



Foundations of Education: Concepts, Objectives, and Their Role in National Education

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Abstract

Educational foundations are fundamental elements that serve as the basis for the implementation and development of education. They provide direction, objectives, and guidance for educational practices to ensure that the educational process aligns with societal needs and national goals. This study aims to examine the concepts, objectives, and roles of educational foundations in the context of national education. The discussion focuses on various educational foundations, including philosophical, psychological, sociological, cultural, historical, legal, and religious foundations, which collectively influence educational policies and practices. Educational foundations play a significant role in shaping educational objectives, curriculum development, teaching methods, and character formation among learners. Through a comprehensive understanding of these foundations, educators and policymakers can design educational systems that are relevant, effective, and responsive to social changes and technological advancements. The study employs a qualitative library research method by analyzing relevant books, journal articles, and official documents related to educational foundations. The findings indicate that educational foundations are essential in ensuring the continuity, quality, and effectiveness of national education. They contribute not only to academic achievement but also to the development of moral values, national identity, and responsible citizenship. Therefore, a strong understanding of educational foundations is necessary to support the realization of national education goals and sustainable educational development.

Keywords: Educational Foundations, Educational Concepts, Educational Objectives, National Education, Educational Development.

INTRODUCTION

Educational foundations refer to the principles, theories, values, and philosophical perspectives that serve as the basis for designing, developing, and implementing educational systems. They provide the fundamental framework that guides educational goals, policies, curricula, teaching methods, and learning activities. In essence, educational foundations encompass an understanding of the objectives, values, principles, and theoretical perspectives that shape educational practices. Therefore, educational foundations can be understood as a set of assumptions that function as the starting point for educational activities. These assumptions influence various aspects of education, including educational management, guidance and counseling, classroom instruction, and training programs. Without a clear foundation, educational practices may lack direction and consistency, making it difficult to achieve desired educational outcomes.

Educational foundations are conceptual in nature and are generally classified into three categories of assumptions: axioms, postulates, and hidden premises. Axioms are fundamental principles accepted as true without requiring proof and serve as the basis for further reasoning. Postulates are assumptions accepted as foundational elements within a theory or system and are used to construct educational frameworks and policies. Hidden premises, on the other hand,

are assumptions that are not explicitly stated but implicitly influence educational thinking and actions. These assumptions shape educators' beliefs, attitudes, and decisions regarding teaching and learning processes. Understanding educational foundations from this perspective allows educators to critically examine the underlying beliefs that guide educational practices and policies. According to Sanusi (2022), educational foundations can be viewed from two perspectives: the practical perspective, which focuses on their application in educational activities, and the academic perspective, which examines them as an object of scholarly study and research.

The concept of foundations has also been explained in the *Merriam-Webster's Unabridged Dictionary*, which identifies the genus of foundation as a principle. In Indonesian, the term *principle* is synonymous with *prinsip*, referring to a comprehensive and fundamental law, doctrine, or assumption that serves as the basis for other derived principles. A principle may represent an elementary proposition, such as the principles of physics, or a commitment to what is considered good and valuable as a characteristic of moral conduct and character. Furthermore, a principle may denote the origin or source from which other ideas, actions, or systems emerge. In the context of education, principles function as the foundational guidelines that direct educational thought and practice. They provide coherence and consistency in the development of educational objectives, methodologies, and institutional

structures (Waini Rasyidin, 2023).

In general, education is a conscious and planned process aimed at developing human potential so that individuals can effectively face the challenges of life. Education is not limited to formal teaching and learning activities in schools; rather, it is a lifelong process that encompasses all aspects of human existence, including experiences within the family, school, and community. Through education, individuals acquire knowledge, skills, attitudes, and values that enable them to participate actively and responsibly in society. Education also plays a crucial role in fostering personal growth, social development, cultural continuity, and national progress. Consequently, education is regarded as one of the most important instruments for improving the quality of human resources and promoting sustainable development.

Etymologically, the term *education* in Indonesian (*pendidikan*) is derived from the root word *didik*, which means to nurture, guide, and train. In English, the equivalent term is *education*, which originates from the Latin words *educare* and *educere*. These terms mean “to bring forth,” “to lead out,” or “to guide outward.” This etymological meaning reflects the fundamental purpose of education, which is to draw out and develop the innate potential within individuals. Education, therefore, is not merely the transfer of knowledge from teacher to student but a process of facilitating learners in discovering, cultivating, and maximizing their natural

abilities and talents. Through this process, learners are empowered to become independent, competent, and morally responsible individuals who can contribute positively to society (Sari, 2025).

From a legal perspective, the definition of education in Indonesia is clearly articulated in Law Number 20 of 2003 concerning the National Education System. The law defines education as a conscious and planned effort to create learning environments and learning processes that enable learners to actively develop their potential. The ultimate aim is to equip learners with spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state. This definition highlights the holistic nature of education, emphasizing not only intellectual development but also moral, spiritual, emotional, and social growth. It reflects the commitment of the Indonesian educational system to producing well-rounded individuals who possess both academic competence and strong ethical values, thereby contributing to national development and social welfare.

Based on these explanations, educational foundations can be understood as the fundamental principles, theories, values, and assumptions that guide educational thought and practice. They serve as the basis for determining educational objectives, developing curricula, implementing teaching and learning processes, and evaluating educational outcomes. Educational foundations provide educators, policymakers, and stakeholders with a

comprehensive framework for understanding the nature and purpose of education. Consequently, a thorough understanding of educational foundations is essential for ensuring that educational practices remain relevant, effective, and aligned with the needs of individuals, society, and the nation in an ever-changing global environment.

METHOD

This study employs a qualitative research approach using the library research method. Qualitative research is a type of research that aims to understand and interpret phenomena by examining descriptive data in the form of words, texts, documents, and written records rather than numerical data. This approach is particularly suitable for exploring concepts, theories, principles, and perspectives related to educational foundations because it allows researchers to gain a comprehensive understanding of the subject matter through the analysis of relevant literature. Qualitative research emphasizes depth of understanding, critical interpretation, and the exploration of meanings contained within various sources of information.

The library research method was chosen because the focus of this study is to examine and analyze the concept of educational foundations through existing scholarly works and documented sources. Library research involves collecting, reviewing, and analyzing information from various written materials,

including books, academic journals, scientific articles, conference proceedings, government regulations, and other relevant publications. Through this method, the researcher is able to gather comprehensive theoretical insights and synthesize different viewpoints regarding the concepts, objectives, and roles of educational foundations in the educational system.

The data collection technique used in this study involves a systematic review of literature related to educational foundations. Relevant books, peer-reviewed journal articles, educational documents, and other scholarly references were selected based on their relevance, credibility, and contribution to the topic under investigation. The collected sources were carefully examined to identify key concepts, theoretical frameworks, definitions, principles, and perspectives concerning educational foundations. This process ensured that the data obtained were accurate, reliable, and capable of supporting a comprehensive analysis of the research topic.

After the data were collected, they were analyzed using a descriptive analysis method. The descriptive method is a research approach that seeks to present, explain, and interpret facts, ideas, and phenomena systematically based on information obtained from the sources under study. Through descriptive analysis, the researcher organizes and interprets the data in a coherent manner to provide a clear understanding of educational foundations and their significance in educational practice. The findings are then presented in the form of

detailed explanations and discussions that highlight the essential concepts, objectives, and roles of educational foundations within the context of national education.

By utilizing a qualitative library research approach and descriptive analysis, this study aims to provide a comprehensive and in-depth understanding of educational foundations. The method enables the researcher to synthesize various theoretical perspectives and scholarly discussions, thereby contributing to a broader understanding of how educational foundations serve as a guiding framework for the development and implementation of effective educational systems.

RESULTS AND DISCUSSION

The Concept of Educational Foundations

Lexically, the term *foundation* refers to a base, support, or platform upon which something stands. Therefore, a foundation serves as a point of departure, a basis, or a fundamental support for carrying out various activities. Foundations may be material in nature, such as a runway used by aircraft, or conceptual, such as the foundations of education. Conceptual foundations are closely associated with assumptions that guide thought and action. These assumptions can generally be categorized into three forms: axioms, postulates, and hidden premises. An axiom is a principle accepted as true without requiring proof, a postulate is an assumption adopted as the basis of a theory or system, and a hidden premise is an implicit assumption that influences thought and

practice without being explicitly stated. In the context of education, these assumptions provide the intellectual framework that shapes educational theories, policies, and practices (Kempa et al., 2024).

Education itself can be understood from two perspectives: the practical perspective and the academic perspective. From the practical perspective, education refers to activities carried out by individuals, groups, or institutions to assist learners in achieving educational goals. These activities may include educational management at both macro and micro levels, as well as instructional activities such as guidance, teaching, and training. From the academic perspective, education is viewed as a field of study that seeks to understand the nature, objectives, processes, and outcomes of education. Through educational studies, scholars and practitioners examine various theories, principles, and issues related to educational development and implementation. Both perspectives are interconnected because educational practice requires a sound theoretical basis, while educational theory gains relevance through practical application.

Educational foundations consist of several interrelated dimensions that provide guidance for educational activities. One of the most important is the philosophical foundation, which is derived from educational philosophy and concerns beliefs about the nature of human beings, sources of knowledge, values, and the ideal form of life. Philosophical foundations influence educational goals, curriculum development, teaching methods, and the roles of teachers and learners. Various philosophical

schools, such as Idealism, Realism, Essentialism, Pragmatism, Progressivism, and Existentialism, have contributed significantly to educational thought and practice. Each of these philosophical perspectives offers different views regarding the purpose of education and the most effective ways to facilitate learning.

Another significant foundation is the sociological foundation, which is concerned with the relationship between education and society. This foundation examines how educational systems interact with social structures, cultural norms, and community needs. Sociology of education explores various areas, including the relationship between education and other social institutions, human interactions within educational settings, the influence of schools on individual behavior, and the interaction between schools and the broader community. Through sociological analysis, educators can better understand the social functions of education and its role in promoting social integration, mobility, and development.

The cultural foundation of education emphasizes the close relationship between education and culture. Education and culture are mutually reinforcing because culture is preserved, transmitted, and transformed through educational processes. Educational institutions, particularly schools and families, play a vital role in passing cultural values, traditions, beliefs, and social norms from one generation to the next. At the same time, education contributes to cultural development by encouraging innovation, critical thinking, and adaptation to changing social

conditions. As a result, education serves as both a means of preserving cultural heritage and a vehicle for cultural transformation and progress.

The psychological foundation is equally essential because education fundamentally involves human development and learning. Understanding learners' psychological characteristics, developmental stages, interests, motivations, and cognitive abilities is crucial for effective teaching and learning. Educational psychology provides insights into how individuals grow, learn, and respond to various educational experiences. Such understanding enables educators to design learning environments and instructional strategies that support the holistic development of learners. Knowledge of human growth and development serves as a fundamental basis for making appropriate educational decisions and facilitating effective learning processes.

In the modern era, scientific and technological foundations have become increasingly important in education. Rapid advancements in science and technology have transformed nearly every aspect of human life, including educational practices. Educational institutions are expected to accommodate and anticipate technological developments by integrating digital tools, innovative teaching methods, and scientific knowledge into the learning process. The growing demand for quality education in a technology-driven world requires educators to utilize technological resources effectively to enhance teaching and learning outcomes. Consequently, education must continuously adapt to scientific and technological progress to remain relevant and

responsive to societal needs (Jannah, 2009).

In a broader and more general sense, education can be defined as a conscious effort to nurture and develop the innate physical and spiritual potential of individuals in accordance with the values and norms of society and culture. Education and culture coexist and mutually reinforce one another, contributing to individual growth and societal advancement. In the Islamic perspective, the importance of education is strongly emphasized in the Qur'an. Knowledge is regarded as a fundamental requirement for human prosperity and well-being. Without knowledge, human life would be characterized by hardship and ignorance. The Qur'an repeatedly encourages believers to seek knowledge, including in Surah At-Tawbah (9:122), which emphasizes the importance of acquiring religious understanding and sharing knowledge with others to guide and protect the community (Abd Rahman et al., 2022).

The essence of education is reflected in its role as a conscious and planned effort to create learning environments and educational processes that enable learners to actively develop their potential. Education seeks to cultivate spiritual strength, self-control, personality, intelligence, noble character, and practical skills necessary for personal, social, national, and global life. This understanding highlights that education is not merely concerned with the transmission of knowledge but also with the comprehensive development of human capacities. Therefore, education is a deliberate and systematic endeavor aimed at helping individuals achieve their fullest

potential and contribute positively to society (Sutianah, 2022).

Educational foundations play a crucial role in guiding educational practice and educational studies. In teacher education, the emphasis is not only placed on developing specialized teaching skills but also on cultivating a broad educational perspective grounded in sound theoretical assumptions. These assumptions shape educators' ways of thinking, decision-making processes, and professional conduct. The educational foundations adopted by educators serve as conceptual references that guide educational practice and research. Consequently, the primary function of educational foundations is to provide a framework and point of reference for implementing educational activities and conducting educational studies (Neolaka & Neolaka, 2015).

From an institutional perspective, educational foundations imply that educational processes should continuously adapt to societal changes and emerging needs. Educational institutions are expected to respond effectively to social, cultural, economic, and technological developments. Achieving this objective requires collaboration among various educational pathways, including formal, non-formal, and informal education. Such cooperation ensures that education remains relevant, accessible, and capable of meeting the evolving demands of society.

Education fulfills several important functions in individual and societal life. On a personal level, education helps individuals develop their identity, realize their potential, and achieve self-actualization. Socially, education prepares

individuals to become responsible and productive members of society who contribute positively to community life. Economically, education equips individuals with the knowledge and skills necessary to participate effectively in the workforce and compete in an increasingly globalized economy. Culturally, education serves to preserve, transmit, and develop cultural heritage while promoting national values and identity.

These functions align with the broader goals of Indonesian education, which seek to eliminate ignorance and underdevelopment while enhancing the quality of human resources. This objective is further supported by Law Number 20 of 2003 concerning the National Education System, which states that national education functions to develop individual capabilities and shape the character and civilization of a dignified nation in order to enrich the intellectual life of the people. Through this mandate, education is expected to foster knowledgeable, morally upright, and socially responsible citizens who contribute to national progress and development (Metri et al., 2025).

Based on the foregoing discussion, it can be concluded that educational foundations constitute the fundamental principles, assumptions, and theoretical frameworks that guide educational thought and practice. They provide direction for educational policies, curriculum development, instructional strategies, and educational management. Ultimately, the function of education is to develop human abilities and potential so that individuals acquire knowledge,

noble character, and the capacity to participate actively and responsibly in social, national, and global life. Through strong educational foundations, education can effectively contribute to the development of competent, ethical, and well-rounded individuals who are capable of addressing the challenges of the modern world.

The Concept of Educational Foundations

The basic concept of educational foundations refers to the principles, values, and philosophical perspectives that serve as the basis for designing and implementing educational systems. These foundations provide direction and guidance for educational policies, curriculum development, and instructional practices. Several key concepts are generally recognized as fundamental in educational foundations. The first is equality and equity, which emphasizes that every individual has the right to access education equally and fairly without discrimination based on gender, ethnicity, religion, or socio-economic background. This principle ensures that education is inclusive and just for all learners.

The second concept is accessibility, which means that education must be available and reachable for all members of society, including those living in remote areas or individuals with physical and mental limitations. Accessibility ensures that no group is excluded from educational opportunities and that learning resources are distributed fairly to support equal participation in education.

The third concept is relevance, which

highlights that education must be aligned with the needs and demands of contemporary society. Curriculum content and teaching methods should reflect real-life conditions and prepare learners to face future challenges. Relevant education ensures that learners acquire knowledge and skills that are meaningful and applicable in their personal, social, and professional lives.

The fourth concept is lifelong learning, which emphasizes that education does not end with formal schooling but continues throughout an individual's life. Every person should have opportunities to continuously learn, improve skills, and acquire new knowledge in response to changing circumstances. Lifelong learning supports personal development and adaptability in a rapidly changing world.

The fifth concept is partnership and participation, which states that effective education requires strong collaboration among all stakeholders, including students, parents, teachers, government, and society. Active participation from all parties is essential to achieve educational goals and improve the overall quality of education. Through cooperation, education becomes a shared responsibility that benefits both individuals and the wider community.

The sixth concept is character development, which emphasizes that education should not only focus on academic achievement but also on the formation of strong moral values, ethics, leadership qualities, social responsibility, and life skills. Character education plays a crucial role in shaping individuals who are not only

intellectually capable but also morally responsible and socially aware. These fundamental concepts serve as the foundation for designing an educational system that prioritizes the interests of individuals, society, and national development as a whole (Akbar, 2023).

Teaching methods that emphasize active learning and project-based learning have been shown to improve students' understanding of sustainable development issues. Evaluation processes should include performance indicators that reflect students' comprehension of sustainability principles. A comprehensive literature analysis supports the importance of integrating these concepts into educational foundations. These concepts not only shape students' learning experiences but also have the potential to influence their attitudes and behaviors toward sustainability issues. The results of this conceptual analysis provide a strong foundation for further research, particularly in the implementation of these concepts in sustainable education practices (Siburian, 2024).

Community participation in education can be realized in various forms. First, financial participation involves contributions from the community in accordance with their economic capacity. This includes parents contributing to school funding in a transparent and accountable manner to support educational needs. In addition, business and industrial sectors are also expected to allocate funds for educational scholarships and support programs. Second, material participation involves contributions in the form of physical resources needed to improve classrooms and

learning facilities, thereby ensuring the smooth implementation of teaching and learning activities. The community also plays a role in creating a supportive physical environment for education.

Third, academic participation involves the community's attention to improving the quality of learning activities. In this context, support from parents and society in supervising and guiding students' learning at home is very important. Furthermore, government and non-government institutions can provide opportunities for students to engage in internships or practical training programs, which aim to give them real-world learning experiences and enhance their competencies (Nurrisa & Sabda, 2025).

The Objectives of Educational Foundations

The objectives of education, as stated in Law Number 20 of 2003 concerning the National Education System, emphasize that education in Indonesia is directed toward educating the life of the nation and developing Indonesian people as a whole. This means that education aims to produce individuals who are faithful and devoted to God Almighty, possess noble character, have knowledge and skills, are physically and spiritually healthy, and demonstrate a strong and independent personality. In addition, learners are expected to be responsible members of society who actively contribute to national and community life. This formulation reflects the holistic nature of education, which integrates spiritual, intellectual, moral, and social development.

According to J. J. Rousseau, the purpose of education is to preserve the natural goodness or innate purity of human beings and to prepare children to become good members of society. Meanwhile, Johann Heinrich Pestalozzi emphasized that education should support the natural development of a child's mental and moral potential while also improving their position within social life. Friedrich Froebel viewed education as a process that encourages children to become active, creative, and expressive individuals. George Kerschensteiner, on the other hand, argued that education should shape individuals into wise and responsible citizens who contribute positively to the state and society (Herlina & Muchtar, 2026). These perspectives collectively highlight the diverse philosophical foundations underlying educational objectives.

From these various viewpoints, it can be concluded that education aims to develop all dimensions of human potential, including spiritual, intellectual, emotional, and social aspects. Through education, individuals are expected to grow into persons who are faithful, knowledgeable, morally upright, creative, independent, and capable of contributing positively to society and national development. Education, therefore, plays a crucial role in shaping not only individual character but also the progress and well-being of the broader community (Efendi et al., 2025).

Educational objectives can generally be categorized into several interrelated dimensions, including cognitive, moral, emotional, and social development. These objectives are not determined arbitrarily but are strongly influenced by the

prevailing paradigm, worldview, and philosophical orientation of individuals, educational institutions, and even the state in which the educational system operates. In other words, the goals of education are shaped by underlying beliefs about life, knowledge, and human nature. Based on this understanding, the discussion in this study focuses on examining the objectives of Islamic education from a philosophical perspective, with particular attention to how these objectives are formulated and implemented in educational practice (Firmansyah, 2022).

The Role of Educational Foundations in the National Education System

National education in Indonesia is defined as education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values, national culture, and responsive to the demands of changing times (National Education System Act No. 20 of 2003, Article 1 Paragraph 2). The Preamble of the 1945 Constitution states that one of the fundamental goals of education is to educate the life of the nation. Therefore, educational objectives are aligned with the interests and aspirations of the Indonesian people, as formulated in Law Number 20 of 2003 concerning the National Education System (Sisdiknas).

The term “education system” is often understood as a structured set of interconnected components that function as a unified whole. A system consists of interrelated parts that work together to achieve specific goals. It may refer to

a collection of elements, ideas, principles, theories, or methods that are systematically organized. Mulyadi explains that a system is essentially a group of elements that are interconnected and function collectively to achieve certain objectives. Thus, the education system is a unified structure composed of various subsystems that are interdependent and operate according to established rules to accomplish national educational goals (Putri et al., 2024).

National education functions to develop learners’ abilities and shape the character and civilization of the nation in order to educate the life of the nation. It aims to develop learners into individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and responsible democratic citizens. Education serves as a gateway for humanity to achieve a higher and more humane civilization based on the harmony between human beings, the environment, and the Creator. It is a fundamental field that involves continuous interpersonal interaction in shaping human life across past, present, and future generations (Abdullah, 2022).

The national education system is also supported by a sociological foundation. The sociological foundation of education refers to the principles derived from sociology that are used as a basis for studying and implementing education. According to Adib, sociological foundations consist of educational principles that originate from the values embraced by society in a particular country. To understand the dynamics of social life within a nation, it is essential to examine the patterns of

interaction among individuals and groups. Through these interactions, social values are formed, which then serve as normative guidelines for society and function as binding elements that promote harmony and social cohesion. In addition to sociological foundations, educational systems are also supported by philosophical and juridical foundations. These three foundations complement one another and form an integrated system in the implementation of national education (Aulia, 2025).

These foundational ideas are reflected in educational policies that encourage active learning, critical thinking, and problem-solving skills among students. They are implemented in curricula that adopt student-centered learning strategies, allowing learners to gain knowledge through experience and active engagement. However, challenges remain in the implementation of educational philosophies such as *Tut Wuri Handayani*, particularly due to the lack of adequate teacher training in fully understanding and applying these principles in daily teaching practices (Sihab & Achmad, 2025).

The implementation of the National Education System (Sisdiknas) has a significant impact on improving the quality of learning in secondary schools. However, its effectiveness largely depends on various implementation factors at the institutional level. Normatively, the policies outlined in Law Number 20 of 2003 aim to develop Indonesian citizens who are faithful, devoted, knowledgeable, skilled, creative, independent, and responsible. In practice, the achievement of learning quality is determined by

how well the system is integrated into key educational components such as curriculum design, school management, teacher professionalism, and stakeholder participation (Adelia, 2025).

Based on this discussion, it can be concluded that educational foundations play a crucial role in shaping, guiding, and strengthening the national education system. They provide the philosophical, sociological, and juridical framework that ensures education is aligned with national values, societal needs, and global developments. Through these foundations, the Indonesian education system is directed toward producing competent, ethical, and responsible individuals who contribute to national development and global civilization.

CONCLUSION

Educational foundations serve as the primary basis for directing and guiding the educational process. In this context, educational foundations consist of philosophical, juridical, and psychological foundations. The philosophical foundation of education provides the fundamental concepts needed to shape values, goals, and worldviews within the educational system. In Indonesia, Pancasila functions as the most important philosophical foundation, offering direction for educational objectives and methods while also aiming to develop individuals who embody the values of Pancasila. Through this foundation, education is directed toward the formation of morally grounded, responsible, and nationally oriented citizens.

Meanwhile, the juridical foundation of education establishes the legal framework that

underpins the implementation of education. It includes the 1945 Constitution of the Republic of Indonesia and various related laws and regulations governing the education system. This foundation ensures that the implementation of education is carried out in a fair, orderly, and legally protected manner while guaranteeing quality, equity, and accountability within the national education system. In this way, the juridical foundation provides stability and legal certainty for all educational stakeholders.

The psychological foundation of education focuses on understanding learners as individuals, including the learning process and the psychological factors that influence it. This involves an understanding of students' physical, cognitive, emotional, and social development. By recognizing these developmental aspects, educators can design and implement learning approaches that are appropriate to learners' needs and characteristics. The integration of psychological understanding into educational practice enables more effective teaching and supports the holistic development of learners in a balanced and meaningful way. When these three foundations—philosophical, juridical, and psychological—are integrated, educational practice becomes more effective in supporting the comprehensive development of learners and in creating a high-quality learning environment aligned with educational goals.

In addition, the concept of education reflects the perspectives, principles, and approaches used in the learning process and in

the development of learners. This concept includes the methods, strategies, and pedagogical approaches employed to achieve educational objectives. Within the national education system, educational concepts are designed to produce individuals who are knowledgeable, morally grounded, and capable of adapting to advances in science and technology. Therefore, education is not only concerned with cognitive development but also with character formation and the ability to respond to global changes.

Islamic education is an integral part of the National Education System in Indonesia. As a component of the national education framework, Islamic education is legally recognized and has an important place in the development of education in Indonesia. It exists to meet the educational needs of the Muslim community as the majority population. The state's recognition of Islamic education provides a strong foundation for its development, including support in terms of funding, policy attention, and institutional strengthening. Therefore, the state has an obligation to develop Islamic education as one of the forms of religious education within the national education system. In practice, Islamic education is implemented through various educational pathways, including formal, informal, and non-formal education systems.

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