

Strengthening Student Character In The Digital Era

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Abstract

The purpose of this study is to discuss strengthening the character of students in the digital era. This study uses descriptive qualitative research methods. The approach is carried out by analyzing and interpreting theoretical matters related to using the opinions of experts and reviewing the results of similar research that discusses the theme of strengthening the character of students in the digital era. The results of the study indicate that it is necessary to move together in strengthening the character of students in this digital era. It requires the ability to integrate theory and practice which is supported by knowledge of the development of information media and technology. In short, high knowledge about the science that is taught to students will be meaningless when students do not understand and explore the technology itself.

Keywords: Digital Age, Character, Learners, Reinforcement.

1 INTRODUCTION

Education is considered to have a very important role in advancing the civilization of nations. Quality education can encourage the creation of a quality, creative and productive society until finally able to achieve prosperity. Through this national education system, the government must be able to guarantee equal educational opportunities, as well as the relevance and efficiency of education management to face challenges in line with the demands of changes in local, national and global life (Makhroji & Imran, 2020).

Basically, education is a process and a result, as a process education is defined as the activity of human interaction with the environment and as a change education is defined as a change in the results of human interaction with the environment. (Ifadah, 2019) .

The skills that students must have are essential knowledge. Knowledge is obtained through various skills from the five pillars of education explained by Nurman et al. (2018) . The five pillars of education include learning to believe in God, knowing, doing, learning to be, and living together. The 21st century requires critical, creative, collaborative, metacognitive thinking, communication skills, information technology literacy, becoming lifelong learners based on good emotional, social and spiritual intelligence and as global citizens (Berlian et al., 2021) .

Character education is closely related to citizenship education, because both emphasize the formation of positive values and behavior. (Anita, Rumiati, 2023) Efforts to develop life skills Strengthening students is done through Character Education. Character education is the basis of learning in schools, therefore the implementation Character education for students must be given from an early age (Taufik, 2020) . Character education is the spirit of national education. The character values contained in Pancasila include: (1) religious; (2) honest; (3) tolerant; (4) disciplined; (5) hard working; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) national spirit; (11) love of the homeland; (12)

appreciate achievement; (13) communicative; (14) love peace; (15) like to read; (16) care for the environment; (17) social concern; and (18) responsible (Anwar et al., 2018) , Because in reality humans as social beings interact with others in fulfilling their needs (Rumiati, Maftuh, 2021)

The development of technology towards digital is now increasingly rapid. The digital era is a new challenge and paradigm that requires the world of education to be able to adapt. (Assa'idi, 2021 in Rumiati 2022) . In this digital As people get older, they generally have a new lifestyle that is inseparable from electronic devices. Technology is a tool that can help most human needs. Technology has been used by humans to make it easier to do any task and work. This important role of technology is what brings human civilization into the digital era. The digital era has brought many changes both as positive impacts that can be utilized optimally (Sutarna, 2018) .

The rapid development of information and technology, especially the existence of the internet and various websites and the content within them, have caused changes in mindset and behavior in society. In In the post-industrial society era, the development of the virtual world has been very massive, especially in field of visual communication. The popular term is visual culture. That is because all aspects in it including the use of visual elements. The real evidence is a computer, gadget or smartphone affordable among the community. As a result, there are at least three changes at the community point levels of view: (1) individual level; (2) social interaction; and (3) at the community level (Ramadlani & Wibisono, 2017) .

The development of technology must be a serious concern for all parties, especially the character development of students as the next generation of the nation in facing the challenges of the technological learning revolution. Strengthening character education in the current context is very relevant to addressing the moral crisis problems that are currently occurring in our country (Akbar & Situmorang, 2019) .

Problems in Islamic Education are caused by internal and external factors, namely power relations and educational orientation, curriculum aspects, teaching methodology, human resource professionalism, educational costs and environment. While external factors are multiculturalism, globalization, poverty, and government regulations. (Priyanto, 2020) .

Another problem in strengthening the character of students is that education, which was initially... The learning process is centered in schools with changes to face-to-face learning carried out at home. Learning media has changed from using models, posters, and teaching aids provided at school, now computer and mobile technology devices must be used. Ultimately, distance learning is one solution for the continuity of the current learning process. As a result, everyone must have the competence to manage various facilities available on existing technological devices such as WhatsApp video calls, and Google meet, Zoom meetings, Classrooms, and others (Rochman et al., 2020) .

The main points of Indonesian national education have gone through a transformation process, expected to be able to contribute to the progress of the nation which is experiencing the challenge of fundamental paradigmatic change. Socio-cultural transformation in the life of society and a drastic shift in life values (Putra et al., 2021) . Over the past two years, Indonesia has faced an epidemic that has brought about a rapid transformation of digital technology, pushing us into the midst of the digital era (Kuriawan, Rumiati 2022). So in this study, the focus of research is on strengthening the character of students in the Digital Era.

2 RESEARCH METHODS

This study uses a descriptive qualitative research method. This descriptive research is intended to describe and provide an overview of existing phenomena. (Budijanto & Rahmanto, 2021) both those that occur naturally and those that are made by humans, which prioritize nature, quality and their relevance to activities. (Sawitri, 2020) . This study

aims to obtain a complete picture of the research subject from the perspective of the human being studied.

In accordance with the object of this scientific study. The approach is carried out by analyzing and interpreting theoretical matters related to the research. (Naisabur & Putra, 2021) . The data used is primary data obtained from the results of a literature study by adopting the opinions of experts and practitioners, who have an understanding of the problems discussed. Continued with a literature review according to the research theme (Naisabur & Putra, 2021) . This study uses inductive reasoning that starts from the specific to the general. This study uses the opinions of experts and examines the results of similar studies that discuss the theme of strengthening students' character in the digital era.

3 RESULT AND DISCUSSION

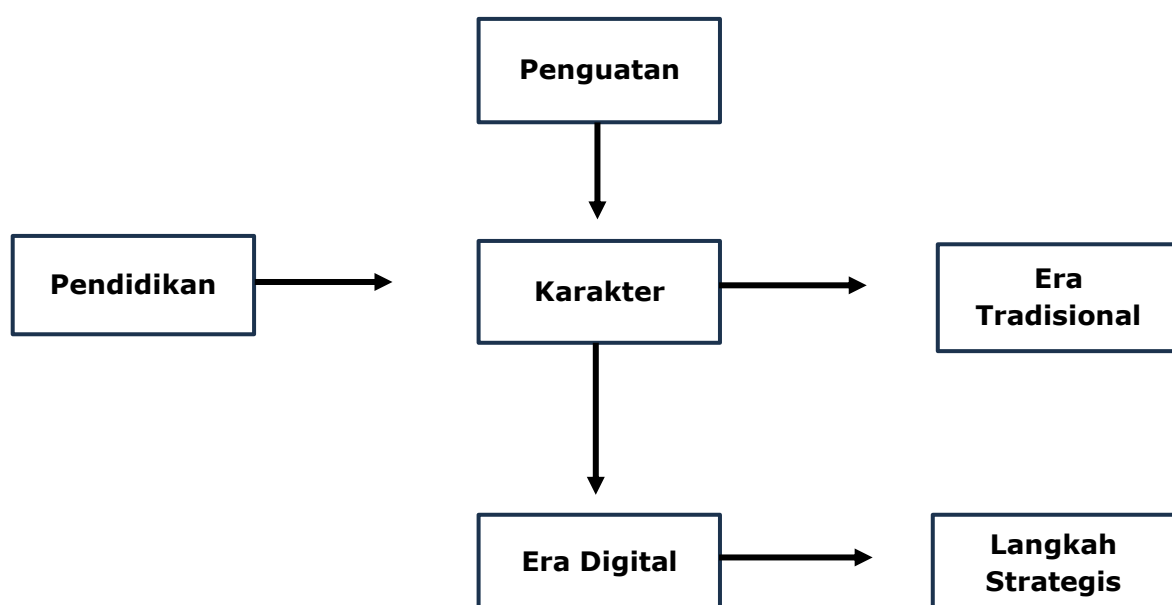


Figure 1. Strengthening Student Character in the Digital Era

The phenomenon of shifting community activities that were initially carried out in the real world, shifting to the virtual world so that fundamental changes occur in daily life. (Gandamana & Handayani, 2020) . Nowadays, many teenagers have levels of delinquency beyond the threshold, this is evidenced by the increasing number of crimes and violations committed by children in their teens. Therefore, there needs to be learning that is directly related to the growth of children's character. (Ammatulloh et al., 2021) .

Teachers are expected to be able to create their own teaching materials using media and learning resources recommended by the Ministry of Education and Culture as a reference. For example, the creation of e-books based on character education in which character values have been inserted according to the needs and learning environment of students . The e-book can be shared with students and studied from home so that not only the subject matter, but character values can be embedded in students . It depends on how the teacher inserts character education values (Rahmawati & Hasfat, 2021) . Teachers can document character strengthening in the lesson plan. Implementation of character strengthening is mostly done by asking students to pray at the beginning and end of learning activities. (Robiasih et al., 2021) .

The development of technology that occurs in this era brings aesthetic changes (objects). In the end, development cannot be seen as a change in function alone but also as a lifestyle. (Mufatakhah et al., 2020) . There are not all teachers' problems in learning

during the Covid-19 period teachers are familiar with technology so the level of proficiency is deep using technology is a determinant in online learning such as using internet technology or social media as learning tools. This problem is increasingly felt by senior teachers who have not have been fully able to use devices or facilities to support online learning activities and needs mentoring and training first. In addition, in online learning, teachers are also required to providing teaching materials that can be given to students to study in online learning (Rahmawati & Hasfat, 2021) .

The success of education in schools depends on the role and function of the following components: (1) students , (2) teachers, (3) curriculum, (4) learning methods/strategies, (5) facilities and infrastructure, and (6) schools. (Hasan, 2017) . Steps and strategies that can be taken to strengthen students' character include:

First, prepare citizens to learn, work and play alone and together. Because togetherness drives most to provide the understanding and tools they need to access, analyze, evaluate, create and participate in this digital age world . Citizens have the ultimate power of choice, but they must be prepared to use their power and choice wisely. They must be able to evaluate risks and rewards and allocate resources through the prism of their own individual and social values. This is the profound goal of educating responsible citizens.

Second, strengthening the process skills of character education, media literacy, arts education, and sports/team games should provide a focal point for education, not a peripheral role, because it is through these process skills that students learn to acquire the content knowledge and content skills they need to apply in their chosen fields and lives. In addition, in providing contextualization for acquiring knowledge, educational efforts are not only more effective in facilitating student learning but also provide students with the lifelong learning skills needed to become healthy and active citizens.

Third, provide a national office and team for media literacy education as a coordinating body. So that teachers, parents, and students can communicate and interact directly through social media and access it. In addition, the European Union has recently adopted a directive requiring all member states to report their media literacy activities, and has been actively working to promote media literacy.

Fourth, integrate more character education curriculum . Like all disciplines, especially those focused on process skills, character education often lives in a silo that must now be integrated with other disciplines. Because process skills encompass all academic subjects, process skills become a new way to teach all subjects rather than a new subject to teach. This shift, in turn, provides an opportunity to narrow down the amount of content /subject areas to be addressed during the school day, and to focus on the use of process skills to acquire knowledge.

Fifth, use technology to deliver quality curriculum more consistently. Excellent curriculum, especially interactive curriculum, is expensive to develop but because it does not rely on human delivery, it delivers a more consistent message to learners . Values and character inform all decisions; character education is a classic example of a subject that should be integrated across all curricular areas and delivered through technology. Corporate training systems provide several useful models for delivering curriculum through technology.

Sixth, emphasize process skills as well as content knowledge. The abundance of global information is impossible for humans to comprehend. Process skills are critical in preparing citizens to be lifelong learners, and acquiring these process skills requires practice over time. It is no longer about memorizing content because access to books and resources is scarce; it is about knowing how to access, analyze, evaluate, create, and interact with an infinite amount of readily available content. It is about problem solving, with judgment, risk management, choice and consequences. This is the domain where character education is central.

Seventh, develop standards and assessments designed for process skills. Current state education standards reflect many content-oriented expectations and few process-oriented expectations. In turn, standards are test-driven, placing emphasis on content-oriented expectations at the expense of process skills. Content knowledge and process skills are

complementary, not mutually exclusive, especially given how children learn and develop. New standards for process skills are needed, and these process standards should not be confused with content standards. New methods of assessment and evaluation are needed and are made possible through technology. Character education is key to integrating the process skills needed.

Eighth, set minimum standards for the process skills to be mastered, as well as for content knowledge. Some content knowledge and process skills are basic for all citizens; others are more appropriate for higher levels of competency. There will always be a continuum of knowledge among citizens on an infinite number of content subjects and process skills.

Ninth, use technology to provide learners with the best instruction available, regardless of geography. Technology provides tools for distance learning and for cutting costs in delivering quality instruction where in-person instruction is needed. This sometimes requires more sophisticated technological learning resources, such as games or online learning environments, that school districts are not currently prepared to fund or develop. Regardless, technology can enable local teachers to engage with learners as facilitators and devote their time to organizing projects and experiences and process-oriented discussions. In using technology, teaching can not only be freed from geographical constraints but learners can also be freed, from the gradual, one-size-fits-all teaching delivered in local school-based classrooms. Character education will benefit from integration into all curriculum subjects and delivery through technology. This approach will provide learners with access to the best resources available .

Tenth, provide technology programs and support at the local level, and pay competitive salaries to attract the best technology professionals. Schools often lack the resources to teach children to learn programming or other necessary technical skills .

Eleventh, actively teach students , teachers, administrators, and parents how to engage appropriately with their online school relationships. Interacting online and using technology tools for school communication requires a different skill set than face-to-face interpersonal communication. Simply handing members of the school community an Acceptable Use Policy Statement to sign each year is not enough; people need education about how to engage smoothly and responsibly with technology and their online communities.

From the discussion above, it can be concluded that it is necessary to move together in strengthening the character of students in this digital era. It requires theoretical and practical abilities that are mutually integrated, supported by knowledge of the development of information media and technology. In short, high knowledge of the science taught to students will be meaningless when students do not understand and explore the technology itself.

3 CONCLUSION

The current digital developments have made Indonesia or the world of education, namely schools, teachers, students, and parents, have to master information technology that continues to develop. The character of students can be improved when science and information, as well as technological advances themselves, all parties know and practice them. The need to move together in strengthening the character of students in this digital era. The ability of theory and practice that are mutually integrated is needed, supported by knowledge of the development of information media and technology. In short, knowledge The high level of knowledge taught to students will be meaningless if the students do not understand and explore the technology itself.

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