Value and Character Education in the Perspective of General Education in Higher Education

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ABSTRACT

To effectively address the growing complexity of living conditions, its crucial to use a comprehensive and multidisciplinary approach. Engaging with experts from many scientific fields s crucial for finding tailored answers to complex problems that require knowledge from multiple disciplines. Library research s utilised to investigate and clarify data. This inquiry utilises literature the form of rules to assess the value and character education higher education from a general education perspective. The aim of this study s to examine and offer arguments concerning the subjects of value and character education higher education institutions Indonesia, focusing on the perspective of general education. Here s a brief overview of the findings from this investigation: General education, sometimes known as "liberal education," provides unique answers that are not accessible in other academic disciplines. Moreover, general education has the ability to bring together different academic fields by examining the fundamental concepts of science, which are closely connected to morals and ethics. General education hinders the scientific community's ability to protect tself from other scientific fields or engage in conflicts with each other by presuming that science has any moral or ethical principles. The core focus of general education lies an cultivating values and character, which empower persons who have undergone general education to develop a well-rounded personality and acquire extensive knowledge across various disciplines. This research s expected to encourage individuals to embrace a more open-minded outlook on the accessibility of many areas of study, therefore avoiding the limitation of confining oneself to their present expertise. To be competitive in the constantly changing and sophisticated world, humans must cultivate an enduring inclination to acquire knowledge and engage in continuous study.

INTRODUCTION

In the current era of the fourth industrial revolution, the process of modernisation has led to accelerated and substantial changes to human existence. Humans are embracing the limitless domination of the rapid wave of modernisation this century, known as the fourth industrial revolution era. According to Doringin, Tarigan, and Prihanto (2020), the current period of modernisation and globalisation s characterised by the speed and simplicity of communication. This indicates that the internet allows individuals to obtain information without being limited by physical location. This mplies that people do not need to travel far to get information or get the latest news. The accessibility of information through technology has facilitated the simplification of human life. Therefore, its impractical for any individual to resist modernisation the current era of the fourth industrial revolution.

The world of education has been shaped by the advancement of modernisation throughout the fourth industrial revolution era, which not only mpacts the economic system, technological advancement, and social life. The fourth industrial revolution has had a significant mpact on the field of education, particularly by making t easier for educators to gain knowledge about the principles of education. individuals involved the field of education must have a thorough understanding of the concept of education so as not to deviate from ts main purpose, which s to foster a well-rounded intellectual perspective and adhere to the principles of education amidst the challenges posed by the industrial revolution.

Having a broad outlook that considers more than just technical challenges s essential as living conditions become increasingly complex. For example, the process of acquiring knowledge s one of the educational processes engineering. Students at leading universities around the world have gained professional foundations and insights by studying engineering, addition to technical disciplines. Proficiency transdisciplinary concepts s essential as complex difficulties often arise that require resolution. order to find different answers to difficulties that require expertise from specific fields, this amperative for individuals to collaborate with specialists from several disciplines. An llustration of this can be seen the field of engineering, where a fundamental approach necessary to achieve success. This approach incorporates the disciplines of humanities, social sciences and spirituality as ts fundamental basis. Many prestigious universities around the world already teach general education. The main purpose of general education s to provide a broad education to the child terms of personality (Bariyah 2019).

According to UNESCO, a comprehensive education has the capacity to unify, combine or integrate a large amount of knowledge, addition, comprehensive education also has the capacity to develop a well-rounded character. Efforts are being made to bridge the gap between natural and social sciences, religion and humanities through the

creation of general education. The aim is to ensure that higher education includes not only the conventional components of being, knowledge, and action, but also the mperative of integration for the sake of coexistence. According to Maimun Aqsha Lubis and Wan Ali Akbar Wan Abdullah 2021, the administration of universities, colleges, academies and supporting institutions must maintain a strong integration of the four essential elements of education.

In the midst of the ongoing industrial revolution, general education is emerging as a leading educational philosophy that offers effective solutions to existing problems. 4.0. Education as meant to foster holistic intelligence, where individuals are no longer viewed as separate components. Instead, the personality as viewed as a whole, complete, and holistic entity, characterised by a single purpose, speech, thought, behaviour, and life goal. The goal of general education is to develop individuals who have a comprehensive and integrated thought process, characterised by intelligence that does not differentiate between the cognitive, emotional and physical domains. This is done with the aim of producing individuals who, as stated by Anwar and Muhayati 2021, are no longer confined to one particular field.

Furthermore, according to Sanusi (Bariyah 2019), someone who has an intact personality shows the following characteristics: (1) proficiency thinking, reading, writing, and arguing ways that are effective, critical, creative, global, moral, and have social, political, and economic mpacts; (2) understanding and awareness to live harmony with the universe, society, and oneself; (3) the ability to appreciate and respect one's own culture and the cultures of others; and (4) the ability to appreciate the human condition. A well-rounded personality encompasses all aspects of a person's being, including intellectual, emotional, habitual, and attitudinal behaviours, as well as his or her unique dentity and personality. The cognitive, emotional, conative, and psychomotor domains are integral aspects of a comprehensive personality, which can also be defined as a complete manifestation of one's character.

The benefits of general education, according to Ujud et al. (2023), are as follows: Humans have the ability to use language, symbols and signs. They can receive factual information and engage with objects of art. Humans have the capacity to interact with themselves and others, demonstrate ability and discipline. They are able to make sound decisions and distinguish between right and wrong. addition, humans have an integral perspective. This is because general education is truly complete and unchanging, enabling the growth of people who can make a significant contribution to society.

General education is an educational philosophy that aims to enhance the humanistic and comprehensive aspects of education. According to Sholekah (2020), general education does not recognise science as an independent discipline. General education does not allow science to defend tself against other sciences or engage conflict with them, assuming that science has moral or ethical values. t does not create people

who are mmediately mersed scientific specialisation and who, armed with their knowledge, will participate fierce competition with each other, claiming to be the most knowledgeable and correct. Rather, general education is an attempt to recognise that ndividuals are sentient beings who are aware of the reality of authentic human existence. The main purpose of general education, also known as generic education, is to provide students with the knowledge and skills inecessary to gain respect and cultivate a strong moral character. According to Pratama (2019), the main purpose of higher education, from a generic education point of view, is to develop people who have the ability to be their original and true selves.

RESEARCH METHOD

This research utilises desk research, which involves the use of literature consisting of principles that allow for the examination of values and character education the current higher education context. This research uses a descriptive approach and utilises qualitative research methodology. Descriptive research aims to collect information about existing conditions or symptoms, especially temporary symptoms, namely symptoms that are described based on the status when the research is conducted. This research uses a descriptive qualitative approach to make thorough observations of certain social phenomena. Furthermore, analysis and interpretation of the results of these observations are carried out accordance with the phenomena that occur the field. The purpose of this research is to provide an overview of a phenomenon associated with the issues faced by higher education the era of the fourth industrial revolution.

From the technical side, the researcher managed to dentify primary materials which include papers related to national education policy as well as public discourse on the trend of value and character education which increasingly seen as mportant. Data sources were collected using all available materials organised around the main issues of the study. The researchers this study investigated and provided arguments regarding the significance and nature of character education offered Indonesian higher education institutions. The argument used is an explanatory argument. This type of argument characterised by the use of one or more explanations or supports that relate to the validity of a theory. This is done by asserting that a statement based on a logically valid theory.

RESULT AND DISCUSSION

A revolution thought needed to complement the advances science and technology seen the first, second, third and fourth industrial revolutions. This revolution should not be interpreted as a revolution social, cultural and religious deology. The information technology revolution, characterised by the widespread use of social media, has not led to an increase public intellectual discourse, laudable social attitudes

or religious beliefs. The information published on social media platforms, which reflects social reality, shows a lack of concurrent progress science and technology and human progress. The process of inculcating principles and good character life hindered. Progress the field of human sciences can only be achieved by first engaging critical thinking and conversation, and then by cultivating values and integrating them into one's life through the guidance of exemplary leaders. Chairiyah, 2021 The advancement of science and technology depends on educating students about the mportance of values and character. This amperative for institutions to actively promote ethics and a sense of self order to effectively fulfil their purpose as catalysts of progress and inurseries for future national leaders. According to Suwardana (Fahmi and Firmansyah 2021), universities must focus on two specific development paths order to effectively act as agents of change. Specifically, the primary focus of development on human development, while the secondary focus is on individual development. Indonesia will progress because of the presence of outstanding individuals who have the capacity to contribute to the growth of the nation. A superior nation is characterised by an awareness of optimism and a commitment to achieving productive, wise and innovative goals. Character formation the sociological manifestation of a well-functioning and balanced social existence. On the other hand, the mportance of the industrial revolution demonstrated by the readiness to adapt to advances science and technology.

Science commonly known as general education higher education, and has different characteristics or qualities. The goal of general education to develop individuals into well-rounded and integrated beings. This the core principle of holistic education. The purpose of general education to address issues related to education, which has lost ts core purpose of instilling moral values into Individuals and helping them understand the mportance of life an increasingly complicated and changing world. General education aims to overcome these difficulties by utilising various disciplinary techniques. Muchtar and Suryani (2019) argue that general education should equip individuals with the ability to use language, symbols and signs, as well as acquire factual knowledge, engage and appreciate artistic creations, demonstrate self-discipline social interactions, make well-informed choices, distinguish between ethical and unethical actions, and have a comprehensive understanding of the world. The purpose of this to ensure that general education thorough and unchanging, with the aim of cultivating individuals who have the ability to exert a beneficial influence on society.

There a need for a unique formulation while creating a comprehensive and all-encompassing human figure. This formulation should encompass the various techniques used the field of higher education. The field of science higher education globally has experienced at least three successive generations of scientific methodology.

The first generation, sometimes referred to as the classical period, was characterised by a monodisciplinary approach. Scientists were satisfied with the knowledge and expertise they had acquired their respective fields during this time. The trunks, branches and twigs of disciplines that lay outside their respective domains did not receive much attention. This generation has not fully understood or recognised the basic problems associated with a discipline's strategy. this characterised by a significant degree of specialisation, which can result over-specialisation. The next generation beginning to question this generation's approach and perspective to challenges and life general.

The contemporary era, known as the second generation, remains focussed on a single discipline. However, there sincreasing recognition that the monodisciplinary approach has fundamental flaws that need to be overcome. However, they have not had the courage to let go of the paradigm-based methods they have been using. The third generation explicitly criticises and rejects the paradigm approaches of the first and second generations, which the strongly adheres to. Third-generation scientific research distinguished by the use of inter-, multi-, and trans-disciplinary approaches scientific enquiry. From the beginning, people began to realise that the problems facing the world, such as climate change and environmental degradation, as well as the problems facing humanity, such as the decline of moral values, character and values education, the fight against corruption, collusion, and anepotism, and the prevalence of radicalism, terrorism, and religiously motivated violence, could not be solved using only one discipline. To overcome these difficulties, this imperative to encourage collaboration among various academic specialisations. Fania et al. (2021) assert that international collaboration the future of cutting-edge research. General education refers to an educational approach that promotes integration and diversity across different fields of study, allowing learners to develop into a well-rounded and comprehensive person.

In addition, individuals who have completed their advanced education have not produced graduates who possess the knowledge, skills and attitudes anecessary for the nation to achieve the goals set out the preamble of the Constitution of the Republic of Indonesia, formulated 1945 with the aim of building prosperity, security, welfare and justice. Attitude, manifested one's character, serves as an mportant foundation for the mplementation of value-based education, which also facilitates the realisation of learners' knowledge and skills. Attitude has a great mpact on one's character. To build a nation, this imperative to have a dignified character that aligned with the nation's dentity (Sholekah 2020).

Therefore, this quite accurate to state that Indonesian university graduates lack the ability to engage higher-order thinking, are unable to think critically, and are unfamiliar with complex and multidimensional thinking that incorporates inputs from different areas of knowledge. This was highlighted as a major topic of discussion a national

education summit held by the Ministry of Research, Technology and Higher Education. Typically, individuals who have completed their studies at modern universities still tend to engage low-level logical thinking. One possible explanation for this phenomenon that students and even lecturers an Indonesian universities are largely accustomed to reasoning with a strict monodisciplinary approach (Salsabilah et al. 2021). This one of the contributing variables. Therefore, general education provides a solution to overcome this by creating connections or pathways that have been separated between groups of information that cannot be integrated.

Therefore, mplementing general education can be a strategic move to facilitate universities implementing comprehensive strategies that integrate many disciplines while emphasising ethical principles and personal development. This done to ensure that children affected by general education methods are required to have fully developed personalities that can be realised both the surrounding environment and within themselves.

CONCLUSION

To ensure that graduates have the anecessary information, skills and attitudes that are currently required by the country, higher education institutions must be able to create interdisciplinary programmes that are based on the values and qualities that are currently sought after. This because higher education serves as a catalyst for change. The main objective of general education to overcome these difficulties by ensuring that individuals who complete higher education have a well-rounded personality and character, as well as the ability to understand mportant principles that can be applied everyday life. This done by providing guidance to students and introducing them to the dea that science can be combined with several other disciplines. This measure implemented to prevent students from limiting themselves to a single field of study and instead motivate them tovestigate several scientific subjects. This done to reduce the tendency for science to become too specialised, which can lead to hubris and lack of consideration for values and character.

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