

Developing Character Education Strategies in the Social Media Era

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Abstract

This article aims to explore character education strategies in the social media era. This study is considered important because the era of social media really has a serious effect on children's character. This study uses the literature review method, in which the researcher reviews books, journal articles, proceedings of relevant scientific activities, then analyzes them before writing them down in the text of this scientific article. The results of the study show that character is essentially formed when it is habituated and repeated. With regard to character education strategies, character education can be applied to all subjects. Every subject related to norms needs to be developed and related to everyday life. In this era of social media, the role of family, teachers and society is very important in improving children's character. The family as the main and first place for students to live their lives needs to supervise and guide children in a loving, firm and careful manner. In this era of social media, the teacher's role in building the character of students will be increasingly difficult and complex. Teachers not only teach good character, but also how to direct students to implement noble character in everyday life. As a role model, the teacher must apply good character to himself.

Keywords: Character education, learning strategies, social media era

Introduction

Human civilization entering the digital era is indicated by rapid technological developments. In the current digital era, human lifestyle cannot be separated from various electronic devices such as televisions, computers, smartphones, and so on (Volungevičien et al., 2020: 46). The existence of technological developments in Indonesia has had an impact on changes in values in the economic, political, social, cultural and educational fields (Alfinnas, 2019). This is characterized by the use of general technology that makes it easy for anyone to interact freely without any age restrictions. Technology is a tool that can help all human work in various ways.

Apart from that, technology can also help humans to find out about other people's activities through social media, even though other users are in different places and times, so it can be concluded that human life in the digital era always coexists with technology (Gavilanes-Trapote, 2018). Social media is one proof of technological development. Social media is considered a more universal form of interaction concept through internet-based applications. Social media such as Twitter, Facebook, blogs, WhatsApp and online discussion forums are very popular

with people around the world because social media can be used to help with various daily activities, not only as a place to provide entertainment and express ourselves but also free us to share results. thinking (Marmo, 2017: 31). Social media is able to attract all parties to participate by providing responses through comments on other users' posts quickly so that even the smallest information can be spread widely and can even turn an ordinary person into someone who is known to many people.

Social media is often used to post photos or stories about users' daily activities with friends or family. However, users can easily fake their identity on social media for criminal acts that can harm other people (Ghifari, 2017: 72). This shows that social media has a big influence on someone's personal life. Social media can also have a negative impact on its users. The rise of information whose truth is not yet clear or what we know as hoax as an expression of fake news which is often found on social media is very disturbing to the public. Hoax is dangerous information and can mislead human perception by conveying false information that is considered fact. This can damage their image and trust, so that the news that spreads can affect many people. Social media can also make people dependent, which can be seen from the intensity of its use. Not only that, the emergence of cyber-bullying can also be found on social media, the freedom to upload photos or post writing is often misused to spread hatred with the aim of physically discriminating or intimidating and damaging someone's good name (Legionosuko & Harnowo, 2018: 121).

Cyberbullying includes negative actions in the form of bullying or known as bullying which is carried out continuously via social media with the intention of hurting someone both physically and mentally. The overall negative impact of social media without realizing it is to foster anti-social attitudes in individuals (Ramdhani, 2016: 69). People prefer to interact via virtual media rather than interacting directly or in real life, perhaps because the scope of social media on social media is freer and wider even without knowing the real identities of other users (Tjongjono et al., 2019: 346).

The impact of social media in society can be seen from the characteristics of social media, where social media has characteristics including the reach of social media from small groups to the whole world, this can be seen from social media which is easy to use for all ages, and can be accessed at affordable prices for the public, and other interesting features.

Some of the characteristic features of social media include changes in interaction patterns that change for each individual and the emergence of a moral crisis among society, especially among students, such as the increasing emergence of acts of deviance and delinquency in the younger generation, such as promiscuity, bullying among peers, lack of maintaining polite speech and behavior at school, disrespect for teachers, and so on (Cahyono, 2016: 58).

This shows that the nation's culture of character continues to weaken, so in this case there is a need for character education as an effort to overcome the moral crisis. Character is an important part of the educational process. The character formed from the educational process includes components of knowledge, attitudes and awareness of the importance of practicing good values towards oneself, others and the surrounding environment (Samani & Hariyanto, 2011: 78). Education must form character based on a combination of morality and ethics as behavioral judgments about right and wrong. The aim is to provide awareness, make right and wrong decisions, maintain good values, and help realize the practice of these good values in

students' daily lives. This must be supported by educational institutions as a forum for forming personality values after the family environment. Schools must be able to instill these good values in accordance with their duties and responsibilities so that character education can form a personality that reflects noble character based on Pancasila and applicable religious teachings. Based on these arguments, this scientific article was written with the aim of elaborating character education strategies in the social media era.

Method

This study uses the literature review method, where researchers review books, journal articles, proceedings of relevant scientific activities, then analyze them before writing them into the manuscript of this scientific article. In accordance with the aim of this study, namely to elaborate on character education strategies in the social media era, the literature chosen is about character education and about social media.

Results and Discussion

Character Education Concept

The term character in Greek and Latin, *charassein*, means "carving out a permanent and indelible pattern." character or character is a combination of all human characteristics that are permanent so that they become a special sign to distinguish one person from another. The basic concept of character education is contained in Minister of Education and Culture Regulation Number 23 concerning the 2015 Cultivation of Character Education. The aim of cultivating character education is: (1) to make schools a pleasant place of learning for students, teachers and education staff, (2) to develop good habits as a form of education character from the family, school and community, (3) making education a movement that involves the government, regional government, community and family, and/or (4) fostering a harmonious learning environment and culture between family, school and community (Mulyasa, 2012: 49).

Character will be formed if an activity is carried out repeatedly until it becomes a habit, which in the end does not just become a habit but becomes a character. Character formation cannot be separated from life skills. Life skills are closely related to proficiency, practicing/exercising abilities, facilities, and wisdom (Komara, 2018: 22). The process of developing skills starts from something that is unconscious and incompetent, then becomes something that is conscious and competent. Cultivating character by instilling universal values to achieve character maturity through cultivating love in the family. Low self-esteem can cause someone to commit violence against themselves and their family.

Education today is still producing generations who are experts in science and technology knowledge, this is not an achievement, because education should produce generations with superior personalities and at the same time mastering science. Instilling and developing character education in schools is a shared responsibility. The family is the center of the journey from the womb to growing into adulthood and continues in the future. The current school environment plays a very big role in forming children's character. The role of teachers is not only as educators, but also as educators of character, morals and culture for their students (Wening, 2012: 54).

Character education is everything that teachers do, which is able to influence the character of students (Hidayatullah, 2010: 82). Teachers help shape students'

character based on the principles of character education. The principles that can be used in developing national value or character education are: (1) Values can be taught or strengthen the noble values of national culture through thought, feeling, intention, heart and exercise connected to the object being studied. which is integrated with the lesson material. (2) The process of developing national values/character is carried out through every subject and in every learning activity. (3) The process of developing national character values is a continuous process since students enter the educational unit. (4) Discussion of various parables of objects studied to exercise thinking, feeling, exercising the heart, and exercising to meet the demands and emergence of self-awareness as a servant of God, a member of society and the nation as well as a citizen, and as part of the environment in which one lives . (5) Personal development program through routine school culture activities, role models, spontaneous activities during incidents, conditioning and integration of character values education with subject matter, as well as referring to the development of basic competencies for each subject (Islam, 2017: 19).

Character education at the institutional level leads to the formation of school culture, namely the values that underlie behavior, traditions, daily habits and symbols that are practiced by all school members and the community around the school. School culture is the characteristic, character or character, and image of the school in the eyes of the wider community (Gunawan, 2012: 8).

The modern era spurs educators to produce the nation's children who are able to position themselves in the midst of rapid change, multiple choices and a fast and stressful life. More than that, educators have a moral obligation to encourage them to become people whose lives are able to explore meaning and are rooted in noble values, a strong self-image and ambitions that are beneficial to people other than themselves. Educators must produce students who are independent, meaning they are able to choose based on values, a strong self-image and the right ambitions. Character cultivation in its role in the field of education is as follows: (1) Character development (honest, intelligent, caring, tough) is the main task of education. (2) Changing bad habits step by step which eventually becomes a problem. Can change happy but bad habits which ultimately become hateful but good. (3) Character is a trait that is embedded in the soul and with this trait a person can spontaneously express attitudes, actions and deeds. (4) Character is a trait that is manifested in the ability to drive from within to display commendable and virtuous behavior (Mu'in, 2011: 12–13).

These character values can be implemented and become school culture. An effective process for building school culture is to involve and invite all parties or stakeholders to share their commitment. The main belief of the school must be focused on efforts to instill and instill moral beliefs, values and norms. There are many values that can and must be built in schools, such as caring and creative values, honesty, responsibility, discipline, health and cleanliness, caring for each other. School is like a garden or fertile land where to sow and plant the seeds of these values. For this reason, school principals, teachers and employees must focus on organizing efforts that lead to the above expectations.

Character Education Strategy in the Era of Social Media

In the current era of social media, it is rare to see children playing traditional games. Traditional games foster a sense of brotherhood and familiarity, children become more creative by using traditional games. Today's children integrate a lot with

technology, such as gadgets and video games. Now, children spend more time with media every day. The time spent watching television is 3 hours on school days and 7.4 hours on holidays, the average internet playing time is 2.1 hours. What parents must do for their children in digital parenting is as follows: (1) Increase and update their knowledge about the internet and gadgets. Parents cannot supervise their children if they are technologically illiterate. (2) If there is internet at home, position it in the family room and who can see what the child does when accessing the internet. (3) Limiting children's time using gadgets and the internet. (4) Providing mutual understanding and awareness of the negative impacts of the internet or gadgets. (5) Strictly prohibit as soon as possible if there is something inappropriate to watch. (6) Establish open, two-way communication with children (Watie, 2016: 73).

Children of the digital era have been spoiled with sophisticated technology, such as searching for learning materials via the Google site, many traditional games have been abandoned. The characteristics of the Digital Generation are as follows: (1) The digital generation is busy creating accounts on social media to prove to the world that they exist. (2) The digital generation tends to be more open, outspoken and think more aggressively. (3) The digital generation tends to want freedom. They don't like being controlled or restrained. They want to be in control and the internet offers freedom of expression. (4) The digital generation always accesses Google, Yahoo, or other sites. Their learning ability is much faster because all the information is at their fingertips (Putri et al., 2016: 5).

Currently, all elements of the nation must actively participate in developing good character for the nation's future successors, to pass on character to show a national identity with character. An educator must be a role model in deeds and words, so that the character of education, the character of students can be influenced in a better direction. Implementing character education involves adults in the school environment, in the home environment they must be role models, make character education a habit or culture, strengthen character education in the environment around the government. Digital technology has positive and negative impacts, and adults must guide, direct and supervise so that children predominantly take positive benefits from this digital technology.

Some of the positive impacts of digital technology and social media include: (1) a means of conveying information, information about an event quickly, precisely and accurately. (2) facilitate access to new information, obtain information anytime and anywhere. (3) Social media, bringing individuals together with new people, bringing individuals together with old friends who rarely meet, business advice. (4) Assist in finding information on learning materials for students. (5) Entertainment media, such as online games. (6) Facilitate communication (Alyusi, 2019: 17).

The negative impacts of digital technology and social media include: (1) Children are individual, reducing the level of direct meetings or interactions between humans. (2) Temperament, the habit of socializing with social media, the child will think that the outside world is a threat. (3) News without responsibility, hoax news, bullying. (4) Vulnerable eye health, especially nearsightedness or farsightedness. (5) Not being able to enjoy life. When attending a party, we end up having fun taking photos, without enjoying the party and music. (6) Radiation from technological devices endangers children's brain health. (7) Increasing cases of fraud via SMS, telephone and internet. (8) Easy access to pornographic videos. (9) Children forget the homework assigned by the teacher and forget to carry out religious services, such

as praying and reciting the Koran. (10) Children are targets of crimes, such as child kidnapping and child rape. Recently there has been a lot of news about cases of bullying in children (Soliha, 2015: 8).

The impact of bullying on social media includes that child perpetrators can continue when they move on to school at the next level, bullies can commit violence again at the next school level. The impact of bullying on the victim is that he or she will have low self-esteem, feel inferior and lack self-confidence, and tend not to mingle with school friends. The impact of bullying on friends who witness it, they will feel threatened and afraid they will become the next victim. Access to pornographic videos is very difficult for the government to limit, as pornographic sites are rooted everywhere on the internet (Mulawarman & Nurfitri, 2017: 40). For this reason, there must be strict supervision of children when using cell phones. It is best that children do not need to be given facilities such as gadgets so that children can focus on living their childhood by socializing with nature and the outside world. Implementing character education in this digital era is very important, so that the nation's next generation has good morals. The next generation reflects the quality of the nation. If the next generation is good cognitively and morally then the nation will also be good. For this reason, families, schools and communities have a responsibility to create a generation with morals and good character.

In character education, parents can be involved in cultivating and cultivating character through several activities. Parents can actively monitor the development of their child's behavior through student activity books that have been prepared by the school. Parents actively participate in routine or rotating activities carried out by the school in meetings between parents, homeroom teachers and class teachers. In today's digital era, children cannot be separated from gadgets, they have even become a necessity. In such conditions, parents need to introduce their children to educational sites when using gadgets, such as Islamic and educational songs, educational games that hone cognitive abilities, videos on how to pray, clean your own room, and others, which are important to remember. . Parents also play a role in supervising and limiting children's use of cellphones, setting times when they have to do their schoolwork, socializing with friends, socializing with family, and using cellphones or gadgets (Juwita et al., 2015: 14).

In developing character education, teachers can prepare various options and strategies to instill values, norms and habits into the subjects they teach. Teachers can choose certain methods in the learning process, such as conveying various quotes in the form of aphorisms or proverbs related to character, short stories, group discussions, writing short essays and so on.

Each school should determine specific activities that can bind teachers to carry out these activities on an ongoing basis. The following is an example of exemplary implementation of character education in schools: (a) Teachers consciously come at 06.30 and leave at 1.30, the presence of such teachers is a form of their commitment to the culture that prevails in the school concerned. (b) The school rewards every success, effort and commitment, all employees and students will be motivated to work hard, be innovative and support change. (c) The school gives appreciation during the flag ceremony on Monday, to teachers, employees and students who excel. This method motivates every teacher, employee and student to achieve certain achievements. (d) The school implements mutual cooperation activities every semester (Munawwaroh, 2019: 72).

Social media cannot be separated from virtual community life. Social media has become a tool for communication and interaction in the digital era with the help of how computers work which forms a system where its use is assisted by the internet. Social media provides maximum use of space for virtual communities as a place that provides freedom to show one's identity, and offers opportunities to expand networks.

Social media is a place where individuals can gather and chat freely as a form of social interaction via virtual networks without the limitations of space and time. Social media has six characteristics, namely: (1) the use of social media requires a network that connects the application to the internet, (2) social media as a place to exchange information, (3) social media as a place to store archives, (4) social media is good interactive concerning between users and between users' followers, (5) social media is simulative in nature where the interactions that occur are in the form of imitation interactions from reality, (6) social media is active in nature where users can participate without any restrictions so that it provides many opportunities for its use so that engagement social media and human life activities increasingly go hand in hand and cannot be separated (Mujahiddin & Harahap, 2017: 146).

The use of social media is used in various aspects with different user objectives, both used in educational environments and so on. Features that are easily accessible on social media play a role in forming the self-concept of children who receive stimulus from what they watch so that they unconsciously change their concept of development. The use of social media has shaped students' mindsets to behave in ways they think are popular. according to what they see which is not appropriate for their age, this becomes a crisis of character education behavior.

Conclusion

Character will be formed if an activity is carried out repeatedly until it becomes a habit, which in the end does not just become a habit but becomes a character. Character education can be applied to all subjects. Every subject related to norms needs to be developed and linked to everyday life. In this digital era, the role of family, teachers and the surrounding community is very important in improving the character of the nation's future candidates. The family as the main and first place where students live their lives should supervise and guide them lovingly, firmly and carefully. The role of teachers in building students' character is increasingly increasing, complex and difficult. Teachers not only teach the concept of good character, but how to direct students to be able to implement it in everyday life. Teachers as role models must also apply good character to themselves. The surrounding community also plays a role in monitoring and motivating the character development of students.

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