



## Character-building training curriculum activity based on the perspective of a humanistic curriculum and existentialism philosophy

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### ABSTRACT

Character building is part of developing soft skills, which is an activity that needs to be done to realize superior human resources. In contrast, soft skills are non-academic competencies that become a person's capital to succeed in his career and function in community life. The character-building training curriculum will create a more harmonious, productive, and ethical work environment. The purpose of writing this article is to describe the relationship between the character-building curriculum based on the perspective of the humanistic curriculum model, describe the relationship between the character-building curriculum based on existentialism philosophy, and decrypt the form of activities in the character-building training curriculum. Researchers use descriptive methods to provide an overview of the phenomena and thoughts being studied through documentation and literature studies using relevant data sources from the research topic to conclude. Activities in the character-building training curriculum based on the humanistic curriculum perspective have a role in developing human potential holistically, involving emotional, social, and spiritual aspects, by the parameters that have been in the character-building curriculum consisting of four competencies, namely intrapersonal abilities, interpersonal abilities, organizational abilities, and spiritual abilities. Meanwhile, according to the existentialist perspective, the activities of the character-building curriculum emphasize individual freedom, personal responsibility, and the search for the meaning of life, emphasizing existentialist concepts such as freedom, responsibility, independence, and authenticity.

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### ABSTRAK

Pembangunan karakter bagian dari pengembangan soft skills yang menjadi suatu aktivitas yang perlu dilakukan agar terwujudnya sumber daya manusia yang unggul, di mana soft skills merupakan kompetensi non akademik yang menjadi modal seseorang agar dapat mencapai kesuksesan dalam kehidupan kariernya serta berfungsi dalam kehidupan bermasyarakat. Kurikulum pelatihan pembangunan karakter diharapkan dapat menciptakan lingkungan kerja yang lebih harmonis, produktif, dan beretika. Tujuan penulisan artikel ini adalah untuk mendeskripsikan hubungan kurikulum pembangunan karakter berdasarkan perspektif model kurikulum humanistik, mendeskripsikan hubungan kurikulum pembangunan karakter berdasarkan perspektif filsafat eksistensialisme, dan mendeskripsikan bentuk aktivitas dalam kurikulum pelatihan pembangunan karakter. Peneliti menggunakan metode deskriptif yang bertujuan memberikan gambaran tentang fenomena dan pemikiran yang sedang dikaji melalui studi dokumentasi dan kepustakaan menggunakan oleh sumber-sumber data yang relevan sesuai dengan topik penelitian untuk dapat kemudian ditarik kesimpulan. Aktivitas dalam kurikulum pelatihan pembangunan karakter berdasarkan perspektif kurikulum humanistik memiliki peran pada pengembangan potensi manusia secara holistik, melibatkan aspek-aspek emosional, sosial, dan spiritual, sesuai dengan parameter yang selama ini ada dalam kurikulum pembangunan karakter yang terdiri dari empat kompetensi yaitu kemampuan intrapersonal, kemampuan interpersonal, kemampuan organisasional, dan kemampuan spiritual. Sedangkan menurut perspektif eksistensialisme aktivitas dari kurikulum pembangunan karakter menekankan pada kebebasan individu, tanggung jawab pribadi, dan pencarian makna hidup, yang menyangkut konsep eksistensialisme, seperti kebebasan, tanggung jawab, mandiri, dan otentik.

**Kata Kunci:** eksistensialisme; kurikulum humanistik; pelatihan; pembangunan karakter

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## INTRODUCTION

Soft skills have become an urgent need in today's education because excellent human resources are not only judged by hard skills but also by good soft skills. Based on the report "The Future of Job Survey 2023," the gap in soft skills in the world of work makes it difficult for companies to attract the right talent. Skills that are increasingly needed, including analytical thinking, resilience, flexibility, and agility, are becoming the top skills that are increasingly needed from year to year. Other soft skills that are increasingly in demand include self-efficacy-related skills such as motivation and self-awareness, curiosity and lifelong learning, empathy and active listening, dependability and attention to detail, and leadership and social influence (World Economic Forum, 2023). This shows that individuals need more than just academic or technical skills; they also need an understanding of ethics, morals, and acceptable behavior in their environment (Beaumont & Pernsteiner, 2021). In education, understanding and mastering soft skills can be improved through the learning process, either directly or indirectly. However, integrating soft skills into the learning process is not easy, as it requires a curriculum that can accommodate soft skills development.

The 4.0 industrial revolution requires everyone to have superior competencies and wise character. Soft skill development education is a strategy to face competition in the 21st century. However, there has not been much progress and development in line with these demands and needs, resulting in many human resources being unable to survive because their character is incompatible with the organizational culture. Soft skills are intrapersonal and interpersonal skills that are important for personal development, social participation, and success in the workplace. Soft skills account for 75% of job performance success, while hard skills contribute 25%. Soft skills contribute to 85% of an individual's job performance success, while technical skills contribute only 15%. Soft skills include awareness, lifelong learning, communication, creativity, and teamwork, which are beneficial for success in work and life (Macqual et al., 2021). Therefore, it is understandable that soft skills reflect personal qualities that are not physically apparent, such as adaptability and leadership.

Soft skills involve interpersonal skills, leadership, effective communication, the ability to work together, adaptability, and the ability to manage oneself, such as motivation, perseverance, and time management. Although technical knowledge and abilities (hard skills) are still important, especially in jobs that require special expertise, soft skills are often the main difference in achieving long-term success. The ability to adapt, work together, and communicate well with others is becoming increasingly important in an ever-changing work environment. Soft skills can help individuals build healthy relationships, lead teams, and overcome complex challenges. Soft skills development education is an activity that needs to be carried out in order to create superior human resources. Soft skills are non-academic competencies that enable individuals to succeed in their careers and function in society. Many organizations or human resource development units now emphasize developing soft skills through training or employee development programs. Many organizations or human resource development units now emphasize developing soft skills through training or employee development programs, reflecting the understanding that combining hard skills and soft skills provides a strong foundation for career success and personal development. Given the increasingly complex challenges in today's workplace, employees in an organizational environment need to have strong character and relevant skills to deal with various changes and uncertainties in the organizational environment. Therefore, efforts to educate and train employees in character development are significant in developing employees' soft skills in the workplace.

The importance of character in education makes values, attitudes, behavior, and ethics part of the competencies needed to prepare people for the future (Tohri et al., 2022). These values, attitudes,

behaviors, and ethics are aligned with the concept of competency, which also consists of knowledge and skills. Character building requires character education, such as teaching and guidance, to develop self-confidence and positive psychology to realize one's potential abilities. Character education also contributes to the formation of lifelong learning competencies. Character is formed through role modeling and habit formation. Educational units are one of the environments entrusted with shaping individual character. Many educational institutions have begun developing programs or curricula based on religious values and ethics to shape character through habit formation (Dewi & Dewi, 2024).

Education is the process of changing the attitudes and behavior of an individual or group of people to mature humanity, one of which is through education and training that includes processes, methods, and actions that educate so that those being educated master the specified competencies. Education teaches knowledge and moral values; therefore, character-building education is necessary. The decline in moral standards, increased corporate scandals, and the realization of morality have led to the revival of character-building education. Based on these cases of demoralization, it can be understood that, to date, character education has only been explained and taught in a textual manner. As Hakim (2023) explained, holistic learning is necessary so that thinking about character is studied at the cognitive and implementation levels, which is considered far more important. Experiential learning must be applied massively and comprehensively because learning through the visualization of real experiences will make it easier for participants to understand this learning comprehensively. Thus, character education is not limited to the classroom and textbooks; everyone is responsible for educating and nurturing character outside the classroom environment.

The study conducted by the author refers to activities in the character development training curriculum implemented at Balai Pendidikan dan Pelatihan Pembangunan Karakter Sumber Daya Manusia Transportasi (BP3KSDMT). BP3KSDMT is one of the implementing units under Badan Pengembangan SDM Perhubungan that technically organizes education and training to build character, specifically for employees within the Kementerian Perhubungan or other agencies that require character development services. This study aims to broaden the understanding of efforts to improve soft skills presented in character development training. Excellent human resources do not solely depend on complex skill competency. However, they are also determined by soft skill competency, as well as a fighting spirit and persistence, which are obtained through the development of soft skills in the form of character-building training that will provide self-development competencies to human resources, particularly employees, in order to support a more professional and superior image and character of the institution, especially in serving the community. The participants of the character-building training consisted of the following groups: Calon Taruna (new students of vocational schools), Taruna (advanced/adult students of vocational schools), ASN, PKA, PKP, and General (students, employees, and participants from other institutions who request participation). The general strategy implemented involves developing an integrated curriculum that aligns with the desired character traits, considering the organizational needs of educational institutions or human resource development units.

The humanistic approach to character education and training focuses on holistic human potential development, involving emotional, social, and spiritual aspects. Humanistic education emphasizes the whole person and the integration of thought, feeling, and action, which is certainly centered on the subject matter's relevance to students' needs and lives. Humanistic teaching needs to recognize that the cognitive, affective, and psychomotor domains are interrelated and that the curriculum should address these dimensions and add the social and spiritual domains. As in the book "Curriculum Development and Design," Print explains that the humanistic conception of curriculum seeks to provide learners with intrinsically meaningful experiences for self-development, that is, to enhance individuals' self-concept through supportive learning experiences. Furthermore, the core of the humanistic curriculum is to shape

personality development and self-actualization (Setiyadi, 2016). The humanistic curriculum encourages independent learning, where participants utilize resources to improve self-understanding and guide their behavior. Educators must provide an environment encouraging authentic abilities, empathy, and appreciation for oneself and others. Although the humanistic curriculum has excellent potential, it has the same weaknesses as the learner-centered curriculum. According to Ornstein and Hunkins in their book "Curriculum: Foundations, Principles, and Issues," this humanistic curriculum requires educators to have good skills and competencies in dealing with individuals. For many educators, Print's book "Curriculum Development and Design" explains that this also requires an almost complete change in mindset because it must include valuing the social, emotional, and spiritual dimensions above the intellectual dimension.

Furthermore, existentialism is a school of thought emphasizing individual freedom, personal responsibility, and the search for meaning in life. Existentialist concepts, such as freedom, responsibility, autonomy, and authenticity, can form the philosophical basis of education that focuses on character building. Further study of the relationship between the humanistic curriculum and existential philosophy about activities in character development training curriculum is needed to develop soft skills for employees. Soft skills training is considered increasingly important for developing the ability to achieve employee success in the work environment. However, it is more challenging to implement in daily practice than hard skills training (Boere et al., 2023). Gaining more insight into the potential differences between soft skill and complex skill training can help policymakers, professionals, and trainers understand what needs to be done for specific types of training to improve the delivery and implementation of training. Based on the above description, the author conducted a study to analyze and describe the relationship between the character development curriculum and humanistic curriculum models, existentialist philosophy, and forms of activities in the character development training curriculum.

## LITERATURE REVIEW

### Character Development

Character is the manifestation of an individual's mindset through their daily actions. Whether conscious or unconscious, these behaviors will still be valued as morals that are ready to be justified by others. Ideally, individuals with noble character should be aware of the consequences and be prepared to take responsibility for their actions. The realization of good character by the noble ideals of the nation's founders does not refer to just one aspect, for example, someone who has a good spiritual perspective but, on the other hand, does not care about their social behavior and nationalism (Hakim, 2023).

In line with William and Schnaps, character is an attitude based on core ethical values, reflected in behavior that practices and prioritizes what is believed to be right, fair, honest, disciplined, responsible, integrity, and respect for oneself and others. Based on this definition of character, a distinction can be made between personality and character. Personality is the distinctive traits of an individual that are reflected in patterns of cognition, feelings, or emotions, and behavior, so that individuals differ from one another in their patterns of thinking, feeling, and behavior. Conversely, according to Mulyadi and Basuki in the book "Pendidikan Karakter: Membangun Generasi Muda yang Cerdas, Berkarakter dan Kompetitif di Era Revolusi Industri 4.0, Pendekatan Psikologi dan Budaya," character is reflected in behavior that practices and prioritizes truth, justice, honesty, discipline, responsibility, and the ability to respect oneself and others.

Each individual's character is one of life's most important things. Character distinguishes one person's nature, traits, and morals from another's (Atika, 2019). Moral values or character result from a lifelong learning process (Chowdhury et al., 2019). This character will shape a person's personality, influencing their thoughts and actions. One way to build good character is through education. Education that focuses

on character building is an effort that must be carried out continuously to become a habit later ingrained in an individual's character. Character is part of every individual's psychology that can influence a person's abilities and tendencies in behavior.

Moral character is challenging to teach because it involves attitudes and behaviors resulting from growth stages, unique personality traits, and experiences. According to Ornstein and Hunkins, in their book *Curriculum: Foundations, Principles, and Issues*, "moral character is related to helping others, accepting their weaknesses without exploiting them, seeing the best in people and building on their strengths, acting politely and respectfully toward classmates, friends, or colleagues, and acting as a responsible individual even if it means being different from others.

Character development begins in the heart of each individual. For individuals who can accept the learning process, it is easy to develop good character education. Moral development is possible in adults, but it is a process that requires continuous maintenance and training. Character education programs aim to instill values, morals, ethics, and virtues that will help students prepare to contribute to society (Beaumont & Pernsteiner, 2021; Schinkel & De Ruyter, 2017). Character development must begin with planning for tools that can be implemented and then integrated into learning (Dewi et al., 2021).

Essential character traits that should ideally be built into the curriculum and educational programs include honesty, curiosity, courage, perseverance, ethics, discipline, and leadership (Anita & Fety, 2020). This is in line with the national education objectives stated in Pasal 3 Undang-Undang Number 20 Year 2003, which states that pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab (Taulabi & Mustofa, 2019).

## **Humanistic Curriculum**

The humanistic approach gives a more prominent role to students in the learning process (student-centered learning). This is based on the assumption that students are important and central to learning because they are the subjects and focus of learning activities. Students have the ability, expertise, and strength to grow. Humanistic education adheres to Gestalt theory, which views individuals as a unified whole. Learning is aimed at developing well-rounded individuals in terms of physical and intellectual aspects and social and affective aspects (behavior, emotions, feelings, and values) (Azzahra et al., 2022). Humanistic education experts introduced the humanistic curriculum response to the academic curriculum. The academic curriculum is highly oriented toward mastery of the material, placing students as objects in education, while the humanistic curriculum positions students as subjects to direct education toward the development of the whole person (Wahjusaputri, 2018).

The humanistic curriculum is based on the belief that a good education can be the best for the welfare of society. This approach views students as individuals who are not considered passive input recipients or at least easily managed. Individuals are beings who can choose or decide for themselves. In designing a humanistic curriculum, the focus is on the question, "What does the curriculum mean to students?" Self-understanding, self-actualization, and fostering emotional and physical well-being, as well as the intellectual skills necessary for independent assessment, are the direct concerns of the humanistic curriculum. Humanistic educators believe that the purpose of education is related to the ideals of personal growth, integrity, and independence. One of their expectations is a healthier attitude toward oneself, peers,

and learning. The concepts of a confluent curriculum and a curriculum for awareness are important humanistic curricula.

The humanistic approach has several characteristics related to objectives, methods, content organization, and evaluation (Azzahra et al., 2022) as follows:

1. Objectives: To provide valuable experiences (knowledge) to support and encourage the growth of individual students. Learning objectives encompass the dynamic process of personal growth characterized by development, integrity, autonomy of personality, healthy behavior toward oneself and others, and the learning process. When an individual possesses a good personality, they can work and learn effectively.
2. Methods involve engagingly presenting material and creating a conducive learning environment.
3. Content organization, namely integrity. Unity of behavior is not only intellectual but also emotional and behavioral. The humanistic curriculum emphasizes all aspects of life.
4. Evaluation is determined objectively and has achievement criteria. The humanistic curriculum has no criteria but rather a focus on development.

Humanistic education is an education model oriented toward and views humans as humans (humanization), namely, God's natural creatures. Humanistic-based education is expected to restore the role and function of humans, namely, returning humans to nature and prosperity. According to the Center for Curriculum Redesign on their official website (see: <https://curriculumredesign.org/>), a holistic approach needs to be redesigned to offer a curriculum development framework with dimensions of humanistic values rich in knowledge, skills, character, and metacognition. Humanistic curricula are heavily influenced by psychological perspectives that encourage self-actualization, where students can express themselves, act, experiment, make mistakes, be observed, receive feedback, and discover their identity. Ultimately, this humanistic curriculum teaches students to recognize challenges, transform situations into manageable tasks, and trust their abilities. Students are expected to understand cause-and-effect relationships, where emotions and imagination are trained to respond to the consequences of an action. Students will grow in awareness of complexity and thrive in the future.

The humanistic curriculum is characterized by activities that resemble games aimed at encouraging personal growth and, more importantly, examining life from within the learner while acquiring subject knowledge, training, or basic skills. The humanistic approach views learners as whole human beings. In other words, learning is not merely about imparting targeted subject matter but also about helping learners develop as individuals. This belief has led to various teaching techniques and methodologies that emphasize humanistic aspects in education. The humanistic approach prioritizes the role of learners and is needs-oriented. Like teachers or instructors, learners are individuals with emotional, spiritual, or intellectual needs. Nurhayati, in her book "Character Education for 21st Century Global Citizens," states that learners must be able to help themselves in the learning process and not merely be passive recipients of knowledge.

## **Existentialist Curriculum**

Existentialist philosophy has a view on the educational curriculum. Existentialism evaluates the curriculum based on whether it can contribute to the search for individual meaning and generate a level of personal sensitivity called widespread awakening. In the view of existentialist philosophy, the curriculum emphasizes the individual as a source of knowledge who must understand their own life and the lives of others. The existence of existentialist philosophy has also led to the emergence of personal education theories that focus on the development of students according to their abilities and speed of learning (Dadoklaei & Golpayegani, 2021; Almuzani, 2021).

According to Sadulloh in the book "Pengantar Filsafat Pendidikan," the existentialist view of the curriculum emphasizes that the curriculum must broadly provide individual freedom to students and require them to ask critical questions, seek problems being studied, and draw conclusions based on what is found. The learning methods recommended in the existentialist understanding of education are the dialogic learning method and role-playing or drama. The dialogic method is considered appropriate because it involves interpersonal conversation. At the same time, the role-playing method is considered appropriate because students can imagine playing the roles they desire and represent their experiences from similar situations (Van-Kessel, 2020).

The relationship between teachers and students can also be formed through dialogue so that the knowledge imparted by teachers to students can become part of their personal experiences. This situation illustrates how existentialism views the world as a relationship of ownership between one individual and another. In existentialist learning, teachers also encourage students to find their own answers to the questions asked. Teachers must stimulate the intensity of students' awareness by promoting the search for personal truth through questions about the meaning of life. Stimulating the intensity of students' awareness by promoting the search for personal truth through questions about the meaning of life is important because the intensity of awareness is the responsibility of teachers and students as learners. Such awareness involves trust in individual existence's ethical and aesthetic dimensions (Rumianowska, 2020).

Based on existentialist theory, curriculum design must be adaptable to the education level and students' characteristics. Existentialists develop various learning methods that are not limited to one method, allowing students to choose the learning method they like best and that suits their learning style. These methods are also designed so there is no violence in the learning process. Students can develop their knowledge using various materials according to their abilities. Therefore, existentialists oppose standardizing curriculum and teaching methods for students with different needs and characteristics (Aswati, 2023).

## METHODS

This article was written using a descriptive method, in which the researcher obtained information about the character-building training curriculum. The researcher collected data by reviewing relevant documents (documentation) and conducting a literature study. The documentation study used papers, namely the character development curriculum, as the focus of the study. The literature study involved searching for, sorting, and collecting various information and data using physical and digital library sources by reviewing, reading, and recording multiple literature relevant to the research topic. The data used included journals/articles, official government documents, and pertinent data related to character development for the researcher's study. After the document data was collected, the researcher conducted an analysis reinforced by relevant reference sources related to the research topic to conclude.

## RESULTS AND DISCUSSION

### Humanistic Curriculum versus Character Building Curriculum

Character education is based on restoring and strengthening goodness (qualities), values (ideals and concepts), and the ability to make wise choices for a knowledgeable and developed society. The Center for Curriculum Redesign on their official website (see: <https://curriculumredesign.org/>) states that, in general, character education is (a) building a foundation for lifelong learning (building a foundation for lifelong learning); (b) supporting good relationships at home, in the community, and at work (to support good relationships at home, in the community, and at work); (c) developing personal values and virtues

for sustainable participation in the global world (to develop personal values and virtues for sustainable participation in the global world). Some important reasons for the importance of character education: (1) many young people lack awareness of moral values; (2) instilling moral values in young people is one of the most important functions of civilization; (3) the role of educational institutions as character educators is becoming increasingly important because individuals receive many moral teachings from their parents, community, or religious institutions; (4) universally accepted moral values are care, trust, respect, and responsibility (Wahjusaputri, 2018).

Every form of education and training aims to develop the abilities of the target audience (participants). After participating in training, participants are expected to be able to do things they could not do before. The humanistic perspective views learning as a means for individuals to discover their purpose, grow, mature, and ultimately achieve self-actualization (Allen et al., 2022; Qorib et al., 2022). Employee character-building training must go through several stages before selecting a method. First, a needs analysis must be conducted to determine the problems the training will solve. Training is used to address deficiencies in knowledge, skills, or attitudes. However, literature on training methodologies such as adult learning shows that adults as learners have specific characteristics that distinguish them from children (Ibrahim et al., 2017). The characteristics of adult learning are as follows:

1. Adults participate in the learning process with specific intentions, goals, and expectations;
2. Adults already have specific knowledge and experience as well as fixed perspectives;
3. Adults have developed personal learning styles;
4. Adults are committed to independent activities throughout their lives;
5. Adults must face particular obstacles in their learning process.

The humanistic curriculum approach plays a significant role in character-building training because it focuses on holistic human potential development involving emotional, social, and spiritual aspects. In the context of character-building training, the role of the humanistic curriculum model can be described as follows:

1. Self-awareness helps employees better understand themselves, including their values, motivations, and life goals. Employees can identify their strengths and weaknesses through self-reflection and introspection, which is the first step in character building.
2. Empathy Development is the ability to understand and feel the feelings of others. Character training can include interpersonal simulations and group discussions to improve employee empathy.
3. Strengthening Interpersonal Relationships: Healthy and effective interpersonal relationships are important. Training can include collaborative activities, team projects, or practical communication exercises to improve employees' interpersonal skills and teamwork.
4. Ethics and Values Development: Training can emphasize the importance of ethics, values, and integrity in everyday life. It can involve ethical discussions, case studies, or simulations that test employees' adherence to moral principles and company values.
5. Conflict Resolution Skills Development: Encourage employees to develop constructive conflict resolution skills. Training may include conflict and role simulations, where employees learn to manage conflicts constructively.
6. Personal empowerment and the development of employees' maximum potential. Character training can stimulate courage, initiative, and a sense of individual responsibility.
7. Focus on Growth (Growth Mindset)

This approach encourages a growth mindset that views failure as an opportunity to learn. Through training, positive attitudes toward challenges can be strengthened, and employees can be motivated to continue developing. A humanistic curriculum model in employee character development training aims to create a more harmonious, productive, and ethical work environment. Therefore, it is important to adapt the model to the needs and values of the organization to ensure its suitability to the specific context of the workplace.

Existentialism has a significant influence on character development education. Existentialism is a school of thought emphasizing individual freedom, personal responsibility, and the search for meaning in life. Several existentialist concepts, such as freedom, responsibility, autonomy, and authenticity, can form the philosophical basis of education focused on character development. The following are some of the roles of existentialism in the context of education and character development:

1. The Importance of Individual Freedom emphasizes freedom to choose and take responsibility for one's actions. In education, this can encourage character development based on the individual's ability to make moral and ethical decisions.
2. Personal responsibility emphasizes responsibility for choices and actions, even amid life's uncertainties. Existentialism-influenced education can encourage students to develop personal responsibility for moral and ethical values.
3. The Search for Meaning in Life emphasizes the importance of the search for meaning in life as an integral part of human existence. Education can help students navigate this meaning-making process, promoting self-reflection and a deep understanding of life's values.
4. Autonomy and independence, as well as existentialism-oriented education, can encourage the development of character based on independence, critical thinking, and conscious decision-making.
5. Authenticity Existentialism encourages people to live authentically, that is, according to their values and goals. Education can help individuals recognize their values, understand themselves, and develop authentic character.

Based on the above explanation, it can be concluded that applying these concepts in education requires an approach that considers individual diversity and unique needs. Existentialism can provide a philosophical foundation for education that emphasizes the development of a strong, independent character based on individual freedom.

### **Forms of character-building training curriculum activities**

Character is not merely a set of traits or moral values but the manifestation of values and principles held by each individual that reflect their identity. Character development is a lifelong endeavor. Good traits or moral values are learned through making choices and decisions that shape each individual's character (Boon, 2020). Educators, as adults, need to view opportunities in designing activities to observe students through the challenging experiences they face. Students must understand and learn from the consequences of their decisions and choices, forming the core of experiences that can be reflected upon when making decisions in the future. In the process, individuals learn to become themselves, equipped with sensitivity, courage, and humanity. These are established to form character as something that must be done independently, and educators can play a role in facilitating this process. Family traditions, values, and customs also determine the character of today's young generation. This young generation is the foundation for the future of the nation and country (Makhamovna, 2021; Muttaqin & Wahyun, 2019; Tyoningsih et al., 2023).

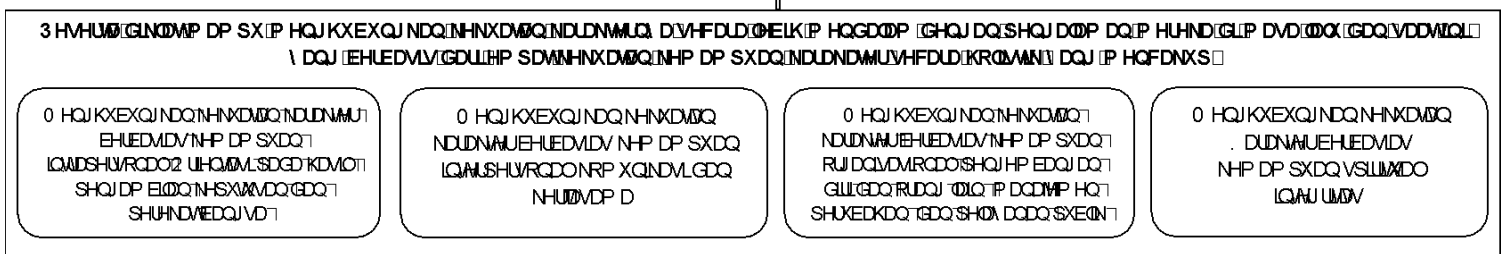
In line with UNESCO's vision of the ideal competencies for education today and in the future, there are four dimensions in the curriculum: ideas, the curriculum as a written plan, the curriculum as activities, and the curriculum as outcomes (Alimuddin, 2023). These four dimensions correspond to the concept of a character-based curriculum, which is articulated in written form and implemented across all activities to achieve the desired character outcomes. The integration of these dimensions also reflects UNESCO's emphasis on the importance of character education in guiding self-confidence and self-potential to become lifelong learners and build sustainable relationships.

The Indonesian government has emphasized through Presidential Regulation No. 87 of 2017, which explains the Penguatan Pendidikan Karakter, hereinafter referred to as PPK, as an educational movement under the responsibility of educational units to strengthen the character of students through the harmonization of the heart, feelings, mind, and body with the involvement and cooperation between educational units, families, and communities as part of the Gerakan Nasional Revolusi Mental (GNRM). The issuance of this Presidential Regulation underscores the importance of character education for students in formal, non-formal, and informal settings.

Kurikulum Pembangunan at the Balai Pendidikan dan Pelatihan Pembangunan Karakter Sumber Daya Manusia Transportasi is developed based on the five core values of the Ministry of Transportation (resilient, responsible, skilled, responsive, and devout) and the three Human Resources Cultures of the Ministry of Transportation, which consist of Safety Culture, Security Culture, and Service Culture; as well as the Personality of Human Resources of the Ministry of Transportation, namely physical excellence, professional attitude, and ethics. These parameters will also be integrated with the spirit of promoting the Mental Revolution, which encompasses integrity, work ethic, and cooperation. As a result, the curriculum will be highly comprehensive in supporting character-building training activities to cultivate outstanding personnel within the Ministry of Transportation (Peraturan Ka. BPSDM No. PK. 13 - 17 /BPSDMP-2016).

**PETA KOMPETENSI DIKLAT PEMBANGUNAN KARAKTER BP3KSDMT**

Peserta diklat mampu memahami dan menerapkan kekuatan karakter yang sesuai dengan level kompetensinya dan prosedur yang ditetapkan bagi diri sendiri sehingga dapat melaksanakan tugasnya secara efektif.



**Image 1.** Competency Map for Character Development, Education, and Training  
Source: Regulation of the Head of BPSDM No. PK. 13 - 17 /BPSDMP-2016

The character development training curriculum under review is a combination of several parameters for the development of the personality of civil servants within the Ministry of Transportation that have been

developed to date, consisting of four competencies, namely the ability to build good relationships with oneself (intrapersonal skills), the ability to build and manage good relationships with others (interpersonal skills), the ability to build and manage good relationships with work (organizational skills), and the ability to build and manage good relationships with God Almighty (spiritual skills).

The improvement of human resource competencies within the Ministry of Transportation includes four competencies based on five images of transportation personnel (Taqwa, Tanggap, Tangguh, Terampil, Tanggung jawab), as well as the personality of Ministry of Transportation personnel, namely physical fitness, professional attitude, and ethics, in order to realize employees who are in line with the values of PRESTASI (Profesional, Etika, Standar Global dan Integritas). Pendidikan dan Pelatihan Pembangunan Karakter for employees by instilling seven character traits/soft skills with outcomes so that participants can demonstrate integrity, work ethic, initiative, communication, teamwork, interpersonal skills, and adaptability.

The concept of experiential learning carries out the Character Building Training Curriculum activities by conducting several outdoor or outward-bound activities, which enable participants to face physical and mental challenges and learn how to adapt and develop. These activities are included in the following sections:

1. Supporting Materials for Character Building Activities (classical)
  - a. Self-assessment and Self-leadership
  - b. Vision, Mission, and Organizational Culture
  - c. Communication Ethics and Connectivity  
Nationalism and Patriotism  
Contextualization of Pancasila Values in Building National Character Integrity
2. Core Character Development Activities (non-classical/outward bound)
  - a. Building Self-Confidence (Individual Challenges)
  - b. Team Building (Team Challenges)
  - c. Marching Regulations (Physical Fitness)
  - d. Timely Worship (Habituation)
  - e. Physical Fitness (Physical Fitness)
  - f. Rappelling (Individual Challenge)
  - g. Civil Ceremony Etiquette (Physical Fitness)
  - h. No Complaining (Habituation)
  - i. Archery (Team Challenge)
  - j. Practical Self-Defense (Physical Fitness)
  - k. Belay School (Team Challenge)
  - l. Final Project (Team Challenge)
  - m. Discipline (Habituation)
  - n. Social Project (Team Challenge)
  - o. Caring Attitude (Habituation)
  - p. Cooperation (Habituation)
  - q. Final Challenge (Team Challenge)

Based on the activities in the character-building training curriculum related to the humanistic curriculum development model and the existentialist philosophical view. The humanistic curriculum model focuses on the holistic development of human potential, involving emotional, social, and spiritual aspects. Experiential learning provides opportunities for students to see traits in activities, experience them, and express their experiences in the real world (reality) contained in the curriculum. According to Mulyadi & Basuki in the book "Pendidikan Karakter: Membangun Generasi Muda yang Cerdas, Berkarakter dan Kompetitif di Era

Revolusi Industri 4.0, Pendekatan Psikologi dan Budaya," examples include learning services, learning to work together, and providing assistance (mentoring to peers). Learning about life is important, so adults must demonstrate positive character traits in the workplace, at home, and in the community. Experiential learning means learning from experience or learning by doing. Experiential learning involves learners in critical thinking, problem-solving, and decision-making in personally relevant contexts (Ramesh et al., 2020).

Participation in leadership for emotional management training and trust building is carried out through an outdoor program, which allows people to face physical and mental challenges and learn how to deal with them. Intensive leadership programs use humanistic techniques such as "Ice Breaker" to help people feel calm, form close working relationships, and solve problems. According to Rusman in the book "Manajemen Kurikulum" a stronger reason to support a humanistic curriculum is recognizing the relationship between motivation, emotions, and self-confidence.

In his book "Future Skills: The 20 Skills and Competencies Everyone Needs to Succeed in a Digital World," Marr explains that today's fast-paced world requires us to think and act faster. As long as human resources exist, interpersonal relationships, emotional intelligence, and empathy will always be needed. Emotional intelligence is the ability to recognize, express, and control emotions. Emotionally intelligent people know that their emotions influence their behavior and impact those around them, and can manage those emotions accordingly. Empathy, or the ability to feel based on another person's perspective, is a key component of emotional intelligence. In addition, interpersonal communication in all its forms (verbal, written, nonverbal, and listening) remains an important skill for success in an organizational environment, and it is important to recognize that not everyone communicates in the same way due to differences in communication styles.

Social and emotional skills are a set of individual abilities that can be manifested in consistent patterns of thinking, feeling, and behaving that enable people to develop themselves, nurture their relationships at home, school, work, and in the community, and fulfill their civic responsibilities. According to the OECD Learning Compass 2030 (OECD, 2019), there are three types of skills:

1. Cognitive and meta-cognitive skills, which include critical thinking, creative thinking, learning to learn, and self-regulation;
2. Social and emotional skills, which include empathy, self-efficacy, responsibility, and collaboration;
3. Practical and physical skills, which include the use of new information and communication technology devices.

Regarding a humanistic curriculum approach and existentialism, when good character education is achieved, every character attribute must be taught, which is essential to demonstrate in appropriate learning environments and activities. Not all material activities obtained by students in educational institutions are included in the ideal (written) curriculum. These things are an important part of the hidden curriculum. The hidden curriculum has a significant influence on students' experiences, how they can engage in physical activities, and how they can understand themselves and develop their perspectives on their environment. The hidden curriculum includes everything that trains students indirectly. The components of the hidden curriculum include value attributions, beliefs, attitudes held by individuals in educational institutions, norms and rules that are an important part of the function of an organization or institution, ceremonies, and interpersonal communication. Character development must demonstrate all aspects of society's thoughts, feelings, beliefs, and behaviors. The hidden curriculum must provide students with their personal daily experiences.

Values that help to determine what will and will not be chosen and prioritize actions and events are ideas, thoughts, and feelings. The internalization of values is a symbol of the development of individual character.

Values are the main determinants for measuring whether behavior is good or inappropriate, as well as decisions, group relationships, human relationships, organizational behavior, hierarchical relationships, and others. Hidden curriculum activities impact the process of acquiring and internalizing values. These activities must be planned consciously, organized, and beneficial. Learning by doing activities must be valuable for life and determined and regulated by educational principles.

## CONCLUSION

Activities in the character development curriculum play an important role in developing soft skills, especially in building good relationships at home, work, and community. Character development activities that align with the humanistic curriculum approach emphasize the importance of respecting individuals and building positive interpersonal relationships between participants and facilitators. Character development activities that align with the humanistic curriculum approach and emphasize respect for individuals and positive interpersonal relationships between participants and facilitators can create an environment that supports personal growth, experience, and character development. This philosophical school of thought emphasizes that every person has unique abilities. Activities in the character development curriculum based on the existentialist perspective must provide space for participants to undergo personal experiences and determine the meaning of their lives. The combination of the humanistic curriculum perspective and existential philosophy can broaden the view of character education, focusing not only on cognitive aspects but also on developing individual soft skills, including intrapersonal, interpersonal, organizational, and spiritual aspects. Integrating principles from both perspectives provides insights that character development training curricula can become more holistic and relevant in addressing the complexities of modern life and assist individuals in developing strong and ethical character. Based on the findings of this study, future research is expected to explore ways to improve and develop a character development curriculum based on experiential learning in the form of outward-bound programs, whether for the development of soft skills among employees, educational institutions, or the general public who require soft skill development activities.

## AUTHOR'S NOTE

The author declares that there are no conflicts of interest related to the publication of this article and confirms that the data and content of the article are free from plagiarism.

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