



# THE ROLE OF PHILOSOPHY IN BUILDING CHARACTER EDUCATION (THE STUDY OF EDUCATION TRANSFORMATION OF THE 21<sup>st</sup> CENTURY)

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<p><b>Received:</b> 7<sup>th</sup> September 2021 <b>Accepted:</b> 7<sup>th</sup> October 2021 <b>Published:</b> 25<sup>th</sup> November 2021</p>	<p>The era of globalization has had a fairly broad impact in various aspects of life, including demands in the administration of education. One of the real challenges is that education should be able to produce human resources who have complete competence, known as 21st century competence. 21st century competencies are the main competencies that students must have in order to be able to take part in real life in the 21st century. In the 21st century, it is challenged to be able to create education that can contribute to producing thinkers who are able to participate in building a knowledge-conscious social and economic order as befits citizens of the world in the 21st Century. Education in Indonesia in the 21st century is faced with a number of opportunities and challenges that are different from previous times. Therefore, anticipatory steps are needed to adapt to various demands and dynamics of changes that are and will continue to take place. The Indonesian nation should always hone the skills needed to deal with various changes, one of which is in the field of education, which may be very revolutionary. It is important to implement character education because it focuses more on the quality of human actions, deeds, or behavior.</p>

**Key Words:** *Philosophy, Character Education and 21<sup>st</sup> Century education*

## INTRODUCTION

Philosophy is the art of asking, why is it this way, why is it not like that. Such questions are the spirit and core of philosophy. The questions posed by philosophers give rise to serious answers and have big implications which then affect the human perspective in seeing and understanding the complexities of life (Bambang, 2003: 5). Everyone has a philosophy even though he may not be aware of it. We all have ideas about things, about history, the meaning of life, death, God, right or wrong, beauty or ugliness and so on.

The 21st century has only been running for a decade, but in the world of education there has been a shift, and even a fundamental change at the level of philosophy, direction and purpose. It is no exaggeration to say that scientific progress was triggered by the birth of computer science and technology. With which tools, advances in science and technology, especially in the fields of cognitive science, bio-molecular, information technology and nano-science, have become a scientific group that characterizes the 21st century. One of the most prominent characteristics of the 21st century is the increasingly interconnected world of science, so that synergies between them become faster. In the context of the use of information and communication technology in the world of education, it has been proven that the "space and time" factor has become increasingly narrow and has become an aspect of determining the speed and success of human knowledge mastery (BSNP: 2010).

Based on the background of the problem above, the author formulates the problem of how the concept of the role of educational philosophy in building character education and how the concept of 21st century education transformation in Civics Subjects.

It really needs to be discussed so that we can know the concept of the role of educational philosophy in building character education and how the concept of transforming 21st century education is. With a sufficient understanding of the foregoing, this article is used as reference material for writers and reading.

## RESEARCH METHOD

This study uses a descriptive qualitative approach with library research methods. To obtain information related to the role of philosophy in building character education in elementary schools and the study of the transformation of 21st century education, several literatures, books, articles and other references are needed in accordance with the needs of writing this article. Information obtained from related literatures will explain how the concept of the role of philosophy in building character education in elementary schools. Furthermore, literature study can sharpen theoretical concepts and enrich information about scientific works and similar research. Various information that has been obtained from various literatures can be used as a study of the concept of 21st century education transformation in view of the philosophy of education as an up-to-date source, able to provide different views and updates from various similar materials written by several previous authors.

## DISCUSSION

### 1. Character Education

The term character is taken from the Greek "*Charassian*" which means "*to mark*" or marks and focuses on how to apply the value of goodness in the form of actions or behavior, so that people who are dishonest, cruel, greedy and other bad behavior are said to have bad character. On the other hand, people whose behavior is in accordance with moral rules are called noble characters. The definition of character according to the Language Center of the Ministry of National Education is "innate, heart, soul, personality, character, behavior, personality, nature, character, temperament, character". As for character, is personality, behavior, character, and character.

To build character. Elmubarok (2008, p. 102) states that character building is a process of carving or sculpting the soul in such a way, so that it is unique, interesting, and different or can be distinguished from others, like a letter in the alphabet that is never the same from one to another. another, thus people with character can be distinguished from one another. Character education can also be referred to as moral education, value education, affective world education, moral education, or character education.

The characters expected by the author in the 21st century, which are focused on PPKN are social attitudes, namely the habit of sharing with friends, and an attitude of respect for fellow friends. This habituation is done every day under the guidance of the teacher, meaning that if there are students who have not or If you don't do it, the teacher will always remind, here the teacher will see and assess students, who has done it without being reminded, and which students will be reminded by the teacher, from the results of this assessment, it can be observed that students' social attitudes have developed or not, and this must be done every day, so that it becomes a habit that eventually becomes a good character in the students themselves.

### 2. The Purpose of Philosophy and Character Education

The purpose of the philosophy of education is to provide inspiration on how to organize an ideal learning process. Educational theory aims to produce ideas about educational policies and principles based on educational philosophy. The educational practice or educational process applies a series of activities in the form of curriculum implementation and interactions between teachers and students in order to achieve educational goals by using signs from educational theories

Philosophy of education is very important for educators, if educators view formal human substantiality as being biological, it can have a naturalistic educational fission. The educator in this environment is Jeans Jacques Rouseau who writes his views in his book entitled emile. In this book, it is written that the practice of the senses is a very important educational practice. It means something else if students are seen as spiritual beings. The basis for determining educational ideas and goals is the eternal view of divinity. Students are seen as having a personality not as a mere mechanistic entity.

The government introduced a government program called Strengthening Character Education (PPK), PPK is an effort to cultivate character education in schools. The PPK program will be implemented in stages and as needed. The PPK program aims to promote equitable quality and moral education throughout the nation. The issuance of Presidential Regulation number 87 article 2 of 2017 concerning Strengthening Character Education (PPK), PPK has the following objectives:

- 1) Build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education in order to face the dynamics of change in the futur
- 2) Develop a national education platform that puts character education as the main soul in providing education for students with the support of public involvement through formal, non-formal and informal education by taking into account the diversity of Indonesian culture and
- 3) and strengthen the potential and competence of educators, education staff, students, communities, and the family environment in implementing PPK..

This technological era makes children look very passive and rarely socialize in family and society. Most children today are more focused on paying attention to the screen in front of their eyes than playing with their peers. So it is not uncommon for children to lose valuable time playing with their family, studying, developing talents or playing with their friends because the focus has been taken over by the cellphone screen or existing technology. Here the role of parents is very important in guiding, monitoring, and managing children's time from the device used digital.

As for what parents must do for their children in digital parenting or digital parenting are as follows:

- a. Improve and update insight about the internet and *gadgets*. Parents cannot supervise their children if they are technologically savvy.
- b. If there is internet at home, position it in the family room and who can see what children are doing in accessing the internet..
- c. Limiting time for children to use gadgets and the internet.
- d. Provide mutual understanding and awareness of the *negative* impacts of the internet or *gadgets*.
- e. Strictly prohibit as soon as possible if there is something inappropriate to watch
- f. Establish two-way open communication with children.

In the current digital era, elementary school age children cannot be separated from gadgets and even become a necessity. Gadgets for them are loyal friends. In such conditions, parents need to introduce their children to educational sites when using gadgets, such as educational animated videos so that children don't get bored easily, or educational games that hone cognitive skills, videos on how to pray, and other programs. Another important lesson to remember. Parents also play a role in supervising and limiting children's use of cell phones, managing the time when they have to do their schoolwork, socializing with friends, socializing with family, and using cell phones or *gadgets*.

### CONCLUSION

#### 1. Conclusion

A person's character will be formed when the activity is repeated regularly until it becomes a habit, which in the end not only becomes a habit but has become a character. Therefore, character education must be carried out as early as possible so that children are able to instill good character so that they can carry it into adulthood. Character education in schools can not only be applied to PPKN subjects, but all subjects. Every subject related to norms needs to be developed and linked to everyday life. In this digital era the role of families, teachers and the surrounding community is very important. The family as the main and first place for students to live their lives and education should supervise and guide with affection, firmness, and scrutiny.

Character education is held in schools, so the teacher will be a pioneer and at the same time the coordinator of the program. This is because teachers who specifically have a duty to help students develop social awareness and mental health problems, thus teachers must be very familiar with character education programs. Teachers must be able to involve all stakeholders (students, subject teachers, parents, principals) in the successful implementation of the program. Starting from the basic service program in the form of a guidance curriculum design that contains material on character education, such as cooperation, diversity, honesty, dealing with anxiety, helping others, friendship, learning methods, conflict management, prevention of drug use, and so on. Individual planning programs include the ability to make choices, make decisions, and so on. Responsive service programs which include individual counseling activities, group counseling.

#### 2. Suggestion

It is important for teachers to study Philosophy of Education because Philosophy of Education consists of what a teacher believes about education, or is a collection of principles that guide the professional actions of teachers.

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