

THE APPLICATION OF DIGITALIZATION IN CHARACTER EDUCATION

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ABSTRACT

Education is a process of shaping behaviour and adding knowledge and life experience. One of the educational objectives is to equip human beings with good morals and character, behaviour, and personality. Therefore, character education is an instruction that emphasizes the values of human personality. In the process of teaching and learning activities, students play a significant role in education. Each learner is unique in several ways, including their own set of characteristics. Therefore, educators must have a thorough understanding of each of these students' characteristics. The incorporation of information and communication technology (ICT) into the teaching and learning process is one method of transforming the educational system so that it is more focused on reinforcing students' positive values. Yet, technology has both positive and negative effects, so it is pivotal to use it wisely. This article will review the use of digital technology wisely in reinforcing the student's characters.

Keywords: *Digitalization, Education, Character*

1. INTRODUCTION

Whether we are aware of it or not, the digital age has entered a new phase where people everywhere are accelerating and connecting in every aspect of their lives. The use of today's digital technology not only offers many advantages but also facilitates unrestricted movement and creativity in various areas of life. However, as time goes on, the character of the student must be maintained and managed better.

It is important to understand that character education is the process of applying moral and religious values to students through science. Learners are the most important and important resource in the process of formal education. Students can learn without teachers, but teachers cannot teach without students (Sudarwan & Danim, 2010). Thus, it can be said that the presence of students in the formal and non-formal educational process is very necessary for the interaction between educators and students to exist.

The use of the Internet, Computers and Technology or ICT in education certainly leads to better and more interesting learning experiences. According to Fitriyadi (2019), ICT is used to describe interesting and innovative ways to enable lifelong learning with global access to information, learning and support. There is also consensus within UNESCO (2022) that states that ICT development, when used appropriately highlights the benefits of education. Of course, in addition to the benefits, there are challenges to using technology, especially in education, particularly on how educators use ICT effectively in the course of their teaching and learning activities, and how teachers adapt the use of ICT to their teaching. From classrooms to subjects to

learning goals to student dispositions. These ICTs provide and ensure a rapidly growing and interesting learning environment, blurring the boundaries between formal and non-formal education, encouraging teachers to develop new teaching methods and helping students realize their potential and make the most of it (UNESCO, 2022). The use of ICT in learning is a form of learning system transformation that is more targeted to the capacities of teachers and students in terms of skill acquisition. Yet, it all depends on the skill and competence of the staff working with the technology.

Palupi (2015) believes that technology helps facilitate all human activities, information retrieval and information delivery. In general, technology is a process that adds value, and technology is a product that is used and manufactured to facilitate and improve the performance, structure, or system in which processes and products are designed and used. The purpose of character education is to acquire the character and morals of a nation's successor and to create a fair, safe and prosperous life for the people. Based on the Law No. 20 of 2003 About the Indonesian National Education System, National education serves to develop competencies, shape a worthy national character and civilization within the framework of shaping the life of the nation, Foster potential people of students who believe in God and fear God, who has a noble character, who is healthy, knowledgeable, capable, creative, independent, democratic and responsible citizens increase (Depag, 2003).

According to Bahri (2015), Principles of Character Education is anything done by a teacher that can influence the character of a student. Teachers help students develop their character based on the principles of character education. Below are the principles used in the development of values and national character education based on Bahri (2015):

1. Values can be taught and the noble values of a national culture can be reinforced through thought processing, emotion exercises, intention exercises, heart exercises and sports related to subject-integrated research objects.
2. The process of developing national values/characters takes place through each subject and each learning activity.
3. The process of developing national character values is a continuous process after students enter the educational unit
4. Various parables of the subject are to be learned to think, feel, train the mind to meet the requirements and learn the emergence of self-confidence as a servant of Allah, member of society and nation, and citizen. Discussion as part of the living environment.

5. Regular school cultural activities, exemplary and spontaneous activities during incidents, conditioning and integration of character-value education with subjects, and self-development programs related to the development of the basic competencies of each subject.

Furthermore, Daryanto (2013) list four principles of character development in the field of education as follow:

- a) Character building (honesty, smartness, caring, toughness) is the main task of education.
- b) Gradually change bad habits that end up being tabs. Fun and bad habits can be changed, eventually turning into hate, but for the better.
- c) Personality is a soul-embedded quality that allows a person to voluntarily radiate attitudes, actions, and actions easily.
- d) Character is the quality that manifests itself as the ability to display praiseworthy and virtuous behaviour from within.

2. METHODS

This article employs a literature review in discussing the topic. The secondary data used were from books and online publications.

3. RESULTS AND DISCUSSION

3.1 Student Character

The characteristics of each child are different, teachers need to understand the initial characteristics of students so that they can easily manage everything related to learning including the selection of management strategies, which are related to how to organize teaching, the abilities they have so that the teaching component can be according to the characteristics of the students so that learning can be more meaningful. Based on this ability, it can be determined from where the teaching should start and at what limit the teaching can end. So, teaching takes place from initial ability to final ability (final goal) which is the responsibility of the teacher. The teacher must know the characteristics of students because knowing the characteristics of students helps the teacher in leading them to pursue the desired goals.

Furthermore, the teacher must be able to understand the character of the students. The characteristics/characteristics of students at the lower grade level in elementary school include: First, they like to compare themselves with their friends. Second, they tend to underestimate their other friends. Third, if it cannot solve a problem, then it is considered not important. Characteristics/characteristics of students at the high school level include: starting to have an interest and desire for concrete/real everyday life, realistic, big curiosity and want to learn, second, towards the end of this period there is a tendency and interest in specific subjects. At this time students view the value of report cards as a benchmark regarding school achievement.

3.2 Learning In The Digital Age

Education in the digital age emphasizes broader interaction, especially through information and communication technologies. Incorporating this technology enables the use of video tutorials, internet games, online quizzes, and various forms of interaction via cyberspace networks. It is important to define the educational agenda for technology engagement. The first step to take is to examine what learning requires by revisiting existing learning theories to create an educational framework that can address the

challenges that exist. Regarding his Laurillard opinion that linking pedagogy with the use of technology means advancing conventional pedagogy and increasing previously limited student participation and activity. For example, if teachers used to finish lessons and provide summaries of material, digital learning resources allow students to do that.

Education is not only concerned with the development of a student's intellectual abilities but also with the formation of attitudes, behaviour and character. The use of digital media in education is characterized in its early stages by digitization and computerization. That is, it is found among students who have been using digital technology from an early age. Therefore, learners' thinking paradigms and personalities are also subject to the changes induced by Industry 4.0 (Robandi et al., 2019).

However, we must also understand that in today's age, the digital age, education can only be practised concerning new paradigms or new ways of thinking, and of course is open to changes in the existing. This training characterizes students as connectors, creators and constructivists in the production and application of knowledge and innovation.

3.3 Using Education Digitization in Student Character Development

In the digital age like today, it is very rare for children to play traditional games. These traditional games can cultivate a sense of brotherhood and intimacy between them. However, traditional games make children more creative and innovative. On the other hand, today's children integrate a lot with technology such as gadgets and video games. Kids today spend time with both technology and media every day.

Digital technology certainly has positive and negative effects. As adults, educators and teachers must guide, guide, accept and supervise. This will help children get more of the positive benefits from this digital technology. Here are some of the impacts of digital technology. Positive effects of digital technology include:

- a) Digital technology can be used as a means of communicating information through a variety of media, including print and electronic means.
- b) The existence of digital technology makes new information much easier to access and makes it easier to surf and find new (viral) information.
- c) Facilitate communication; You can stay connected with other people even when you are far away.
- d) Digital technology has negative as well as positive effects

4. CONCLUSION

From the explanation given, we can say that character is formed when there is an activity that is done continuously and routinely that later becomes a habit that becomes a character rather than just a habit. This character-building can be applied and further developed in any subject. Everything is now digital, and in the learning process, even traditional learning using traditional learning and presence learning systems, on the other hand, digital-based (online) learning is changing, and education is changing. It naturally brings many new colours to the world. Digital technology has positive as well as negative effects. Integrating technology into learning can be based on the philosophy of digital education.

Digital education is interpreted as participation and reflective practice in teaching and learning activities via digital technology. The characteristics of digital education are: It connects theory and practice, creating and thinking. Encourages creativity, play and problem-solving. Encourage participation, cooperation and public participation. Digital education is an approach based not only on the skills of teachers using technology but also on how teachers as facilitators use technology to build thinking skills and develop the emotional side of their students. Learning is student-centred, using technology to foster dynamic learning environments, exploring nature, and students observing and constructing existing realities. This builds a critical attitude, curiosity, and empathy to seek real solutions, building not only knowledge but also social intelligence.

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