

UNDERSTANDING EDUCATION AND LEARNING

Ayatullah Al-Wajid²⁾, Muhammad Nasikin²⁾

¹⁾²⁾ UINSI Samarinda

Email: alwajida445@gmail.com¹⁾, nasikin.poetra@gmail.com²⁾

Abstract

Developments in human thought patterns, technological advances, and new discoveries in education demand adjustments to the meaning and implementation of education and learning to remain relevant to the challenges of the times. The lack of teacher innovation in designing the teaching and learning process and reliance on conventional methods often hinder the achievement of optimal learning quality. This article aims to provide an in-depth description of the meaning of education and learning, formulate the characteristics of effective education and learning processes, and identify factors influencing their success. The approach used in this paper is a descriptive qualitative literature study, examining various expert theories, laws, and relevant educational regulations. The results of the discussion indicate that education is a conscious and planned, lifelong process aimed at developing human potential holistically, while learning is a deliberate effort to manipulate learning resources to facilitate interaction and knowledge transfer within students. An effective learning process is characterized by the creation of an easy, enjoyable, and high-quality atmosphere, and involves intensive student participation and understanding to achieve graduate competency standards. Furthermore, the success of the education and learning process is significantly influenced by four main factors, namely the quality and competence of teachers, the uniqueness and motivation of students, the completeness of supporting facilities and infrastructure, as well as the condition of the classroom environment and the school's social and psychological climate.

Keywords: *Education, Effective Learning, Teacher Competence, Success Factors.*

I. INTRODUCTION

The development of human thought in defining the meaning and understanding of education constantly shows changes. These changes are based on various findings and changes in the field related to the increasing number of components of the existing education system. The evolving mindsets of educational experts, educational administrators, and educational observers have resulted in new theories. Advances in technological tools have also contributed to these changes in the meaning and understanding of education. At the same time, the learning and education process is always ongoing. Therefore, one's view of the meaning or understanding of education adopted by a particular country may be irrelevant at a different time and in a different place. However, until new theories and findings regarding the meaning and understanding of education are discovered, existing theories and findings remain relevant and can be used as a reference.

Education is fundamentally an effort to help students develop their full potential to become well-rounded individuals, empowered with these skills, enabling them to effectively navigate and face all of life's challenges. The clearer objectives of education can be found in the National Education System Law No. 20 of 2003 which states that education is aimed at creating a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills that are owned by themselves, society, nation and state.

When teaching in the classroom, teachers must be creative and innovative. This includes selecting teaching methods, learning tools, and teaching materials. This creativity includes

creating teaching materials that make learning more engaging, effective, and efficient while still meeting academic objectives. Unfortunately, many teachers still lack innovation when planning, preparing, and creating teaching materials that engage students. This is a significant problem in the world of education.

In reality, many teachers rely on conventional educational resources, such as textbooks, modules, and worksheets, without attempting to develop or modify them in different ways. Conventional methods often fail to capture students' attention, leading to boredom and disrupting their learning outcomes. Providing engaging and innovative teaching materials is crucial to foster student motivation and enthusiasm. Consequently, professional teachers must foster innovation to create diverse, engaging, and student-centered learning resources.

Teacher competence is the ability and authority of a teacher to responsibly carry out their duties related to the teaching profession. According to Supriadie, D., and Darmawan, D. (2012:60), "Competence is defined as a set of abilities, skills, and authority, which must then be demonstrated by the teacher in order to achieve the desired goals." Because teaching is a professional profession, teacher competence is essential for the teaching and learning process. Teachers' poor ability to package and implement the teaching and learning process contributes to the low quality of learning in schools. One factor in successful learning depends heavily on a teacher's ability to implement or package the learning process to produce results that align with the desired educational goals.

The urgency of the learning process. This process includes planning, implementing, and evaluating interactive learning. It must be engaging, inspiring, and challenging. It must also be tailored to the interests, talents, and stages of physical and mental development of students.

II. RESEARCH METHOD

This article uses a qualitative approach with a literature review. According to Sugiyono, a literature review is a study conducted by collecting data, information, and theories through written documentation. This approach was chosen because the main focus of this paper is to explore in-depth theoretical concepts regarding the definition of education and learning, the characteristics of effective processes, and the determinants of success, based on valid scientific literature.

The data used in this article is entirely secondary data. Data sources in this study are classified into two categories: primary data and secondary data. Data collection techniques were carried out through documentation, namely tracking, reading, classifying, and recording library materials related to the topic of education and learning.

The collected theoretical data was analyzed qualitatively using content analysis and descriptive interpretive methods. Data analysis was conducted using an interactive model developed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing. To ensure the validity and credibility of the findings, source triangulation was used by comparing various scientific perspectives and previous research findings related to education and learning.

III. RESULTS AND DISCUSSION

Education

In general, education is a conscious and planned process designed to develop human potential to enable them to face life's various challenges. Education is not limited to teaching and learning activities at school, but rather a lifelong process that encompasses all aspects of human life, including the family, school, and community.

Etymologically, the word "education" comes from the root word "edu," meaning to nurture and provide training. In English, the equivalent term is "education," which comes from the Latin words "educare" and "educare," meaning "to bring out," "to lead out," or "to guide out." This meaning illustrates that education functions as an effort to cultivate human potential for optimal development. Thus, education is understood as the process of helping students discover and develop their natural strengths.

In a broad sense, education is equated with life. Education is a learning experience. Education is defined as the totality of each person's learning experiences throughout their life. Education, as defined above, has no time limit; it occurs throughout life, from early childhood, childhood, adolescence, and adulthood.

According to Suparlan Suhartono, education in an alternative sense is characterized by the fact that the actors in education are the family, the community, and the school (under government authority) in an integral system called "tripartite" education. The function and role of tripartite education is to bridge family education, school education, and wider community education. The goal is that educational aspirations that grow from each family can be developed in school educational activities, to then be implemented in the life of the wider community. Education is positioned and played a central role in social life with a linear system and a continuous process. In other words, education continues throughout the ages and is absolutely carried out by every individual. This process begins with the growth of moral and cultural potential within the family, is processed scientifically in schools, and is then developed and instilled in the continuity of the life of the wider community.

Education has become so prominent in the life of this nation that many experts have attempted to reason and convey the true meaning of education in this life. Furthermore, the meaning of education according to experts is as follows:

1. Prof. Dr. M.J. Langeveld: Education is the provision of spiritual guidance and assistance to those who still need it.
2. Prof. Zaharai Idris: Education is a series of purposeful communication activities between adults and students, either face-to-face or through media, to assist in the child's holistic development.
3. H. Horne: Education is a continuous process of higher adjustment for human beings who have developed physically and mentally, who are free and conscious of God, as manifested in the intellectual, emotional, and human environment of humans.
4. Ahmad D. Marimba: Education is the conscious guidance or leadership by educators that leads to the physical and spiritual development of the educated towards the formation of a core personality.

It can be interpreted that the meaning of education is an activity of discussing knowledge to broaden the foundation of life. The foundations applied in life are useful for improving the life system so that it is more organized and in accordance with religious foundations.

Learning

Learning is a process of seeking knowledge that can be done anywhere using media and can be obtained through dialogue, reading books, conducting research, and so on. Learning is a process of remembering, acquiring knowledge, and a process that can be done anywhere and at any time to acquire truth or skills that can be mastered and used in accordance with educational needs.

The word "learning" is deliberately used as an equivalent to the English word "instruction." The word "instruction" has a broader meaning than "teaching." While "teaching" refers to the teacher-student context in a formal classroom, "learning" or "instruction" also

encompasses teaching and learning activities that are not physically present. Because "instruction" emphasizes the learning process, we call the planned efforts to manipulate learning resources to facilitate learning in students.

Some definitions of learning strategies include:

1. Learning strategies are interconnected and inseparable from a primary component that supports the methods used to conduct learning activities and share learning experiences using sophisticated media such as learning technology.
2. A learning strategy is an educator's effort to motivate students to engage in learning activities. Learning strategies are not easy; each lesson requires a variety of skills to achieve learning objectives. Generally, learning using an approach has advantages because it allows students to actively participate in the learning process, thereby improving investigative behavior, fostering problem-solving skills, and sharing experiences with other students and with the educator. The material learned is retained longer because students are actively involved in the learning process.
3. Learning strategies are procedures in the broadest sense, encompassing planning, implementation, evaluation, enrichment, and remediation. They are the process of selecting and ensuring changes in attitudes, approaches, procedures, methods, and norms or boundaries of success. Planning and strategy are necessary for implementing interactions between students and educators in the teaching and learning process so that educators can create a better and safer learning atmosphere. A good and safe learning atmosphere will make students more enthusiastic about learning and facilitate their understanding of the material explained by the educator, thus achieving the desired learning objectives.

Effective Education and Learning Process

The learning process is the primary activity of schools. The essence of learning is all efforts made by educators to ensure learning occurs in students. Implicitly, learning involves selecting, establishing, and developing methods to achieve desired learning outcomes.

According to Lindgren, as cited in M. Sobry Sutikno, the learning process encompasses three aspects:

1. Students.
Students are the most important factor, because without them, there would be no learning process.
2. Learning Process.
The learning process is what students experience when they learn.
3. Learning Situation.
The learning situation is the environment in which the learning process occurs.

All factors that influence students or the learning process, such as educators, the classroom, and interactions within it, are included. According to M. Sobry Sutikno (2007), effective learning is learning that enables students to learn easily, enjoyably, and achieve learning objectives as expected. An effective learning process is teaching that produces a quality learning process, namely a learning process that involves intensive student participation and understanding (Wiji Suwarno, 2006).

Government Regulation No. 19 of 2005, Chapter I, Article 1, Paragraph 6, states that "Educational Process Standards are national education standards related to the implementation of learning in an educational unit to achieve graduate competency standards." From the definition above, several points can be underlined, namely:

1. Educational Process Standards are national education standards, meaning they apply to every formal educational institution at a specific educational level, regardless of their location nationwide. Therefore, all schools should implement the learning process as formulated in these educational process standards.
2. Educational Process Standards relate to the implementation of learning, meaning they describe how the learning process should take place. Thus, the educational process standards can serve as guidelines for teachers in managing learning.
3. Educational process standards are directed toward achieving graduate competency standards. Therefore, educational process standards can be formulated after graduate competency standards have been developed.

Factors Influencing Educational and Learning Success

Several factors can influence an effective learning process, including teacher factors, student factors, facilities and infrastructure, and environmental factors.

Teacher Factors

Teachers play a crucial role in the learning process. The role of teachers, especially for elementary school students, cannot be replaced by any other tool, as students are developing organisms that require adult assistance and guidance. In the learning process, teachers not only act as role models for their students but also as managers of learning. Therefore, the effectiveness of the learning process rests with the teacher; in other words, the success of the learning process is largely determined by the quality of the teacher.

Student Factors

Students are unique individuals. Child development encompasses all aspects of their personality, and each child's developmental pace varies. The learning process is influenced by these different developmental stages. Therefore, each child has different abilities, which can be categorized as high-, medium-, and low-ability. Students who are considered highly capable are usually shown by high motivation in learning, attention and seriousness in following lessons, and vice versa for students with low abilities. Such differences require different treatment in the learning process.

Facilities and Infrastructure Factors.

Facilities are anything that directly supports the smooth running of the learning process, such as learning media, teaching aids, and school supplies. Infrastructure is anything that indirectly supports the success of the learning process, such as the road to school, school lighting, and restrooms. Complete facilities and infrastructure will assist teachers in organizing the learning process. There are several advantages for schools with complete facilities and infrastructure.

1. It can foster teachers' enthusiasm and motivation to teach. Teaching can be viewed from two dimensions: as the process of delivering lesson material and as the process of organizing an environment that can stimulate students' learning.
2. It can provide students with choices in learning. Because each student has a different learning style, some are auditory and others visual, complete facilities facilitate students' choice in learning.

Environmental Factors

A learning process that does not take the environment into account not only distances students from environmental awareness but also fails to produce optimal learning outcomes.

Two environmental factors influence the learning process: classroom organization and socio-psychological climate:

1. Class organization includes the number of students in a class; too many students will be less effective in achieving learning objectives.
2. The socio-psychological climate is the harmonious relationships between people involved in the learning process (both internal and external).

IV. CONCLUSION

Based on the analysis and discussion of the foundations of education and learning, it can be concluded that education is a conscious, planned, and lifelong process aimed at developing human physical and spiritual potential so that they possess comprehensive skills to face life's challenges, improve their living systems, and align with religious principles.

Meanwhile, instruction has a broader essence than conventional teaching because it emphasizes the planned manipulation of learning resources to facilitate the reconstruction of skills within students, whether or not physically attended by an educator. Effective education and learning processes must essentially foster learning that is easy, enjoyable, and oriented toward achieving graduate competency standards by integrating three main aspects: student characteristics, the dynamics of the learning process, and the learning environment. Furthermore, this article emphasizes that the success of learning quality is simultaneously determined by four main determinants: teacher competence as a creative and innovative learning manager; the unique characteristics and internal motivation of students; the availability of infrastructure that accommodates diverse learning styles; and environmental conditions, including classroom organization and a harmonious socio-psychological climate.

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