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Is Our Education in a Crisis State?

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Facing the 21st century, not only should students learn knowledge and skills, they also should learn behaviors, attitudes and values, which must be integrated in learning process. Thus, the article aims to elaborate the issues of education, analyze and evaluate the need of a value-based design as a proposed model of education based on the concept of system as well. The purposefulness of its design is to overwhelm the issues of morality which modern education is in critical state due to many factors, including the effect of technology advancement and communication. Its design consists of creative values, aesthetic values, material values, ethical values, experiential values, instrumental values, spiritual values and social values affecting the whole spectrum of human values to enhance the meaning of education. To sum up, for values are the foundation of one's character, a curriculum enriched by values will be highly in need for the search of human excellence. Furthermore, It will increase the students' motivation to learn as it will be reflected in their real world experience.

Keywords: education in crisis, value based design, system, curriculum, and education issues

INTRODUCTION

The educational crisis occurring in almost all countries, both developing and developed countries in the world since the early 1950s has made the experts, especially in education sector attempt to obtain a new direction to overwhelm its problems. Of the infrastructure problems, quality of teachers, funding, curriculum, teaching materials to the relationship between inputs and outputs of the education system that does not comply with the community's demands are also highlighted in a crisis at the time. The answer to the above problems in term of funding will not be too problematical to overcome if the relevant parties have an adequate amount of funds, however the problems will be quite difficult to overcome when dealing with students as human beings who have hearts, minds and actions and cultures that are different from one individual to other individuals.

Each decade has always different problems along with technological advances and information that have affected learners, teachers / lecturers, parents and schools and colleges.

The current education crisis is not just crisis due to lack of funds, ignorance of computer technology, teacher training or lack of management apparatus. Yet, the most important and fundamental thing due to the loss of strategic vision of the basic functions of education itself is a moral crisis that occurs in adolescents characterized by 10 things including rising youth violence, increasing dishonesty, greater disrespect for parents, teachers and other legitimate authority figures, increasing peer cruelty, a rise in gigotry and hate crime, deterioration of language, a decline in work ethis, increasing self centeredness, a surge of self-destructive behavior and growing ethical illiteracy. (Thomas Lickona, 1992: 12-22). In addition, its current crisis is educational equity for all students without exception and the negative impact caused by the advancement of technology and information, which is accessible to almost everyone.

Such multidimensional crisis is then "treated" with reform, apparently followed by several anomalies that are counterproductive. The crisis of ethics and morality is increasingly acute. In line with the statement from John Dewey (1976) that education on the one hand is concerned with the development of distinctively human capacities of knowing, understanding, judging and behaving intelligently. Education is therefore cultivating learners' capacity to learn, and their capacity to succeed in any aspects of life. It is as well to bring to light how learners are taught to learn how to understand, judge and behave logically, wisely and cleverly. On the other words, learning how to behave intelligently is related to morality and character aspect, as mentioned by Marthin Luther King, Jr (1985:73) that " the function of education is to teach one to think critically. But education, which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man or woman gifted with reason, but with no morals. We must remember that intelligence is not enough. Intelligence plus character is the goal of true education".

On top of the problem or a moral crisis. the other issue which is also very crucial at this time is how education is able to serve all the students where the starting point of a new pedagogy is learners. In their development, they live in an increasingly widespread environment. They are in a wide variety of differences and diversity such as a diversity of culture, ethnicity, religion, social status, ideology and others. This education should be able to focus on optimizing the full potential protege who is currently a tendency of educational   reform   that   is   developed   by   many   countries. Innovation has pretty much done by the school, especially in designing future education which will bring a positive influence for the students. Schools in this case which become the second home to maintain social order by implementing the modification to the role and function of schools in society. Effect of strength between the school and its environment and between the education system and the community is a very important energy carrier in educational reform. Without a comprehensive understanding of the strengths and its relation to the application as the basis of educational change, it is

unlikely there will be an actual change. In the evaluation of the macro and the efforts made in addressing the various issues is to perform the overall innovation that includes the dimensions of the base form of the educational philosophy to the instrumental dimension in the form of curriculum, learning systems and strategies and methods of teaching and learning.

Under these circumstances, a comprehensive model needs to be planned and designed to cope with such issues. Such model must determine each aspect of system and life holistically. Thus, the article elaborates the importance of a value based model of education, its implementation and the relations of each system in education.

A VALUE-BASED MODEL OF EDUCATION AND ITS IMPLEMENTATION

The adopted strategies to solve the crisis of education in many countries in the world is 1) to focus on the relationship between one thing and another included in the education system, each part, the education system and its environment, input and output; 2) to emphasize on innovation in almost every aspect of the education system such as the modernization of education management, modernization of the teachers, the modernization of the learning process, strengthening of financial education, a greater emphasis on non-formal education; 3) to have international cooperation to determine the educational system in developed countries and developing countries that ultimately brings shared benefits among countries.

The need for a value-based model in education suggested by Sankar (2004) is highly essential after he found out the moral crisis that happened particularly in the schools of The United States. The cause of moral crisis is due to the absence of a strategic vision of its basic functions as captured by Albert Einstein (1973:26) about one of the strategic functions: "it is not enough to teach a person a specialty. Through it he may become a kind of useful machine but not a harmoniously developed personality. It is essential that the students acquires as understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and of the morally good". John Dewey (1976:75), one of the greatest philosophers of education in this century poses a question on moral education. "What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process, the individual loses his own soul; loses his appreciation of things worthwhile, of the value to which these are relative; if he loses desire to apply what he has learned, and above all, loses the ability to extract meaning from his future experience as they occur." Winecoff (1988: 1-3) in a book published by UPI Bandung also revealed that the purpose of education of values is as follows: "Purpose of values education is process of helping students to explore existing values through critical examination in order that they might raise of improve the quality of their thinking and feeling".

Since education has a big contribution on account of the condition of morality and quality of human resources. It presumably fits that education would be referred to as human capital and human investment. Dr Neil Hawkes stated that Values-based

Education (VbE) provides our students with a dynamic compass at school and throughout the rest of their lives, strengthening their resilience and well-being. It nurtures the development of good character, deep thinking and altruistic behaviour. The outcome of VbE is the positive transformation of individuals and institutions - exactly what our world needs. In Sankar's point of view, education affects the whole spectrum of human values: creative, aesthetic, material, ethical, experiential, instrumental, spiritual and social which is presented in below figure.

Creative	• a sense of achievement, learning, challenge, creative visualization, • exercise of initiative, dynamic problem solving
Experential	• friendship, trust, open communication, cooperation, gratitude • performance feedback, growth self esteem, identity
Instrumental	• positive work attitude of renewal, optimism, growth • effective coping, perspectual, restructuring, change
Material	• one's learning potential, status, prestige • influence and power
Spiritual	• work ethic with ideal of justice, hope, love • compassion and truth
Aesthetic	• perception of beauty, harmony, elegance • logic and pride in one's work
Ethical	• growth of one's moral vision and imagination, integrity in motives • a dynamic of caring and the equity of means and ends
Social	• communication, self awareness, sympathy, conscience is dependant on interaction with other beings of own kind

Figure 1. A value based design

The application of values-based education is by focusing on the values integrated throughout the courses and learning activities both in the classroom and outside the classroom with a system of mentoring and monitoring of all the schools' staff (principals, teachers, administrative staff, security, etc.) and their parents and the local community. Values included in the value of education is an enzyme innovation of learning and one of the important functions of education is to transmit cultural ethics for the human excellence. What we need now in the information age is not just information, but transformation of the character as a source of capital advantage. Thus the need for the search of excellence starts with a curriculum based on the inherent moral values. One of its practical implementations of a value-based design used in class is to explore the values by role play technique as stated by Bruce Joyce (1996:91) that "in role playing, students explore human relations problems by enacting problem situations and then discussing the enactments. Together, students can explore feelings, attitudes, values and problem solving strategies". Role-playing as a model of teaching has roots in both the personal and social dimensions of education. It attempts to help individuals find personal meaning within their social worlds and to resolve personal dilemmas with the assistance of the social group. In the social dimension, it allows individuals to work together in analyzing social situations, especially interpersonal problems, and in developing decent and democratic ways of coping with these situations. We have placed role-playing in the social family of

models because the social group plays such an indispensable part in human development and because of the unique opportunity that role playing offers for resolving interpersonal and social dilemmas.

The moral crisis that happened in many countries, including Indonesia, such as juvenile delinquencies, students' brawl, theft, free sex, narcotic, protest leading to anarchy and others can destroy young generation if government, particularly educational institutions do not take action right. Therefore, teachers have important role in educating the students as Phillips H Coomb (1985:178) said: "good teachers should be expected to play an important role outside the classroom. They must become a major force for social development, participating in important efforts to improve the communities in which they work. Both teachers and the classroom must become an integral part of social process that is transforming their society. In other word schools or educational institutions must become a change agent to match with existed need in community.

EDUCATION AS A SYSTEM

The development in any fields is significantly needed in line with the advancement of science and technology. Its development will be created since it results from the differences between what it is hoped and what it is gotten is not matched. One of educational reformations is how to develop educational system management so that the quality of education will result good output and outcome as a whole. That's why; the needs for sufficient resources will cope with the existed problems. To develop a system, considering either the system as a whole or its relationship with environment is a must. In system theory, Bertalanffy (1968) suggested that understanding only each part of system is not enough, however understanding its relationship of each part of system is important as well. It means if there is a problem, it is imperative to see the main relationships between system and its relationship that is between input from environment with system and output.

As an organization, educational institution, particularly schools need to expand their capacities to create something important, that is the development of a value based design, where not only students must learn how to instill human values but also teachers are obliged to transmit those values into the activity and their attitudes as role models. To see educational system entirely, we need to understand the concept of educational system stated by Veithzal (2010):
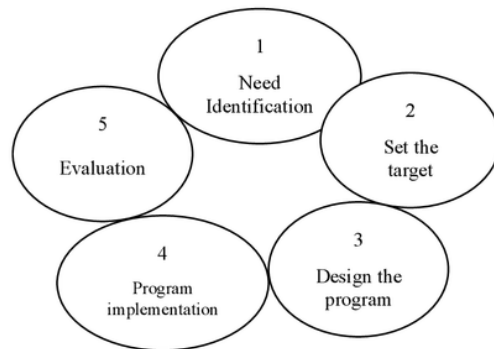
Figure 2: The concept of Educational System

1. Need identification: in line with the advancement of technology, social need and need for work will result different educational needs that is the need for values which are brought by students obtained from school to apply at work. Brown said that work is an important part of human life because the aspect of human life gives status and bind human to community. So working is people's activity.
2. Set the target: the target of educational need is to create students who have moral and character to lead to the work life.
3. Design the program: school management designs programs, which enable to cope with the problems. In this case, after analyzing the problems and its impact to the community, Yassin proposed a value-based design to overcome the problems.
4. Program implementation: after designing the program, the most important thing is the implementation of the program by all people, such as principal, teachers, and staff. They have got to know how to implement the program and the program must be supported by stakeholder.
5. Educational evaluation: to find out the result, evaluation needs to be done to see whether the program runs well or not and appropriate with the goal, whether the process has obstacles or not, whether the output is appropriate with the hope and need of surrounding environment or not.

The steps to achieve the goal in education and its development are seen below diagram.
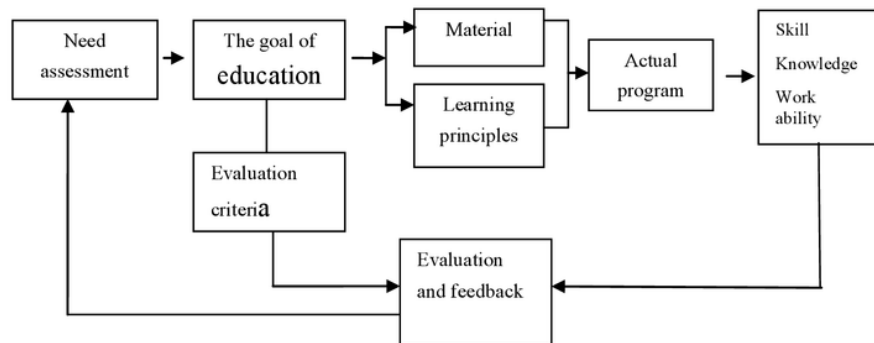

Figure 3: Steps of education and its development

Based on above diagram, it is seen that need assessment is the first step to do, then formulate the goal of education based on the need. The third step is to find out material needed and what learning principles must be implemented appropriate with the goal to create and design actual program, which is an idea or design of model education. To implement the program, skill, knowledge, work ability is needed. The next step is to evaluate and give feedback to the implementation of the program by doing direct observation, interview with students and teachers based on the existed criteria. Final step is to match the result of evaluation with assessment need.

As a system, Phillip (1985) stated that educational system has input which then experiences process and finally it is designed to achieve certain output aiming to satisfy the objective of the system. The objective of the system will form dynamic organic holistically. What happened with young generation in many countries including in Indonesia because there is no any direction, role model or absence of values, which students must achieve and possess as their basic life foundation particularly in work. The problems are that those schools focus more on academic achievement and forget that there are other unforgettable values. The values are creative values, aesthetic values, material values, ethical values, experiential values, instrumental values, spiritual values and social values as main foundation for each individual. The learning itself will improve and progress if there is an attitude and behavior change. In seeing the design offered by Yassin Sankar that is an educational model of a value-based design, the writer oversees that students as input do not experience process which is appropriate with its objectives and automatically it doesn't form dynamic organic entirely. Curriculum as input as well is unable to cope with the moral and ethical problems. Therefore there is not harmony equilibrium between students, curriculum and teachers as facilitator in learning process. Thus, there is no synergy in this system. As Veithzal (2010) stated that education is systematic process to change one's attitude to achieve the goal of organization. It means

if existed process in education cannot change one's attitude; the goal of organization is not attained. Based on an educational model proposed by Sankar, moral crisis occurred in the schools in United States is because educational process is not based on values, which are able to attain educational goal itself that is to create intellectual human being who has character. Veithzal (2010) also added that education is related with skill and ability to perform their duties. Education has orientation and help employees to get certain skill and ability to succeed in doing their works. Creative values, aesthetic values, material values, ethical values, experiential values, instrumental values, spiritual values and social values teach students to get skill and ability and at the end it will improve the meaning of its education and result outcome which is well accepted and appropriate with the work environment.

Elizabeth stated quoted by Maureen (2006) that when modern community is becoming more different, so education plays important role in providing individuals to different social role as well. Knowledge itself is not enough; it must contain values particularly in every activity provided by schools or educational institutions in order that they become human who have character to be ready in work world. As a system, schools are supposed to adopt open system which consists of 1) input: where it imports energy from external environment (energy to develop educational design); 2) through – put: the process of transforming available energy to system, that is the process of transforming a value based design to schools to overcome moral problem that happened in schools in United States; 3) output: export energy to environment after input experiences process to become output, that the energy of a value based design is implemented to students; 4) cycle of events: activities which share energy have cycle pattern, that is in transforming input to output. Learning process itself has several levels of cycles from output before teaching final form from output. It means learning activity will become improved in transforming values to students; 5) negative entropy; the process of neutralizing entropic process in order to survive. If educational institution doesn't get any energy from outside, it will experience deterioration little by little and finally it will die. It means if educational institution doesn't improve their educational design, automatically students as output will experience deterioration and finally the school will abandon student. So no one will enroll to the school because of poor output.

It can be said that curriculum is a blue print of educational institution. Curriculum itself influences output and outcome of education. That's why; curriculum must be designed well in order that the result of education is matched with community needs and work's demands. One of Educational reformations is by developing curriculum with some kinds of programs such as curriculum administration, personnel, facilities and infrastructure, finance, relation with community that aim at increasing efficiency and effectiveness of the implementation of system learning process. One of development proposed by Yassin is a value-based model, which is a part of the curriculum itself. Before proposing that model, he certainly observed poor output of students' attitudes and behavior. All of these happened because the learning process doesn't pay attention to other supporting factors leading to the output achievement as presented in below figure.
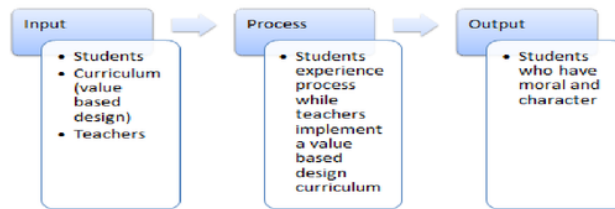
Figure 1: Educational System

Curriculum itself is a guidance of learning process in any educational institutions. Its content should have human values which every subject and learning activity must have in, either extracurricular or intra curricular, either inside or outside schools. Those values mention before will bring positive impact to the aspect of students' life entirely as Caroline states it quoted by Maureen (2006:391):

"Values are strongly held ideas about what is desirable and what is undesirable. In education, this includes ideas about the goal or purpose of education and ideas about appropriate ways to achieve those goals. Values relate closely to the outcome deemed important, including the impact of education on students, how schooling shapes their thinking (is it rate or creative?), their values (are they democratic, participatory, innovative?), their competencies (such as problem solving, inventing, discovering, being curious, questioning received knowledge), their interpersonal skills (being able to work effectively with a wide variety of others), and their character"

The curriculum, which is enriched by those values, will increase students' motivation to learn and their preparation to face work. The goal of education stated by Roger quoted by Jack C Richard (2002) "we are in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather that upon static knowledge, is the only thing that makes any sense as a goal for education in a modern world". In short, change is the essence of educational goal in this modern era. Therefore, in seeing a problem, we need to see entire parts of the system to handle it and we need to build learning ③ organization, in this case school organization stated by Peter Senge (1990:4):"learning organization, organization where people continual expand their capacity to create the results they truly desire, where new and expansive pattern of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together".

CONCLUSION

The problems occurring in almost all countries in the world have been in the spotlight almost all parties from various disciplines. Education as one of the major and important foundation in creating a superior human (human excellence) need to do a lot of innovation and adapt to the changes around him. Moral crisis and the conflict is now getting worse so a new direction of design education is needed to anticipate future problems, which will be more complex. The need for all students is a major concern for reducing social inequalities, discrimination between regular classes and special classes, and problems related to the value of human values. An education system design must be aligned to the needs of society to maximize the learning potential of students and educational institutions. Input and output of education should be reviewed based on external relationship with the environment that will open the constraints limiting the system and the factors determining the productivity of the community.

People's need for a change in education determines the success of educational institution. As a living system, educational institution, which is willing to change and adapt with the new environment and people's need, will significantly improve and survive. Moral crisis that occurs today at schools will influence students' life in the near future. That's why; schools or educational institution must find out the right solution. One of the ways is to design curriculum, which consists of the human values such as creative values, aesthetic values, material values, ethical values, experiential values, instrumental values, spiritual values and social values. By implementing a value-based design, students will have moral and character and at the end they will become a change agent in all life aspects. A value-based education is a right step in which each individual becomes intelligent, noble, and tolerant of the nation's cultural values, appreciates other people and has good values to be qualified generation for the nation. Educators using its designs do not only transmit meaning, but make it as a social role and a change agent as well.

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