

The Role Of Character Education In Elementary School Students In The Digital Age

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Abstract

Character education is an attempt to apply religious, moral, and ethical values to students through knowledge, with the help of parents, teachers, and society. This is very important for the formation and development of student character. Every child has tremendous potential from birth, but that potential must be continuously honed and socialized in order for their character to be fully formed and developed. In today's all-digital era, children easily use digital media. Since there are many negative benefits and effects of this technology, educators, parents, and adults should help children understand and monitor what they are doing with digital media to ensure that they are using it at their best. This is inseparable from the fact that education always shapes and leads a person's life. Education both in schools, families, and community environments affects the formation of student character.

Keyword : *Character Education, Primary school, Digital.*



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1. INTRODUCTION

In chapter 1 article 1 paragraph 1 of Law number 20 of 2003 concerning the national education system, it is stated that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need." Character education is the goal of national education. Education is a conscious effort in the learning process that aims to improve students' knowledge, attitudes, and behavior. Character education should begin in childhood and be optimized at elementary school age. Although everyone has good potential from birth, they must be built and developed through socialization in families, schools, and communities. Not only adults, but also children easily use today's technology in the era of globalization. The world of education today uses technology because it is very helpful in the process of learning and developing science. Technology can also be used to communicate between students and teachers. However, technology can also have both good and bad effects on education.

Education is a conscious human effort in creating a learning atmosphere to shape and develop the attitudes of students in accordance with applicable norms. Schools can serve as institutions that can prepare children both academically and morally to participate in society. Family, school, and community all contribute to education. Education serves to improve the quality of human life in all its aspects, such as instilling morality in humans. Character education must be based on basic human character, derived from universal moral values, or golden rules, derived from revealed religion. It is imperative for schools to provide character education to future generations so that they can acquire skills that will help them become good people as individuals, family members, citizens, and citizens in the current era of global reform. The objectives of character education are as follows: 1) Developing the affective potential of students as individuals and citizens who have national character values, 2) instilling the spirit of leadership and responsibility as the next generation of the nation, 3) developing the abilities of students, and 4) developing the environment (Ningsih, 2020).

Countries experience globalization as a result of developments such as advances in science and technology. Even when the term "globalization" came into use in the late 19th century, it was already very common. Globalization is inevitable, and avoiding it will make us a lagging country. Moreover, since globalization is globalized, it also helps countries introduce their identity and pride. One effective way to build good character for the younger generation (students) is education. This is in accordance with Article 1 Paragraph 1 of the National Education System Law (Sisdiknas) No. 20 of 2003. The law gives great priority to the formation of student character. The main road in national development is character building, which is expected to have a positive impact on character development (Sakman & Humaeroh, 2022).

According to Muslich Masnur (2011), character is the values of human behavior related to God Almighty, oneself, fellow humans, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs. All forms of education used by teachers to influence their students are also considered as character education: Character education is an education that is used to instill and develop character to students, so that they have noble characters that can apply it in everyday life both at home, at school and in the community. (Zulkarnain & Dewi, 2021).

2. METHOD

In this study, the literature review method was used. Some experts consider literature review an important step in the research process. According to M. Nazir (1998: 12), after establishing the research topic, the next step is to conduct research related to the theory. In this process, the researcher will gather as much information as possible about the theory. Literature sources can come from books, articles, scientific journals, theses, and other internet sources. According to Daniar and Warsinah (2009: 80), literature study is a type of research conducted by people who conduct research by collecting many books and magazines related to their subject and research objectives. According to Synder (2019: 333), literature review is a research methodology that aims to collect and extract the essence of previous research as well as analyze some expert reviews written in the text.

Thus, literature review can be defined as a research methodology used to collect materials, sources, and information from various sources, such as books, articles, research journals, scientific journals, etc. Once the material, sources, and information are collected, we as researchers can read them one by one and then can analyze them and provide conclusions and summaries.

3. RESULT

Understanding Character Education

Character education is an effort to deal with the problem of the current multidimensional crisis. In an effort to address the ongoing multidimensional crisis problem, character education uses values instilled in education. These values include, but are not limited to, the following: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, love of the motherland, respect for achievements, friendship and communication, love of peace, and the hobby of reading. According to Law number 20 of 2003 concerning the National Education System, national cultural and character education is defined as the process of internalizing and internalizing cultural values and national character by students actively under the guidance of teachers, principals, and education staff, and manifested in their lives in the classroom, school, and community (Wineburg & Hasan, 2019).

Basically, the words "character education" and "character" are derived from each other; To understand them correctly, these words must be translated one by one so as not to be

ambiguous. Because education is a process of character building, and character is the expected outcome of the process. While character is a person's disposition, character, morals, or personality resulting from the internalization of various virtues that are considered right and underlie one's views, thoughts, attitudes, and actions. Those virtues consist of values, ethics, and standards such as being honest, courageous, trustworthy, and respectful to others. The precepts of Pancasila include the following character values: (1) Character that comes from the heart: they have faith, piety, honesty, trust, fairness, order, obey the rules, are responsible, empathize, dare to take risks, never give up, are willing to sacrifice, and are patriotic. (2) Brain-derived characters: they are intelligent, critical, innovative, curious, productive, and creative. (3) The characteristics derived from sports and kinetics are clean, healthy, athletic, tough, reliable, durable, friendly, cooperative, determinative, competitive, cheerful, and persistent. (4) The characteristics derived from the cultivation of taste and charities are humanity, mutual assistance, togetherness, friendliness, respect, nationalist, caring, cosmopolitan (global), prioritizing public interests, love for the homeland (patriotic), and proud to use language. From these sources, the main values that students must learn in school (educational institutions) are as follows: (1) religious; (2) honesty; (3) intelligence; (4) toughness; (5) democraticity; (6) concern; (7) self-reliance; (8) logical, critical, creative, and innovative thinking; (9) dare to take risks; (10) action-oriented; (11) leadership spirit; (12) hard work; (13) responsibilities; (14) a healthy lifestyle; and (15) faithful (Elihami, E., & Syahid et al., 2019).

Purpose and Function of Character Education

Character education is plus ethics education, which involves three components: knowledge (cognitive), attitudes and feelings (affectio). Character education is ineffective without these three components. In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (UU Sisdiknas), the Development of Cultural Education and National Character and the Understanding of Cultural Education and National Character stipulate the functions and objectives of national education for the development of education in Indonesia. Among the objectives of cultural education of the nation's character are the following:

1. Developing the affective potential of learners as individuals and citizens who have cultural values and national character;
2. Develop commendable customs and behaviors that are in line with universal values and traditions of the nation's culture and character;
3. Instilling the spirit of leadership and responsibility of students as the next generation of the nation; and
4. Increase awareness of the nation's culture and character. The values of cultural education and the nation's character come from religion, because Indonesian society is a religious society, so that the lives of individuals, communities, and nations are always based on religious teachings and beliefs (Maksum et al., 2020).

According to Law of the Republic of Indonesia No. 20 of 2003 concerning Sisdiknas, the purpose of national education is to develop the ability and shape the character and civilization of the nation in order to educate the nation's life. The purpose of national education is to make students become people who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and responsible. Character education basically aims to build a nation that is tough, competitive, has noble character, morals, tolerance, mutual cooperation, patriotic spirit, and develops dynamically, which is animated by faith and piety to the One God based on Pancasila (Aminulloh et al., 2019).

The objectives of character education are as follows: a. Government Version Education has a very noble purpose for human life, and relates to the importance of character education given in all formal institutions. Shaping Indonesians with morality, intelligence, and rationality, innovation, hard work, optimism, and patriotism are five goals. The following

are the opinions of some experts on the purpose of character education: 1) Sahrudin and Sri Iriani stated that the purpose of character education is to build a resilient, competitive, noble character, moral, tolerant, cooperative, patriotic, dynamically developed, and science- and technology-oriented society, which is imbued with faith and piety to God Almighty and based on Pancasila. b) Strengthen and build multicultural habits in society. c) Improve the civilization of a competitive country. Character education can only achieve its goals and functions if it is done correctly and using the right media. The task of teachers at all levels of education is not limited to equipping students' brains with various sciences (Virsyah Dapip Sahroni et al., 2019).

The function of character education aims to build the basic ability of learners to behave in a wise, moral manner, and act in a way that benefits themselves and others, family and community. The Role of Teachers in Character Education in Elementary Schools: Teachers should play an important role in building the character of students in schools. Teachers are figures who can be emulated or considered idols by their students. They can also serve as a source of inspiration and encouragement for their students. The attitude and behavior of a teacher are very imprinted on their students, so the speech and personality of teachers are very similar to the attitudes and personalities of their students. Therefore, teachers have a great responsibility to produce a generation that is cultured, characteristic, and moral. Character education can be used as a strategy to deal with changing experiences and form a solid identity for each person. In this case, it shows that the purpose of character education is to develop attitudes that can advance us without deviating from existing habits (Dapip Sahron Sukatin et al., 2019).

Principles of Character Education

Character education in schools will be carried out smoothly, if teachers in its implementation pay attention to some principles of character education. The Ministry of National Education provides recommendations for 11 principles to realize character education as follows:

- a. Promote basic ethical values as the basis of character
- b. Identify character comprehensively to include thoughts, feelings and behaviors.
- c. Use a sharp, proactive and effective approach to character building
- d. Creating a caring school community
- e. Provide opportunities for students to show good behavior
- f. Have coverage towards a meaningful and challenging curriculum that values all learners, builds character and helps them to succeed.
- g. Strive for the growth of self-motivation in students.
- h. Make the entire school staff a moral community that shares responsibility for character education and is faithful to the same basic values
- i. Create a division of moral leadership and broad support for character education initiatives
- j. Make families and community members partners in character education efforts
- k. Evaluate the character of the school, the role of school staff as character teachers, and the manifestation of positive character in society.

Dasyim Budiansyah, quoted by Heri Gunawan, said that character education programs in schools should be made based on the following principles:

- a. Character education must be carried out continuously (continuity), meaning that character values must be developed gradually from the time children enter school.
- b. Character education must be integrated through self-development and culture of the educational unit, meaning that character education is carried out by integrating in all subjects
- c. Basically, character values are taught through processes, knowledge (know), do (do), and finally familiarize themselves (habits).

d. The educational process is carried out actively and pleasantly. Every action shown by the teacher must follow the principle of "tut wuri handayani".

According to the author, from the explanation of the principles of character education, the principles of integration and continuity are the most important principles. This is because these two principles underlie the other two principles.

The principles of character education define character education as anything done by teachers who have the ability to influence the character of their students. To build education about the value or nature of the nation, the following principles are used:

1. The noble values of the nation's culture can be taught or strengthened through thought sports, taste sports, karsa sports, qalbu sports, and sports related to the subject matter.
2. The process of developing the values or character of the nation occurs in every subject and in every learning activity.
3. The process of developing national values or character continues from the moment students enter school.
4. Discussion of various parables of objects studied to do thought, taste, qolbu, and sports to meet the demands and emergence of self-awareness as servants of God, members of society and nation and citizens, and as part of the environment in which they live.
5. Self-development program through routine activities of school culture, example, spontaneous activities at the time of the incident, conditioning and integrating character value education with the subject matter, and referring to the development of basic competencies of each subject.

School culture is shaped by character education at the institutional level. School culture consists of the values that underlie daily behaviors, traditions, and habits, as well as symbols used by all students and the community surrounding the school. School culture is the characteristic, character, or disposition, and image of the school in the wider community (Sudarman Danimn Endah Sulistyowati Imam Machali et al., 2019).

Basic Concepts of Character Education

One of the educational debates that is considered capable of solving problems in the education system is character education. According to Donie Koesoema, character education is an individual and social effort to create an environment that supports the growth of individual freedom. Based on the above opinion, it can be concluded that character education is a type of education that not only focuses on cognitive aspects, but more on the process of fostering the potential that exists in students. Character education is developed through teaching good character values to students. Character is the identity of the individual. The unique trait that distinguishes a person from others is called personality. Character as an academic concept, has a substantive meaning and a psychological process. According to the formulation of the Ministry of National Education, especially the directorate of higher education, the meaning of character is the ideal personal value (good and important) for existence and relationships with others. In particular, character is a distinctive value that manifests in a person's behavior and has a good impact on his environment. Therefore, character is defined as the distinctive character of a person or group that contains the values, abilities, moral capacity, and toughness necessary to face difficulties and challenges (Toni Nasution, S.Pd.I, 2020).

The Role of Character Education

Teachers play an important role in building student character. Teachers teach values such as honest, religious, discipline, hard work, creative, independent, curious, tolerance, peace-loving, democratic, communicative, respecting achievements, nationalism, love of the motherland, social care, and the environment. Teachers also understand the importance of shaping student character (Hulu, 2021). Koesema (2007) says that understanding, nurturing, and implementing virtues is a simple definition of character education in schools. Therefore, character education in schools refers to the process of instilling values, which

includes an understanding of values, how to care for and live those values, and how students have the opportunity to practice those values.

According to Sagala (2017), teachers who are able to reach the highest class are basically teachers who are innovative, creative, tenacious, tough, and persistent in solving various learning service problems they face. In addition, teachers also play a very important role in the process of changing students' behavior and abilities. People who excel can meet the standards of educational services. Character education is very important for students because it will instill values in them. This will give birth to a qualified, weighty, and creative next generation, which will help the progress of society, nation, and religion (Andhara, B. A., Umoro, F. R., 2020).

Character Education in the Digital Age

In the age of modern technology, children are considered very passive and rarely interact with others in the family or society. Today, most children turn their attention to mobile screens or other modern technology, so they lose valuable time to play with family, study, develop skills, or play with friends. Here, the role of parents is very important to help children supervise and manage their time with digital tools used. Parents should do the following with their children during digital parenting:

- a. Increase their knowledge of the internet and electronic devices If parents stop using technology, they cannot supervise their children.
- b. Put the internet in the living room if there is one, and who can see what the child is doing with the internet.
- c. Limit the amount of time children spend using devices and the internet.
- d. Increase awareness and shared understanding of the negative effects of devices and the internet.
- e. Strictly prohibit immediately if there is anything inappropriate to watch f. Communicate with children openly

One of the characteristics of the digital generation is as follows:

1. They often create accounts on social media to show others that they exist;
2. They tend to be more open, outspoken and aggressive; and
3. They tend to want freedom. They don't like to be restrained and regulated.
4. The digital generation can always use.

As a parent and educator, you must be a good example and role model for your children so that they form a good character and personality. In addition, searching for information on the internet is now very easy. As an educator and parent, you need to be a good watchdog and guide for children when they need information. Children under primary school age find it difficult to distinguish moral values. It is feared that today's technology could have a negative impact on children due to lack of supervision from teachers and parents.

According to Dini (2018), digital technology has benefits and negative effects, such as the following:

1. Positive Impact:
 - 1) Means of delivering information, which includes information about events quickly, precisely, and accurately;
 - 2) Facilitate access to new information, which can be accessed anywhere and anytime;
 - 3) Social media allows people to connect with new people, introduce old friends, and give business advice.
2. Negative Impact:
 - 1) The child is individual, lacks direct interaction with others, and
 - 2) Temperament and habits of socializing with social media will make children think that the outside world is a threat.
 - 3) Irresponsible news, Hoax news, Bullying.

Victims of bullying themselves become inferior, insecure, more likely to close themselves off from society, self-harm, or worse, have suicidal ideation. One of the negative effects of today's technology is pornographic sites, along with sexual harassment. Many people still abuse the ease of sharing and accessing videos digitally. Moreover, the government itself has done nothing to restrict access to pornographic sites. It's things like this that make many of the nation's children bad. Therefore, parental and educator supervision is very important to monitor what children do with these devices to help the development of children's character. In addition, children at elementary school age should use their time to socialize, play with friends, and gather with family (Dini Palupi Putri, 2020).

With today's technological advancements, it affects the character of a child. As today's technology produces bad character in children, the nation's next generation is in danger. Children become addicted to playing mobile phones without thinking about learning. However, education is the key to survival. The negative influence of technological development that is misused by certain individuals will cause a child's good character to change over time. Nowadays, parents easily give mobile phones to their children to keep them quiet, although this can have a bad effect on the child. If the child is advised, he will also be addicted to mobile phones and become stubborn (Utami et al., 2022).

Children seem to be less actively interacting with family and society in the growing information age. Many children today prefer watching TV to playing with peers. As a result, children often waste precious time on toys. Instead of spending too much time on phone screens or other technology, it's important to interact and play with family and friends. Therefore, the role of the family is very important in ensuring that children are supervised, supervised, and manage their time using digital devices. Parents can do several things in digital parenting or digital parenting, limit the time children use electronic devices and the internet, build mutual awareness about the negative effects that can arise from the use of the internet and electronic devices. If there is content that is unpleasant to look at, immediately file a ban, building a mutually listening and open relationship between parents and children (Elmubarok et al., 2023).

The Role of Family, Teacher and Community in Character Education

1. Family Roles

Religion, values, and norms of good attitudes are the main educational material because the family is the first and foremost educator. The family is the first and foremost place for the child. It was there that they acquired many values and norms instilled from childhood. Therefore, the family plays an important role in the formation of the child's character. Family education is the education that parents give to their children in a proper way and prepare them for life in society.

According to Djuju Sujana (1990: 20-22), family functions are as follows: 1) Biological Functions; 2) Educational Function; 3) religious functions; 4) Protective Function; 5) Socialization function; 6) Recreative function; and 7) Economic Functions. Since the family provides the child's education first and foremost, the parent is responsible for the development of the child's character. Parents also contribute to the development of children's character at school. Parents can do many things, such as monitoring the development of their child's behavior through school student activity books or actively participating in routine activities or rotating school in parent meetings with homeroom teachers and class teachers. Primary school-age children cannot escape electronic devices in the modern era, even if they are a necessity. Gadgets are their loyal friends. In such situations, parents should inform children about the location of education while they are using the device.

2. The Role of the Teacher

Teachers have an important role in instilling good principles, habits, and morality to students through their subject matter. For teaching, teachers can use a variety of approaches, such as quoting aphorisms or proverbs about personality, holding group

discussions, asking students to write short essays, and so on. Teachers have an important role in instilling good principles, habits, and morality to their students through their subject matter. Teachers can teach in a variety of ways, such as having students write short essays, holding group discussions, or quoting aphorisms or proverbs about personality. Role of Teacher: Education can shape and build the character of a child in the following ways:

1. Provide proper discipline to the child;
2. Build effective relationships with them;
3. Help them use print and non-print media
4. Being physically abusive, such as hitting
5. Showing indifference verbally, such as

According to Megawangi (2003), there are several mistakes made by educators when educating children that can have an impact on the development of children's emotional intelligence and have an impact on character building, which are as follows: 1. Lack of showing affection both verbally and physically; 2. Lack of sufficient time; 3. Being verbally abusive, such as sarcasm, ostracizing, and saying rudely; 4. Being physically abusive, such as hitting; 5. Show verbal indifference.

3. Community Role

The school and the school committee and the community work together to support the cultivation and cultivation of good character for all students. Activities such as mutual aid cleaning public places such as mosques and rivers are examples. In addition, society serves as an example and model that can encourage students to follow good norms and habits. The development of children's character is influenced by society in addition to their family and school environment. Society, made up of people who depend on each other, helps children understand the meaning of life, profess the religion of Islam, do good, and love peace. If Islamic values enter into a person's culture, it can indirectly shape a child's character. People in society must follow existing norms, and these norms affect the way they act and behave. Examples of behaviors that can be applied by the community include: 1. Teaching children not to throw garbage and spit on the street, damage or doodle on public facilities, and clean their respective drains and yards are examples of behaviors that can be applied by the community. Reprimanding children who do things that are not good. Obstacles faced by the community include: 4. No concern; 5. Not feeling responsible; and 6. Assuming children's actions are normal (Santika, 2021).

Supporting Factors and Problems in Character Education in the Digital Age

1. Social Context

a. Family in Character Education

In character education, parents are most responsible for the development of children's character because the family is the most important and first provider of education before other companion education. Parents also play a role in the development of children's character. But schools often feel the need to develop all the abilities of students because not every family is able to provide the education in question. As a result, schools often provide material that is beneficial to students (not just cognitive).

b. School Environment in Character Education

A school is a formal social institution established by the state as an educational location and environment. Schools serve as national representations, while parents and local communities serve as local representations. Children continue the education they have received at home and try to be good citizens based on human values that are the country's view of life. A good school environment really helps students feel comfortable and helps the teaching and learning process last a long time. With globalization and rapid world growth, the various environmental influences on education are increasingly diverse.

c. Society in Character Education

Everything related to education is greatly influenced by society. Therefore, the material provided to students of each generation must be in accordance with the circumstances and

needs of the society in which the education is carried out. A "value conflict" arises when the values developed by the child differ or conflict with the values of the general public. In such cases, the child will usually have difficulty adjusting to his environment. Situations like this usually have an impact on children's learning efforts.

2. Individual context

- a. Temperamen
- b. Self-control
- c. Self-esteem
- d. Education
- e. Social interaction

3. Context of the Situation

The context of the situation includes the nature of the relationship between the individual and the other, as well as the social norms and customs of the society in which to live. It is very clear that the environment affects the development of protégés. Because of the influence of the environment that is not intentionally large on the development of students, the environment can be referred to as "hidden education" (Lestari & Handayani, 2023).

4. DISCUSSION

Basic Concepts of Character Education

Etymologically, the character comes from the word "pattern", which comes from Greek. By applying moral principles in their actions or behavior, people who act dishonestly, cruelly, greedily, or otherwise misbehave are considered to be of bad character. On the contrary, a noble personality is one who acts according to moral rules.

According to Daryanto and Suryatri Darmiatun (2013), personality is defined as a way of thinking and behaving that shows the personality of everyone who lives and works together in the family, society, nation, and state. Good people are those who have the ability to make decisions and are willing to take responsibility for all the consequences of their decisions.

According to Anas Salahuddin and Irwanto Alkrienchieh, there are several definitions of character in linguistics, namely: a. Character is an innate character, heart, soul, personality, character, behavior, personality, character, disposition, or character. b. Character is a trait, character, morality, or personality of a person that is shaped by the internalization of various virtues, believed, and used. According to Doni Koesoma, quoted by Jamal Ma'mur Asman, the term "character" is often associated with "the temperament that gives it", as if the definition emphasizes psychosocial aspects related to education and the environment.

Meaning of Character Education

Character education is a system of naming character values, which includes components of knowledge, awareness, and action to realize those values and to God Almighty, self, others, the environment, and the nation. However, the development of individual character can occur only in the particular social and cultural environment in which a person lives. Character education, also known as character education, has been considered important since the time of experts. For example, in 1916 John Sewey stated in general education theory that the general purpose of teaching and character education is character building. Then in 1918, the National Association Higher Education Reform Committee in the United States issued a historic statement on the purpose of public education. After that, the rejection became what came to be called the "seven fundamental principles of education".

- a. Health
-

- b. Basic process management
- c. Become a useful family member
- d. Occupation
- e. Citizenship
- f. Useful use of free time
- g. Moral character.

Functions and Objectives of Character Education

According to TAP MPR no. II / MPR / 1993, the purpose of education is to make Indonesians become people who believe and fear God Almighty, have noble character, are independent, persistent, intelligent, creative, skilled, have a professional work ethic, and are physically and mentally healthy.

According to the government version, character education has a very noble purpose for human life. This also relates to how important it is that character education is carried out in all formal educational institutions. The five objectives are as follows: a. Creating moral Indonesians; b. How important character education is to build sahran, intelligent, and rational Indonesians. c. Creating Indonesians who are creative and ready to work hard; d. Creating optimistic and confident Indonesians; and e. Creating Indonesians who have a sense of nationalism.

Observer version: The following are some experts' opinions on the purpose of character education: a. Sahrudin and Sri Iriani said that the purpose of character education is to form a society that is tolerant, competitive, has noble character, morals, tolerance, mutual assistance, loves the motherland, and develops dynamically and intellectually, which is full of faith and piety to God Almighty based on Pancasila.

The goals and tasks of character education are achieved if done correctly and using the right media. The task of teachers at all levels of education is not limited to giving children a lot of knowledge; Teachers must provide a broad education that covers various aspects of faith and morals. Therefore, teachers must have the ability to change how students behave and speak in class. This will eventually instill good character education in the future. Character education can be used as a strategy to deal with changing experiences and form a solid identity for each person. In this case, it shows that the purpose of character education is to develop attitudes that can advance us without deviating from existing habits.

Principles of Character Education

Character education in schools will be carried out smoothly, if teachers in its implementation pay attention to some principles of character education. The Ministry of National Education provides recommendations for 11 principles to realize character education as follows:

- a. Promote basic ethical values as the basis of character
- b. Identify character comprehensively to include thoughts, feelings and behaviors.
- c. Use a sharp, proactive and effective approach to character building
- d. Creating a caring school community
- e. Provide opportunities for students to show good behavior
- f. Have coverage towards a meaningful and challenging curriculum that values all learners, builds character and helps them to succeed.
- g. Strive for the growth of self-motivation in students.
- h. Make the entire school staff a moral community that shares responsibility for character education and is faithful to the same basic values
- i. Create a division of moral leadership and broad support for character education initiatives

- j. Make families and community members partners in character education efforts
- k. Evaluate the character of the school, the role of school staff as character teachers, and the manifestation of positive character in society.

The Role of Character Education

According to Sagala (2017), teachers who are able to reach the highest class are basically teachers who are innovative, creative, tenacious, tough, and persistent in solving various learning service problems they face. In addition, teachers also play a very important role in the process of changing students' behavior and abilities. People who excel can meet the standards of educational services. Character education is very important for students because it will instill values in them. This will give birth to a qualified, weighty, and creative next generation, which will help the progress of society, nation, and religion. In Law No. 20 of 2003, article 3 concerning the national education system states that the task of national education is to develop skills and shape the nation's valuable character and culture in the context of fostering national life.

The Role of Teachers and Families in Character Education

1. Family Roles

Religion, values, and norms of good attitudes are the main educational material because the family is the first and foremost educator. The family is the first and foremost place for the child. It was there that they acquired many values and norms instilled from childhood. Therefore, the family plays an important role in the formation of the child's character. Family education is the education that parents give to their children in a proper way and prepare them for life in society.

2. The Role of the Teacher

Teachers have an important role in instilling good principles, habits, and morality to students through their subject matter. For teaching, teachers can use a variety of approaches, such as quoting aphorisms or proverbs about personality, holding group discussions, asking students to write short essays, and so on.

3. Community Role

The school and the school committee and the community work together to support the cultivation and cultivation of good character for all students. Activities such as mutual aid cleaning public places such as mosques and rivers are examples. In addition, society serves as an example and model that can encourage students to follow good norms and habits. The development of children's character is influenced by society in addition to their family and school environment. Society, made up of people who depend on each other, helps children understand the meaning of life, profess the religion of Islam, do good, and love peace.

5. CONCLUSION

Education is a conscious human effort in creating a learning atmosphere to shape and develop the attitudes of students in accordance with applicable norms. Schools can serve as institutions that can prepare children both academically and morally to participate in society. Family, school, and community all contribute to education. Education serves to improve the quality of human life in all its aspects, such as instilling morality in humans. Character education must be based on basic human character, derived from universal moral values, or golden rules, derived from revealed religion. It is imperative for schools to provide character education to future generations so that they can acquire skills that will help them become good people as individuals, family members, citizens, and citizens in the current era of global reform.

Character education is an effort to deal with the problem of the current multidimensional crisis. In an effort to address the ongoing multidimensional crisis problem, character

education uses values instilled in education. These values include, but are not limited to, the following: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, love of the motherland, respect for achievements, friendship and communication, love of peace, and the hobby of reading.

The objectives of character education are as follows: a. Government Version Education has a very noble purpose for human life, and relates to the importance of character education given in all formal institutions. Shaping Indonesians with morality, intelligence, and rationality, innovation, hard work, optimism, and patriotism are five goals. The following are the opinions of some experts on the purpose of character education: 1) Sahrudin and Sri Iriani stated that the purpose of character education is to build a resilient, competitive, noble character, moral, tolerant, cooperative, patriotic, dynamically developed, and science- and technology-oriented society, which is imbued with faith and piety to God Almighty and based on Pancasila. b) Strengthen and build multicultural habits in society. c) Improve the civilization of a competitive country. Character education can only achieve its goals and functions if it is done correctly and using the right media. The task of teachers at all levels of education is not limited to equipping students' brains with various sciences.

The function of character education aims to build the basic ability of learners to behave in a wise, moral manner, and act in a way that benefits themselves and others. family and community. The Role of Teachers in Character Education in Elementary Schools: Teachers should play an important role in building the character of students in schools. Teachers are figures who can be emulated or considered idols by their students. Habits shape a person's character because they become an important part of his personality. Therefore, character education is very important from an early age to ensure that children can instill good traits that will continue to develop with age. In schools, character education can be done through various subjects and relate them to daily activities. Family, teachers, and society are very important in building the character of the younger generation in today's technological era. The family should watch over and guide the child affectionately and firmly. Not only do teachers have the responsibility to teach moral principles to their students, but society is also responsible for supervising and encouraging the growth of student character.

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