

Meanings in the Concept of Education Sustainability

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Abstract

This writing aimed firstly is to appreciate the holding of an international seminar on the main topic of 'Innovation Issues and Challenges in Education for Education Sustainability', secondly is to remind that the concept "Education Sustainability" is a very broad and very contemplative concepts that demand extraordinary sincerity for all participants. All participants need to be very-very careful in their participation and in receiving the concepts presented in the seminar in order to gain the complete understanding to get results or usefulness for their work or profession. This warning needs to be conveyed to the seminar since there are still many differences between or among concepts in relation to education in one side, vague inclusion of influencing factors to the concept of sustainability in another side. One more thing to be mentioned is the problem on the perspective used in the analyses of the problems, that is the uses of different perspectives in the analysis of the problem under discuss, such as of those the use of "data driven" perspective in one side and the use of perspective of "theory driven" in another side.

Keywords: *education; sustainability; perspective; data-driven; theory driven*

A. Introduction

First of all, let me tell you, my dear readers, that I am someone who likes and frequently see the meaning of relationships between words that form a phrase. As far as I know a word is not more than a code and it is not a concrete reality. Thus, the definition of a word in itself is essentially subjective, depends on who reads the word. So, the definition of a word (code) by or for a person will be a bit or even greatly different from one another, depending on the context that encloses the word (code) appears. In general, the scope of the contexts is related to the place and time. Thus, the phrase containing two or more words without a context is surely difficult to understand by a reader except for the position of a word in the phrase is explaining or being explained one to another.

On the other hand, a phrase, to me, is two or more words that are expected by the writer, that the reader can grasp the new message from the presence of two or more words that build the phrase. The combine form of the words in the phrase is attempting to build a new meaning by combining the meanings of all words that make up the phrase.

Some weeks ago I got information that UST (Universitas Sarjanawiyata Tamansiswa or Sarjanawiyata Tamansiswa University) is going to hold an international seminar on the main topic of "Innovation Issues and Challenges in Education for Education Sustainability". This topic is striking me much since I think all content words used in the topic are very-very contemplative and covering huge level of thoughts and hopes.

This writing tries to show the ideas of contemplativeness, level of thought, and hopes which are covered by the words of "education" and "sustainable" only. To do so, I have to introduce firstly the system theory in a very simple way. Secondly, I am going to use the system theory to look to the components or the sub-system of teaching. Next is also or still the same use of the system theory but to look to the components of education. The last thing I try to write is the term sustainability due to its complexities and contemplativeness.

B. Teaching

One of the definitions of education is the process of teaching or learning in a school. The process of teaching will surely cover or include all of the systemic components of teaching. The components of teaching or the sub-systems of teaching are as follows.

1. Student

Student is the highest or the most significant existence of teaching process as a system. We can say that student is the first sub-system of teaching system. It is easy to understand that there will never be a teaching process if there is no student to teach. Thinking about student then, automatically will lead whoever to the idea of the number of students, their age, and the competences such as cognitive, affective, and psychomotor competences.

2. Material to teach

The second or the next highest existence or the second sub-system of teaching process is the material to teach. Surely, no one can teach if there is no material to teach. Thinking about material to teach to the students, one will directly connected to concept of what to teach, what quantity, and what level of difficulty of the material to be.

3. Teacher

The third sub-system of teaching process is the teacher. He or she has to transfer the material mentioned in point two to the student. Student is the only most significant agent to treat by the teacher to get the material of the teaching process. In connection with the

existence of the teacher in the teaching process, there will be some factors that characterized the teacher as the sub-component of teaching process. Those are her or his competences (cognitive, affective, and psychomotor competences) in the process of transferring the teaching materials that have to match to the characteristics of his or her student or students.

4. Process of teaching

The fourth sub-system of teaching process is the process of the teaching itself. It covers the perspective, the method, the technic, even the tactic used by the teacher in the whole of the teaching process that have to match with the characteristics of the students or student, both as a whole or even as individual.

5. Time of Teaching

The fifth sub-system of teaching process is time. No even for a very single process of teaching, for whatever or however simple it is, can run without the availability of time. The time itself can be on the range of seconds, minutes, hours, days, weeks, months, years, tens of years, hundreds of years, millennial of years, and so, and so. If then we can also enrich the limits of time surely there will be more and more richness of alternatives we can get. But then what will be after each of it stops. It seems that human being can then come to the idea of controlling the existence of time. Time is always control the human life and never of its inverse.

6. Place of Teaching

The sixth sub-system of teaching process is the place. Is it possible for even a single teaching program to run without any home place available? It is surely impossible. Thus, artificial thought of teaching will never come to even for a single actual real result in connection of the availability of place or room for the teaching program for all human being in the world earth.

7. Tools of Teaching (Teaching-learning structures)

Tools of teaching or the structure of teaching tools is the seventh sub-system of the teaching system. In order to run smoothly, effectively, and efficiently a teaching program needs to have the support of teaching tools. We can also say that the structure or the tools of teaching are all physically real things that make possible a teaching process to run. It seems that talking about, thinking about, or managing about this teaching structure is the easier to manage and there will the biggest amount of people who are interested in. The tools of teaching are the most physically real things in the system of teaching.

8. Infrastructure of Teaching

As the eight sub-system of the system of teaching, infrastructure of teaching can be formulated as everything that ensure or to guaranty the possibility of the running, working, or functioning of all tools of teaching in a certain teaching program. It can be the buildings

or other such, the room, the electricity and whatever things that are not directly connected with the processes of teaching but without them the running of the teaching program will be impossible. They are all of physically concrete things.

C. Education

In line with the explanation of teaching as a system with all of its subsystems above, we can also use similar idea to explain the concept of “education”. The components or the subsystems of education are the educatee or the targeted subject or the student, material to be educated for, educator, educating process (the usage of such perspectives, methods, techniques, and tactics in the running of educating process), time needed and used, place or room or area available and its readiness to be use, structure or facilities to supports the processes, and infrastructure availability to support the structure to functioning. For this, the readers are suggested to think themselves using liniar way as it is used in the explanation of “teaching” in point B. above.

D. Sustainability

Sustainability comes from the word sustainable that has the synonyms of continual, continuous, viable, feasible, unceasing, green, imperishable, livable, renewable, supportable, unending, and worthwhile. It covers the idea of continuum. Continuum is a completely contemplative idea or concept that can be created by the brain of human being. But, although it is the result of human brain creation, it does not mean that it can be controlled by the brain of human being itself or themselves. It covers the idea of from “a certain limited of when” to “uncertain of unlimited of another when”. It also covers the idea of from “a certain limited of where” to “uncertain of unlimited of another where”. Are not they?!

We know for sure that the running of time is completely controlled by the time itself. It is not possible for human being to controlled time. Thus, talking about sustainability is actually impossible for human being whenever and wherever. The one which is possible is only talking about “sustainability”. This quotation marked means there should be completely limited concept that has to be defined first by those who use the term of sustainability. If not, it is completely impossible.

Thus, “Is there any use for us to discuss the concept of sustainability in this our seminar?”

E. Education Sustainability

In point C and point D above, we have discussed separately about the term of education and the term of sustainability. The result is that each word, meaning the word of “education” and the word of “sustainability”, has its own complexity and make us very difficult or even impossible to manage thoroughly in using each concept in the real action of the real world of education. Then, in this E point, we have to combine the two concepts into one concept of “education sustainability”. It is completely sure that it become far more complex comparing to the ones we have discuss above. This is the point that the writer

tries to show to the readers. The huge complexity should be made clear in connection with inter-connectivity among all factors containing in the concept of education in one side and in the concept of sustainability in another side. It is completely impossible. Is not it?!

We have the main problem in connection with the term of “sustainability” at least to the limit of the concept of “from where to another where” and “from when to another when”. In connection with the concept of “education”, we have to cover the eight systemic (different from systematic) factors of it. Thus, the combination of the term “sustainability” and “education” another side we have cover the eight systemic factors.

We can see in short what we have to clearize to cover the concept of “education sustainability” by the existence of question words of “what”, “which”, “where” “why” in “where to another where” continuously and in “when to another when” continuously too. Is it possible for us to answer clearly for all of those questions, so that we can take them all into the real act as it is supposed to hope in the existence of our special topic “Innovation Issues and Challenges in Education for Education Sustainability”? The answer for me is impossible.

F. Closing

For the writer of this paper the main topic of ‘Innovation Issues and Challenges in Education for Education Sustainability’ is to complex or impossible to lead us into its solution.