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Development of Smart Character Education Through Learning "Higt-Touch And Higt-Tech" (School Studies in Makassar City)

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ABSTRACT

The dynamics of student character formation through learning that is how the contents of learning, activities of educating, teaching, training, and guiding. From the perspective of the content of learning the success of a learning process is seen from the formation of character. The learning that has taken place in educational institutions in the city of Makassar has so far emphasized self-actualization. Indicators of success can be seen from individual excellence to beat competitors. This is the reference in this study that education is so important for intelligent character in learning. The purpose of this study was to determine (1) the application of intelligent character learning through learning "Higt-Touch and Higt-Tech" in Makassar City, (2) the problem of learning smart character through learning "Higt-Touch and Higt-Tech" in the City Makassar. This type of research is a type of qualitative research with a phenomenological approach. The type of data in this study consists of primary and secondary data, with data collection techniques namely interview, documentation and observation techniques. The data analysis technique used is descriptive qualitative technique. The results of this study indicate that (1) the application of intelligent character learning through learning "Higt-Touch and Higt-Tech" in Makassar can be known with three parameters: learning that is able to increase competence in the form of understanding (knowledge), skills, and the values of Pancasila as the nation's character. (2) the problems of intelligent character learning through learning "Higt-Touch and Higt-Tech" in Makassar City are: students are not comfortable and lack enthusiasm to be and learn in the school environment, learning is felt as a difficult activity, the practice of violence and punishment, learning management, schools allow for discrimination, and lack of closeness between students and educators.

Keywords: Smart Character Education, "High-Touch and High-Tech".

1. INTRODUCTION

Learning can take place naturally through the individual's meaning to his experiences in daily life. Learning has the same meaning as social engineering for human civilization through informal, formal and non-formal education. The characteristic of learning in learning is the existence of conscious, planned and systematic efforts to achieve the goal, that is, human beings who have good character [1].

The dynamics of student character formation through learning that is how the contents of learning, activities of educating, teaching, training, and guiding. From the perspective of the content of the learning success of a learning process seen from the formation of

character. There are various forms of character one of which is a noble character which is the nature of self to form a person who is moral and responsible [2].

Based on previous research that examines the development of students' intelligent character through inflution in learning shows that students as learning targets in higher education face significant challenges that affect aspects of their lives. The preparation of students as one of the spearheads in realizing national ideals in facing these challenges is very crucial [3]. This is the reference in this study that the importance of intelligent character education in learning, but there is a difference between previous research with the author's research that no one has discussed the development of

intelligent character education through learning "Higt-Touch And Higt-Tech" conducted by educator at school.

Learning that has taken place in educational institutions in the city of Makassar has so far emphasized self-actualization. Indicators of success can be seen from individual excellence to defeat competitors, for example, competitions held so far have focused more on the goals of individual achievement writing, rarely focused on the interests of the progress of a nation. In this case, the vision in learning has not been able to direct that everything that is planned and will be achieved is a trajectory in building the future of students who are more brilliant with an intelligent character approach [4].

In forming intelligent characters, it is very much related to education touch which is part of education touch for every student. Character learners need to develop through learning with an education touch atmosphere in which there is learning with "high-level touch" (hight-touch) and touch "high technology" (high-tech). The concept of hight-touch is a conscious and systematic effort in creating an atmosphere conducive to the learning process for students, while the high-tech concept is about systematic procedures in the process of achieving learning objectives [5].

The problem in high-touch learning or the relationship behavior of educators and students and high-tech learning or behavior in learning is to take a behavioristic approach that emphasizes cognitive aspects rather than affective and conative aspects. In fact, in its application, these three aspects are a unity that needs to be developed in students. As a result, what has happened so far is that learning only produces mere knowledge, without being able to be changed into behavior or habits let alone become intelligent characters. Likewise with the learning strategy in this case there has been a shift between the concept of teaching and learning into learning, the concept of teacher-centered, student-centered concepts and the use of various learning models into other problems that make the process of teaching and learning [6].

Indicators of the application of intelligent character learning through learning "Higt-Touch And Higt-Tech" in this study are learning must be able to increase competence in the form of understanding (knowledge), skills (skills), and values (values) Pancasila as the nation's character [7]. While the problem of intelligent character learning indicators is (1) students are not comfortable and lack enthusiasm to be and learn in the school environment, (2) learning is felt as a difficult activity, (3) the practice of violence ahnd punishment, (4) learning management, (5) schools allow discrimination, (6) lack of closeness between students and educators, (7) the omission of learners' learning weaknesses, (8) schools do not cooperate with the surrounding environment, (9) school assessments based on ranking, (10) the existence of saving package [8].

2. METHOD

This study uses a qualitative method with a phenomenological approach. Phenomenology as an approach is defined as a study that seeks to find the essence of a phenomenon experienced by several individuals [9]. The focus of this research is: (1) How to apply intelligent character learning through learning "Higt-Touch And Higt-Tech" in Makassar City, (2) How is the problem of learning smart character through learning "Higt-Touch And Higt-Tech" in Makassar City.

The types and sources of data in this study are primary data and secondary data. Primary data is in the form of empirical data, namely data obtained directly through respondents using interview techniques while secondary data is data obtained from the assessment of library materials in the form of books, and documents in agencies related to the problem under study. Data collection techniques are: interview techniques, documentary techniques and observation techniques. The data analysis technique used in this study is a qualitative descriptive technique. The point is that all data obtained from interviews, documentation and observation, researchers describe, analyze, interpret, and compare again by matching theories that have to do with the focus of this research.

3. RESULTS AND DISCUSSION

3.1. Application of Smart Character Learning through Learning "Hig-Touch And Higt-Tech" in Makassar City

One of the things that becomes essential in the learning process is the formation of students' intelligent character soul through learning in an education touch atmosphere. The application of intelligent character learning through learning "High-Touch and High-Tech" in Makassar City with three indicators are:

1. Competence of understanding (knowledge)

Being connected to understanding competence (knowledge) is something that appears in the learning process that can be known through its learning achievements. The facts that occur in the field that schools in Makassar City on average claim their schools are said to be successful if they are able to score students with very high grades and are referred to as tervafort schools in Makasaar City as the findings are SMP 6 Makassar schools, MTS Negeri 1 schools Makassar, and Makassar State 17th High School are the schools with the most demand each year. This is in accordance with the conditions that occur at this time that in addition to the implementation of high-touch in learning, high-tech learning is also needed, namely technological and information advances that are very

urgent to create competitive conditions (interview Nurhalidah). In addition, according to [10] that the application of high-tech that is able to be applied by educators by empowering students, in the form of their active involvement in each learning process that is marked by their pleasure in carrying out learning activities in class. The existence of competition in the military era demands that every school must be able to have high comprehension competence, have the ability to communicate, think healthy, critically and be responsible for itself, the nation and the country so that the outputs of schools which are said to be favorite schools are schools of very high quality. The existence of competition in the military era demands that every school must be able to have high comprehension competence, have the ability to communicate, think healthy, critically and be responsible for itself, the nation and the country so that the outputs of schools which are said to be favorite schools are schools of very high quality not in quantity with the number of students but in minimum competence and only in theory, because they are pursuing the name of the greatness of the school.

2. Skills, In as the next generation of the nation

The learning material encourages students to think and feel, and be able to behave and act responsibly. Based on the results of the study showed that schools in Makassar City such as MTS 1 Negeri Makassar in preparing students who have intelligent characters are equipped with skills by memorizing the Koran every morning before entering the classroom, so with that strategy the students later able to apply in everyday life without feeling burdened but it is something they consider learning to increase motivation to compete, In addition, at the Makassar 6 Public Middle School also included in the curriculum regarding local content material that requires students to produce workshops that are able to improve student skills, this is relevant to [11] that the school prepares a learning curriculum that is more oriented to the experience of students and is prepared to enter the workforce professionally. Through the learning process with education touch in which there is high-touch and high-tech, the learning process is not just memorized material, material that is confusing to the head, distressing the heart, aggravating steps but how the learning process is designed to create a comfortable and participant atmosphere students are passionate about receiving lessons. This is relevant to the statement that subject matter must be material that is nuanced "LIFE" is material that is thick with:

H: life: Encourages and facilitates life

I: faith and piety: developing faith and piety

D: self: develop self potential

U: business: encourage and develop business

P: personal: develops a whole, strong and spirit of intelligent character [12].

3. The values (values) of Pancasila as the nation's character.

Pancasila's noble values and aspects of intelligence including hardskill and soft skills material are directly related to all curriculum or learning material and then reflections of intelligent character values [13] are carried out. The learning process with education touch in which high-touch and high-tech are contained, so high-touch is manifested in various forms of educator behavior such as that of teachers in Makassar 17 Public High School, showing an attitude of willingness to accept honestly all the potentials and limitations of students, provide affection with tenderness, make yourself an example in thinking, take decisive action to control wrong behavior, while with high-tech, is the educator doing learning with concepts that encourage motivation to study behavior in accordance with the process that is there are goals, materials, methods, sources and materials as well as evaluating the implementation of the learning process, in addition through the actualization of high-touch that is one of them can be reflected through the style displayed by educators in the learning process as a vehicle for relations between educators and students [14]. The smart character values are elevated and tamed in individual learners consistently and continuously in the learning process. The open learning process leads to transformative dynamics [15], that is, learning dynamically and progressively is transformed both directly and indirectly to various domains of the students' intelligent character development which includes the development of mastery of insights, knowledge, skills, values and attitudes related to the material lesson.

3.2. Problems Development of intelligent character learning through learning "Higt-Touch And Higt-Tech in Makassar

The problem experienced by schools in Makassar City which was raised by some educators was the low quality of education related to the frequent alternation of inadequate curriculum, infrastructure and educational facilities. The problem of intelligent character learning indicators there are 10 are (1) students are not comfortable and lack enthusiasm to be and learn in the school environment, (2) learning is felt as a difficult activity, (3) the practice of violence and punishment, (4) learning management, (5) allowing discrimination, (5) lack of closeness between students and students, (7) the omission of learning weaknesses of students, (8) schools not cooperating with the surrounding environment, (9) school assessments based on ranking, (10) saving package. However, what happens in the field based on

the research results which are substantiated from the development of intelligent character learning through learning "Higt-Touch and Higt-Tech" in Makassar, only 6 indicators are as follows:

1. Students do not feel at home and lack enthusiasm in being and learning in the school environment, this is seen because the school's facilities and facilities are not yet maximally supporting the learning process, so that the dynamic, creative, and happy stages of student development are not visible.
2. Learning is felt as a difficult activity, based on the observation that students in receiving the subject matter there are still educators who teach in a monotonous, narrow and burdensome manner so that the impression is only memorization that is empty without meaning.
3. Practices of violence and punishment, this still happens in schools in Makassar, namely verbal violence and abuse, and for punishment in the form of suspension and expelling students from class. This is clearly contrary to the principle of education that glorifies human humanity.
4. Learning management, this condition shows that the enforcement of discipline by giving sanctions and punishment rather than providing direction, reinforcement and exemplary. This is true in almost all schools in Makassar, for example the SMP Negeri 6 Makassar school by enforcing strict discipline.
5. Schools allow for discrimination, the discrimination that occurs in this case is value. Based on the facts in the field shows that there are still educators who provide value discrimination to students based on colleagues or deposit.
6. Lack of closeness between students and educators, the relationship between educators and students in the learning process must be fostered well, but what happens is the atmosphere of maintaining distance with students so that it is not conducive to the occurrence of an interesting, active, active, creative learning indication. innovative and productive.

Another thing that becomes a challenge is that education management that is based on reality is more concerned with business opportunities than pedagogical values, reinforces the development of students' cognitive abilities rather than smart character values in learning with the concept of "education touch" [16].

4. CONCLUSION

Based on the results of research and discussion, then the conclusion in this study are as follows: The application of intelligent character learning through learning "Higt-Touch And Higt-Tech" in Makassar is carried out with three indicators: (1) understanding competence (knowledge), namely religious spiritual

strength, self-control ability, personality stability, increased intelligence, glory morals and dexterity of skills, (2) skills (skills), namely designing learning material that is able to encourage students to think and act, and be able to behave and act responsibly and be able to be applied in daily life, (3) Values Pancasila values as the nation's character that is learning that is carried out dynamically and progressively are transformed both directly and indirectly to various domains of students' intelligent character development.

The problem of developing intelligent character learning through learning "Higt-Touch And Higt-Tech" in Makassar City is (1) students are not comfortable and lack enthusiasm in being and learning in the school environment because school targets and facilities are not yet supported massively in the process learning, (2) learning is felt as a difficult activity due to educators who teach in a monotonous, narrow and burdensome manner so that the impression is only rote without meaning, (3) the practice of violence and punishment which is clearly contrary to the principles of education that glorify human humanity, (4) management of disciplinary learning by giving sanctions and punishment rather than directing, strengthening and exemplary, (5) schools allow discriminatory educators to discriminate values of students based on colleagues, (5) lack of closeness between students and educators namely the relationship among educators dan students in the learning process have not been fostered well.the moral of a child to become a person of character.

2. AUTHORS' CONTRIBUTIONS

1. Hasni as the head of the research implementer is responsible for coordination and research ideas and Corresponding author
2. Muh. Said as a member I, acted as the initial problem analysis at the research site and helping data analysis and finalizing article manuscripts
3. Junaeda as member II acts as a data collector in the field
4. A. Octamaya Tenri Awaru as member III acts as a data collector in the field and writing report
5. Muh. Rizal S as member IV acts as a data collector in the field

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