

# The Essence of The Study of Value in Education

## The case study of Students at Junior High School in Sumedang

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**Abstract**—Today's globalization have shown a pattern of imbalance in international relationship. The relationship between advanced nation and growing nation or “the looser and the winner” (according to Micklethwait and Wooldridge in (“A Future Perfect: The Challenge and Hidden Promise of Globalization”)) are still marked with the strong and the weak polarization. This, in turn, would cause “asymmetric acculturation” and then impact to our value system in education. The goal of the research is to know the ideal model study of value education in our junior school. The method of the research is qualitative which is natural, descriptive, inductive, and phenomenon based on finding. The research procedure is arranged into the step of : planning, the selecting of topic executing (observation, interview, documentation), data collection, survey (A Case Study of Students at Junior school in Sumedang, Parents, Supervisors, the Chairman, Educators, Islam scholars, Psychiatry), analyzing, data checking, finding the education model of value in education, summarizing and making recommendation. The potential findings from the research are: the processes of study in formal education, non-formal and informal (life, school, family, and child education (moral and religion)) has contaminated and lost its value which was a foundation in our family and society. The society has been eroded, culture and religion is only a mere symbol of “social and economic source” for its member. In the life of our ancestors, the status of education were held strong, from moral value, religion norms to the value of culture, even the metaphysics value were held strong in education. But the sheer negative influence from technology caused “life of chaos and complex” has moved and destroy the formal structure which eventually create a family which has a desire and busyness but lack of spiritual value.

**Keywords**— *the study of value in education*

### I. INTRODUCTION

#### A. Preface

Today, we can see the negative impact beside the positive impact from globalization, which is the improvement in life desire such as the materialistic desire (material worship), individualistic desire (self-worship) and hedonistic desire (pleasure worship). Asymmetric Acculturation push the foreign culture into a culture of other nation which caused imbalance from cultural transformation. This transformation often caused “Culture Shock” in a nation which has weak cultural retention.

As a side effect this nation has the culture ambiguities and trapped in perception of other nation greatness.

On certain level, the symptoms of cultural disambiguation plague the society in Indonesia, as shown in response towards unselective foreign culture, the example for such symptoms can be seen in our young generation which tends to imitate art, mode, table manner and the way they interact with each other's that comes from foreign nation, and even forget their own culture. If we visit the condition of formal education, non-formal and informal (life, school, family, and child education (including moral and religion) has been contaminated and erode the value that was held as a standard in living a family life and living as society. The status of home and family has been eroded, the religion and our cultures become just as a “terminal symbol and source for social-economic status” for the member of society.

In the life of our ancestor, the status of education in a family still held high, from moral value, religion norms, and culture even to metaphysics value. But the sheer negativity from technology and the “*life of chaos and complex*” has moved and destroy every standard structure which eventually create a life that desire for material and busyness but lacks of spiritual value.

#### B. *Basic Reference, Dimension and The System of Human Life in Perspective of General Education*

The almighty God has given some potential to human, that is the material potention, spiritual potention, and sentient mind, but it comes with limitation. In life, human function as a social being enriched with social nature, status and the behavior. The social nature of human are: (1) Social Being (always grouped, conditional and mono-pluralistic) (2) Organized Political Nature (zoom politicon, organized political man); (3) The nature that linked with some circle of life which has multiple aspect and time. In doing its purpose, humans never part with its nature that it has. The nature of humans are organized political man, stated by John Locke which is: likes to be respected, loves power, feels intelligent and wants to be safe and immortal. But those five things, if not controlled by the human itself, will create a human which: great desire for respect, Great desire for power, thinks to knows it all, Cowardice (avoid taking risk), and afraid of death [1].

The portrait of human life with complex value, moral and norm demand the existence of *Education in moral value as part of concern in general education*, so human can still have the basic concept as a morally mature person, and its life controlled.

According to Kosasih Djahiri: "*Pendidikan Nilai-Moral disamping membina, menegakkan dan mengembangkan perangkat tatanan NMN<sub>r</sub> dalam upaya pencerahan diri dan kehidupan manusia secara kaffah dan berakhlak mulia serta kehidupan masyarakat Madaniah (civil society)*", moreover, the mission of value of moral education as concern in general education is as stated below [1]:

To keep and nurture NMN<sub>r</sub> into a system of life that linked together.

Clarify and revitalized sub. A as self "moral conduct" and life as human in society or a nation.

*Humanizing, civilizing and empowering* human and its whole life

Develop "law and order" and the structure of life which was humane, democratic and law abiding

Special to our country, the points above brings the mission for developing humanity/civilization, Indonesian, but still has personality.

### *C. The Role of General Education as Future Education in Indonesia*

If the analogy of a machine was applied to the existence of general education, then the general education was a sewing machine, it would sew, attach, assemble and mix pieces of cloth to make more beautiful, more functional and has higher value. So does people with many knowledge (this knowledge include a lot of knowledge discipline), higher skill set, but they couldn't place, harness it to face life challenges. The general education function to integrate and organized varieties to make a unity.

The role of general education as described: giving treatment or services to students that learn to develop the skills to think scientifically, to give arguments and take decision to act. And be responsible in making those decision [2].

The role of general education is to revive a dead heart and cure a diseased heart, and to reach the clean and pure heart. The general education are expected to take role in developing scientific character, which described by people who has "hilmun" (the ability to reject an arguments from incompetent people politely), waro' (Does not greedy, Humble, able to protect itself from sinful act) [3].

Linked with crisis and changes of course in Indonesian society today, the general education are expected to be a vector to accelerate the development of madani people (civil society, civilized society). At least the general education could become the vector to accelerate equality, democracy, empowering, justice, tolerance, balance, social solidarity, and religion.

The general education are also expected to accelerate the process of "the 10-pillars" which include : (1) belief in God, (2)

human rights, (3) people sovereignty, (4) people intelligence, (5) separation of state powers, (6) local autonomy, (8) independent court, (9) people prosperity, and (10) social justice. The 10-pillars is the foundation which have to be strengthen in a process to reach madani society [3].

Having been analyzed, this main problem will have to do with other aspects. To focus on the subject, the study is limited to the essence of the study of value education in high school input in Sumedang, with the following research questions as follows:

- What instrumental component of educational input does determine much the student character in Junior high school, in Sumedang?
- What internal factors do develop the student character in Junior high school in Sumedang?
- What external factors can develop student characters in Junior high school in Sumedang?

## II. RESEARCH METHODE

The qualitative research is natural, descriptive and finding meaning from a phenomena [4-6]. The natural characteristic is defined that the research has natural background as an actual data source. The researcher got involved in educational setting in Junior high school Sumedang. The purpose to involve in the setting was to consider the context. Various phenomena are viewed much better in the setting. For a qualitative researcher [4], ignoring action, utterance and gesture means to lose of an important meaning.

Data analysis employed in the research was inductive. The researcher did not find the data for proving or rejecting a hypothesis which had been formulated but the researcher made an abstract when specific facts are collected and classified together. Inductive analysis is forms, themes, analytical categories from the data. The analysis searched the variation from the existing data.

The meaning is found from the character education phenomena for Junior high school students in Sumedang after observation process, interacting with people, understanding the language and interpreting their world, as the research setting. Qualitative research uses large lenses, finding the relation patterns between the previous concepts. In the last stage, the researcher attempts to find the educational model of law awareness and internal and external influencing factors of student character education at Junior high school in Sumedang as a research setting [6].

To focus on the study of student's personality at Junior high school in Sumedang, the researcher investigated the teacher qualification, plan, approach and teaching method, and educational evaluation. The research used a holistic point of view and the psychology of education and sociology of law as a main foundation. The foundation was employed to obtain a clear, deep and comprehensive study and to identify and relate the factors and decide the determining factors of student deviant behaviors in the school.

The holistic approach in the study which was based on the theory of psychology (education) and sociology (law) foundation included 2 (two) studies: first, students in Junior high school in Sumedang, as a character education for students in Junior high in Sumedang as a focus study and second, other studies including teacher qualification, plan, approach and method, and educational evaluation appearing “a good student character in Junior high school in Sumedang” which are based on life skills: Tauhid awareness, thinking skills, communication, cooperation and vocational skills.

Generally, the research is aimed at describing, analyzing and finding the model of student character education at junior school in Sumedang. Specifically, the research is aimed at finding out, describing, analyzing and discovering:

- the appropriate model of value education for senior high school students in Sumedang;
- the character education development is obtained from a teacher qualification, plan and teaching method, and educational evaluation in value education at senior high school in Sumedang;
- the supporting and obstacle factors in character educational process in senior high school in Sumedang are recognized after the analytical process towards the existing educational model;
- the development of student value education is clarified from a teacher qualification, plan, approach and teaching method, and evaluation system;

An existing and predicted strength, weakness, opportunity and threat in implementing student value education at Junior high school in Sumedang are evaluated.

### III. RESULT AND DISCUSSION

It is found that there are internal and external factors influencing the student character from Elementary level to senior high level from the educational process conducted in Sumedang, they are:

*First*, a teacher qualification should have caring, loving, honest personality. He/she who can also be served as a role model, understand student psychological aspect and has closed relation with God can support a student value education in Sumedang.

*Second*, Teaching plan, using two mixed models: top down and bottom up, it is used to bridge the gap between the expected teaching program and reality in society. The central officer (General Directorate of elementary and high education) gives space to improve school management developing a relevant teaching method for a formal school, while a teaching method based on the certain condition by using a bottom up approach should also be developed.

*Third*, teaching approach and method combining functionalist and religious model will constructively stand along as a future teaching model for students by doing the following approach and method:

- Emphazing: (1) good model, (2) conditioning and drilling, (3) creating a comfortable situation with: situation, system, infrastructure, works and achievement, art and culture, and (4) discipline, encourage the improvement of character educational.
- Teaching approach through an interaction happened in students (Junior high) with different punishment influencing each other.
- Individual and group approach should be applied to both female and male students.
- The group enthusiasm of female students is higher than male students.
- Internalized and personalized awareness of religion can develop self-awareness, honesty, discipline self-confidence, care and togetherness.
- A cared parent (family) visit will encourage students at school and society

*Fourth*, educational evaluation. The evaluation of student character education at Junior high school in Sumedang does not run well, it needs students, family and society involvement, as a feedback function of teaching quality improvement at Junior high school in Sumedang.

Based on the finding and discussion, the researcher reveals some strategic components which need to be developed as follows:

First, to develop junior student’s character education in Sumedang, the government can use convergence approach between functional and religious, tauhid, life skills, thinking skills, communication and self-potential based. This character education model is at least institutionally implemented at Junior and Senior high school in Sumedang.

Second, to develop general education, it should modify educational philosophy or student teaching, especially for students who are deviant behavior by using a convergence model of functional and religious in cognitive affective and psychomotor approach. The concept of complete human is not claimed by a good student, but also by all students. Teaching method by developing cognitive awareness, introspection, neuro-psychology, individual psychotherapy, social psychology, developing psychology, psycho-matic healing, education to revitalize hearth with some characteristics and the way their works in developing a sequenced spiritual dynamics should be considered as the method of general education. The post activity evaluation of educational process which is done in formal institution should be an evaluation of general education.

Third, for a further research, the researcher admits that the research finds a few pearls in a large ocean. The researcher expects that there will be another research conducted by other researchers.

### IV. CONCLUSION

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relation with God can support a student value education in Sumedang.

*Second*, Teaching plan, using two mixed models: top down and bottom up, it is used to bridge the gap between the expected teaching program and reality in society. The central officer (General Directorate of elementary and high education) gives space to improve school management developing a relevant teaching method for a formal school, while a teaching method based on the certain condition by using a bottom up approach should also be developed.

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- Teaching approach through an interaction happened in students (Junior and Senior, Vocational, Madrasah Aliyah) with different punishment influencing each other.

- Internalized and personalized awareness of religion can develop self-awareness, honesty, discipline self-confidence, care and togetherness.
- A family (parent) teaching with love and giving a strong encouragement to improve student character education.
- A nuclear family education with care, holding strategic plan in educating students.

*Fourth*, educational evaluation. The evaluation of student character education at Junior high school in Sumedang does not run well, it needs students, family and society involvement, as a feedback function of teaching quality improvement at Junior high school in Sumedang.

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