Essence And Purpose of Educational Philosophy: The Foundation Of Student Character Development

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ABSTRACT

This article discusses the importance of philosophical foundations in coaching students in schools. This research uses quantitative methods of literature research types with primary sources from books, journals, articles, and other scientific sources. The results showed that the teacher's philosophical foundation in coaching students is very important to achieve the expected educational goals. Ki Hadjar Dewantara revealed that education guides all the natural forces that exist in children so that they can achieve the highest safety and happiness. Therefore, as educators and parents, we must be able to provide teaching and guidance on the growth and development of a child with content that is in accordance with the nature of children, the development of the times, and their age. In this study, it was also explained one form of student coaching with the restitution triangle method and its steps.

Keywords : *essence, philosophy of Education, student coaching, triangle of restitution*

INTRODUCTION

Philosophy is the process of thinking deeply and earnestly to seek the truth about something (Gunawan &; Wahyudi, 2020). According to Johann Gotlich Fickte, the understanding of philosophy is the basis of all sciences that talk about all fields and all kinds of science to seek truth from all reality. (Nurgiansah, 2021). According to Paul Natorp, the notion of philosophy is a basic science that determines the unity of human knowledge by showing the same final basis and also bearing all of them. . (Nurgiansah, 2021).

Philosophy plays an important role in the world of education, namely providing a frame of reference in the field of educational philosophy in order to realize the ideals of education expected by a society or nation. Therefore, the philosophy of education in a country becomes an example. The philosophy of education that was born and became the basis of the concept of education, as a normative science, is a scientific discipline that formulates value rules that will be used as a measure of human behavior living in the midst of society and the task of education, as a cultural aspect, namely channeling life values, preserving and developing behavioral norms to educational subjects which comes from philosophy, culture, and religion that prevail in a society or country. Its relation to the philosophy of pancasila education (Djamaluddin 2014)

Philosophy in education has an important role in someone doing education. Anwar 2005, stated the role of education in life and human life, in modern times education is recognized as a force that determines achievement and production in all fields. All aspects of life require the educational process both inside and outside formal institutions, relationships and social interactions that occur in the educational process in society affect the development of human personality and character.

The philosophy of education is not merely part of the academic curriculum, but is the foundation underlying the approach, values and goals in the educational process. In depth, educational philosophy aims to formulate a deeper understanding of the ultimate goal of education and how education must be carried out in order to achieve the goal (Harisah, 2018). One of the objectives of education according to Harisan 2018, integrating values and ethics into the educational process by emphasizing morality, honesty, responsibility and other virtue values related to the formation of character of students, and educational philosophy helps in building strong ethics in teaching and learning.

Based on the results of the author's observations and observations at SMK Negeri 2 Sungai Penuh, there are still students who still have self-character that is not in accordance with educational goals. There are still students who feel less confident, tend to be passive in the learning process, tend to be afraid of expressing the opinions they want, so their voices are rarely heard which ultimately makes students less excited.

Based on these problems, the author discusses how the essence of educational philosophy will be used as a foundation in the formation of student character, so that virtue values can grow from within students, and how the pattern of application of students to be able to give birth to character is expected in accordance with educational goals.

RESEARCH METHODS

This article is written based on qualitative research of the type of literature research whose main sources are from books, journals, articles and other scientific sources. The data obtained in the analysis uses content analysis to make it easier for authors to filter important and relevant information from various existing sources. The focus of the study in this study is (1) the philosophical foundation of teachers in fostering students in schools. (2) Policies in fostering students in schools (3) forms of student character building in schools

RESULTS AND DISCUSSION

1. **Teacher's Philosophical Foundation in Student Development**

    Ki Hadjar Dewantara in Nurhamidah 2023, revealed that education in general is guidance in the life of growing children, meaning that education guides all the natural forces that exist in these children so that they as humans and as members of society can achieve the highest safety and happiness.

    Based on the philosophy of Ki Hadjar Dewantara as educators and parents we must be able to provide teaching and guidance to the growth and development of a child, the content provided when teaching must be in accordance with the nature of children, in accordance with the development of their times and age, so that they achieve the safety and happiness they feel after they grow up and join society. They will become a person who is indeed a successful identity, full of confidence and optimistic about living the next life.

    In education will not be separated from the role of a teacher in educational activities, as a teacher is obliged to interpret the philosophy of the thought of Ki Hadjar Dewantara. Teachers must be able to be professional in how to nurture their students in order to achieve the success of building student characters in accordance with educational goals . Coaching is guidance carried out by a person to others in order to develop optimally by empowering existing potential and can be used as provisions to walk through life and be able to be spiritually healthy towards his god (Shomad 2011).

    AL Ghazali in Shomad 2011, puts the teacher in a very noble position, because everything that radiates from the teacher is always used as a guide for students in everyday life so that a teacher is required to be a truly authoritative and noble blessing figure, so that students will be like their teacher. Teachers are the calling of the heart to devote themselves fully to education.

    For this reason, as an educator, you must have a strong educational philosophical foundation, so that the essence and goals of education can be achieved properly. Muslim 2023, stated the reasons for the need for a strong educational philosophical foundation include:

    1. Because education is normative, normative assumptions are also needed in the framework of education. The normative assumptions of education can be derived from philosophy, among others. The philosophical foundation of education that is prescriptive and normative will provide guidance about what should be in education or what is aspired to in education.
    2. That education is not sufficiently understood only through a partial and descriptive scientific approach, but also needs to be viewed holistically. The study of education holistically can be realized through a philosophical approach. There are various schools of educational philosophy, including Idealism, Realism, Pragmatism, and others. However, the Indonesian nation actually has its own national education philosophy, namely the philosophy of education based on Pancasila. In this regard, we need to learn various schools of educational philosophy, however, that the education we hold should still be based on Pancasila.

2. **Student Development Policy in Schools**

    As a country based on Pancasila, the rules in Indonesia are contained in the laws and regulations and derivatives of the law. Based on this description, it means that education must be held based on pancasila

and the law as signposts.based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 explained how the process of coaching students, activities that can be done, funding and so on, which can be used as a foundation for a teacher in conducting coaching.

Furthermore, in Permendikbudristek No. 05 of 2022 concerning the Independent Curriculum, it is stated how the process of an education from all aspects, not separated from the terms of student development, how the process in schools, how teachers share their good actions to the procedures for evaluating with agreed achievement indicators.

3. Forms of Student Construction

Discipline development should not be carried out in schools only by relying on sanctions and punishments, plus it has not led to a change that educates, improves, and also increases changes in student behavior for the better. This will result in students still encountering students who still violate the rules of conduct at school, and there are still many students who make mistakes or repeated violations, this is because students know that they will not get severe punishment when violating the rules of order at school (Maulana, &; Nellitawati, 2020).

According to Mannan in (Wadu &; Jaisa, 2017), moral formation is "a very important thing in the lives of adolescents today. Before adolescents can think logically and understand abstract things and have not been able to determine what is good and bad, what is right and wrong, examples of training and habituation in the adolescent person". From Mannan's statement, it can be concluded that moral formation in adolescents through practice and habituation. With this practice and habituation, adolescents understand what is good and bad. Gosen: 2001 states how to design a stage to make it easier for teachers and parents to carry out the process to prepare their children for restitution, called the restitution triangle. The three-stage process is based on the main principles of Control Theory, in the following table:

Langkah		Teori Kontrol
1	Menstabilkan Identitas *Stabilize the Identity*	Kita semua akan melakukan hal terbaik yang bisa kita lakukan
2	Validasi Tindakan yang Salah *Validate the Misbehaviour*	Semua perilaku memiliki alasan
3	Menanyakan Keyakinan *Seek the Belief*	Kita semua memiliki motivasi internal

Table 1. Main Principles of Control Theory and the Restitution Triangle step

The three strategies are represented in 3 sides of the restitution triangle. These steps do not have to be done one by one rigidly. Many teachers have used it in various versions according to their own styles without even knowing about the theory of restitution. The shape of the flow of the stages of the Restitution triangle can be seen in the following figure:

Figure 1. Resistance Triangle Stage Flow

1. Stabilize the Identity

The basic part of the triangle aims to change the identity of a child from a person who fails because he makes mistakes to a successful person. A child who breaks the rules because he is seeking attention is a child who is experiencing failure. He tried to meet his basic needs but there was a collision. If we criticize

him, then we will still put him in a position of failure. If we want him to be reflective, then we have to convince the child, by saying these words:

- Doing wrong is okay.
- No human being is perfect
- I have also made such mistakes.
- We can solve this.
- You are not interested in finding out who is at fault, but you want to find a solution to this problem.
- You deserve to feel so.
- Are you being a good friend to yourself?

If we say the above sentences, it will be very difficult, even almost impossible, for children to remain disobedient. Teachers who supervise children as they play on school grounds say saying those words, which may take only 30 seconds, can turn a difficult situation into a cooperative one

2. Validate the Misbehavior

Each of our actions is carried out with a purpose, which is to meet basic needs. If we understand what basic needs underlie an action, we will be able to find the most effective ways to meet those needs. According to Control Theory all human actions, good or bad, must have a specific purpose. A teacher who understands control theory will inevitably change his view from stimulus response theory to a proactive way of thinking that recognizes the purpose of each action. We may not like the attitude of a child who is constantly whining, but if that attitude gets our attention, then it has met the child's needs. The sentences below may sound familiar to teachers, but saying them in a non-judgmental tone validates their needs.

- "Though you can do worse than this, huh?"
- "You must have a reason why you do that"
- "You should be proud of yourself because you have protected something important to you."
- "You can maintain that attitude, but you have to add a new attitude."

Usually teachers tell children to stop bad attitudes, but control theory states that the recipe does not work. It may be that the teacher's actions by validating bad attitudes seem to contradict the rules, but the purpose is actually to show that the teacher understands the reasons behind the students' actions. Restitution does not suggest that teachers talk to students that breaking rules is a good attitude, but in restitution teachers must understand why, and understand that everyone will definitely do their best at any given time.

A rule breaker often satisfies a child's need for mastery or power even though it often collides with another need, namely the need for affection and a sense of acceptance or love and belonging. If we reject a child who is doing wrong, he will still be part of the problem, but if we understand his reasons for doing something, then he will feel understood. Teachers who have implemented this strategy say that children who were previously unreachable have become more open to them. This strategy is advantageous for both the student and the teacher because the teacher will be in the student's position, and will therefore have a different perspective.

3. Seek the Belief

Control theory states that we are fundamentally internally motivated. When the identity of success has been achieved (step 1) and the wrong behavior has been validated (step 2), then the child will be ready to be associated with the values he believes in, and move on to become the person he wants to be. The questions below link the child's beliefs to class or family beliefs.

- What do we believe in as a class or family?
- What common values do we have agreed upon?
- What do we imagine the ideal class to be?
- What kind of person do you want to be? It is important to ask the child,
- What kind of life will they want?
- Do you want to be successful, responsible, or trustworthy?

Most kids will say "Yes," but they don't know how to be that kind of person. Teachers can help by asking, what would it be like if they became such a person. When children have a clear picture of what kind of person they want to be, teachers can help children stay focused on that picture.

CONCLUSION

In this study, it can be concluded that the philosophical foundation of teachers in coaching students in schools is very important to achieve the expected educational goals. The philosophy of education also has an important role in the world of education as a frame of reference to realize the ideals of education expected by a society or nation, which is based on pancasila and laws and policies. Furthermore, how important it is to take a holistic approach in education and how control theory can help teachers in understanding the reasons behind student actions. The Restitution Triangle is also one of the efforts made by teachers in character building so that those who were originally in the identity fail to lead to a successful identity when returning to their group. Therefore, as educators and parents, we must be able to provide teaching and guidance on the growth and development of a child with content that is in accordance with the nature of children, the development of the times, and their age.

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