

## Character, The Total Dimension Of Education

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**Abstract:** Education is from, for and by human being. The concept of the genuine human values becomes the basis of education, and this basis directs the contents, the process and the results of education efforts. This efforts are done in full character condition by uprighing the high touch and high tech pillars of teaching-learning process with the application of transformational strategy. The whole contensts of education consist the substancies in their three domains, i.e. attitude (social and religious attitude), knowledge and skill domains with are holistically and comprehensively full of character values. In Indonesia, the genuine human values is formulated as philosophy and ideology of nation and state, i.e. Pancasila, and gives its significant values in coloring the whole substances of Indonesian National Education System law.

**Keywords:** Education, Caracter Values, Teaching And Learning Activities, Content And Process, Transformational Strategy, Pancasila

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## INTRODUCTION

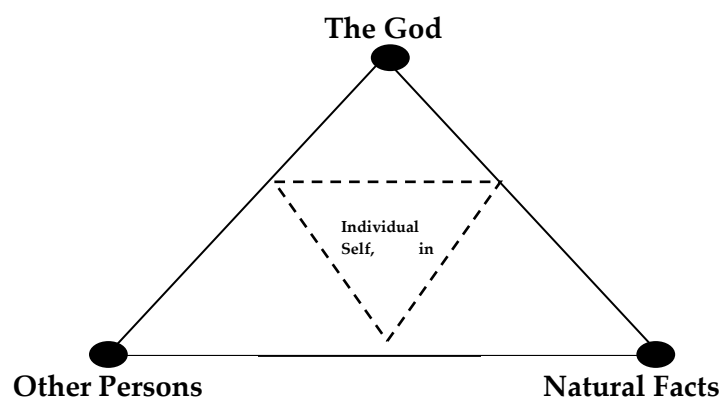
Education is the most significant endeavor devoted from, for, and by human being. It means, the basic and comprehensive understanding of human being is everything and anything that is as an obligation in education or a *conditio sine qua non*. Then, what, who, and how man is, therefore, on his inherent necessity to be educated and educate? In this case, it is required the study about human authenticity, focus on the concept of *genuine human values* (GHV). It is a very naïve when the understanding of human conceived the term "*anima educandum*" which mean that man is animal which can be educated and educate. In fact we believe that man or human being is a perfect creature and the highest God's creation. Man or human being cannot be compared with or called as animals. The existence of man or human being is overall values contained of *genuine human values* (GHV).

The concept of GHV includes three basic components. *Firstly*, the component of *human authenticity*, contains five basic values, i.e. man is the creature who (1) believes and pieties in God, (2) is perfectly created, (3) is the highest level of creature among all creatures, (4) is the leader on earth, and (5) possesses human right. *Secondly*, the concept of *human basic potentials* contains values concerning with five basic potencies, i.e. The potency of (1) believing in God, (2) thinking (and creating), (3) feeling, and the potency of (4) will, and (5) work. *Thirdly*, the component of real life appearances contains five basic

values in (1) believing in God, (2) individual, (3) social, (4) moral, and (5) religious relation performances. The three components are full of basic character values. From the the three components above we can conclude that *education is the effort to develop the five human basic potencies within the orientation of human authenticity to realize people life appearances with full character values.*

The concept of education with the basis, content and approach/technology as stated above will produce individuals with integrated HGV with “five clean” criteria<sup>1)</sup> and “five dynamic” of living<sup>2)</sup>. The integrated lives full of character values generate the people social condition of living in terms of peace, develop, progressive, prosperous, and happy in the world and the hereafter. Therefore, these positive conditions of living appear in accordance with the living character in believing in God, in individual, social, moral and in religious relation performances.

The values of character is needed in accordance with the fact that people are related (in one or other ways) to each other and communicating among themselves. Nobody lives alone, separated from other people. This kind of relationship or communication is happening in three dimensions, e.g the God dimension, social dimension, and natural dimension. The three dimensions are integrated into the concept of *trilogy of character*, illustrated as follows :



### Materi Pendidikan dalam Bingkai Trilogi Karakter

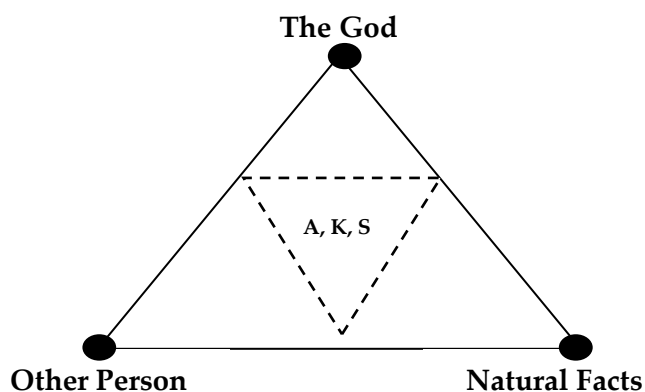
<sup>1)</sup> “Five clean” criteria : the condition of living which is clean in (1) believing in God, (2) social relationship, (3) food and beverage, (4) condition of self and environment, and (5) bearing right and responsibility.

<sup>2)</sup> “Five dynamic” of living : the dynamic of (1) *thinking*, (2) *feeling*, (3) having certain *attitude*, (4) *doing* or acting, and (5) accepting *responsibility*----- the dynamic of TFADR.

The social positive living conditions of peace, develop, progressive, prosperous, and happy in the world and the hereafter, are only able to come from the realization of positive values within the trilogy of character. Thus, the people lives with full of character within a solid integration between the substances of GHV and the trilogy character, are the results of the succesful educational efforts.

How should the successful education efforts be run? In old literature we can read a sentence : *"the end of education is character"* . We agree with this wise sentence, but we know that the end of education will not come by itself ; and we also know that not all kind of education effort will result in success in terms of character. The result in character of any educational effort will come if the effort is done well in a good proccess from the very begining, and all of the actual activities in the process are full of character. In this sense, the sentence of *"the end of education is character"* should be completed into : *"the begining, the process, and the end of education are all character"*. Education should begin with character, i.e. by using the GHV as the basis and aim of education. This basis and aim of education direct all of the educational efforts, i.e. in selecting and using the subject materials and the process of planning, organizing, implementing, and evaluating the results and doing the follow up.

Upon the GHV, how are the contents and processes in education identified, determined and brought about into teaching-learning practices? Education contents are about the people needs in relation to the substances of trilogy of character to lead the realization of the people lives which are full of character values. These substances are within the three domains of education contents, i.e. the domain of *attitude* (religious and social attitudes), *knowledge* and *skill*, that all of them are in the relation to the components of GHV. In this sense, all of the educational contents, i.e. moral values, knowledge and sciences, technologies, arts, and cultures, are chosen and formulated in terms of the attitudes (religious and social attitudes), knowledge, and skills holistically and comprehensively within the framework of the trilogy of character, illustrated as follows:



**Educational Contents within the  
Framework of The Trilogy of Character**

*Note : A : attitude; K : knowledge; S : skill*

Furthermore, the educational contents which are full of character values are then brought into the real efforts through the activities of *learning and teaching*. Students *learn*<sup>3)</sup> about the educational contents, and the teachers or educators teach the students. During the learning process students should be aware that their activities are focusing in gaining *something new* from the subject materials learned. On the other hand, within the teaching process teachers or educators are called to maximize their efforts to stimulate and motivate students to learn in optimizing the development of their potencies. The activities of learning and teaching are characterized by the *five dynamic of living*, i.e. the dynamic of TFADR to stimulate and support students to think, feel, have a certain attitude, do something, and be responsible of the subject materials they learn. These teaching-learning activities characterized by full of character values which are activated on the basis of an education paradigm, i.e. *honoring deeply the GHV which full of character values*.

The teaching-learning processes which are full of character values are done by uprighing two pilars, i.e. *high touch* and *high tech* pilars. *Firstly*, the *high touch* pillar creates the positive and progressive social-personal relationship between students and teachers (educators) and among the students themselves. Within their high touch action, teachers or educators run the five significant points, i.e. : (1) acknowledgement and acceptance, (2) love and tenderness, (3) reinforcement, (4) firmness with positive values, and no punishment, and (5) direction and model. High touch pillar brings the students into a nice, warm, and positive situation, i.e. feeling friendly, free to express oneself, open relationship but normative, dynamic and progressive, opened opportunity in giving and receiving something good among students. *Secondly*, the pillar of *high tech* concerns with the contents and technologies of teaching-learning activities. Within the high tech pillar there are also five other significant points, i.e. (1) the acquisition of teaching-learning materials by teachers or educators, (2) applying teaching technologies, (3) benefiting teaching aids, (4) arranging teaching-learning environment, and (5) applying evaluation and follow up of teaching-learning results. The high tech pillar focusses on the effectiveness and efficiencies of the activities in achieving the teaching-learning goals optimally. The two pilars, high touch and high tech, actualize the dynamic of TFADR with the full character values in developing students' attitudes, knowledges and skills holistically and comprehensively.

The comprehensive teaching-learning process uses more of the *transformational* strategy than transactional strategy. The transactional strategy just simply transfers the content of teaching materials from teachers to students ; on the other hand the transformational strategy focusses on developing, constructing, and building the individual students becoming a "new person" through the student active learning process. Within the transformational strategy the student's dynamic of TFADR is activated. The students are transformed into the individual persons with full character values.

The character condition is not negotiable in the entire spectrum of education. The comprehensive education with full of character has to be based on the GHV which is full

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<sup>3)</sup> *To learn* : effort to gain something new in five dimensions, e.g knowing, doing, willing, or wishing or liking, customizing, and *ikhlas* dimensions.

of character values; is done in a full character process of educational practices ; to gain the full character results. The contents of character values are intergrated holistically and comprehensively into all of the teaching-learning materials with the three domains, i.e. attitude, knowledge, and skill domains; therefore there is no need to construct a special curriculum or subject matter to bring about the contents of character education. It is clear that the *basis* of education is GHV, the genuine human (character) values ; *the process* of education is characterized with full character values ; the result of education is in character values ; the people lives are their living with full character values. It is also clear that the responsibility of all educators, especially teachers and counselors in school setting, is to master and implement the basis, the contents, the process, and the results of education efforts which are full of character values to develop the student full character values optimally.

In Indonesia, the GHV condition is formulated as phylosophy and ideology of nation and state, that is *Pancasila* (the Five Principle), i.e.the principles of (1) Believe in Almighty God, (2) Humanity, (3) National Unity, (4) Democracy, and (5) Social Justice. Pancasila is the basic character values and becomes the basis of value guidance for Indonesian people lives, individually, socially, nationally, and internationally. Pancasila is used formally as the basis and direction of the *National Education System* in Indonesia, and gives very much significant values in coloring the aims and goals, contents, approaches, strategies and technologies, and management aspects in Indonesian education, that all of them should be followed and implemented by educators and all of the suppoting powers in education.