Implementation of Character Education for Elementary School Children in the Digital Era

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Abstract

The purpose of this article is to discuss the application of character education for elementary school children in the digital era. The development of the current era of digital technology makes educators have to provide extra character planting in children. Character education as a character / moral shaper of a child. The COVID-19 pandemic has changed the pattern of human life, one of which is in the field of education which has turned into online learning. The research aims to describe the character education related to elementary age children in the digital era. The research method used is library research where data is collected through text studies and relevant research results. Data analysis was carried out in the following steps: First, the data that had been collected was classified based on the formulation of the problem being studied. Second, the data that was studied qualitatively were analyzed using content analysis. Third, based on the results of the analysis and interpretation of the data, conclusions are drawn which are equipped with suggestions. The criteria for the selected articles and news are discussions about the application of character education. The results of the study show that to instill character education in elementary age children in the learning process in the digital era, it is necessary to optimize all aspects of both educators, students, parents, and the learning curriculum.

Keyword: Character Education, Digital Era, Elementary School

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INTRODUCTION

Life in the present era is much different from the previous era. Almost everything we do cannot be separated from technology. In the increasingly developing digital era, which is certainly accompanied by technological advances that are no longer inseparable from the life of every individual. The digital era is characterized by the existence of technology that can improve the speed and magnitude of knowledge circulation in the economy and society (Shepherd, 2011). Era Digital can be considered as a development of an evolutionary system where the knowledge is not only high, but also increasingly beyond human control, making the time when our lives are increasingly difficult to manage. Social implications of the digital age is huge and will increase as the function of technology becomes more knowledge-based. Understanding the digital age will help ensure that we build sustainable socio-economic relationships both with technology and with advanced knowledge assisted by technology. The digital era has changed the way we live and work a lot by creating a knowledge-based society. Over time, the digital era will have the same impact on all areas of life, including education. The increasing availability of information technology and the Internet challenges our understanding of how education is organized and delivered, creating a new learning environment where isolated students are now connected to teachers from around the world (Barbour & Reeves, 2009; Peng & Li-Wei, 2009). Computer-mediated distance education. between teachers and students through the Internet has become a way of education that is able

to overcome the problem of geographical distance (Bušelić, 2017). It is undeniable that technology has drastically changed the world of education. Currently, there are concerns about student behavior in the digital age, from cyberbullying to copyright infringement. Character education has been the focus of the education world for thousands of years years both formally and informally (DeRoche & Williams, 2001; Edmonson et al., 2009;

Lickona, 2009). Character education is very important for the achievement of a democratic society that contains several ideals such as respecting others, maintaining justice and equality, caring for the welfare of the community, and helping others voluntarily. Character has long been considered a recognized word with a special connotation. In other words, when a person is considered to have good character as is usually used, the person also has several other qualities such as trustworthiness, integrity, passion and reliability (Pike, 2010). Public support for the importance of character education has started since the 1960s (Ohler, 2011). However, the presence of technology has made the method of character education have to undergo drastic changes. The digital era has a big impact on student behavior so character education must also adjust. The era of freedom and the rapid dissemination of information has made many people worried about the future of students' characters. Schools have begun to implement character education in the digital era informally in the form of agreements to restrict internet access for students and set virtual standards of behavior for students. However, this is not enough. We need to create a formal digital citizenship program related to character education in the digital era in depth, direct, and comprehensive. The main challenge is how to equip students to deal with rapid change. This article discusses the opportunities and challenges of character education in the digital era.

METHODS

This study uses a qualitative approach with a case study method (Creswell, 2013). Qualitative research is research taken from the natural and profound conditions of objects, and emphasizes meaning rather than generalization with the aim of describing a complex reality (Gomm et al., 2000; Noor, 2008; Sugiyono, 2015). Meanwhile, according to Arikunto (2013), research with the case study method is research conducted on an institution, organization or certain symptoms in an intensive, detailed and in-depth manner. The subjects in the research on the characteristics of elementary school children through literacy programs with data collection techniques in qualitative research are carried out on natural conditions, primary data sources and more on observation, in-depth interviews and documentation. Therefore, in this study, the collection techniques used are observation, interviews and documentation. In conducting interviews, it is assisted by research guidelines so that interviews are more directed. Likewise, in making observations and documentation, referring to the observation and documentation guidelines that have been made before. Data analysis models that

RESULTS & DISCUSSION

Result

The digital era is faced by teachers with various responses. Not many PPKn teachers are ready to adapt to education in the digital era. Teachers are fully aware that the digital age is something that cannot be avoided. Therefore, inevitably teachers must adjust to the arrival of the digital era by adopting digital learning. Character education in the digital era must also adopt digital learning (Pachler, 2013). Unpreparedness teachers in facing the digital era are influenced by two factors, namely (1) the competency factor; (2) infrastructure factors. The

competence of PPKn teachers in digital learning still needs to be improved. Weak digital competence generally occurs in teachers who are 50 years old and older. They are not trained from the beginning of becoming teachers, so they need to make a lot of effort to adopt digital learning. This is because they are not familiar with digital equipment. Teachers in their 40s are still easier to adjust to the development of digital learning because they are relatively familiar with digital equipment since the beginning of becoming teachers. Teachers in their 30s can easily and smoothly organize digital learning. The opportunities of the 21st century require an education system that promotes skills and competencies for the future, including creativity, critical thinking, collaboration and communication. Digital technologies offer unprecedented opportunities to equip, enrich and transform education to meet these new challenges. In addition, information and communication technology (ICT) is the main tool to facilitate equitable and inclusive access to education, bridge learning differences, and open perspectives. New for teachers and their professions, improving the quality and meaning of learning, and improving education administration. and government.

DISCUSSION

Digital character learning really helps students achieve the competencies that have been set. However, there are still misunderstandings of teachers' understanding of digital learning. Digital character learning is often only translated as learning with the use of digital tools. There is simplification and failure in understanding a concept. Digital learning is an effort to improve the quality of learning and not just the use of digital tools in the classroom. Therefore, digital learning cannot be a trend to use digital tools but a responsibility to improve the quality of learning. Davis research (2020) shows that giving students internet access alone does not always give good results. Proper technology integration is needed to allow students to actively engage with ideas so that they truly have a quality learning experience. This is a real challenge that teachers must face in education character. The concept of digital character learning is quite complex because there are too many variables that influence. In summary, Character learning digitally can enhance the learning experience, save teachers time, allow teachers to better tailor learning to student needs, help track student progress, provide transparency in the learning process for all stakeholders, and more. Among these many benefits of digital learning, most teachers agree that digital learning has a positive impact on student growth and achievement. The impact of technology on character education is very positive because technology gives more power to people, and empowers people to solve problems more efficiently and living a better life.

Character education is not just about learning to be safe or managing risk; It's about maximizing positive leads for individuals and society, about the values of life that elevate people and human conditions even in the most difficult circumstances (Jolls, 2008). Digital learning provides great opportunities for success in character education. There are several opportunities in digital learning compared to traditional learning. First, digital learning can reduce many of the vast geographical constraints. Students can now access online videos that provide instruction on various topics at different skill levels, and participate in video conferences with teachers in different places. Secondly, the existence of touch screen technology has made it possible for very young children to engage in teaching with the help of technology. Before tablets, it was difficult for preschoolers, kindergarteners, and even early elementary school students to learn with educational software because it was necessary to use a mouse or keyboard. There are now hundreds of apps that can effectively expose children to

early literacy and numeracy skills. Third, advances in artificial intelligence technology now allow teachers to differentiate teaching methods, providing extra support and developmentally appropriate materials to students whose knowledge and skills are well below or above grade-level norms. The latest "smart" tutoring systems are not only capable of assessing current students' weaknesses, but also diagnosing why students make certain mistakes. This technology could allow teachers to better reach students who are far from the average in their classrooms, potentially benefiting students with weaker academic abilities. Digital character learning encourages and promotes development of important 21st century skills for students such as communication and collaboration skills and improving student achievement and motivation (Beldarrain, 2006; Bušelić, 2017; Smith et al., 2005).

The results showed that about two-thirds of the participating students showed that communication with other students is an important part of their learning in digital learning programs (Smith et al., 2005). In addition, a research report revealed that students who work in online settings are more motivated than those who work in traditional classroom settings. The education system in Indonesia has undergone changes seen from the times. It is the same with the curriculum adjusted to the conditions of the ongoing educational flow. The current curriculum used in education is the 201314 curriculum. In the 2013 curriculum, thematic-integrative based learning is designed which aims to equip students with knowledge competencies, attitudes, and skills. In addition, in thematic-integrative, character education is also instilled so that future education is not only measured by the value of knowledge figures but also morals, attitudes, and morals in realizing a society that has manners in life and state. These character values include, religious, responsible, honest, tolerance, discipline, hard work, creative, independent, democratic, social care, national spirit, love of peace, care for the environment, love of reading, responsibility, and others Character education, which is one of the focuses in thematic-integrative learning, is very suitable to be instilled in elementary children. in the event that. This is judging from the fact that the basic age is the period of personality formation. A good personality will influence the child's character in the present and the future. Character values such as spiritual, independent, disciplined, responsible, confident, and others are very suitable to be. The initial provision for children to step into the world of elementary school. Good crayonector planting at the basic age will be the initial foundation and carry over to adulthood.

CONCLUSION

Character education in the digital era has various challenges and opportunities. Research proves that the digital era provides positive opportunities for the implementation of character education. Character education is not a slogan or a course but a mission that is embedded in daily school life. The promotion of character education should not be just a leap of service but have an action plan for practice. Together, parents, teachers, and administrators as stakeholders, must encourage students to realize these good values in their lives.

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