COMPETENCY PERSPECTIVE IN EDUCATIONAL PHILOSOPHY

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ABSTRACT
Empowerment of MSMEs is very strategic, because of its great potential in driving the economic activities of the community, and at the same time being the main source of income for the majority of the community in improving their welfare. MSME competence is important because it will increase MSME productivity and performance. One of the ways to increase the competence of SMEs is through learningPhilosophy of Education. The purpose of this research is toDescribe the role of educational philosophy in the development of human resources.
Kata Kunci: Competence, SMEs, philosophy

INTRODUCTION

In human civilization, there are three kinds of resources, namely natural resources, human resources, and technological resources. These three sources have a very big influence in life, especially those related to human resources. Because human resources are so important to the development and civilization of mankind, we should know how to develop them.Literally philosophia means the one who loves wisdom or the friend of knowledge. The term philosophia has been Indonesianized into "philosophy", the adjective is "philosophy" and not "philosophy". When referring to the person, the right word to use is "philosopher" and not "philosopher" (Suaedi, 2016). Unless the word "philosophy" is used instead of "philosophy", then the correct adjective is "philosophical", while what refers to the person is the word philosopher. Philosophy is not the result of research or experimentation. Right or wrong is impossible to test with facts. Philosophy is the product of thought. The relationship between philosophy and education is that philosophy examines a reality broadly and thoroughly, in accordance with the characteristics of a systematic and comprehensive philosophy. The concept of the world and the purpose of human life which is the result of the study of philosophy, will be the basis for setting educational goals. Later on, building an education system and educational practice will be carried out oriented to educational goals. The workings and results of philosophy can be used to solve the problems of life and human life, where education is one of these aspects

of life, because only humans can carry out and receive education. Therefore education requires philosophy (Jenilan 2018). Education must be the initiator, design content and choose and use appropriate teaching methods to develop human resource capabilities (Nguyen Quang Hoai Chau 2021). Science in its development with an empirical approach according to Auguste Comte (1798-1857) written in his Cours de Philosphie Positive teaches that the human way of thinking in society will reach its peak in the positive stage, after the theological and metaphysical stages. Positive terms have an explicit meaning with philosophical content, meaning that what is true and what is real must be concrete, exact, accurate, and useful (Levine, 2018).

Promising the community to bring about change to a more established world and all needs will be met. Rationality will help us face unfounded myths and traditional beliefs, which make humans helpless in facing the development of this world (Setiawan & Sudrajat, 2018).

All sciences have been discussed in philosophy, even some sciences were born from philosophy, meaning science that separates itself from philosophy. For example mathematics, astronomy, physics, chemistry, biology, psychology, and sociology. Science is also analytical, science only works on one field of knowledge as its formal object (Varpio & Macleod, 2020).

Today, the development of modern society has reached where all the wheels of people's lives are supported by sophisticated technology. Social behavior and patterns of people's lives have changed drastically due to the influence of the Industrial Revolution. The development of technology that gave birth to the Revolutionary era did not only open up social interaction widely, but also disrupted various fields of human life (Prasetyo & Trisyanti, 2018).

In line with Van Peursen's opinion, he explained that in ancient times science was part of philosophy, so that the definition of science depended on the philosophical system it had adhered to (Schrijvers, 2018).

Khandekar and Sharma (2006) suggest that learning is a process to acquire knowledge, both personally and in groups that are trying to be applied to the work they are doing, which affects the ability as a source of competitive advantage.

In assessing the extent to which MSME actors have sufficient human capital, it can be seen from several indicators related to human capital to formulate several indicators to determine the competence of human resources owned by business actors. (Fatoki 2011) research (Sirojudin & Ashoumi, 2020) which more specifically reviews science in Islamic

education management views. This study mentions the values of science in educational management can not be separated from the value of leadership that is able to control the organization and managerial perfection into the soul of an education manager. Creative value is a necessity that must be owned by an education manager in order to create creativity and innovation.

As a basic source of innovation and knowledge. Intellectual is able to increase innovation. Creativity and innovation depend on employees' knowledge, skills, and experience in value creation and affect MSMEs (Xiaobo, 2013). As SMEs are considered as a driver to achieve economic growth and development, more attention needs to be paid in overcoming the problem of the high mortality rate of SMEs (Rachael Okwudili Iliemena 2021) A theory about human needs that has a level in accordance with what has been expressed by Abraham Maslow. The hierarchy of needs is a theory of human motives by classifying basic human needs in a hierarchy, and a theory of human motivation that relates these needs to general behavior (Bouzenita, Boulanouar, 2016). In modernism, it contains the meaning of all-round advanced, sparkling, and progressive. Modernism has promised people to bring change to a more established world and all needs will be fulfilled (Setiawan & Sudrajat, 2018).

Humans with philosophy will be able to sublimate a scientific discipline which is their respective responsibility, and raise it to a philosophical level, so that humans can understand the perspectives and various possible directions of its development, so that humans can carry out in-depth speculations to find theories or paradigms. new for the sake of human interest (Rofiq, 2018). The development of philosophy leads to a strategy of developing science, which involves ethics and heuristics, to the cultural dimension to counteract, and not only the usefulness/benefit of science but includes its meaning and significance for human life.

Because by reasoning, one can measure how far the potential of reason. One can discuss and develop creativity independently or in groups. In addition, John Dewey also inspires people who want to continue their struggle in the field of education in Chicago (Ruslan, 2018).

Study The truth in knowledge received by philosophy is if the content of knowledge is cultivated in accordance with known objects based on freedom of thought (regulated by logic) to investigate or methodical and systematic thinking, so that educational philosophy seeks to find provisions and causes. the deepest for everything (the whole world and nature), as a way of life. If this view of humans is covering all matters of human life:

thoughts, behavior and values and the purpose of human life, both in this world and after this world, nothing is known as a way of life.

Scientists always develop what is believed to be true, he wants to know what is the true nature of science in the context of other knowledge. A scientist wants to know the extent of the relationship between education science and the development of human resources, whether the philosophy of education itself has a role in the development of human resources and can bring happiness to him. Therefore, in this paper the author wants to try to examine the role of educational philosophy on the development of human resources in SMEs.

Formulation of the problem

1. How to develop human resources?
2. What is the role of educational philosophy in human resource development?

Aim

1. Knowing human resource development.
2. Describe the role of educational philosophy in the development of human resources.

METHODS

In writing a paper entitled MSME Competence Perspective in Educational Philosophy The author uses a literature study method where the author collects sources from books and the Internet related to the subject matter of the paper.

RESULTS AND DISCUSSION

Understanding the Philosophy of Education

The philosophy of education is nothing more and nothing less than a unique discipline as is the philosophy of science or science called microbiology. Philosophy about education demands an understanding that is not only about educators. Philosophy of education is indeed a discipline that candistinguished but not separated from both philosophy and education, it derives nourishment from philosophy. He took his problems from education, while his methods from philosophy and problems, but also about philosophy itself. Philosophy briefly deals with questions about the analysis of concepts and the foundations of knowledge, beliefs, actions, and activities. So in philosophy there are two meanings, namely (1) concept analysis, and (2) deepening the meaning or basis of

knowledge and the like. By analyzing a concept, the nature of the meaning of a word is explored both textually with its equivalent and also contextually in its use.

Educational Fundamentals and Goals

The goals of Indonesian education include the development of individual potential as mandated by the educational philosophy of Pancasila. Individuals are expected to have a personality that includes the sixteen characteristics as depicted in the national education goals. This characteristic is at the same time an aspect that becomes a charge in developing the quality of human resources based on an educational philosophy that is extracted from the philosophy and way of life of the Indonesian nation.

The level of cultural development of a society or nation is largely determined by the level of quality of human resources that support these cultural values.

In line with this goal, a proper and compatible education system has been formulated with the aim of developing human resources as a supporter of cultural values for increasing the progress of civilization they have. In this connection, it is seen how the relationship between the philosophy of education and the improvement of the quality of human resources is seen.

Human Resource Development

Human resources can be defined as the entire population residing in an area or place with demographic and socio-economic characteristics. Demographic profile is a quantitative aspect, meaning that it relates to physical numbers. Indeed, the number of people and the elements related to the number within a certain limit is a potential in the field of development. With a large population, it is a human resource to carry out development. Human resources must also have a socio-economic profile, namely aspects related to quality. The qualitative aspect is closely related to physical and non-physical welfare as well as scientific and technological mastery. Conceptual human resource development has been accepted as a long-term development strategy for many developing countries, including Indonesia. Humans have mental potential to be developed. Various mental potentials that are summarized in aspects of cognition, emotion, and conation can be developed by humans to become civilized beings (homo sapien). This self-improvement and development causes humans to have different levels of civilization and lead forward from time to time. The progress of human civilization can be seen from the periodization of human history. This self-improvement and development causes humans to have different levels of civilization and lead forward from time to time. The progress of human civilization can be seen from the periodization of human history. This self-improvement

and development causes humans to have different levels of civilization and lead forward from time to time. The progress of human civilization can be seen from the periodization of human history.

Philosophy of Education in Human Resource Development

The word Empiricism comes from the word empiri which means experience. The figure of this school is John Locke (a British philosopher). He argues that children are born in this world as blank paper or as a table covered with wax (tabula rasa) which has no writing on it, so this school is also known as the tabula rasa school. According to this theory, personality is based on the educational environment he gets or the development of a person's soul solely depends on education. And according to the theory of empiricism, it also states that educators can do as they please in the personal formation of students as desired. Similarly, a thinker of the Aufklarung era named Claude Adrien Helvetius (1715-1771) has formulated the answer to the question:

Personal development is actually the result of a collaborative process between heredity potential (internal) and the environment and education (external). The interaction between innate and environment (including education) will achieve the expected results, if the child himself must play an active role in digesting all the experiences he gets. So from the perspective of the convergence theory, it can be concluded that:

1. Education is all possible given to students.
2. Education is defined as the help given to students to develop a good disposition to prevent a bad disposition.
3. The result of education is dependent on heredity and environment.

These three later became the basis for thinking about humans in relation to educational problems. However, later, Kohnstamm added the awareness factor as a fourth factor. Accordingly, according to him, apart from the basic (nature) and teaching (empirical) factors, which were then converged, there is still a need for awareness factors. individual.

The philosophy of education as a system can be seen from two approaches. The first approach is a philosophical approach, as described earlier. In this view, it is revealed that the concept of education in various schools recognizes that humans have the potential to be educated.

Furthermore, the second approach is the philosophy of education seen from the point of view of education. Based on this approach, the philosophy of education is an attempt to find answers about education and existing problems that require a philosophical review. In

this view, the philosophy of education becomes the foundation for the preparation of the education system. Education in relation to individuals and society, can be seen from how it relates to the philosophy of education and human resources. From an individual point of view, education is an attempt to develop individual potential, on the other hand, from a societal point of view, education is the inheritor of cultural values.

In this view, education has two main tasks, namely increasing individual potential, and preserving cultural values. Humans as cultural beings and essentially are the creators of culture itself. Culture then increases in line with the increase in the human potential of the creator of that culture.

CONCLUSION

The philosophy of education is nothing more and nothing less than a unique discipline as is the philosophy of science or science called microbiology. Conceptual human resource development has been accepted as a long-term development strategy for many developing countries, including Indonesia. philosophy of education is seen from the point of view of education. Based on this approach, philosophy of education is an attempt to find answers about education and existing problems that require a philosophical review. Education in relation to individuals and society, can be seen from how the line relates to the philosophy of education and human resources. From an individual point of view.

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