostly obtained from journals, research reports, radio broadcasts and television seminars and thus

publications, broadcasts and such meetings are the main source of knowledge, including the science of education.

The utilization of these sources depends entirely on the desires and agility of each interested person. If the desire is high, with adequate capabilities and facilities, these sources can be utilized optimally, whereas for those who are not interested and lack of facilities there will be no party who obliges, let alone force to use these resources.

What attracts attention in the development of the science of Indonesian education is the existence of a binding source, namely the secondary school curriculum which is part of the science of education that must be mastered by teachers and developed at the State Islamic Institute. For example, recommended English language education uses communicative design (Ministry of Education and Culture, 1984). This is to revise previous methods such as the eclectic and audio lingual (verbal approach).

3.3 National Education Development

Teachers obtain primary education from the State Islamic Institute when they become students. When they become teachers, they are still obliged to develop their knowledge. The development of the science of education for themselves or the deepening and need for it can be done informally or formally. Informally it can be done through the sources mentioned above.

Formally, the development of education science (Rachman, 2007) for teachers is in the form of deepening and expansion through their abilities implemented according to the applicable curriculum. These activities can be carried out through upgrading, workshops and seminars, organized by national expert teams, local administrators, including the State Islamic Institute, as well as groups of teachers themselves.

Teachers who have developed Educational Sciences for themselves must spread it to others. The form of development of this knowledge is the implementation of the curriculum that is being applied, in accordance with the rules that are in effect as well. In other words they teach a field of study that they are guided in accordance with the provisions of the latest curriculum, including the methods used.

The National Expert Team has the authority to make academic policies for national education, with the focus of developing their knowledge is to disseminate the latest findings throughout the country. Policies made in the form of curriculum, both for various levels of education and for each field of study. This team has the authority to evaluate the curriculum that is in effect, perfect it or even compile a completely new one.

The progress of the curriculum compiled by the expert team as a whole can certainly be accounted for. The scientists involved in it have extensive experience. They as follow the development of the latest theories, both through scientific books and journals, national and international seminars, including visits to domestic and foreign education centers. The curriculum they are compiling is also guaranteed to be modern, and will not miss the curriculum of other countries, including even developed countries. The relevance is in accordance with the field conditions and can be accounted for because the team was followed by practitioners, such as pretended teachers and lecturers. They have the ability and facilities to always be ahead, modern, up-to-date in their respective disciplines. After they determine the national education academic policy, this policy needs to be disseminated and implemented operationally. For this reason, it is necessary to conduct upgrades at the national, regional and local levels. Thus the modernization of our education science can run simultaneously throughout the country, as well as its operations.

The development of the science of national education began with the gathering of leading scientists, who formulated the national education academic policy, followed by upgrading at various levels, to be carried out in various educational institutions.

3.4 Development of Educational Sciences at the State Islamic Institute

Basically the State Islamic Institute is obliged to implement a national academic education policy, which has been outlined in the overall curriculum or each of the study subjects. As agreed in advance, Educational Sciences developed for the State Islamic Institute in general are Educational Sciences, Fields of Study, such as English Language Education. An orderly academic community in the development of science here adds lecturers, students and alumni.

The lecturer is, one of the main sources of knowledge in the field of publications, including in research reports. Therefore, lecturers keep making as many scientific books and journals as possible, most of the latest from research results are very important for lecturers to do. At this seminar, scientific seminars also

enabled him to remain in line with colleagues from home and abroad. They will transfer knowledge to students. In this way, the development of national education simultaneously is always updated.

Various readings and activities above, current theories can be easily obtained by students. Lecturers can also analyze what happens in the classes. From this lecturer research, it is easy to find between theory and implementation in the field. Analysis of facts like this, and which are based on modern theories are scientific works that can be determined or presented in a seminar.

So by reading as much as possible, to deepen and multiply his knowledge by writing as much as possible, for the discussion of his knowledge, the lecturers will become strong scientists. Therefore the measure developed by many lecturers to develop knowledge, can be seen from the many discussions of reading and writing, as well as the results of his research.

Both Students, Students must continue to develop their knowledge intensively by attending classes, reading scientific books and magazines and attending seminars. The knowledge provided by lecturers and presented in scientific writings. The lectures he attended were basically a transfer of knowledge from the lecturer, about what the lecturer had read and summarized. As with lecturers, a measure of how students develop their education can be seen from their reading and writing, sometimes from the results of their research. Equipped with the knowledge of education that they obtain, including modern education theories, accompanied by an analysis of the field situation, after graduation he is expected to be able to become a truly authorized teacher.

Every alumni has been equipped with all kinds of the latest theories of education, the possibility in the future when becoming a teacher. Taking into account the factual situation itself, it is hoped that he will integrate all the theories he has acquired and make the presentation model most appropriate.

When he has carried out his teaching assignments there is a possibility that he will be left behind in the latest education theory. If so, then he can return to his campus or invite lecturers, for example in the context of upgrading or workshops. On this occasion the lecturer will provide information about the latest flow, along with the possibility of its implementation.

In short, it can be said that the development of the science of education at the Institute of Islamic Religion is carried out through reading and writing, lectures, seminars, research here and there, and transfer of knowledge in lectures.

4. DISCUSSION

Based on the agreement on the development of Indonesian education, there seems to be no problem. There is a new curriculum, teacher training. Lecturers read a lot, wrote a lot, researched a lot. All aspects that are already logical, meet formal or even ideal demands. In the beginning, the conditions that seemed to occur. However, to achieve optimization, we also need to see behind it all, the metaphysical truth or the paradigm.

The paradigm is the crystallization that is thought about the world of education. Basic beliefs in it are metaphysical truths, which cannot and do not need to be proven, but to be accepted or not accepted, as they are. Their existence is not realized even though it is bound by a certain paradigm.

In other words, whether it is realized or not the basic belief underlying it is the nature of science is knowledge which is called the development of the science of education with the knowledge paradigm.

4.1 Un-Education

We can take many advantages from the knowledge paradigm. The development of the science of education that has been coordinated, as well as the uniformity of understanding throughout Indonesia, so that the education of one region is not left behind from the other regions. More than that, the national education academic policy becomes very flexible towards the latest theories, so that the development of their knowledge can always be in line with other countries, even with developed countries. In addition, education scientists in the field of study, including lecturers, are safe from the responsibility of failing to study at school, with the status of science still maintained. This is possible, because with this paradigm scientists are only responsible for their knowledge or knowledge, while the teachers are responsible for its implementation.

On the other hand, if viewed more deeply, the development of the science of education like this in fact actually contains anti-educational elements, so that it becomes cynical about education itself.

The science of education with the knowledge paradigm as mentioned above becomes theodolistic. Centralistic development, At the central level towards certain sciences, which determine all scientific policies, so that they are less verifiable, this condition is difficult to develop into a center of excellence in these vast areas of Indonesia, especially at the secondary and elementary levels. Communicative methods have been determined from the center to teach language, for example, as if (reading, teachers) living in the area must be implemented, as well as other newer methods are introduced. Then the teacher simply carries out obligations. In fact, said Toffler, he was expected to increase the "ability to face" (cope ability) of students who were educated against continuous changes.

At the State Islamic Institute the lecturer exposes educational science and students accept it to be practiced later. The axiom is that science, or current theories are almost always true. Therefore, if the results of its implementation in school are not good, then the error lies not in the science or theory, but in the implementers, namely the teacher until the discovery of a newer theory again. If a more recent theory has been found, it must imply errors on the knowledge (ie the old theory) rather than on the teacher again. However, now the teacher must get ready again to be educated about this new science or theory. The teacher must be open now, that he does not use the Communicative approach to teaching language, whatever he actually does.

Obviously, if you look at the conditions behind the process that occurred, in the development of education science created a dualism of culture, elite culture and lower culture. Even though according to Father in the dualism of culture there could be damage to relations that experienced less humane treatment, especially the weak group. In this case educational scientists or lecturers are in the elite group, which can only be blamed and never blamed. Instead, the teacher or student is in the lower group, which can only be blamed (because of application) and cannot be violated (theory).

Such a situation may be feasible in the development of other sciences. However, in education, it seems difficult to apply. On the one hand, scientists, the State Islamic Institute, or lecturers, there are teachers, schools, or students who are implementers or recipients of knowledge. There are groups that in terms of educational science are human and useful to humanize other humans. Therefore, in terms of this education science, nothing was obtained by the elite from the lower group. The elite group becomes too strong, so the lower group does not have any training position, except as a work object, to allow for dialogue and openness. Humanization that verbally actually destroys the purpose of the activity.

With the knowledge paradigm, the gap between education and technology will never be solved if student learning outcomes are low, lecturers at the State Islamic Institute cannot be held accountable. The State Islamic Institute is only responsible for its knowledge, about its theory, and its theory is good, up-to-date and sophisticated. All this has been conveyed to prospective teachers well. the obligation of the teacher to implement the theories he obtained in accordance with the reality at hand. So if student learning outcomes are low, mistakes are certainly in the implementers, the teachers, the technology, and not the lecturers.

4.2 National Independence

Has an influence on the formation of paradigms. Someone who has the source of reading the latest books and journals will have the latest theories too. Then, these latest theories will be presented to the ministers of science and the echelons below, so that all Indonesian slagordes have them.

In other words, even the ruler of science is merely reciting. Lecturer who give lectures, in this paradigm, only convey what they have read (and are schematized, of course). So, consciously or unconsciously, there is an assumption that students, sometimes including doctoral students, also lack reading.

It seems that our scientists have the latest theories, not to be left behind from other scientists in developed countries. However, the fact is that the theory that he acquired is not up to date. He still lags behind the source. The process of thought, observation, analysis, to be a theory that can be written, spends a long time. Especially if this education scientist must make a model of its implementation, then convey it in upgrades for hundreds of thousands of teachers, so before conveying it to others, he must read more recent theories, and prepare upgrading for the next method.

Upgrading for upgrading will not be endless. In fact, in matters of education, the only certainty is change. As stated in the quotation at the beginning of this article "facts", tomorrow becomes "false information", therefore the scientific mechanism like this will only allow us to always be in a continuous

lagging position. Such modernity has given rise to verbalistic pride in the elite group, verbalism which has produced very large projects, which in essence dealt with the lower groups and confirmed the systematic lagging.

As said before, all of our educational problems that appear will not be left behind from any country, including developed countries. However, if we try to put our educational knowledge in the national development horizon, we can formulate the initial question of this paper. Among the many sectors in development, which education science have we succeeded in contributing? Other sectors have shown results in their respective fields of non-oil and gas exports, wind tunnels in Serpong city, development of cadres towards national independence.

Indeed, the science of education like this will not lack the argument about its sexual justification, for example, the sophistication of the science of education cannot be compared to other sectors just like that. Besides that, it also needs to be recognized, that the science of education is always rich in concepts. This concept can even have its own concept, with all its scientific arguments, if one day a general concept is needed, then a few days seminar or workshop will be obtained by consensus, if due to certain limitations this concept is not affective then other consensus will also be obtained quickly, if necessary even every day a new concept can be produced in education.

In the sense above, the science of education we have developed fundamentally and radically, about mid-decade ago it was felt that the teachers produced by the state Islamic institute of religion turned out to be less professional, the follow-up was that the state Islamic institute of religion must be increased by quality. We have increased the number of years the institute of Islamic religion in the country by adding more subjects in the field of study, so that the teachers really master it. at one point we will still improve the quality of the Islamic institute in this country. Making teachers more professional, this development is indeed and in accordance with the demands of the times such as the development of savings and loan cooperatives, at the year-end meeting it was reported that thanks to the participation of members and legal guidance. Capital with two hundred thousand rupiahs, in just three years, has grown to twenty million rupiahs, indeed very impressive, if without a small note that all twenty million were all borrowed by the anngotants. Developments may indeed be radical, but according to van els, they are development without progress (thevals, 1984: 141).

In short, behind the sophistication and updating of education in the field of study with the knowledge paradigm, in its development there are activities which are essentially anti-education, the humanization process takes place unilaterally, dishonestly (Hadipirposjo, 1889) and in the long run threatens efforts towards national independence. Now we will try to see one of the alternative paradigms which this time is called the paradigm theory.

4.3 *Paradigm Theory*

The term paradigm theory here is intended to state that the basic beliefs of metaphysical truths of science are essentially theories (Kerlinger, 1986: 9) more than that, theories here have special meanings, theories in everyday interpretation can be equated with opinions, beliefs, according to Stembergh (1982, 925-1001) such a theory, both from people in the market and a professor in their field. Implicit theory is called, while the theory has been tested empirically. Mentioned as an explicit theory in addition, the theory was not obtained with just one male testing, but was the result of continuous testing (Donal, 1979; 12). Thus what is meant by theory in the paradigm theory here is such an explicit theory.

Developing educational science means developing a theory of both the process and test results. Thus the measure for scientists institute of Islamic state religion or lecturers in the field of study of education about scientific development is no longer located in the number of reading papers and research but the theories produced. In the above sense, contained in each theory of course is the giving of the verification process complete with the accompanying presentation system model.

It should be emphasized once again, that the use of the term paradigm of knowledge or the theoretical paradigm here is only intended for education that it is also limited to education in the field of study, such as mathematics education, education science (Munib, 345) English and biology and science education historical education, the assumption is that in the scientific field education is the duty of the education faculty if it turns out that there is a possibility that the same paradigm can be applied also to other sciences, just a coincidence.

Sometimes there is also the argument that someone cardioog has been ill with tuberculosis, of course that is true but the analogue in the world of medicine and the world of education has a different understanding, or even naive. Likewise with matters relating to the assumption that the science of education is revelation, the absolute truth, even as if educational scientists were messengers of God.

With the theoretical paradigm as intended above, the questions at the beginning of writing can be answered briefly "this is the science of our education, or we do not have it, and are trying to produce it, in this case the science of education means a theory about or which is directly or indirectly related with a conceptual presentation system that is safe and empirically tested, then Stephen Dedijer's statement that Asian countries do not yet have knowledge may be understood (elveson, 1982: 1).

Because this theory is tested and will be tested again, science and technology cannot be separated, both are always interactively related as a result of the state Islamic institute can no longer claim that its job is to maintain science, and the school implements its technology. the state Islamic institute is tasked with developing interactive science and technology as well. thus the state Islamic institute of religion is also demanded to be able to truly possess, in upgrading and conferencing for example not only new implicit theories, new logic, and new reports or new research, as well as the latest discoveries in the country or abroad, given, but instruction packages that are supported by sophisticated theories, and are open for testing by anyone who is interested, thus the state Islamic institute has direct responsibility for student learning outcomes.

Because science is no longer knowledge, although it must also include daily activities, it needs to be adjusted as good, scientists or lecturers in education in the field of study need to produce explicit theory, which always needs to be refined. Then students also need to be involved in the process of forming and maintaining it. In this way students are expected to acquire skills to produce explicit theory, such skills are very important in later work, in order to establish independence of professionalism, with the theory paradigm teachers need to be equipped with simple research skills, at least action research or action research (Micheal, 1984, 55-57).

Because students participate in conducting research, in the framework of forming the theory of educational sciences then naturally it feels itself to be demanded by itself to read about something narrow but truly profound, it also participates in testing implicit theories in it. He obtained opportunities in certain matters legally, he knew better than lecturers, legally, lecturers could learn knowledge from students, thus dialogical relations and openness were not only possible, but needed to occur, lecturers and students could stand upright not with equality , but with the same dignity (Dewantara, 1977: 60). thus it is expected that humanization can take place in two directions, honestly, and not to anate status. Togetherness values are expected to develop naturally.

If teachers do action rearech, they can fulfill their own needs for an effective presentation system, if so there will be no great scientists anywhere who have the right to require them for certain designs or methods, because using education in academic studies is important the result. Regarding which methods, methods, designs or theories are most effective, this is precisely why education is necessary.

The results of the action research carried out by school teachers, if necessary, are enhanced by more formal research by lecturers, for example, collaboration towards the formation of theory can be done with various aspects, by utilizing the advantages and facilities available to each party. Thus the relationship between the two really can be a symbiotic relationship. Each has a contribution to the other. So as said earlier, here it is also possible to have dialogical openness of relations, and humanization that takes place on both sides.

Besides that, diversification is also possible, so that the science of education can develop in a more democratic manner, scientific excellence does not have to come from the center or from the State Islamic Institute, but from any area and any level of education in Indonesia where perseverance and brilliance is indeed true. System status (sastrapretaja: 61). It will even have to collapse or maybe according to Ki Hajar Dewantara terms of the enactment of skills above authority. Thus we can state ownership of the science of education at least as prosmen (Toffler, 1982: 11) (pordusen and consumers) of science according to the term Alvin Toffler. Thus the foreign literature remains very important. It will no longer be a verbalistic pride to level the lower group. But just theoretical enrichment material

4.4 Possible Development

There have been many concepts or recommendations in educating the same as community assessment. To avoid this, many suggestions have been put forward, namely by developing the science of education with any paradigm and theory, this is not without concentration for the State Islamic Institute, this development is also a test for the State Islamic Institute, is it capable or not? If the second one is chosen, then cooperation from various parties is very necessary. Not intrusive cooperation, but critical and skeptical cooperation that raises optimism. Before testing, make it more maximal.

By using the knowledge paradigm the role of educational research institutions is sufficient as a knowledge center that regulates the traffic of research at the State Islamic Institute. The main objective is to ensure that all research activities at the State Islamic Institute run well. The wrong research design was returned to be revised, which was too expensive to reduce the cost. What has been continued, with the principle of equity, and the relationship of other institutions also need to be fostered.

With the theoretical paradigm, educational research is also not enough to only be done rationally analytically, analyzing the situation to find factual gaps, although supported by secondary data accompanied by recommendations for settlement.

With the paradigm of field research theory that is a necessity, research needs to be managed systemically. Maked research institution not enough to act as a station so that Faculty of Tarbiyah and Teacher Training can produce theories that research institutions need to act as a factory with systemic management. Modern factories do not have to make all the components of their own production, however, modern products not only assemble, but also engineer and design buildings on one side of the factory must not prevent craftsmen who are interested in making screws that are not a component of their production. In other words, research institutions need to have a research master plan. Basics and applications that explain the formation of explicit theory, with such master plans, will be seen, for example, that certain research projects may be very useful only for the researcher concerned. A part of the education process. But it is wasteful when viewed from a methodological perspective but the results are an important component of an explicit theory.

The systematization of management of educational research is increasingly urgent but is constrained by limited funds, experts, and other facilities, we have seen how busy people examine the relationship between parental education and reading ability, between age, analytical ability, and attention, and the like. There are hundreds even with their combinations, thousands of variables that can legitimately be objects of similar scientific research. Such research is typically interesting, because it is relatively easy, the methodology is clear, the literature of many design models, moreover, is often considered to be more qualified, because it includes basic research. Without systematization there is indeed a cycle of utilization of research and scientific knowledge, scientific knowledge is utilized for research, in order to produce new scientific knowledge, new scientific knowledge for research and so on, thus the dynamics of research results according to Ary et al's scientific knowledge have not been used in education.

It is fitting that the modern library collection contains scientific papers and research activities in large numbers so that it becomes a pride for the Faculty of Teacher Training or education with this formal academic demand and can be fulfilled especially if the scientific paradigm is already established, conversely if the theoretical paradigm remains important but not yet enough, to be able to produce a maintained theory in a sustainable manner the management of scientific management is a demand.

5. CONCLUSION

All intellectuality devoted to the field of education in the field of study runs at one end, namely the optimization of the effectiveness and efficiency of learning outcomes, for teacher schools this means that all academic commotion is meaningful if it turns out that they are pursuing so that students can learn more easily and faster. With results that are more durable and have higher transfer value.

Besides that, all developments have stages which would not be in place to discredit the paradigm that one flat the other paradigm. The second stage is impossible without the first stage that underlies and must precede it, but if the stability and security (in science) that we are looking for then maintaining Quo's status is strategic anyway, if the decision to take off is already taken. Therefore, research, development of science and scientific discussion need to be continuously developed to advance the quality of national education.

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