



Implementation of digital-based character education In elementary school

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Abstract

The development of science and technology in today's digital era has affected various areas of life, including education in elementary schools. This study aims to explore and describe the implementation of digital-based character education in elementary schools. This research is a qualitative descriptive analysis using literature study method. The results of this study indicate that the implementation of digital-based character education in elementary schools is carried out through three continuous cycles, namely planning, implementing, and evaluating which is carried out through behavioral assessment. The implementation model uses integration in learning, exemplary, habituation, and the creation of a conducive school climate. In implementation there are still various obstacles and difficulties, but they can be overcome by increasing cooperation between the principal teacher and education staff, as well as with parents at home. Therefore, it is recommended for various parties to cooperate and collaborate in the implementation of digital-based character education in elementary schools, in order to produce optimal learning outcomes.

Keywords

Implementation, Character, Digital.

INTRODUCTION

Today's elementary school students are a digital generation that cannot be separated from the influence of technology. The influence of technology can be positive or negative, depending on how we respond and utilize the technology. Face these conditions and facts the Ministry of Education and Culture (Kemendikbud) has prepared a road map for the next 15 years in quality improvement learning as well as the digital transformation of national education, including by strengthen digital literacy of students. This is important given today's world is moving towards a variety of digital-based lives. Ministry of Education and Culture in Guidelines

Strengthening Character Education (2020) states that: "The world is in the 21st century now significantly different from the world of the XX century. On the macro scale of the world of the XXI century now marked by various important trends, among others the ongoing revolution increasingly extraordinary digital changes that change the joints of life, culture, civilization, and society including education. Further stated as following:

The realignment or transformation of Indonesia's national education can be started by placing the character back as a spirit or dimension the deepest national education side by side with the intellect reflected in competence. With a strong character along with high competence, which is produced by a good education, various new needs, challenges, and demands can be met or overcome. By therefore, in addition to intellectual development, character development students are very important..."

Hendarman (2018) argues that: "the condition of today's children is that most of them already use gadgets, even more sophisticated than their parents." In general, elementary school students use gadgets for social media, games, and YouTube. Therefore, the Ministry of Education and Culture issued a Character Education Strengthening Policy (PPK). This policy is contained in habituation, namely being taught, accustomed to, consistently trained, becoming a habit, forming character, and becoming a culture. Digital-based character education needs to be understood and implemented properly, because today's children can be said to be addicted to gadgets and the internet. Many of them already have social media accounts, such as Facebook, Instagram, and WhatsApp. Many of them have used various applications, such as TikTok, Snapchat and Vigo.

Social media is used freely by children, even though they cannot use it wisely. There are many negative impacts presented on social media, users are often presented with content that is inappropriate for elementary school age students. They can easily post texts and pictures without considering the pros and cons, and whether their digital footprint is worth sharing or not. Maturity and discretion in choosing material presented on the internet is very important, because not all material is appropriate and appropriate for children. Parents as the old generation whose digital abilities are limited can only limit without being able to monitor the activities their children are doing with their gadgets; even worse, children and

parents are both addicted to gadgets and the internet. Akhwani A. and Tri (2021) in their writing stated the results of a UNESCO survey that: "70 percent of Indonesian children surveyed added strangers to become friends on social media and 35 percent of them asked to meet in person." These conditions will of course be threatening and very dangerous for the lives of children. Meanwhile, Mulyasa (2021) argues that technological progress creates new problems that have never happened before, and you must be wise in handling them.

School education has an important role in overcoming various problems and challenges in the digital era. Elementary school students need to get provisions related to manners and ethics in using the internet. This provision is called digital ethics. Digital-based character education cannot be separated from the school curriculum, it is not only the responsibility of religious education and civic education teachers, but is the responsibility of all teachers, even all school members. Today's children need education that is appropriate to their era, and of course requires the cooperation of various parties in its implementation. Elementary school students need to get basic provisions as a strong foundation before plunging into the digital world. The implementation of digital-based character education is absolutely necessary in elementary schools as a balance between the attitudes, knowledge and skills of students, even teachers and other school members. This is especially important to anticipate any problems that can arise at any time, anytime and anywhere. Equipping students from an early age is the first step in preparing the next generation of a nation quality that has norms and ethics in the era of digitalization. Elementary schools have a very important role in educating and preparing students to have good personalities and ethics in the real world and in cyberspace. Therefore, the implementation of character education must touch the digital realm, even though there is no theory that guarantees harmony between life in the real world and cyberspace. Children's behavior in the real world can be observed clearly, but in the virtual world it will be difficult to measure. In cyberspace it is not easy to know someone's identity, because children can act freely without moral rules that guide them. The educational goals that have been mandated in the National Education System Law Number 20 of 2003 should be interpreted broadly. Education in schools has the responsibility of preparing students who have noble character (Law 20, 2003). To realize these educational goals, it is necessary to have the right efforts and strategies. It is impossible for students to suddenly have good character without outside influences. It is within this framework that it is important to implement digital-based character education, especially in elementary schools. Digital-based character education is of course not limited to the theoretical level, but far more important it must touch the level of practice in everyday life. This is in line with Triyanto's research results (2020) that: "The digital era provides positive space as a means of character education." Therefore, in today's digital era, all parties in the education sector must adapt more effectively to the use of technology, and realize the important role of technology in supporting learning. It is within this framework that research on the

implementation of digital-based character education in elementary schools needs to be carried out.

RESEARCH METHODS

This research is a qualitative descriptive analysis with the method of literature study or literature review. A descriptive qualitative approach was chosen to describe and explain field findings. Data, facts, and information found from various documents that will be analyzed and compiled into a conclusion. Data collection was carried out by means of a documentation study, while data analysis was carried out by content analysis. The documents used include printed documents and digital documents sourced from the internet. "Content analysis is research that is in-depth discussion of the contents of written or printed information in the mass media (<https://dqlab.id/mengenal-analisis-konten-dalam-analisis-data-kualitatif>).

Content analysis was carried out in this study to examine and discuss material and information related to "implementation of digital-based character education in elementary schools", both written information in print and digital mass media.

RESEARCH FINDINGS

The results of the study show that the implementation of digital-based character education in elementary schools is an effort to help the development of students both physically and mentally, from their natural nature towards a better civilization. Examples can be put forward, for example: a teacher encourages students to use gadgets wisely, not to use them for things that are impolite and less productive, manage playing time through gadgets, respect parents, love younger ones, respect elders, getting used to helping friends, and so on is a process of character education. In this regard, Dewantara (1967) in (<https://123dok.com/article/pendidikan-karakter-kajian-pustaka-kerangka-pikir-dan-> suggests several things that must be implemented in character education; namely: understand-ngroso-nglakoni (realize, realize, and do). Thus digital-based character education in elementary schools is not only taught, but more importantly is practiced in everyday life.

Implementation of Digital-Based Character Education

The results of the study show that the implementation of digital-based character education in elementary schools is a continuous process, starting from planning, implementing, and evaluating; so as to produce continuous improvements in personal quality and behavior, to create the figure of a future generation, which is rooted in the values of Pancasila and the nation's culture. Character education is planned to develop philosophical values and practice all national characters as a whole and thoroughly (kaffah). Muhammad Jafar, et al. in

the implementation book character building (<https://core.ac.uk>) stated that: "In the context of the Unitary State of the Republic (NKRI); character education must contain the glue of a nation that has a variety of cultures in the form of awareness, understanding, and social intelligence of the people." For this purpose, in the implementation of character education, the revitalization of the value system which contains the meaning of national character is carried out in the 1945 Constitution and Pancasila philosophy, which is carried out through the Pancasila student project. The value system developed through the Pancasila student project includes belief in one almighty God, humanity, unity, deliberation and social justice. Several years ago this value system was instilled through guidelines for the appreciation and practice of Pancasila (P-4) which were intended for all Indonesian people, including elementary school students. Now, in line with the independent curriculum, character education is carried out through the formation of Pancasila student profiles (Kemendikbud, 2021). In today's new normal conditions, and society is faced with the problem of a prolonged crisis, especially a moral crisis, the values that have long been upheld need to be encouraged again in order to realize the character of students who have almost disappeared, such as being polite and honest in acting, positive thinking, helping each other, mutual cooperation, and willing to sacrifice. Therefore, it is a positive step when the government (Mendikbud, 2021) revitalizes character education in all types and levels of education. Through digital character-based education currently in schools, we hope that educational institutions, especially formal education, will become dignified institutions, and the abilities of their students can be proud of, and can solve various life and life problems towards a dignified life, so that graduates from various Indonesian educational institutions can compete, side by side, and even compete with various graduates from various other educational institutions, especially in the global arena. In connection with the assessment of character education in the digital era, several indicators are used as measurements; for example: forming good things in the lives of students, so that they have high awareness and concern, as well as a commitment to apply virtues in every step of their lives, especially in learning at school. In this case it can be said that character is a natural human trait in responding to situations and conditions properly, which is practiced in real behavior, such as telling the truth, being responsible for every action, respecting people's opinions, and so on, both offline and online. Aristotle (<https://umnaw.ac.id>), never revealed that character is closely related to "habit" or habits that are continuously practiced and practiced. Thus, the assessment of digital-based character education in elementary schools is carried out in a behavior-based assessment in real everyday life. This is in line with the opinion of Wynne (1991) in <https://eprints.umm.ac.id/>; that the character comes from the Greek which means "to mark" (to mark) and focuses on the application of various virtues in real life or daily social life. Therefore, a person who behaves dishonestly, sometimes cheats, acts cruelly and acts greedily is said to be a human being with

bad character, while displaying good behavior, being honest in words, and loving to help others is said to be a human being who has a noble character.

In line with the above opinion, the Director General of Islamic Religious Education, Ministry of Religion of the Republic of Indonesia (2020) in <http://digilib.unimed.ac.id> stated that character (character) can be interpreted as the totality of personal characteristics that are inherent and can be identified in individual behavior that is unique, in the sense that these characteristics distinguish one individual from another. The character traits that appear in everyday life can be grouped into individual behavior and are unique, so that the characters are very close to the personality of students. Thus, the term digital-based character is closely related to the personality of students, so that they can be called a person of character if their behavior in using digital technology is in accordance with ethics or moral principles. Even so, the habit of doing good does not always guarantee that someone who is used to it will consciously appreciate the importance of character values. This is possible because the act may be based on the fear of making a mistake, not because of the high appreciation of character values. This is possible because the act may be based on the fear of making a mistake, not because of the high appreciation of character values. For example: when students act honestly they are afraid of being judged by their teachers and friends, not because of a sincere urge to appreciate the value of honesty. Therefore, in the implementation of digital-based character education, feelings (emotions) are also needed, which Lickona (2003) calls "desiring the good" or the desire to do good. In this case it is emphasized that good character education must involve not only the "knowing the good" aspect, but also "desiring the good" or "loving the good" and "acting the good"; so that students have good behavior not because they want it, but really imprinted in their heart.

Digital-Based Character Education Implementation Model

The results of research conducted from various sources indicate that the learning model used in the implementation of digital-based character education in elementary schools includes integration in learning, exemplary, habituation, and the creation of a conducive school climate. The integrated digital-based character education model in learning is carried out by integrating digital-based character values in all learning in each subject contained in the curriculum. Learning materials related to norms or values in each subject are developed, made explicit, linked to the context of everyday life, especially in the use of technology. Thus, value education and character building in the digital era are not only carried out at the cognitive level, but touch on internalization and real practice in everyday life. The use of technology in learning in the current digital era is very useful in advancing the world of education, especially in seeking various literacy to increase knowledge in learning, as well as in shaping the character of students. In today's digital era, students can search Google or Yahoo and other sites in search of journals, papers

and electronic books to enrich learning, even more sophisticated ones using artificial intelligence (AI).

The digital era has spurred teachers to produce quality graduates, so they can position themselves in the midst of rapid changes, multiple choices and a fast-paced and stressful life. More than that, teachers in every subject have a moral obligation to encourage students to become people whose lives are able to explore meaning and have roots in noble values, a strong self-image and ambitions that are beneficial to other humans besides themselves. Alone. Teachers are required to be creative in producing graduates who have independent lives, meaning that they are able to choose their way of life well based on values, a strong self-image and qualified ambitions. Character cultivation integrated into all learning is carried out as follows: character building, (honest, intelligent, caring, tough) is the main task of education. Changing bad habits gradually so that they end up being good. Character is a trait that is embedded in the soul and with that trait elementary school students can show actual behavior, both related to attitudes, knowledge and skills.

The results of the study show that in the implementation of digital-based character education in elementary schools, teachers and principals play a very important role, especially in providing exemplary students and habituation. Character education in the digital era can be carried out by planting or character education methods by teachers starting from elementary level children, through exemplary and habituation. In <https://www.kompasiana.com> stated that: "Teachers can give students directions such as being equipped with digital literacy skills, providing good and correct habits for students, teaching exemplary students as well as discipline, providing reinforcement in filtering news so they don't fall prey to hoax news, teaching students to use their gadgets intelligently, namely for the need to access learning via digital and giving punishment if students make mistakes and/or violations so that students learn not to make the same mistakes."

The teacher prepares various choices and strategies for instilling each of the values, norms and habits into the subjects they teach. Teachers can choose and develop learning with the most interesting approaches, methods and techniques, such as conveying various quotes in the form of aphorisms or proverbs related to characters, short stories, group discussions, making short essays and so on. Each school should determine specific activities that can bind teachers to carry out these activities on an ongoing basis. Following are some examples of exemplary applications in digital-based character education in elementary schools (Dini Palupi, 2018) , <http://journal.staincurup.ac.id>.

Teachers consciously come at 06.30 and go home at 1.30, the presence of such teachers is a form of their commitment to the culture that has prevailed in the school concerned. The school rewards every success, effort, and commitment to all employees and students will be motivated to work hard, be innovative, and support change. The school gives appreciation during the flag ceremony on Monday, for teachers, employees and students who excel. This method motivates

every teacher, employee and student to achieve certain achievements (<https://jptam.org>). The school implements Community Service Activities every three months.

Lickona (2003) explains several reasons for the need for character education, including: (1) Many young people injure each other because of weak awareness of moral values, (2) Providing moral values to the younger generation is one of the most important functions of civilization, (3) The role of schools as character educators becomes increasingly important when many children receive little moral teaching from parents, society, or religious institutions, (4) there are still universally accepted moral values such as attention, trust, respect, and responsibility, (5) Democracy has a special need for moral education because democracy is a rule from, for and by society, (6) There is no such thing as value-free education. Schools teach value-free education. Schools teach values every day through design or without design, (7) Commitment to character education is important when we want and continue to be good teachers, and (7) Effective character education makes schools more civilized, cares about society, and refers on increased academic performance. What is stated above shows that character education really needs to be instilled as early as possible from early childhood to anticipate various problems due to the influence of technology in today's increasingly complex digital era such as children's low attention and concern for the surrounding environment, irresponsibility, low self-confidence, and others.

Self-development activities that have been held in schools so far can be carried out digitally to build character and improve the academic quality of students, by creating a digital-based conducive environment. This environmental creation model is carried out in various arenas and in various ways. For example, in extra-curricular activities outside of the subject, it is done digitally; so that students can choose activities according to their interests and talents. Through digital-based extra-curricular activities, it is expected to develop abilities and a sense of social responsibility, as well as potential, competence and better student achievement.

The results of the study show that currently implementing digital-based character education, it is rare for students to play traditional games both at school and outside of school which can foster a sense of brotherhood and intimacy, and are able to make students more creative. Today's elementary school students integrate a lot with technology, such as gadgets and video games. The time they have is spent on the internet and watching television. Therefore, teachers try to do digital learning or digital learning; by creating a conducive environment as follows.

First; improve and update insights about the internet and gadgets, so teachers must understand technology, so they can supervise students properly in today's digital era. Second; placing wifi in a strategic place, so that it can be accessed easily and used by students properly in teacher guidance and supervision. Third; limiting students' time in using gadgets and the internet, and is more

directed to the interests of information search and learning. Fourth; provide shared understanding and awareness of the negative impacts of the internet or gadgets.

The results of the study show that the implementation of digital-based character education in elementary schools leads to the formation of school culture, namely instilling values that underlie behavior, traditions, daily habits, and symbols that are practiced by all school members and the surrounding community (processed and extracted from various sources).

Implementation of digital-based character education in elementary schools emphasizes exemplary, creating an environment, and habituation; through various scientific assignments and conducive activities. Therefore; what students see, hear, feel and do can shape their character. In addition to making exemplary and habituation the main educational method, creating a conducive climate and culture and environment is also very important, and helps shape the character of students.

The results of the research show that a conducive environment is created in various ways/methods; namely: (1) assignment (2) habituation (3) training (4) learning (5) Guidance and (6) exemplary. These various methods have a very large influence in the formation of the character of students. Giving assignments is accompanied by an understanding of the philosophical foundations, so that students will carry out various tasks with awareness and understanding, concern and high commitment.

Success Indicator

The success of digital-based character education programs in elementary schools can be seen from the learning outcomes that are formed in the students' personalities. It can even be said that various graduates from each of these educational units have only shown learning achievements on the surface, or only the skin. This condition may also be caused by the measuring instrument or assessment of the success of students from each educational unit only assessing the surface, so the results of the assessment do not reflect the actual conditions. Meanwhile, indicators of the success of digital-based character education programs in elementary schools can be seen from the various daily behaviors that appear in each activity as follows: 1. Awareness 2. Honesty 3. Sincerity 4. Simplicity 5. Independence 6. Caring 7. Freedom of action 8. Accuracy/accuracy 9. Commitment.

For this purpose, teachers, principals, supervisors, even committees must set an example and be role models in practicing character education indicators in everyday behavior. More than that, character education in the digital era is not only the responsibility of schools, but is the responsibility of all parties: parents, government and society. The more parties involved in digital-based character education, the more effective the results obtained. Therefore, to make digital-based character education programs effective in elementary schools, collaboration between schools, parents, the community and the government is required; both in planning, implementation, as well as evaluation and supervision.

CONCLUSION

The conclusion in this paper presents conclusions and suggestions regarding the implementation of digital-based character education in elementary schools. Overall the results of this study it can be concluded that the implementation of digital-based character education in elementary schools is carried out through three continuous cycles, namely planning, implementing, and evaluating which is carried out through behavioral assessment. The learning model used in implementing digital-based character education in elementary schools includes integration in learning, exemplary, habituation, and the creation of a conducive school climate. In implementing digital-based character education in elementary schools there are still various obstacles and difficulties, but these can be overcome by increasing cooperation between the principal teacher and education staff, as well as with parents at home. Therefore, it is recommended that various parties with an interest in character education, especially in elementary schools, cooperate and collaborate in implementing digital-based character education in elementary schools, so as to produce optimal learning outcomes.

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