PHILOSOPHY OF EDUCATION AS A FOUNDATION FOR CHARACTER BUILDING IN SOCIETY

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ABSTRACT

This study aims to describe the role of philosophy of education as a foundation for character building in society. By applying the literature review method with a descriptive approach, the researcher investigates the contribution of philosophy of education in shaping individual and community character. The philosophy of education is important to understand because it reflects the values that make up the identity of the Indonesian nation, such as gotong royong, social justice, and unity, which are rooted in Pancasila. Education in Indonesia does not only happen in the classroom, but also allows individuals to explore their identity and unite diversity through local values such as adat and culture. Through data analysis that includes collection, reduction, presentation, as well as conclusion drawing, the main findings show that Philosophy of Education provides complex guidance in integrating values, ethics, and educational benefits into the learning process. The results of this study highlight the importance of strengthening morality, honesty, responsibility and other virtues in education in order to form a good character and maintain the nation's identity in the era of globalization.

Keywords: Character Building, Philosophy of Education, Society

A. Introduction

Humans are perfect creatures created by Allah SWT because of their ability to think. Humans have the ability to develop knowledge, thus placing them in the highest position among other creatures. In addition, humans have autonomy, a personality that unites body and soul, and harmonious nature both as individuals and as social beings. Currently, humans are facing a crisis in the form of loss of character and positive values. The main challenge is how to develop good character. Character development means building the qualities that make human life worth living, both in relationship with oneself and with others. To be called a true "person", one must have good conscience, freedom of decision, and responsibility for one's actions.

However, in modern times, we tend to forget these noble qualities

and also neglect our responsibilities, causing various problems. Unfortunately, we only address the symptoms without paying attention to the root of the problem. The roots of these problems are not only in the field of education, but also spread across the family, neighborhood, workplace, marketplace, society, nation, and world.

The development of modern technology has made education less of a concern, and parents are also less focused on their children's character education. The deterioration of the nation's character does not only occur among the community, but also among students and adults, including officials from the center to the regions. Many officials are trapped in negative habits and behaviors that are far from the noble values of the nation. The negative behavior of these state officials reflects the decline of our nation's character. State officials, who are supposed to be role models, instead set a bad example for the next generation. Corruption, collusion, nepotism, and other bad behaviors show low self-control among officials, who are often involved in criminal acts, reflecting their bad character.

Indonesian society, despite 30 years of development, has proven to be fragile in its inner aspects. If modern societies in the Western world excel in science and technology but are weak in faith and piety, our society is fragile in both aspects. The quality of our human resources is known to be very low, while in the era of globalization, the ability to compete between nations is a crucial factor to survive. Both by learning from Iran's failure in the Shah's era and by observing the nation's own condition, it is important to first focus on the fundamental problems that currently hamper, especially those arising from the application of character, culture and thinking embodied in modern science and technology, as well as their implementation in modern culture that continues with the era of globalization (Taniredja, 2010).

These character changes that lead to moral decadence are largely caused by globalization, including the globalization of information technology. The globalization of information technology is unstoppable, and all countries, including Indonesia, must follow it in order not to be left behind. However, this globalization brings negative

impacts, such as changes in lifestyle, paradigms, culture, customs, and norms of society, as well as a drastic change in the nation's character.

The character of a nation greatly influences its socio-economic development. Strong character will improve the quality of the nation. Experts believe that character development is best started early. According to (Prajoko et al., 2012), national character is not just a combination of individual characters, but must be manifested in a strong sense of nationality in a diverse cultural context. National character involves the cultural awareness and intelligence of every citizen (Sadiyah et al., 2023). It should be noted that character development is a process that is both natural and social, rooted in the human individual but shaped by various types of environments. Character can also be interpreted as morals and manners, so the character of a nation reflects the morals and character of its people. A society that has character is a society that has noble morals and manners, while a society or nation that lacks character is a society that lacks morals or does not comply with good standards of norms and behavior (Sholihah et al., 2023).

In education for life, the main thing to do is to instill character and life values. Character education is not only important because it can restore the basic philosophy of education that has been separated from its basic mission, but it is also mandatory to instill noble values such as togetherness, honesty, solidarity, decency, decency, and others. Education is a planned effort to guide and teach individuals to become independent, responsible, creative, knowledgeable, healthy, and noble human beings. Education helps develop human potential for the future. Philosophy, as the basis of science, helps answer various questions and problems, including in the world of Islamic education. Philosophy of education provides guidance to achieve the desired educational goals of a society or nation.

Education, literally, is the process of educating an educator to a learner, where adults provide examples, learning, directing, and improving ethics, as well as exploring the knowledge of each individual. Education does not only come from formal institutions, but also from

families and communities that play an important role in fostering and developing knowledge (Ilham et al., 2024). Character education, is a planned effort to help individuals understand, care, and act based on ethical and moral values, which are essential for collaborative life in family and society.

Aristotelian character education. Neo-Aristotelian theory is becoming one of the most prominent and popular approaches to character building education today. Its appeal lies in various factors, such as: (a) its naturalistic methodology which posits that all moral and educational theories are accountable to empirical research and hence subject to revision; (b) its explicit grounding in a blueprint for a good and flourishing life; (c) its developmental narrative which explains how virtues are acquired; (d) its focus on critical thinking and reflection on the stage of character development beyond childhood, thus deflecting concerns about indoctrination; (e) its emphasis on the need for metacognitive virtue assessment; (f) its sensitivity to socio-political contexts and its rejection of a purely individualist view, thus offering a bridge from character education to

citizenship education; (g) its highlighting of the emotional aspects of good character; and (h) its down-to-earth, practical stance favored by teachers and other practitioners (Annas, 2011; Character & Virtues, 2017; Darnell et al., 2019; Kristjánsson, 2019; Peterson, 2020).

Philosophy Character education does not need to be added as a separate program, but can be integrated through the culture and life at school. The philosophy of character education aims to develop people/learners into individuals who internalize and apply virtues in daily life. Currently, curricular efforts have been made to make education more meaningful by touching on the cognitive, affective and psychomotor aspects. However, this is not enough to develop character dynamically and adaptively. Therefore, the philosophy of character education needs to be redesigned in a more comprehensive and meaningful framework through the transformation of culture and life in the educational environment.

B. Research Method

This research applied the literature review method with a systematic descriptive approach.

International and national books and journal articles were collected using sources such as Science Direct, Pubmed, and Google Scholar with specific keywords. The aim is to analyze the philosophy of education in character building in society. This research involves the researcher as the main instrument who conducts various stages, from determining the focus of the research to concluding the findings (Sugiyono, 2019). This approach helps researchers collect scientific evidence thoroughly and objectively, by setting clear selection criteria and assessing the quality of relevant publications. With this method, researchers can gain a deeper understanding of the research topic.

The data analysis process was carried out by presenting the collected data and then presented in the discussion. In addition, synthesis is done by using cross-links between the data collected and the concepts offered. From here, the main point can be processed into several conclusions and suggestions. The data analysis process in this article is carried out through several stages, namely data collection, data reduction, data presentation, and conclusion drawing and verification.

C. Results and Discussion

Education is a lifelong process, occurring anywhere and anytime. Education cannot be separated from everyday life because the two are intertwined. From waking up to sleeping again, we are always influenced by educational values. In today's multicultural society, it is important to understand how the Indonesian education system plays a role in shaping the nation's identity (Rafidatul Aisy et al., 2022). Through the education system, we try to instill values such as gotong royong, diversity, justice and equality in every next generation. Indonesia's young generation is taught to appreciate and celebrate the diversity of cultures, religions and ethnicities that exist in Indonesia, so that an awareness of togetherness as one diverse nation can be formed. Education develops the three dimensions of human beings: the mind (akliah), the heart (dhikr), and the body (jasadiah), known as "head, hand, and heart" development. Thus, education serves to develop all aspects of man.

Aristotle stated that philosophy is the activity of thinking to seek truth in the fields of metaphysics, rhetoric, ethics, economics, politics, and aesthetics. From this definition, we can conclude that according to Aristotle, philosophy is the search for truth in these various fields. In line with Aristotle, other thinkers such as Immanuel Kant, Al Farabi, and Descartes stated that philosophy is an activity of thinking to seek the nature of what exists, including what we know, the nature of truth, and the nature of science, where God, humans, and nature are the subject of deep discussion (Otoluwa & Katili, 2023).

Harold Titus put forward several views on philosophy: (a) philosophy is an attitude about life and the universe, (b) philosophy is a method of reflective thinking that involves reasoning and research to understand human nature, (c) philosophy is a set of problems, and (d) philosophy is a set of theories about human origins, the function and purpose of human creation, and the potential it has compared to other creatures. The discussion of human philosophy covers a wide range of interests. Harold H. Titus states that philosophy has a narrow sense and as

a system of thinking (Salam, 2009). Immanuel Kant, a modern philosopher, argues that philosophy is knowledge of the basic principles of all knowledge and action. Bertrand Russell defines philosophy as an attempt to answer the question of the highest form critically (Bakhtiar, 2007). Thus, the different definitions given by these figures show that philosophy is a comprehensive science that seeks to understand issues in the entire scope of human experience. The hope is that humans can have a systematic, integral, comprehensive, and fundamental view of various fields of life.

Philosophy of education is the application of philosophy in the context of education. It involves thinking deeply, systematically and thoroughly about education. It helps answer fundamental questions in education and serves as a foundation for developing a comprehensive, realistic and flexible education system. Philosophy gives birth to wisdom. Wisdom is the attitude towards the world that one's self and this world are creations of the Almighty. This realization brings the philosopher up to a higher plane of consciousness, not just material consciousness or

pseudo-consciousness. With this wisdom, philosophers become people who best understand and know the nature of life and living.

Philosophy, as a result of the thoughts of philosophers whose object is the problem of life in the world, has given birth to various views that sometimes support or contradict each other. This difference is caused by different developments, times, views of life, and environments. The philosophy of education, as the values and beliefs that animate the education system, also reflects this. In philosophy, there are three broad theoretical frameworks: experience theory, essence theory and value theory. Value theory includes the philosophies of ethics and aesthetics. Ethics discusses good and bad, while aesthetics discusses beauty or unbeauty, both of which fall under value theory (Kusumawati, 2016). Thus, ethics education, also called character education, is an educational process that helps humans distinguish between good and bad.

John Dewey saw education as a process of forming basic abilities, both in thinking and feeling, which leads to the formation of human character. Philosophy of education serves to advance human life and provide direction in the face of changes in education. Overall, philosophy of education is an important reference in determining the direction and principles of education, including noble values and teachings, such as those found in Islamic principles and teachings.

The philosophy of education is very important to understand. In Indonesia, the concept of education reflects the values that make up the nation's identity (Septian, 2020). Principles such as gotong royong, social justice and unity are reflected in the education system, rooted in Pancasila as the foundation of the country. Education is not only in the classroom, but also allows individuals to explore their identity. Local values, such as customs and culture, are also enriched in education, helping to unite diversity into a solid unity (Baharun et al., 2018).

Philosophy of education is not only part of the academic curriculum, but also the basis that underlies approaches, values and goals in the educational process. The philosophy of education aims to formulate a deeper understanding of the ultimate goal of education and how education

should be implemented to achieve that goal (Harisah, 2018). One of the goals of education, according to (Harisah, 2018), is to integrate values and ethics into the educational process by emphasizing morality, honesty, responsibility, and other virtues related to learner character building. Philosophy of education helps build strong ethics in teaching and learning.

Education based on a nationalistic philosophy also builds awareness of social roles. It creates individuals who are not only academically smart, but also have social sensitivity, adaptability and a passion to contribute to society. Understanding this is essential to maintaining the nation's identity amidst ever-evolving globalization. Education has two main functions: to make people knowledgeable and to make people moral. Gaining knowledge or insight is not so difficult, but making people moral and good requires more effort (Bredemeier, 2019; Brown, 2019; Koehler et al., 2020; Muhtar, 2019; Peterson, 2020; Suherman, 2019; Vaccarezza, 2019; Walldén, 2022).

The importance of instilling character from an early age is related to the implementation of an independent curriculum that aims to shape student character for the better. These two aspects support each other and require awareness from students and teachers to implement them properly, so that learning objectives are achieved and student character is well formed (Berkowitz, 2021; Hernandez et al., 2018; Jerome, 2022; Rahayu & Dewi, 2018; Wagner et al., 2021). Progressivism in education emphasizes real experiences, active student involvement, and individual development through learning centered on everyday life.

The main underlying concept in the philosophy of character education is usually not "character" itself, but rather "flourishing" or "living well" (eudaimonia). Development entails the actualization of certain character traits or states called virtues (Kristjánsson, 2019). Character is here understood as a particular subset of more general personality traits, i.e. the part of the personality that is responsive to reason, morally evaluable and educable. General personality traits, such as openness, conscientiousness, extraversion, sociability and neuroticism are largely genetic and not easily influenced by

education. However, character traits are considered more malleable.

Character is something that is inherent in humans and will always be carried wherever he is. A good character makes a person look good. Character can be formed through good habituation from the surrounding environment, especially if it starts from childhood. Children tend to imitate the people around them, so the environment greatly influences their character (Bates, 2019; Diana, 2021; Kim, 2023; Pierrakos, 2019; Rina, 2020; Severino-González, 2019). A person's character can be seen from their nature, attitude, behavior, and words. Strengthening students' character is the responsibility of teachers to shape their character for the better. A person's words reflect their attitude, and the use of words that are inappropriate for the age of the student can show the student's character and reflect how the teacher shapes the student's character at school.

To be effective, it is important for a philosophy of character education to take into account people's prior learning and experiences, and provide opportunities for them to reflect on and relate character and morals to their personal lives and experiences (Watts et al., 2021). The desired philosophy of character education is about opportunities that help people over time to seek, desire and freely pursue their own character development (Character & Virtues, 2017). Therefore, the character education pursued depends on the preparation of society, especially at the school education level, and the internal motivation of students to develop their own character. The philosophy of education becomes the main foundation in guiding students towards achieving a successful identity. With a holistic approach and understanding of control theory, teachers can understand the reasons behind students' actions, strengthen character building, and achieve the expected educational goals (Febriyanti & Jalinus, 2024).

D. Conclusion

Philosophy is part of a way of seeing, thinking, and explaining things thoroughly to seek truth from various points of view, both rational and intuitive, which can be scientifically accounted for. Character education is a systematic and programmatic effort to develop human potential as a

whole, instilling good habits so that they become a natural part of their behavior. Humans naturally love goodness and beauty, so character education is important to implement from elementary to college level.

Philosophy of Education plays an important role in shaping the character of individuals and society by integrating values, ethics, and the purpose of education. It can help instill morality, honesty, responsibility, and other virtues in the educational process, essential for building good character and maintaining the nation's identity amid globalization. Philosophy of Education becomes a practical guide in shaping students into knowledgeable and moral individuals, as well as helping society develop strong characters that contribute positively to the environment.

Future research can conduct a comparative analysis between the implementation of the Philosophy of Education in character building in different countries or cultures. Research using the case study method can also be a reference for researchers, using data collection instruments in the form of questionnaires that focus on individual perceptions and experiences

regarding the influence of Philosophy of Education in character building. This approach can provide greater insight into the effectiveness and relevance of the Philosophy of Education concept in a global context.

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