

FUTURISM IN EDUCATION IN INDONESIA

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ABSTRACT

The flow of futurism believes that everything we think about and do today is for the future. So, all the actions we will take must have an impact on the welfare of the future. Therefore, fostering a healthy intellectual and spiritual power through proper education will rebuild human beings with the right values and norms for the sake of the present generation and future generations, \ As an effort to achieve the ultimate goal, futurism seeks agreement among fellow humans in order to regulate the order of human life in an order and the whole environment by preparing themselves for the needs of the times in the future. Then the educational processes and institutions in futurism's viewpoint need to overhaul the old structure and build a new structure of living culture. Then cooperation between humans is needed. Social sciences, such as anthropology, economics, sociology, political science, and psychology are curricular foundations that greatly help futurism to identify the scope of the main issues of controversy, conflict and inconsistency. The role of education is to reveal the scope of the problem of human culture and to build as broad an agreement as possible about the main objectives that will organize humanity in the world cultural order to be able to adapt life to the future. Futurism learning theory is theories that state that students themselves must personally accompany and balance cultural shifts, find and apply complex information, check new information compared to old rules and correct those rules if they are no longer appropriate. Then regarding the dimensions of futurism learning is interpreted by helping to prepare citizens in this case the younger generation to respond to change and make smart choices considering that humanity moves into the future that has more than one configuration. So that futurism philosophy aims to develop a more pleasant future through education.

Keywords: futurism, philosophy, education

A. INTRODUCTION

Education is often developed based on a paradigm which by some thinkers and observers of education is termed reality-based education. In this view, considerations in the formulation of education must be based on the conditions of reality that are being faced by society. That said, there is a tendency that education which has been carried out in our country has relied on this paradigm.

As a result, education is directed towards achieving the targets needed by students in facing their reality. The approach used is based on needs (demand approach). For example, now we are faced with the logic of industrial economics. The industrial world indirectly influences the policies and implementation of education. And, education is directed at achieving graduate standards that are able to be absorbed by employment or industry. Or because of the rampant corruption - the eradication must start from fostering young people - moral degradation among youth, cultural crises due to the surge of information, and various acts of violence that have arisen in several places, education is required to maximize character formation.

The responsiveness of the world of education to the reality of this society indirectly places education as the spearhead for resolving the problems at hand. This also means that education is believed to be the most effective solution for removing from these various problems. Sensibility to reality is also a bet for the world of education, whether it is sensitive to reality or precisely takes distance explicitly with reality.

This educational paradigm allows for the demands of practical achievements that can be used by students in facing the ongoing reality. The tools of knowledge and skills are expected so that graduates are more easily absorbed by employment. So, practical education such as mental therapy and skills in response to problems faced by students with a variety of dominant market realities. Of course every educational view and orientation has its own consequences.

However, if education is carried out based on the current reality, what about the possibilities in the future? Based on reality, does this reality have to be followed blindly or do

we presuppose the existence of a new reality formation? This is what needs to be an additional consideration for carrying out education. That is, relying on reality remains one of the important views, but education as a future investment requires the formation of a future in accordance with the expected educational goals.

Following the question above, we need to realize that life is always moving dynamically. In fact, the movement is now increasingly fast. What is the focus today sometimes in the future is no longer the most considered focus. This fact has actually been ranked long ago by Alvin Toffler in 1970 in response to the explosion of knowledge and technology that was very fast in his best-selling work *Future Shock*. According to Toffler, schools are more busy taking care of a system that dies than dealing with a new community that is growing. The great energy is used to print "industrial humans", ie humans are prepared to be able to live in a system that dies before they exist. To help prevent future stuttering, we must create a superindustrial education system. Therefore, we must look for goals and methods in the future, not in the past.

By just dwelling on today's issues, especially with outdated goals and methods, school is only an hopeless anachronism. Schools do not expect the birth of new humans with a pattern of formation that is in accordance with the expectations of students. Every person must have great hopes. So, hope is the time to become a spirit and modality to build the future. Therefore, there is a need for a new breakthrough in the education system that gives birth to the imagery of a series of alternatives and alternatives so that students and teachers have something to direct their attention in educational activities.

Perhaps all people agree that education is an investment in the future. It is a device that will be used by students to face their future. The future is in the form of possibilities. The possibility may be the opposite of what is expected. So, to minimize that vulnerability, an expectation requires consistency and intensification in realizing it. Hope is not a dream, but a picture of a future that is not yet tangible.

For those who pay attention to the future, the purpose of education will be directed to help

prepare citizens to respond to change and make smart choices considering that humanity moves into the future that has more than one possible configuration (George R. Knight, 2007; 192). The possibility of this configuration will be more varied, to the extent that the education manager works optimally in an effort to make it happen.

The choices decided by the world of education in many ways will determine what the world looks like. Become an independent person in accordance with what he expected or become a human being who only fought for the future seats formed and provided by a handful of people. This is what needs to be an additional consideration in carrying out education, not only for policy makers, but also for teachers, parents, and anyone who cares about the future of the nation's generation. With this spirit, we can predict what this nation's civilization will look like in the future. Some of that thought came to be known as futurism.

In the context of the philosophy of education, the flow of futurism is a school that thinks and acts for the future. This flow is related to the importance of preparation to face future challenges. According to the flow of futurime, there is nothing eternal in the world. The eternal is change because there is always change. If we want to educate children, then we have to educate children so that they can live in a situation that changes very quickly. The following is a broader discussion of the matter.

B. RESEARCH METHODS

The method in writing is descriptive analytical method and using hermeneutic methods, then the search for the most relevant and main data related to the study of philosophy of education and then sharper analysis is carried out so that it produces ideas or creative ideas.

C. RESEARCH RESULTS

1. Background Futurism

Futurism comes from French, futur or English futures which both mean "the future" is an avant-garde art flow, or before its time, especially in 1909 AD. Futurism is an understanding of some people or a group of people who believe or believe in a better future, in the sense of being more modern, more concrete, and even believed that humans will be able

to master the universe with the technology they have later. The Futurism movement was proclaimed in 1909 by an Italian writer and poet, Filippo Tommaso Marinetti.

Futurism is a pure Italian art movement and a first cultural movement in the 20th century that was introduced directly to the wider community. Starting from the concept in the movement of literature, then penetrated into the art field such as: painting, sculpture, music, design and architecture. This futurism arises from the situation caused by World War I, with the aim of leaving bitter memories, nostalgia, pessimism, then releasing old material, elements, and values.

The values of the Futurists are intended to accompany and balance the cultural shift, the broad dynamic power of the market, the era of machinery, and global communication which according to their arguments is changing the realm of reality from world culture. So the Futurist fantasies use geometric patterns to represent the direction of movement and the meaning of the movement itself. Futurist artists and designers usually use evening days to gather, write manifestos, poems and music. The aggressive and individualistic behavior of the Futurists is gradually being used to spread fascism. One Futurist publishes it in a French newspaper, "Le Figaro" dated February 20, 1909, by making a mixture or combination that is not easy to fulfill the interests of Italian nationalism, military and new beliefs in machines which are later manifested in the products of cars and airplanes.

Before World War II, the movement of Italian Futurists was to anticipate the possibility of design constraints in everyday life, through the absorption and depiction of the quality of mechanization and speed, as discussed by Banham in his book: "Theory and Design in The First Machine Age ". This era has inspired Futurist painters, poets and architects, including: Filippo Tommaso Marinetti, Giacomo Balla, Gino Severini, Fortunato Depero, Carra, and Antonio Sant'Elia to create a work that reflects their world. It is all a new spirit that they uphold in a group that brings it to politics, when dependence on emotional involvement with a modern lifestyle and novelty in the community. The philosophy used by Futurists is mostly drawn from the historical background of the emergence of Modernism. Because we know that

Futurism is an early movement of the birth of Modernism. In addition, the occurrence of the Industrial Revolution also affected Futurism. The Machine Aesthetics or machine aesthetics appear to affect the characteristics of typography in both posters, book covers, and various other graphic forms.

Futurism influences many arts fields such as: painting, sculpture, music, design and architecture. In the world of Futurism architecture usually affects the parts of buildings such as entrances, floors, building shapes, ornaments, etc. Futurism also influences the development of typography. Besides futurism that uses typography is widely used in expressing feelings in poetry. This futurism arises from the situation caused by World War I, with the aim of leaving bitter memories, nostalgia, pessimism, then releasing old material, elements, and values. The values of the Futurists are intended to accompany and compensate for cultural shifts, the broad dynamic power of markets, the era of machinery, and global communication according to their arguments. Futurism also influenced the flow of art in the 20th century such as Art Deco, Constructivism, Dadaism, and Surrealism

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2. Principles of Futurism Education

The rapid explosion of knowledge and technology in the 1970s brought a new dimension to education theory by Alvin Toffler in the work of *Future Shock*. What education does now even though it is the best schools is an hopeless anachronism. Schools run on a series of practices and assumptions developed in the industrial era, while the community has entered the superindustrial stage. As a result schools educate the younger generation with an emphasis on the past, while life is currently in a world order that changes rapidly and continuously.

Toffler argues that schools are more busy taking care of a dead system than dealing with a new growing community. The big energy is used to print industrial humans, namely

humans who are prepared to be able to live in systems that will die before they exist. To help prevent future stuttering, what must be done is to create a superindustrial education system. Therefore, goals and methods must be sought in the future, not in the past.

Furthermore, an education system is needed that gives birth to the imagery of a series of futures and alternatives so that students and teachers have things that direct attention in educational activities. Learners need to test the preferred and possible future together with their assessment of the preferred and possible future together with their study of the future of human society, and developing skills that will guide them hopefully into the desired future.

The aim of the futurists is to help prepare citizens to respond to change and make smart choices considering that humanity moves into the future that has more than one possible configuration. To do this, futurists as well as reconstructionists critically examine the evolving economic, political and social order. Harold Shane has outlined the curriculum of the futurists who highlight the injustices, contradictions, and problems that occur in the present world order. The curricular pressures and educational activities delivered have in common with what was stated by the reconstructionists and the consequences of these two systems will be broadly the same, namely to develop a more pleasant future through education. Based on this perspective futurism can be seen as an extension and modification of reconstructionism.

Given the problems that are of a global nature, the solution must be the same. Overall collaboration of all nations is the only hope for a continually developing world population that inhabits the world with all its limited natural resources. The era of technology has led to world interdependence, as well as advances in the cause of science. On the other hand, there is a problem that is plaguing the cultural gap in adapting to the new world order.

According to futurism, today humanity lives in a world society which must be resistant in the face of very rapid change by thinking and acting about the future. Characteristics of the flow of futurism include unifying the characters of the different elements in a reference, and the compilation of his work as a whole and having ideas such as closure, impatience, extreme in a direct relationship with the values of futurism. In addition, its characteristics also include

uneven lines that communicate the energy of its movements and most importantly, looking at things with an emphasis on the future.

Schools can and must fundamentally change their traditional roles and become a source of social innovation. Social critics point out that Brameld and his colleagues gave enormous confidence to the power of teachers and other educators to act as the main instruments of social change. From their perspective, education can be an instrument to obscure demands for social transformation and then hinder change, or an instrument to shape people's beliefs and direct their transition to the future.

Futurism on the one hand does not see schools as having the power to create social change. On the other hand they view schools as the main power agent that touches the lives of the entire community, because schools support students during their most sensitive ages. Thus the school can be the main driver of enlightenment of social problems and the main agitator of social change.

Education must raise students' awareness of social issues and encourage them to actively provide solutions. Social awareness can be cultivated if students are made bold to question the status quo and study controversial issues in religion, society, economics, politics and education. The critical study and discussion will help students see the injustices and dysfunction of some aspects of the current system and will help them develop alternatives to conventional wisdom.

Regarding the education curriculum, futurism considers it as a *subject matter* which contains various social, economic, political problems faced by humanity, including social problems and educated individuals themselves. The contents of the curriculum are useful in the formulation of the discipline of "social science" and the process of scientific discovery (scientific inquiry) as a work method for solving social problems.

As for the role of the teacher, futurism has the same view with the notions of progressivism. The teacher must make students aware of the problems faced by humans, help

identify problems to solve, so that students have the ability to solve these problems. The teacher must encourage students to be able to think alternatives in solving the problem. Furthermore, the teacher must help create different learning activities simultaneously. Schools are the main agents for social, political and economic change in the community. The school's task is to develop "social engineering", with the aim of radically changing the face of society today and the society that is to come. The school pioneered the community towards the desired new community. If not, each individual and group will later solve community problems individually as influence and progressivism.

Then regarding the dimensions of learning, futurism views aim to help prepare citizens in this case the younger generation to respond to change and make smart choices considering that humanity moves into the future that has more than one configuration. So that futurism philosophy aims to develop a more pleasant future through education. Some principles that can be applied include; 1). complex learning environments and authentic tasks learners should not be given separate parts, simplification of problems, and repetition of basic skills, but vice versa: students are faced with complex learning environments, appear vague, and irregular problems. Complex problem problems must be linked to authentic activities and tasks, because of the diversity of situations that students face, as well as applications faced about the real world, 2). social negotiations, the main purpose of learning is to develop the ability of students to build and maintain their position, and at the same time respect the position of others and work together to discuss or build understanding together. To solve this mix, you must talk and listen to each other. In other words, this mental process is through social negotiations and interactions, so that collaboration in learning can be made possible, namely giving birth to an intersubjective attitude - a commitment to build a diversity of understandings and find common similarities and a mix of interpretations, 3). the diversity of views and representations of the discussion, references to learning must have been able to facilitate the representation of various topics by using analogies of examples and different metaphors. Reviewing the same material, at different times in rearranging contexts for different purposes, and from different conceptual perspectives is important for achieving more advanced knowledge capability goals, 4). the process of knowledge construction, puts forward

to make students care about their role in building knowledge. The assumption is individual beliefs and experiences, forming what is known as the world. Different assumptions and experiences, lead to different knowledge. If students care about the influences that shape their mindset, they will be better able to choose, develop, and use positions by means of self-introspection, at the same time respecting the position of others, 5). learning of students towards awareness in learning, the focus in this process is to place various efforts of students to understand the formation of learning in education. Awareness that arises in self-learners, does not mean that the teacher loosens his responsibility to provide direction or guidance.

D. CONCLUSION

Education can be seen on two sides, namely as practice and education as a theory. Associated with efforts to study education as a theory can be done through a philosophical approach, one of which is the flow of futurism. In its application to the world of education and learning, that the flow of futurism requires learning is a conscious effort of students to think and act today to face the future and the ability needed to be able to face the turmoil of change is so fast.

Learning is not a dogmatic process. Learning must have a character centered on students. Futurism aims to help prepare citizens in this case the younger generation to respond to change and make smart choices considering that humanity moves into the future that has more than one configuration. So that futurism philosophy aims to develop a more pleasant future through education.

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