

ABSTRAK

Venansius Vensinyo. 20.75.6936. ***Relevansi Konsep Pendidikan Driyarkara bagi Pendidikan Karakter Bangsa***. Skripsi. Program Sarjana, Program Studi Filsafat, Institut Filsafat dan Teknologi Kreatif Ledalero. 2024.

Penelitian ini bertujuan untuk (1) menjelaskan konsep pendidikan karakter secara umum; (2) menjelaskan tokoh filsuf Nicolaus Driyarkara dan mengungkapkan konsepnya tentang pendidikan; dan (3) menganalisis serta menerangkan relevansi konsep pendidikan Driyarkara bagi pendidikan karakter bangsa.

Penelitian ini dilakukan penulis dengan menggunakan *pendekatan kualitatif*. Jenis penelitian ini ialah *studi pustaka*. Objek yang diteliti adalah pendidikan karakter dan konsep Pendidikan menurut Driyarkara. Sumber data utama penelitian ini ialah buku *Karya Lengkap Driyarkara* dan Seri Buku *Driyarkara tentang Pendidikan*. Sumber data sekunder diperoleh dari kajian atas berbagai buku, jurnal, kamus, skripsi dan artikel-artikel lepas tentang pendidikan karakter dan konsep pendidikan Driyarkara yang ditemukan penulis di perpustakaan maupun diunduh dari internet. Setelah data dikumpulkan, penulis melakukan *analisis data* untuk menjawab rumusan masalah.

Berdasarkan hasil penelitian, dapat ditarik beberapa poin kesimpulan sebagai berikut; *pertama*, pendidikan merupakan salah satu unsur penting dalam membentuk karakter bangsa. Untuk dapat membentuk karakter, pendidikan hendaknya tidak diasosiasikan sebagai tempat transfer ilmu, melainkan transfer nilai seperti; religius, jujur, toleransi, disiplin, kerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat atau komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial dan tanggung jawab. *Kedua*, Driyarkara adalah salah satu pemikir yang menggagas tentang teori pendidikan. Bagi Driyarkara pendidikan merupakan proses pemanusiaan manusia muda, yakni homonisasi dan humanisasi. Upaya pemanusiaan itu menekankan tentang budi pekerti (karakter), nilai moral, agar menjadi manusia yang bukan hanya *homo*, melainkan menjadi *homo yang human*. *Ketiga*, membentuk karakter melalui pendidikan bukanlah hal mudah. Dalam membentuk anak didik, Driyarkara sentralitas peran orang tua dan stakeholder pendidikan lainnya seperti sekolah, masyarakat dan pemerintah. Untuk mencapai hasil pendidikan yang dimaksud, Driyarkara juga menekankan beberapa hal yang mesti diketahui dan diaplikasi oleh pendidik, yakni pentingnya pemahaman dasar pendidikan, pendidikan yang mengikuti perkembangan zaman dan mendidik dengan cinta.

Kata Kunci: Pendidikan Karakter, Pendidikan Driyarkara, dan Homonisasi-Humanisasi

ABSTRACT

Venansius Vensinyo. 20.75.6936. **The Relevance of Driyarkara's Educational Concept for National Character Education.** Thesis. Bachelor's Program, Philosophy Study Program, Institute of Philosophy and Creative Technology Ledalero. 2024.

This research aims to (1) explain the concept of character education in general; (2) explain the philosopher Nicolaus Driyarkara and describe his concept of education; and (3) analyze and explain the relevance of Driyarkara's educational concept for national character education.

This research was conducted using a qualitative approach. The type of research is literature study. The objects studied are character education and the concept of Education according to Driyarkara. The main data source of this research is the Complete Works of Driyarkara and the Driyarkara Book Series on Education. Secondary data sources were obtained from studies of various books, journals, dictionaries, theses, and articles on character education and Driyarkara's educational concepts found by the author in libraries or downloaded from the internet. After collecting the data, the author conducted data analysis to answer the research questions.

Based on the research results, several conclusions can be drawn as follows: first, education is one of the important elements in shaping the character of the nation. To be able to shape character, education should not be associated as a place for knowledge transfer, but rather value transfer such as religious, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, patriotism, appreciating achievement, friendly or communicative, love for peace, love for reading, concern for the environment, social concern, and responsibility. Second, Driyarkara is one of the thinkers who propose educational theory. For Driyarkara, education is the process of humanizing young people, namely hominization and humanization. The effort of humanization emphasizes on character, moral values, so that humans become not only homo but also become human. Third, shaping character through education is not an easy thing. In shaping students, Driyarkara emphasizes the centrality of the role of parents and other education stakeholders such as schools, communities, and governments. To achieve the intended educational outcomes, Driyarkara also emphasizes several things that must be understood and applied by educators, namely the importance of basic education understanding, education that follows the development of the times, and educating with love.

Keywords: Character Education, Driyarkara Education, and Hominization-Humanization