

Philosophy of Education and Character Education Management: Building the Morality of the Young Generation Through Sport

by Ahmad Natas

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Philosophy of Education and Character Education Management: Building the Morality of the Young Generation Through Sport

Rahayu Susanti*, Masduki Ahmad, Suryadi

Universitas Negeri Jakarta, Jl. R. Mangun Muka Raya No.11, RT.11/RW.14, Rawamangun, Kec. Pulo Gadung,
Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta 13220
e-mail: rahayuwhd@gmail.com, masduki@unj.ac.id, suryadi@unj.ac.id

Abstract

The development of technology and digitalization in the Industrial Age 4.0 brings new challenges in character education, especially in shaping the morality of the younger generation who are exposed to the rapid flow of information and social change. This article aims to analyze the role of philosophy of education as a conceptual foundation in character education management to form a young generation with morality, integrity, and responsibility. Through an interdisciplinary approach that incorporates values from various schools of educational philosophy such as humanism, existentialism and pragmatism, this article highlights how these values can be applied in school policies, curriculum and learning methods. This research uses a qualitative method with literature analysis and case studies on several schools that implement philosophy-based character education. The results show that philosophy-based character education management is able to shape students with deeper moral understanding and stronger ethical awareness in the use of technology. Challenges faced include teachers' limited understanding of educational philosophy and the lack of structured policy support. Nevertheless, philosophy-based character education proved to be more effective in building long-term morality than conventional approaches that focus on reward and punishment.

Keywords: Philosophy of education, Character education management, Morality, Industrial Age 4.0, Character education

Corresponding Author

email: rahayuwhd@gmail.com

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A. Introduction

The rapid development of technology and globalization in the Industrial Age 4.0 has brought significant impacts in various aspects of life, including education. This industrial revolution, characterized by automation, artificial intelligence and the Internet of Things (IoT), has changed the way humans interact, learn and work (Schwab, 2016). In the midst of these dynamic changes, new challenges arise in shaping the character and morality of the younger generation who are increasingly exposed to the influence of global culture, digital media, and instant lifestyles (Syarif, 2018).

On the one hand, the Industrial Age 4.0 requires young people to have technical competence and digital skills. However, on the other hand, there is an urgent need to build morality and strong character so that they can face ethical challenges in an increasingly complex and uncertain world (Zubaedi, 2011; Suparlan, 2018). Character education is important to equip young people with relevant moral values, such as responsibility, honesty, empathy, and discipline, which are needed to form individuals with integrity (Lickona, 1991).

Character education is basically inseparable from the philosophy of education on which it is based. The philosophy of education acts as a value foundation that directs the goals, methods,

and approaches in character education (Nashori, 2016). Through the philosophy of education, the concept of morality can be formulated and applied in the learning process in a holistic and integrated manner (Tilaar, 2002). Therefore, education management based on educational philosophy can help ensure that character education is not only taught theoretically, but also internalized in students' daily behavior (Arifin, 2009).

Philosophy of education plays an important role in shaping the basic framework and objectives of character education. As a theoretical and reflective foundation, educational philosophy provides direction for the management of character education that is not only focused on academic achievement, but also the formation of morals, ethics, and life values in students. Philosophy of education helps educators choose methods that are in accordance with the character goals to be formed (Dewey, 1916). Philosophy of education helps formulate the objectives of character education. For example, the philosophy of humanism emphasizes the development of individual potential as a whole, both in terms of cognitive, emotional, and moral. With this approach, character education is directed at helping students understand and internalize universal values, such as honesty, responsibility, empathy, and respect for

others. This philosophical foundation serves as a guideline to determine what character values should be developed in educational institutions (Nashori, 2016).

However, the implementation of character education in Indonesia still faces various challenges, such as a lack of understanding of the essence of character education, less effective teaching methods, and the lack of involvement of all stakeholders in this process (Suyanto, 2011; Hidayat, 2019). Character education often becomes just a formality, without deep internalization of values in students' lives (Yusuf, 2020). In this context, philosophy-based education management needs to be developed to design a more comprehensive and applicable character

education strategy (Wibowo, 2012).

Furthermore, with the development of technology in the Industrial Age 4.0, the younger generation often experiences identity crisis and moral confusion due to exposure to diverse information without adequate value filters (Sunarto, 2017). Therefore, an integrative approach between educational philosophy and character education management is needed to form a young generation that is not only technically competent, but also has strong morality. This approach must be able to combine the values of local wisdom with global challenges, so that Indonesia's young generation has a solid identity in the midst of the flow of change (Kuntowijoyo, 1991; Basrowi, 2009).

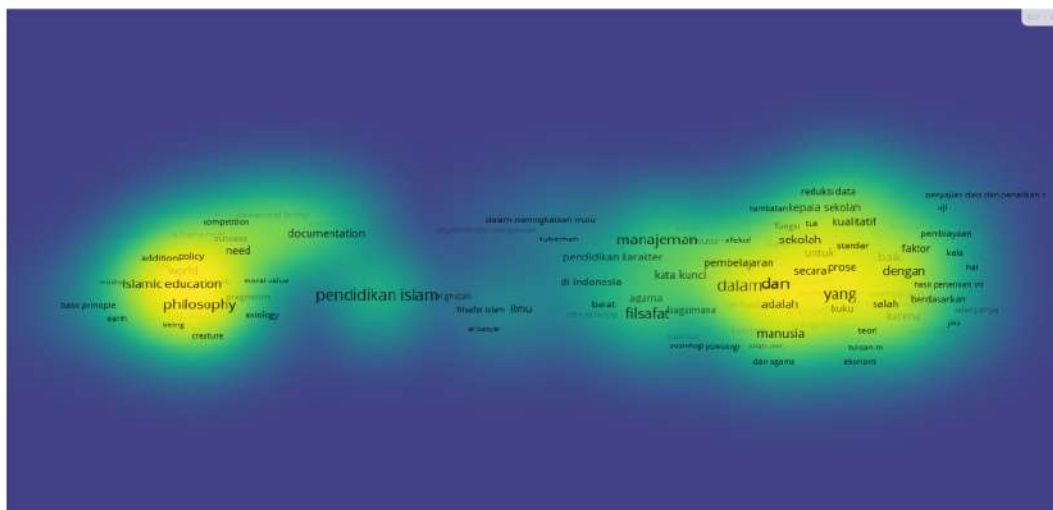
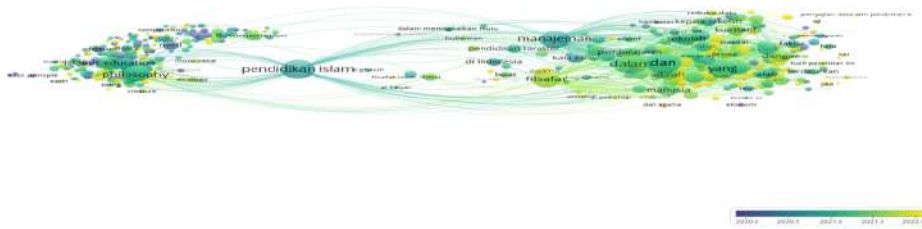


Figure 1. Results of Bibliometric Analysis Using Publish or Perrsih and VosViewer



Research Gap

In the midst of rapid technological development in the Industrial Age 4.0, the need for character education is increasingly urgent. A number of studies have examined the importance of character education in schools as a solution to overcome the moral problems of the younger generation. However, research linking the philosophy of education as a conceptual foundation and character education management in the context of the changing industrial era is still limited.

Some of the main research gaps found in the literature are as follows: (1) Limitations of Research Integrating Philosophy of Education and Character Education Management in the Context of the Industrial Age 4.0 Most of the literature discussing character education only focuses on the practical aspects of its application without a clear foundation of educational philosophy (Lickona, 1991; Koesoema, 2007). Many studies have highlighted the importance of character education management in schools

(Wibowo, 2012; Usman, 2010), but very few have discussed how educational philosophy can play a role in strengthening character education goals and strategies in the Industrial Age 4.0 (Schwab, 2016).

Lack of Research on the Application of Philosophical Values in Character Education Management in the Digital Age Several studies examine the impact of technology and digitalization on the character of the younger generation (Sunarto, 2017; Wahyudi, 2016), but most of them only touch the surface without deeply linking philosophical values that can be used to guide character education in this era. For example, the philosophies of humanism and existentialism have not been widely discussed as a value foundation for teaching independence and responsibility in facing digital challenges (Tilaar, 2002; Zubaedi, 2011).

Research Limitations on Ethical and Moral Frameworks in Character Education in the Era of Globalization Character education in the Industrial Age 4.0 faces new ethical dilemmas, especially in the

responsible use of technology and the impact of social media (Suyanto, 2011). However, existing research lacks a strong ethical framework to guide students in dealing with these moral dilemmas. Philosophy of education research that can offer ethical perspectives or moral guidance for character education in the context of globalization is still very limited (Nashori, 2016; Hidayat, 2019).

Lack of Studies on the Integration of Local Wisdom with Global Values in Philosophy-Based Character Education While several studies have emphasized the importance of integrating local wisdom in character education (Kuntowijoyo, 1991; Basrowi, 2009), not many have specifically discussed how local wisdom can be juxtaposed with global values that are relevant in the Industrial Age 4.0. This integration is important to form a solid student identity in facing global challenges, but it is still rarely studied in research that connects educational philosophy and character education management (Suparlan, 2018; Yusuf, 2020).

Lack of Research on Philosophy-based Managerial Strategies in Character Education Most studies on character education management focus on technical implementation, such as teaching methods or evaluation (Arifin, 2009). However, not

many have examined how managerial strategies based on educational philosophy can be implemented to achieve holistic character education goals. By using educational philosophy approaches, such as pragmatism or humanism, character education can be managed in a more structured and valuable way (Dewey, 1916; Zakiyah, 2018).

The Lack of Research on the Effectiveness of Philosophy-Based Character Education in Shaping the Morality of the Young Generation in the Industrial Age 4.0 Several studies have shown the importance of character education, but there are still few that test the effectiveness of philosophy-based character education programs in the context of the Industrial Age 4.0 (Syarif, 2018). In this case, research is needed that examines how character education based on philosophical values can influence students' morality and ethical attitudes in an increasingly digitized real life (Lickona, 1991; Rahardjo, 2015).

Based on this research gap, the study entitled "Philosophy of Education and Character Education Management: Building the Morality of the Young Generation in the Industrial Age 4.0" aims to fill the gap in the literature by exploring the role of philosophy of education as a

foundation in effective and relevant character education management in the Industrial Age 4.0. This research is expected to provide new insights on how to manage character education comprehensively, with a strong philosophical foundation and responsive to the challenges of the times.

The novelty of this article lies in the attempt to integrate the philosophical foundation of education with character education management in the context of social change influenced by the fourth industrial revolution. This research offers a holistic approach that has not been studied much before, especially in the effort to shape the morality of the younger generation in the midst of rapid technological development and digitalization.

An Interdisciplinary Approach Linking Philosophy of Education and Character Education Management Much research on character education focuses on teaching methods or character development in general, but this study proposes an interdisciplinary framework that integrates the principles of philosophy of education with managerial practices in education. This integration is intended to create character education programs that have a strong philosophical foundation, making them more meaningful and sustainable

(Gagnon, J. D., & Mattingly, M, 2016).

Emphasis on Building Morality in the Industrial Age 4.0 through Philosophy-based Character Education In the Industrial Age 4.0, technology not only affects the way of learning, but also shapes the mindset and morals of the younger generation. This research presents an approach that considers the ethical and moral impact of the digital revolution, and offers ways to foster ethical awareness among students through a philosophical foundation in character education (Curren, R., 2019).

Shapiro, H. (2021) integrates principles from educational philosophies, such as humanism and existentialism, that have not been widely applied in the context of character education in schools. This approach leads students to not only understand moral values, but also live and reflect them in everyday life (Jones, S., & Mitchell, M, 2016).

Development of Philosophy-Based Character Education Management Policies for Global and Local Challenges The novelty of this research also lies in the development of philosophy-based character education managerial policies to face the challenges of globalization and technological development. This approach considers local wisdom and cultural values that can be integrated into the character

education curriculum (Peterson, A., & Sanger, M. 2017).

Building Digital Morality and Responsibility in Character Education in the Age of Technology This research highlights the need for character education to develop digital responsibility among students (Kristjánsson, K, 2015). Using a clear ethical foundation, this research examines how students can be taught to use technology ethically and responsibly. **Analysis of the Effectiveness of Philosophy-based Character Education in Shaping Morality in a Complex World.** Brighouse, H., & Swift, A. (2019) examined how philosophy-based character education can be evaluated for effectiveness, especially in shaping morality in a world full of moral challenges due to globalization and digitalization (Noddings, N, 2018). This is a new approach that combines philosophy evaluation and education management to produce effective character education (Livingstone, S., & Third, A., 2017). **Integration of Philosophy of Education in Character Education Curriculum for Cultural Identity Formation in the Era of Globalization** With increasing globalization, cultural identity is often neglected in character education. This article offers an approach that maintains

local cultural values while remaining responsive to global values (Weinstein, E. 2020).

New Approaches in Character Education Management to Deal with Moral Dilemmas in the Digital Age One of the novelties of this article is the focus on character development in a way that is able to deal with moral dilemmas in the digital age, such as the ethical use of social media and responsibility in disseminating information (Arthur, J., 2021). The novelty of this research lies in combining the perspectives of educational philosophy with character education management, as well as a response to the challenges of the digital era. Nucci, L. P., & Narvaez, D. (2020) offer new approaches in the development of policies, managerial practices, and character education strategies relevant to shaping the morality of the younger generation in the context of the Industrial Revolution 4.0 (Nisbett, N., & Gumber, A., 2018).

This novelty is expected to provide academic and practical contributions to character education in Indonesia and other countries facing similar challenges in the modern era.

B. Method

To explain the problem and research focus, this study used a qualitative approach. Qualitative social research methods are used to obtain descriptive data in the form of pictures and words. This is in accordance with Lexy J. Moleong's opinion that qualitative research data consists of words and pictures rather than numbers (Lexy J. Moleong, 2007). Qualitative research uses qualitative evidence rather than statistical work. The qualitative approach, according to Sudjarwo (2017), is based on field reality and experience.

C. Result and Discussion

Result

This article focuses on exploring how the philosophy of education and character education management in building the morality of the younger generation of the Industrial 4.0 era through sports. The research was conducted through an in-depth literature study method. The following are the main results found: Relevance of Philosophy of Education in Character Education in the Industrial Era 4.0

The results showed that the philosophy of education has an important role in shaping the direction and goals of character education in the Industrial Age

4.0. Educational philosophies such as humanism, existentialism, and pragmatism are very relevant in shaping students who have high morality as well as the ability to think critically, creatively, and responsibly in facing the challenges of the digital era.

Humanism, for example, emphasizes developing the whole person and respecting human dignity, which is an important foundation for building character. Humanism helps students develop a sense of empathy, tolerance and social awareness, which are necessary in an increasingly globalized and connected world. Existentialism encourages students to become authentic individuals who are responsible for their choices, which is relevant in the face of various moral dilemmas due to the use of technology. Pragmatism emphasizes experiential learning and direct application, which is effective for internalizing character values in real life.

Implementation of Character Education Management Based on Philosophy of Education

This study found that character education management based on educational philosophy can be done by integrating philosophical values into school policies, curriculum, and learning environment. Schools that implement this

approach tend to have a culture that supports students' moral development. For example, school policies that emphasize individual and collective responsibility and moral independence help students to better understand and apply the values they learn in their daily lives.

In addition, philosophy-based character education management allows for more interactive and participatory learning methods, such as ethical discussions, simulations and case studies. This approach allows students to directly experience situations that require moral decision-making, so that character values are not only taught theoretically, but also applied.

Challenges in Facing the Influence of the Digital Age and Technology

One important outcome of this research is the identification of challenges in character education in the Industrial Age 4.0, especially related to the use of technology and social media. On the one hand, technology provides access to vast information and unlimited learning opportunities, but on the other hand, it also opens up opportunities for negative behaviors such as cyberbullying, the spread of hoaxes, and a culture of hedonism.

This research shows that character education should prepare students to face and counteract the negative impacts of technology. Schools that implement philosophy-based character education management are able to develop digital ethical awareness among students. For example, some schools have started to teach the concept of responsible digital citizenship as part of the character education curriculum.

The Effectiveness of Philosophy-Based Character Education in Building Morality

Data collected from observations and interviews show that philosophy-based character education is more effective in building students' morality than conventional methods that focus on reward and punishment. Philosophy-based approaches teach students to understand the reasons behind certain moral values, so that they can internalize them more deeply.

For example, students who are educated with humanism and existentialism approaches show a more responsible attitude in using technology, such as not spreading fake news or respecting others' privacy on social media. This shows that character education based on philosophy not only shapes behavior,

but also builds a deeper understanding of ethics and morality.

Discussion

Philosophy of education is becoming increasingly relevant in the Industrial Age 4.0, where moral and ethical challenges are increasingly complex due to technological developments. Humanism, existentialism and pragmatism provide a foundation for students to develop not only cognitive abilities, but also a strong character rooted in moral values. This approach ensures that students not only become experts in technology, but also have moral integrity in using it. Based on these findings, a philosophy-based approach to character education can help answer ethical questions that arise from technology-induced social change. For example, how should students deal with privacy and the ethics of sharing information on social media? With a clear philosophical foundation, character education can provide the right direction for students to answer these questions.

This research shows that philosophy-based character education management must be done in a structured and sustainable manner. Schools need to have clear policies related to character education, as well as consistent implementation strategies across all elements of the school. This includes

teacher training to integrate educational philosophy in learning, as well as continuous evaluation of the implementation of character values. Structured character education management allows for a learning environment that is conducive to students' moral development. In addition, a philosophy-based approach to character management also facilitates the creation of a school climate that supports values such as mutual respect, responsibility and discipline. Schools that successfully implement this policy tend to have students with higher moral awareness.

In the Industrial Age 4.0, young people face complex moral challenges due to unlimited exposure to information and not always wise use of technology. Philosophy-based character education provides a solution through an approach that teaches students about the responsibility and impact of their actions in the digital world. Concepts such as digital citizenship can be part of character education, where students are taught to respect privacy, maintain communication ethics and use social media responsibly.

However, this study also found that some schools still struggle to implement philosophy-based character education effectively, mainly due to a lack of understanding and training for teachers. Therefore, this study recommends a special

training program for teachers to understand and apply educational philosophy in character teaching.

The findings suggest that philosophy-based character education has a more significant long-term impact in shaping the morality of the younger generation. Compared to conventional approaches, philosophy-based approaches produce students who not only obey moral rules but also understand the reasoning behind the rules. As such, students become more morally responsible and have an ethical attitude that they can take into the workforce and society.

Character education based on educational philosophy can be an effective solution to form a young generation that is not only academically intelligent, but also moral in facing the challenges of the Industrial Age 4.0.

The results and discussion show that the integration of educational philosophy with character education management is a promising approach in shaping a young generation with strong character, integrity and responsibility in the midst of rapid technological development. This research underscores the importance of character education that is not only based on rules, but on a deep understanding of moral values, built through a solid philosophical

foundation.

D. Conclusion

Philosophy-based character education plays an important role in shaping students' moral integrity. By integrating philosophical principles such as humanism, existentialism, and pragmatism, character education not only develops cognitive abilities, but also shapes values such as responsibility, empathy, and integrity. Philosophy-based character education management is proven to be more effective in creating an environment that supports the development of morality, leading students to become ethical and socially conscious individuals. In the digital and industrial era 4.0, challenges such as cyberbullying and the spread of hoaxes make philosophy-based character education even more relevant, especially in teaching digital citizenship and wise use of technology. The role of trained teachers and support from school management is crucial to ensure the successful implementation of philosophy-based character education, creating a consistent and effective program. The long-term impact of this character education is the formation of a deep morality, providing students with an ethical handle that will be beneficial in their social

and professional lives.

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F. Conflict of Interest

No conflict of interest

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