

Establishment Of Student Character Through Citizens Ethics In The Digital Era

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Abstract

The problems that occur in the current digital era are the decline in ethics. Citizen ethics are no longer a major concern for each individual. In everyday life, humans no longer hold fast to the ethics of respecting older people, ethics towards friends in their association, they bully each other into the profession of their parents into a joke that they make fun of. The method used in this study uses the method of literature study (library research). Data collection uses secondary data in the form of research results such as scientific reading books, scientific journals, and research reports. The data analysis technique takes three stages, namely; organize, synthesize and identify controversial issues. The results of the study show that the role of educators is very important to build student character and must be in line with religious teachings, customs, culture, and Pancasila values as the basis of the state. In the end, it can be concluded that character building that is carried out continuously with mentoring will be more effective in students, supported by an adequate institution and curriculum and with the support of parents.

Kata kunci: character, citizens ethics, digital era.

1 INTRODUCTION

The development of technology in the digital direction is now increasingly rapid, the digital era is a challenge and a new paradigm that requires the world of education to be able to adapt (Assa'idi, 2021). In this digital era As we get older, humans generally have a new lifestyle that cannot be separated from electronic devices. Technology has become a tool that can help most of human needs. Technology has been used by humans to make it easier to do any task and job. The important role of this technology has brought civilization into the digital era. The digital era has brought many changes, both of which are the most effective positive impacts (Sutarna, 2018). The development of information technology is unavoidable, but if you don't understand and master these developments, people will easily be carried away in a negative direction along with ongoing technological developments. In this case, it can be seen that there are problems with citizens today. The low social attitude of students is characterized by a lack of social awareness of students with friends, less sensitivity to the environment, lack of socialization and communication between students (Rumiati, S., 2021). In the interaction process carried out by educators with students in the current digital era, there are differences compared to before. Where the learning process (interaction) takes place, it begins to shift into digital learning interactions, so that the learning objectives are not fulfilled, namely character building. They may also fall victim to online cons and abuse. Individuals build and influence reputation digitally whenever they are online, especially when doing social networking. Especially because the learning process can be monitored through online activities, in this case individuals need to be aware of the behavior of technology, at any time can determine their character. In this

case attitudes can also be formed for the desired behavior or actions to occur (Pudjiastuti, S. R., & Rumiati, S. 2019).

Character education is the most important aspect that must be fulfilled as a basic need for human life. (Bhardwaj, 2016). Education is an effort to develop potentials in humans that must be fulfilled and carried out continuously as an absolute necessity (H. Darmadi 2019). Therefore, education is carried out systematically in seeking the formation and development of human potential to become quality human beings (Syafri & Zen, 2017). The formation of the human self must also include his character. Character building through character education is a major and important part to be developed. Character education is the most important part that must be realized in the world of education, not only limited to the distribution of knowledge, but also being able to love and take appropriate actions in accordance with applicable values (Saragih, 2018).

The biggest problem that is currently happening is that learning is still being transferred through various digital media, so that citizens' ethics which should be implanted through interaction education in the world of formal and non-formal education no longer have an impact in everyday life. Citizens no longer know the ethics of being polite to their parents, teachers, and friends. For this reason, this article will examine the formation of student character through citizenship ethics in the digital era.

2 RESEARCH METHODS

The method used in this research is library research. In this study, the knowledge, ideas, or findings contained in the literature are examined so as to provide theoretical and scientific information (Pudjiastuti; 2019). The data collected and analyzed is secondary data in the form of research results such as scientific reading books, scientific journals, research reports, internet sites and others that are relevant. Standard instruments are made through standardized and qualified, and accurate instrument development procedures. (Pudjiastuti; 2019). Furthermore, data analysis techniques in research include three stages, first, organize, which is to organize some of the literature that will be used. The literature used is first reviewed to suit the problem. At this stage the author searches for ideas, objectives, and conclusions from several literatures starting from reading abstracts, introductions, research methods, discussing and classifying literature based on certain categories. Second, synthesis is to unite the results of the organization of the literature into a summary so that it becomes a unified whole, by looking for interrelationships between the literature. Third, identify controversial issues in the literature. The controversial issue in question is an issue that is considered very important to be discussed or analyzed, in order to get an interesting article to read.

3 RESULT AND DISCUSSION

Character education can be interpreted as a conscious action that is carried out continuously in order to shape the character of students who cognitively understand good values, love values, and take actions based on these values (Nuhamara, 2005). This shows that character education is an effort to develop comprehensive student character that covers all aspects of learning, namely cognitive, affective, and psychomotor (Handoyo, 2010). Through the explanation of the theory described above, it is concluded that character education is an action in fostering student character which is carried out continuously and thoroughly including cognitive, affective or feeling, and psychomotor so that students not only understand good things, but are also able to love and do good things. appropriate action through the application of an ethical value in students.

Education The digital era is part of the 5.0 era. This era emerged as the impact of the technological revolution towards digital through the application of artificial intelligence (artificial intelligence) in various digital technology devices (Baharun & Finori, 2019). The

combination of technology with artificial intelligence (artificial intelligence) has brought human civilization to the digitalization of communication and information without limits. (Harto, 2018). Digitization is a real phenomenon of the digital revolution that allows users to be connected to each other through digital technology devices that are connected to the internet network (Alia & Irwansyah, 2018). The development of the digital era has brought many changes, especially in the field of education (Putri, 2018). The presence of digital technology in the world of education has now presented a more open form of educational services, such as online education services and various teaching activities that are far more innovative, effective and efficient (Muktiarni *et al.*, 2019).

In today's digital era, educational institutions in various countries are transitioning and adjusting their way of learning from traditional methods to innovative ways of learning through a combination of learning resources, teaching techniques and all-digital learning tools. Basically, the presence of digital technology is neutral, meaning that it can have positive and negative impacts on human life depending on its use and utilization. The presence of digital technology in education can have a positive impact in terms of developing the skills and potential of students and teachers as well as implementing more active and constructive learning. However, on the one hand, digital technology can provide great opportunities for students to access pornographic sites, online games, cyberbullying and various content that has a negative impact on student morale. If the digital era cannot be addressed properly, it will greatly impact the degradation of students' character (Sariyatun & Rejekiningsih, 2022).

The presence of the digital era has had a significant impact in the world of education ranging from changes in teaching activities to innovative and digital ways of learning so that it has a positive impact on the development of skills and potential of students and teachers, but on the other hand the development of digital technology can also have a negative impact on the degradation of students' character and morals.

The presence of information technology has an impact on changes in all aspects of Indonesian people's lives, especially in the learning process. In the interaction process carried out by educators with students in the current digital era, there are differences compared to before. Where the learning process (interaction) takes place begins to shift into digital learning interactions.

The rapid development of information and technology, especially the Internet and the existence of various websites and their content, has changed the way we think and behave in our society. In the post-industrial era, especially in the field of visual communication, the development of cyberspace is very large. The popular term is visual culture. This is because it covers all aspects, including the use of visual elements. The real evidence is computers, gadgets, or smartphones that are affordable by the general public. As a result, there have been at least three changes from a community perspective. (1) Individual level. (2) Social interaction; (3) At the community level (Baehaqi, *et al.*, 2016). The development of technology must be a serious concern for the formation of the character of all parties, especially the next generation of the nation in facing the challenges of the technological learning revolution. In order to overcome the moral crisis of our country, it is very important in the current situation to strengthen character education (Feriansyah, 2014).

The logical consequence for every nation state that wants to exist is to protect and educate its next generation, to prepare ethical citizens to participate in social life. However, Indonesia has not yet been able to reach a level of understanding and acceptance of the obligations and rights and responsibilities as citizens in a democratic life (Budimansyah, 2010). Alexis de Toqueville (Branson, 1999) explains that: "The new generation is a new person and must acquire solid knowledge, learn a skill, and develop a good attitude or good character for the younger generation. Generation is a new community candidate who will continue the relay of life in society, the nation, and the state which should be able to acquire knowledge and learn all skills, especially those related to skills in understanding and practicing public character and private character. Guidance for citizens, especially ethical citizens as the next generation of the nation's future candidates, should be a serious concern. main.

One of these processes can be done through formal or informal institutions. Formal institutions have been structured in an institution and curriculum known as a school. Fostering the character of citizens through schools is the obligation of every country and the right of every citizen. However, it is possible for informal institutions to also take their own actions to guide citizens, especially ethical citizens. Another issue in shaping students' character is education. It was originally a school-centered learning process with personal change at home. Learning media has changed from the use of models, posters and materials provided by schools and now requires the use of computer technology devices and mobile phones. In the end, distance learning is a solution for the continuity of the current learning process. Therefore, everyone needs to have the ability to manage various facilities available on existing technology devices such as: B. WhatsApp video calls, Google Meet, Zoom meetings, classrooms, etc. (Rochman, *et al.*, 2020). The principles of general education in Indonesia have undergone a transformation process that is expected to contribute to the progress of countries facing the challenge of a fundamental paradigm change. Socio-cultural changes in people's lives and dramatic changes in life values (Rahyaputra, 2017). The phenomenon of replacing community activities that were originally carried out in the real world has now shifted to the virtual world and caused fundamental changes in everyday life (Kurnia & Astuti, 2017). Today, many teenagers are doing deviant behavior beyond the threshold, as evidenced by the increasing number of crimes and crimes committed by teenagers. Therefore, there is a learning need that is directly related to the development of the child's personality.

Internet-based activities have influenced people's thinking, communication with others, and participation in society in general. In other words, new digital media and web-based networking environments are giving people new perspectives about themselves, others, communities, and the world as a whole. Especially in the digitally minded generation, the boundaries between online and offline are becoming more transparent (Tapscott, 2008).

Currently citizens have entered the digital era. Citizens are not only recipients of information but also producers and disseminators of information, besides that citizens are connected to the internet network with the gadgets they have. It is undeniable that information technology is a powerful locomotive in driving social transformation around the world in recent decades. Much of this change process is based on the production of information (Kalidjernih, 2011). So that information and communication technology has become a necessity and has an impact on the lives of citizens, in this case it is expected that activities in utilizing social media should be based on ethical values.

Ethics is expressed as a moral philosophy, which is a systematic study of the basic nature of the concepts of good, bad, ought, right, wrong, and so on. Meanwhile, ethics are grouped into two definitions: (1) Ethics is an individual character. This includes that an ethical person is a good person. This understanding is called the understanding of humans as ethical individuals. Ethics is a social law. (2) Ethics is an ethical law that regulates, controls and limits human behavior (Bertens, 1991).

Ethics is a branch of philosophy that deals with thinking with thoughts about right and wrong. Poedjawiyatna (2003) views ethics as the result of a systematic effort that uses ratios to interpret individual moral experiences and to establish rules for controlling human behavior and values that can be used as guidelines for life. Suseno (2003) defines ethics as moral values and norms in a society. As a science, ethics can also be interpreted as moral thinking that studies what to do or what not to do. Ethics for a person is embodied in moral awareness which contains the belief 'right and not something'. The feeling that arises that he will be wrong to do something he believes is not right departs from moral norms and self-respect (self-respect) if he leaves it. The actions taken by him must be held accountable to himself. Likewise with his attitude towards others if the work interferes or otherwise gets praise. Ethics is defined as a set of moral principles that distinguish what is right and what is wrong. Ethics is a normative field, because it determines and suggests what people should do or avoid (Huda, 1997).

Every human being takes action. According to this opinion, ethical or moral considerations determine a person's actions or behavior. Everyone will consider the

consequences of his actions whether good or bad, right or wrong, better or worse, proper or inappropriate. This is done at a moment and situation. So, there is an opinion that ethics and morals are situational. Action is a choice, and that choice requires a decision-making process guided by subjective judgment or personal judgment. So, there is a process of moral evaluation. Which is the main basis in deciding what choices and actions a person will take refers to the commitments, principles, values, and rules that apply at that time and situation. Indeed, there is no action based on morals that is only determined by the situation without being colored by a commitment to a principle. The principle here is defined as a goal in a broad sense that helps determine real decisions and normative criteria that lead to real situations.

Ethics according to Sumaryono (2006), is a science that discusses behavior and problems of human behavior, and can judge the good and bad by showing human behavior as far as the mind can digest it. Ethics is a guide for human efforts to answer very basic questions. Ethics is often referred to as moral philosophy. Ethics helps people raise moral awareness and find explainable solutions. Ethics also helps us to know why we should take action or vice versa. On the other hand, as shown here (Darmadi 2009), morality is basically normative, directive, and imperative (derived from the same rules or principles of behavior) and mandatory. When all these morals become "determined actions", they become obligations and obligations are moral responsibilities.

Citizen ethics in principle are formed and or formed through a process that is not short to then bring up the ideal citizenship attitude. This cannot be separated from the moral values that exist in the environment. Abdulkadir (2006) explains that "The combination of truth and divinity (moral doctrine) and human truth (legal rationality) in a modern constitution, is assumed to be a way out of various fundamental crises of human life in modern civilization. a world view that is oriented towards religiosity and a world view that is oriented towards a scientific attitude. The existence of this integration can become a new force in the system of people's lives to face various fundamental problems, both now and in the future.

As for ethics, it is related to the stability of an ideal citizen's attitude. It can also be understood as an attitude virtue that is not enough or stops at a knowledge in the human soul, but must be raised in a real action. "It's not enough to get there, but it needs to be made a habit or habit that is carried out repeatedly and continuously and without coercion. This is because if there is a good action carried out by force, then in principle it will not achieve an attitude of true moral virtue. While noble character, in principle, is not only about good behavior but can be categorized as noble behavior. That is, it can be said to be higher than manners in the context of its scope, which is not only the context of the issue of knowledge of manners and politeness. A person may have good character but not necessarily have a noble character. For those who believe in nobility, it is the perfection of life. The context in this case is the formation of citizen ethics. If the habits are carried out repeatedly and continuously by future generations of the Indonesian nation, the habits that are carried out repeatedly will be embedded in humans into a character.

Students as a generation that reflects the nation must have good character. The values applied to students at school are expected to be absorbed and realized in their daily activities. It is not easy for teachers to instill character education in students, coupled with the challenges of technological developments such as social media that can affect the personality of students, so to improve the character of students who have been polluted by the impact of this technology, it is necessary to have the right strategy as a solution to the crisis of value education. The role of educators is very important to build students' character, which must be in line with religious teachings, customs, culture, and Pancasila values as the basis of the state (Winantika & Utari, 2022).

According to Agnes Boysen, in his research, character building was carried out through quarantine. The quarantine carried out by Boyen is stated to be more effective in shaping the character of students by carrying out character building through quarantine, students will focus more on receiving gembelangan from a teacher so that there will be character stability in students or students. Meanwhile, according to Herriott 2006-2015 an Instructor

of Religious Education and Psychology, Union Theological Seminary, New York City Character formation through religious extracurriculars with an analytical approach by interpreting and evaluating modern life and looking for effective religious foundations to fulfill it.

The addition to extracurricular activities, it must also be integrated with school and learning regulations which were then strengthened by research conducted by Sa'dun (2014), showing the vision of the education unit that was socialized to all members of the education unit concerned, understood, and understood. then build a shared commitment to achieve the vision. Based on this vision, a program of character learning activities was developed through classroom learning, the culture of the education unit, extra-curricular activities, and the involvement of parents and the community. Suyanto (2009) conducted research for character building through students being formed and instilled with various technology disciplines and religious education. Based on the four opinions of the researchers, it can be concluded that character building that is carried out continuously with mentoring will be more effective in students, supported by an adequate institution and curriculum and with the support of parents.

The formation of children's character must be done by the state and educated by the state and their parents, even Socrates insists that the formation of children is not allowed to be formed by their parents they are fully educated by the state because Socrates wants character From their parents this is passed down to their children, at school age these children are taken over, raised and shaped their character according to their wishes in their own way and laws. Of course this is very extraordinary when we as parents want our children to be better than us and more successful than us, but when children are kept away from their parents, these children will become citizens who are obedient to the state. to his parents. A century after Mann, Dewey (1928), in John Dewey: The Later Works, 1925–1953, 3: 1927–1928, was interested and impressed by the way the Soviet education system in the 1920s distanced children from values represented by their families and communities, that education / schools for the state authorities tend to resist and change the domestic and environmental conditions that so strongly influence them.

The conclusion from what Socrates and Plato (Woozley, A. D., 1971) said that education or the formation of student character cannot be left to the state or school completely because the role of the family is also very important in the formation of the character of students or their children, because when children are kept away from their families and society, children or students do not have a social spirit in society and in the family, especially in the digital era when students or children really need assistance from family and love.

The changing era with ICT has led to the exchange of individual characteristics and societal characteristics. The era in which we live is known and called the advanced digital era. Given the technological advances in the 21st century, schools have a responsibility to train "digital citizens" as well as good citizens. Digital citizens must have broad skills, knowledge, Internet access and technology and schools must guide students to become digital citizens. Ribble & Bailey (2007) describe the features of digital citizens in schools that need to be owned in nine points of contact.

Mossberger, *et al.* (2008) argues, it is impossible to deny that we live in a digitalized and networked society, even if we fear and flee from the often negative influences of the Internet. For example, Internet trolls sometimes infiltrate online communities and then use their posts to disrupt and ultimately destroy not only the community, but also certain members (Shabrina, 2017). What castells said we can conclude that when we live in a digital world we must be able to adapt to an environment that can understand the network if we cannot adapt to the digital world then we will be retarded.

Web-based activities have influenced the way people think, the way they communicate with others, and the way they participate in society in general. In other words, emerging digital media and web-based networking environments allow people to adopt new perspectives on themselves, others, their communities, and the world at large. In particular, for a more digitally oriented generation, the boundaries between online and

offline are becoming more transparent (Tapscott, 2008). At the same time, many scholars in various fields are beginning to consider the Internet as the progenitor of a new (cyber) space that empowers individuals to actively engage in civic life in ways that are closely linked to, and sometimes beyond, traditional conceptions of citizenship (Belshaw, 2011).

The digital age is full of cyberbullying, online harassment and abuse, and social media "abuse" relationships, prompting new laws and platform controls and driving the development of countless cybersecurity education programs. Schuler & Namioka (1993) said, that if we are able to use technology well, both from associating its regulatory role, lobbying technology companies and technical management of complex social media platforms, people will feel prosperous, healthy in today's digital era, of course, by considering the right collaborative or participatory design. Educators in the digital era who are not literate with the digitalization of educators need time and space to engage in critical conversations that go beyond effective digital tools/platforms in meeting narrow definitions of reading and writing, so as to create ethical citizens who are smart and good. citizenship).

Lastly, the COVID19 crisis provides an opportunity to think carefully about what it means to be a "good [digital] citizen..." (Pudjiastuti, 2020). It is important to be prepared for more crises in the near future. What is clear in common is the climate change crisis. Citizens' access to information (disinformation), the need for collective sacrifice and action for the benefit of communities outside their cities and states, and the fact that climate change is "making the greatest sacrifice." Poor and weak. And this effect is mainly due to inequality" (UN, 2016, paragraph 1). It's tragically durable, but fixable. Ultimately, our literacy work must be aimed at answering the questions of the unpredictable future. When choosing an option, you need to ask yourself not only how to deal with the imminent threat, but also what world you will live in after the storm ends (Bannister, *et al.*, 2020). Countries around the world face dangerous choices regarding digital surveillance, national isolation/global solidarity, public understanding of science and the role of the media. These topics relate to digital tools, spaces and practices. Citizens, as well as governments, play an important role in the world and in the schools we live in now and after the pandemic. Educators must be prepared to play a central role in promoting digital citizens who can engage ethically in (re)creating a more just world.

3 CONCLUSION

The more sophisticated digital technology today makes big changes to the world, the birth of various kinds of technology in the increasingly advanced digital era has emerged. Technology in this digital era brings many benefits from various fields such as politics, economics, socio-culture, defense or security and information technology, so it is undeniable that every use has challenges. In this digital era we must be able to respond well, namely by making the efforts that we must do so that the Digital Era brings benefits to every aspect of life, some efforts that we must do such as providing early education properly so that children and adolescents understand correctly what are the positive and negative impacts of the world of digital technology. So that teenagers can sort and choose the information they get from this technological advancement. An introduction to the use of applications that can help human work also needs to know the benefits and uses and do not let the use of these applications cause deep dependence. In various fields such as politics, economics, socio-cultural, defense or security and information technology, we must know the various impacts and benefits so that we know what efforts we will make in utilizing various technological resources in this digital era.

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