Construction of Mental Revolution Through State Islamic Higher Education in Indonesia

Construcción de la revolución mental a través de la Educación Superior Estatal Islámica en Indonesia

I SAIFULLAH
https://ordcid.org/0000-0002-9255-4814
saifullahidris@ar-raniry.ac.id
slam Negeri (UIN) Ar-Raniry University, Banda Aceh, Indonesia

W WARUL
https://ordcid.org/0000-0002-7309-1826
warul.walidin@ar-raniry.ac.id
Islam Negeri (UIN) Ar-Raniry University, Banda Aceh, Indonesia

S SULAIMAN
https://ordcid.org/0000-0001-5175-9621
sulaiman@ar-raniry.ac.id
STAI-PTIQ Aceh and Islam Negeri (UIN) Ar-Raniry University, Banda Aceh, Indonesia

A MASRIZAL
https://orcid.org//0000-0002-5871-8723
masrizalfisip@unsyiah.ac.id
Syiah Kuala University Banda Aceh, Indonesia

M IMRAN
https://orcid.org/0000-0003-3740-4087
imran.muhammad@ar-raniry.ac.id
Islam Negeri (UIN) Ar-Raniry University, Banda Aceh, Indonesia

RESUMEN

Este artículo examina la construcción, las estrategias y los obstáculos de las revoluciones mentales en la educación superior islámica en Indonesia. Los resultados del estudio encontraron que la construcción de una revolución mental en la Universidad Estatal Islámica de Indonesia se llevó a cabo mediante la implementación utilizando: Socialización de la revolución mental, liderazgo con integridad, construcción de un entorno de integridad y creación de una mención humanista, manejo, estándares de comportamiento ético para conferencias y revoluciones mentales. La estrategia de revolución mental de la Universidad Estatal Islámica de Indonesia se lleva a cabo con cuatro estrategias, incluido el proceso con integridad.

Palabras clave: Educación superior, Gestión humanista, Islámica, Revolución mental.

ABSTRACT

This article examines the construction, strategies, and obstacles of mental revolutions at the Islamic higher education in Indonesia. The results of the study found the construction of a mental revolution in the State Islamic University in Indonesia was carried out by the implementation using: Socialization of mental revolution, leadership with integrity, building an environment of integrity, and creating a lecture mention of humanist management, ethical behaviour standards for lectures, mental revolution values in lectures, and mental revolutions. The mental revolution strategy of the State Islamic University in Indonesia is carried out with four strategies, including process with integrity.

Keywords: Higher education, Humanist management, Islamic, Mental revolution.

INTRODUCTION

The Islamic Higher Education (PTKI) is one of the important components in supporting the development of Indonesia, particularly in the field of human resources development in Indonesia to be competent, skillful, and independent, having character, and nationalist in their mentality. PTKI in general and the State Islamic University, in particular, take part in supporting government programs in the mental revolution. Mental revolution is a program of President Joko Widodo and Vice President M. Jusuf Kalla for the period of 2014-2019 to build a clean government system and to realize a prosperous Indonesian nation. The mental revolution program was delivered by President Joko Widodo and Vice President M. Jusuf Kalla during the 2014 presidential election campaign and subsequently became part of the president's priority work program.

The idea of a mental revolution arises based on the fact that the Indonesian nation has not been able to become a superior and characterized nation. Various habits that flourished from pre-colonial to post-colonial times continue today, ranging from corruption, intolerance to differences, greedy nature, selfishness, being violent in solving problems, harassing the law, and opportunistic nature. For this reason, anarchist actions and attitudes that can divide the nation must be eliminated so that togetherness and solid cooperation in building the nation can be realized with hard work, honesty, and integrity. Indonesia needs a progressive spirit of rapid movement by prioritizing the ideals of the nation to realize development, prosperity based on the principles of justice. The decline in the mental quality of the generation causes anxiety and concern, so a quick reflection of the solution is needed. Various criminal cases occur amid the Indonesian nation today. State officials are not trustful in authority given by the people; some of them do corruption and unhealthy politics (Sutardi et al.: 2018, pp. 13-18; Annía et al.: 2018, pp. 179-195; Villalobos et al.: 2019, pp. 65-77).

The Islamic Higher Education (PTKI) in Indonesia, specifically the faculty of Education and Teacher Training of the State Islamic University in Indonesia needs to respond quickly to the mental revolution that has been programmed by the government to be implemented in the lecture system at universities in Indonesia. The implementation of the mental revolution is a form of support for the implementation of the mental revolution that has been programmed by the government to build a clean government system. Based on these problems, researchers are interested in examining more in-depth to obtain accurate information about the construction of mental revolutions through the lecture process at the State Islamic University in Indonesia.

LITERATURE REVIEW

The term revolution, according to is a change in the arrangement of scientific beliefs or paradigms. The Coordinating Ministry for Human and Cultural Development explained the socialization material of the National Mental Revolution Movement (GNRM). It was stated that that the mental revolution is a movement of the whole society (government & people) in a fast way to re-establish strategic values needed by the nation and the state to be able to create order and prosperity for the people so that they can win the competition in the era of globalization.

The mental revolution in Indonesia was first sparked by Sukarno, the first president of Indonesia, in a speech commemorating the proclamation of Indonesian independence on August 17, 1957. The background to the idea of a mental revolution was because Sukarno saw the Indonesian national revolution at that time being stagnant, regarding the goal of the revolution to achieve Indonesia's full independence than had not been achieved. Therefore, to raise and continue the struggle to achieve the goals needs to be supported with a strong spirit. This is the fundamental reason for the idea of a mental revolution that President Soekarno initiated. The mental revolution initiated by President Soekarno was a movement to galvanize Indonesian people to become new people, white-hearted, strong-willed, eager with eagles, with spirits of blazing fire (Noor, 2016). The aim is to revive the spirit of struggle and form an attitude of nationalism. The idea of a

mental revolution was further echoed by the 7th Indonesian president, Joko Widodo in 2014. This idea was part of the work program included in the 2015-2019 National Medium-Term Development Plan (RPJMN).

The Coordinating Ministry for Human and Culture Development was tasked to be the Coordinator of the entire mental revolution movement. Furthermore, the mental revolution program was implemented in all ministries, including the ministries of education and the Ministry of Religion of the Republic of Indonesia and the Higher Education Institutions in Indonesia (PTKI). The purpose of the mental revolution movement during the days of President Joko Widodo and vice president M. Jusuf Kalla was to realize development and governance that were free of corruption. This was explained at the training module for facilitator formation of the mental revolution task force in 2016, namely: (1) Changing the perspective, mindset, behaviour, and way of working, which is oriented to progress and modernity so that Indonesia becomes a great nation and able to compete with other nations in the world. (2) Generating awareness and building optimism in looking at the future of Indonesia as a country with great strength to achieve high, productive, and potentially become an advanced and modern nation with the foundation of the three pillars of trisakti. And, (3) Realizing Indonesia to be politically sovereign, economically independent, and having a strong personality through the formation of a superior new Indonesian human being.

METHODS

The Reconstruction of Mental Revolution at the Faculty of Education and Teacher Training

The implementation of a mental revolution must certainly be supported and involve the community together to realize equitable development and a system of the integrity of government that is supported by competent, characterized, and nationalistic Indonesian human resources. For this reason, Islamic Religious Higher Education, particularly the Education and Teacher Training Faculty of the State Islamic University in Indonesia can play a role in shaping and giving birth to graduates or teachers who have character, integrity, and nationalism mentality.

The construction of a mental revolution in the Faculty of Education and Teacher Training (FTK) of the State Islamic University in Indonesia can go through the following roadmap: (1) Ethical Behavior Standards for Lectures (2) Humanist Management (3) Implementation of the Value of Mental Revolution (4) Implementation of Mental Revolution through three pillars of Higher Education. The integrity lecture process is key in giving birth to graduates or teachers with integrity. The implementation of ethical behaviour standards for lectures is one approach that can be done to form students with integrity. These ethical standards of behaviour affect the noble personality and attitudes (Abbas: 2008) and emotional reinforcement to form polite attitudes. Furthermore, it is supported by a humanist lecture management system to support the lecture process with integrity and develop lecture management based on the mental revolution. Construction of the mental revolution can also be done by implementing the values of mental revolution in administrative services and the lecture process to form individual students with integrity and character (Sulaiman: 2017, pp. 151-172).

The Strategy of Mental Revolution

The strategy of implementing a mental revolution in PTKI is carried out with four strategies; first, the socialization of the implementation of mental revolutions to all academic communities in universities. Second, the implementation of a leadership system with integrity to develop an education system with integrity as an important component in the construction of mental revolutions. Third, creating a conducive work environment (Sulaiman: 2017, pp. 151-172). Lecturers are expected to have the skills to create conducive lecture situations to develop a process of learning with integrity. Fourth, creating a lecture process with integrity and implementing the values of mental revolution in the lecture process (Nelson, Daniel, 1992) to internalize the value of mental revolution in the faculty management system and lecture process.

The Obstacles of Mental Revolution

The implementation of a mental revolution in the government and education system in Indonesia is currently still experiencing obstacles. Constraints are generally in the form of disciplined behaviour of Civil Servant and several cases of blaming using authority such as corruption. These behaviours are obstacles in the implementation of a mental revolution in Indonesia. The following are three obstacles to the implementation of mental revolutions in higher education:

First, individual awareness to have more integrity is still weak. Second, the mental quality of hard work is still low; some employees are lazy to enter the office and are not productive. Also, low mental quality can be seen from indicators of low service quality. Third, supporting facilities for building lectures with integrity are lacking. The mental revolution's construction through lectures should ideally be supported by a humane management system, a lecture process with integrity, and supported by lecture facilities.

This study used qualitative methods. The location of this research is the State Islamic University in Indonesia. The research subjects were three deans and 40 lecturers assigned to the Faculty of Education and Teacher Training of the State Islamic University in Indonesia determined purposively. Data collection was done by interviews, documentation, and observation. While the data analysis technique was done by using a descriptive approach (Terracciano et al.: 2005, pp. 96-100)).

RESULTS

The construction of a mental revolution in the lecture process at the Faculty of Education and Teacher Training of the State Islamic University in Indonesia is carried out through four strategies; (1) Implementation of humanistic lecture management, (2) Implementation of ethical standards of lecture behaviour, (3) Implementation of mental revolution values in administrative services and lecture processes. The values of mental revolution include; the value of integrity, work ethic, and cooperation, and (4) Implementation of a mental revolution through three pillars of higher education; education, research, and community service. The strategy of implementing a mental revolution in the Education and Teaching Faculty of the State Islamic University in Indonesia is carried out with four strategies, including: (1) Socialization, (2) Leadership with integrity, (3) Building a work environment with integrity, and (4) Creating a lecture process with integrity. The integration of mental revolution in the lecture process has implications for strengthening the personality and integrity of students.

Overall, the implementation of the mental revolution in the lecture process at the Education and Teacher Training Faculty of the State Islamic University in Indonesia is not constrained. It is just that there are still some lecturers and educational staff lacking integrity with indicators of lack of discipline in the implementation of the task. Construction of the Mental Revolution in the Education and Teacher Training Faculty of the State Islamic University in Indonesia. The research results obtained by the revolution of the mental revolution at the Education and Teacher Training Faculty of the State Islamic University in Indonesia were carried out through four strategies and can be seen in the following description.

Humanist Lecture Management

The implementation of humanist lecture management refers to the basic principles of humanist education to develop positive relationships in lecture interactions between lecturers and students. The skills of lecturers in the management of the lecture system are very supportive of humanity to remember the quality of lectures and the personality development of students with integrity. The humanist management approach requires lecturers to open relationships of interactions effectively with students so that the humanist lecture process occurs. Humanist lecture management can develop positive attitudes towards students and influence changes in ways of thinking. Thus, the progressive attitude and way of thinking of students are influenced by the humanistic lecture management system.

The use of a humanist management system is a step in the construction of a mental revolution carried out by lecturers at FTK UIN in Indonesia. Good service will affect student behaviour. Likewise, lecturers are expected to provide the best service in the lecture process by prioritizing humanist values to create conducive lectures. He added the move would affect the mental revolution of students. Humanist values will shape the personality of students with integrity. Furthermore, he added, so far it can be mentioned that all lecturers have good skills in managing humanist lectures. Likewise, information obtained from the Education and Teaching Faculty (FTK) UIN Ar-Raniry Banda Aceh and the Dean of FTK UIN Syarif Hidayatullah Jakarta and Dean and Lecturer in area field research.

This information was supported by the results of observation of the lecture process at the three Education and Teacher Training Faculties of the State Islamic University in Indonesia. Generally, lecture management is conducted by lecturers using a humanist approach in engaging students effectively in the lecture process. Based on the information obtained, the construction of a mental revolution in the lecture process at FTK in Indonesia is carried out through the following two strategies. (1) Humanist Academic/Administrative Management services and (2) Humanis Lecturer Management. The construction of the mental revolution of students in the lecture process at the Education and Teacher Training Faculty (FTK) of the State Islamic University in Indonesia has a positive effect on strengthening the mental values of students. For this reason, the dean emphasized that all lecturers and education personnel at FTK support the implementation of a mental revolution. The policy and firmness of the leadership are very supportive for the success of the education program as well as the implementation of the mental revolution at the Education and Teacher Training Faculty (FTK) of the State Islamic University in Indonesia, of course, it also must be supported by a supportive leadership policy so that the implementation of the mental revolution in the administrative service system and lecturing process successfully implemented.

DISCUSSION

College ethical behavior standards

The ethical behaviour standards of the lecture aim to shape the behaviour of FTK students with the integrity and values of the mental revolution. The standard of behaviour is important to be emphasized so that it becomes a guide for students in the lecture process. Students must know the ethics of learning and follow it as an appropriate standard of behaviour under the guidance of a lecturer with the aim of mental construction of students in the lecture process can be implemented. This information is supported by observations and has been documented in 2019 at the Faculty of Education and Teacher Training of State Islamic University in Indonesia. Lecturer ethics standards are applied and at the same time, serve as a standard of behaviour for students in the lecture process. These ethical standards govern the academic code of ethics that students must obey, including the ethics of writing papers and the values of integrity. These ethical standards are posted on faculty notice boards and in the lecture of FTIK UIN in Indonesia.

Implementation of mental revolution values

The implementation of revolutionary values is carried out in administrative services and the lecturing process (Sutardi et al.: 2018, pp. 13-18) through an integration process. Furthermore, in general, mental values can also be implemented in the curriculum. The implementation of mental values in the lecturing process can develop a personality of students with integrity. All work is carried out following SOPs and regulations. The lecturers have done the job well according to the semester program. The values of the mental revolution that are applied in the administrative service process and the lecturing process are the values of integrity, work ethic, and mutual gotong royong (cooperation). He added the efforts to develop a mental revolution in the lecturing process were also carried out monitoring the lecturing process, in which the aim is

to check the effectiveness of the lecturing process. The values of the mental revolution implemented in the service system and lecturing process at the Education and Teaching Faculty of the State Islamic Universities in Indonesia include two aspects. (1) Administration service and (2) Lecturing Process in the Faculties of Education and Teacher Training of State Islamic Universities (FTK UIN) in Indonesia

The details of these mental revolution values can be seen in the following explanation: (1) Values of Integrity; honest, trustworthy, responsible, consistent, and character. (2) Work ethic; optimistic, competitive, innovative, creative, productive, efficient, and effective. (3) Gotong Royong; cooperation, mutual help, sensitivity, solidarity, benefit-oriented. The implementation of the mental revolution in all services at the Faculty of Education and Teacher Training of the State Islamic University in Indonesia aims to develop the values of the mental revolution in students as aspiring educators or teachers with integrity to support the building of integrity and character. Higher education is responsible for developing mental values in students to form a generation of integrity (Terracciano et al.: 2005, pp. 96-100).

The construction of mental revolution in Islamic universities is generally carried out through Tridharma tertiary institutions which include three aspects; education, research, and community service. This step aims to strengthen the mental and character of students (Andriany: 2017, pp. 28-35; Carr: 2017, pp. 109-124). Rector, as a leader in higher education, can apply mental values through the tri dharma of higher education. Specifically, for the last semester students in FTK UIN in Indonesia, they were required to take Community Service Lecture (KPM). This has become one of the means to form a mental revolution in students. They are dealing directly with work experience in the field so that it will provide experience and insight as well as values of integrity, work ethic, and Gotong Royong (cooperation) for students while in the field. The implementation of the values of mental revolution through Tridharma of higher education at the Faculty of Education and Teacher Training of the State Islamic University in Indonesia is as follows.

The implementation of the mental revolution was also carried out through tri dharma of higher education at the FTK of State Islamic University in Indonesia. The followings are a brief description of the results of research on the implementation of mental revolutions: (1) The mental revolution at the FTK of State Islamic University in Indonesia is implemented in the process of education or lectures. (2) Community Service is an activity that involves lecturers and the academic community in social activities. The form of campus concern for community development is one of the mental revolutions of academics involved in various social activities. Community service has been actively carried out by lecturers and academics at the State Islamic University in Indonesia. (3) Research conducted by lecturers, students, and academics is beneficial constructive to the development and can be used by the community. Research must, of course, be carried out based on the provisions of scientific standards so that it can be accountable.

The implementation of the revolution at the Faculty of Education and Teacher Training of the State Islamic University in Indonesia is a form of the participation of the Faculty in supporting the mental revolution in Indonesia. The implementation of the mental revolution aims to shape the personality of students who have integrity, an optimistic work spirit, and strong cooperation. The development of the values of mental revolution in students is a strategy undertaken to develop competent, characterless, and integrity resources. Furthermore, the implementation of mental revolutions can develop effective socio-emotional that can develop social, mental values and togetherness.

FTK UIN in Indonesia three strategies on the Implementation mental revolution: The first, strategy is the socialization of the mental revolution. Provided information, the strategy carried out on the implementation of the mental revolution was to conduct socialization. He added that the socialization activities were carried out through various opportunities, for example, every time there was a lecturer meeting forum at the faculty related to the implementation of the tasks to be carried out optimally so that the values of integrity and work ethic could be improved. The socialization activities are carried out through appeals and application of standard rules that apply to all. Students are taught how to build good interactions with others and with lecturers. The followings are the activities of the mental revolution socialization at the FTK UIN in Indonesia: (1) Coaching (2) Affirmation of the application of mental revolution in the activities of the faculty meeting. (3) Application of

regulations. (4) Attachment of rules and ethics to the faculty. The socialization activities were carried out, so that campus residents know and understand the implementation of the mental revolution program at the faculty (Ene & Barna: 2015, pp. 30-35).

The second strategy is leadership with integrity. The mental revolution strategy is also carried out with the application of a leadership system with integrity. The Dean, as a leader element in the faculty, must show leadership styles that are open to building a management system with integrity. The dean's leadership must also be able to embrace to create energy in building cooperation in the faculty. Based on this information, the leadership style used by the Dean of FTK UIN in Indonesia is democratic and humanist. Openness in the faculty management system is one of the strategies undertaken to create lecture management with integrity and engagement of lecturers, education staff, and students to build effective cooperation to create clean management and leadership as well as to build lectures with integrity.

The third strategy is to create an integrated PTKI environment. The environment of Islamic Religious Colleges (PTKI) whose interactions are intended in this study is the work situation of PTKI, particularly the work environment situation in the FTK UIN in Indonesia which is conducive and supportive for building a work environment with integrity, which is characterized by honesty, a high work ethic, and cooperation. The followings are the details of the strategy to create an environment of integrity at the FTK State Islamic University in Indonesia: (1) Building a conducive work environment situation. (2) Cooperation, (3) Application of regulations, (4) Guidance on educational staff and lecturers. The strategy affects the development of a work environment with integrity, with indicators: The work quality of employees is good as is the LKH of each employee, the quality of lecturer work and, No work violations.

The fourth strategy creates a lecturing process with integrity. Data observation about the development of a conducive lecture situation is conducted by lecturers with the application of building a conducive environment, the application of discipline, active involvement of students in the lecturing process using the student-centred approach. Based on various information obtained, creating lectures with integrity is done by developing a conducive lecture situation. A conducive environmental situation is very supportive of the development of integrity values in the lecturing process.

The lecture development strategy with integrity is also carried out by lecturers with the following steps: (1) Creating a conducive environmental situation. (2) The use of cooperative learning models. The use of this learning model aims to develop mutuals cooperation values and optimistic values. (3) Student-centred approach. The use of this approach in lectures aims to develop activity and involve students actively in the lecturing process and build interaction so that cooperation among students will be fostered. (4) Discussion method. (5) Fostering morality done by lecturers in the lecturing process. Continuous guidance affects the strengthening of the student's mental revolution (Havril: 2018, pp. 151-176; Abbas: 2008). The lecturing process with integrity developed at the UIN FTK in Indonesia becomes a means of forming and strengthening the mental values of nationalism in students as people (Lerner: 2018, pp. 267-277; Lubis: 2017) who have strong mental values so that they can participate in the development of Indonesia with integrity.

The constraints of mental revolution in the Faculty of Education and Teacher Training of the State Islamic University in Indonesia

The obstacle of implementing a mental revolution in the lecturing process is caused by the administrative/academic service system factors that are less supportive and lack discipline. Disciplinary behaviour can inhibit the implementation of mental revolution and character education (Graham et al.: 2017, pp. 58-65; Hatta: 2020). Thus, a shared commitment is needed to implement the mental revolution in lectures. While the constraints of implementing a mental revolution in some of the Faculty of Education and Teacher Training of the State Islamic University in Indonesia have been effective. The constraints on the implementation of a mental revolution in the Faculty of Education and Teacher Training of the State Islamic University in Indonesia refer to the obstacles in the aspect of administrative services because there is still

some administrative service personnel who have not worked effectively and lacked discipline. The policy steps undertaken by the FTK dean were pursued by the lack of discipline among employees and the availability of necessary facilities in stages.

CONCLUSION

The construction of a mental revolution at the Faculty of Education and Teacher Training of the State Islamic University in Indonesia was carried out through the application of a humanist management system to the administrative services and lecturing process. Lecture management is conducted by lecturers with a humanist approach to developing the values of mental revolution in students. The implementation of the values of mental revolution; integrity, work ethic, and Gotong Royong (cooperation) in academic services and lecturing processes. The practice of implementing a mental revolution for students is carried out through community service, which is the three pillars of higher education. The implementation of the mental revolution at the FTK of the State Islamic University in Indonesia was carried out through four strategies; First, socialization activities to education staff, lecturers, and students at the faculty level. Second, develop a leadership system with good integrity in administration services and lecture management. Third, creating a work environment, and fourth, creating conditions for lectures that are conducive and with integrity.

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BIODATA

I SAIFULLAH :Lecturer The Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry. The article has been published on international (Scopus) and nationally accredited journals of the Science and Technology Index. Research focuses on education and social science.

W WARUL: :Professor of Science Education/rector at UIN Ar-Raniry Banda Aceh 2018-now. He is active in written books and articles published on international and nationally accredited journals Science and Technology Index. His research focuses on science education.

S SULAIMAN: Lecturer and Rector of STAI-PTIQ Aceh, Indonesia, and lecturer at the Ar-Raniry State Islamic University. He is active in written books and articles published on international and nationally accredited journals Science and Technology Index. His research focuses on education and social.

A MASRIZAL: Lecturer Department of Sociology Universitas Syiah Kuala, some articles have been published in an accredited journal of the Science and Technology Index, and other articles publish in Scopus and Thomson Reuters/Web of Sciences. The focus of the research sociology of gender and education (Corresponding author).

M IMRAN: Lecturer the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry. The article has been published in an accredited journal of the Science and Technology Index. The research focus of education and social science.