

Transformation model for character education of students

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Abstract

The aim of the current study is to find out and explain the transformation of character education of students observed from the role of teacher in line with the vision, responsibility, social sensitivity, logical ability, and honesty in producing well prepared output to encounter today's global digital. This study applied qualitative approach with phenomenological type of sociology-oriented educational research that is general, flexible, dynamic, exploratory, and experiences developed during the research process. Data analysis through reducing information, presenting information, verification, and concluding. Result of the study found that transformation of student character education is an effort made to face 21st-century education (**Industry 4.0 revolution**) today where every educational institution implements digital literacy habits (Digital-age Literacy) in the classroom/school learning as transformation of character education of modern students in order to gain understanding of these digital literal dimensions and to develop digital literacy learning materials and methods at school and outside of school. The application of digital literacy becomes finding of model in transformation of student character education that is inseparable from the role of teachers in learning activities applied in line with their vision, responsibility, social sensitivity, logical ability and honesty to produce a well-prepared output to face global digital with the flow of developmental applications, technology and to be able to compete at the international level.

Keywords: Transformation of Character Education, Digital Literacy and the Role of Teachers

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Introduction

Learning in childhood is like engraving on stone, while learning in age of consent is like carving on water. This term is very popular and has a deep meaning. The term also contains a meaning in accordance with the concept of character education with great concern on stimulation for children to learn a lot and develop their potential and interests which will provide such strong experiences and memories. Cultivating character is the main key in shaping positive character of children and becomes the foundation of personality that will leads a person owned strong character.

The era of digitalization has brought about various good changes as a positive impact that can be used properly. But at the same time, the era of digitalization also brings many negative impacts, thus it becomes a new challenge in human life in this digitalization era. Challenges in digitalization era have also entered into various fields, including in character education.

Character education cannot be separated from absolute morals that is positive values from various religions which became source of attitude and behavior. Thus, absolute moral that comes from this religion is something that must be instilled from early age because it is related to good and bad doctrine in behavior. Character education is a very long process because it does not only transfer of value but instills good habits to become individual characters which invest the shaping of personal identities. It requires a process because students are not only required to know but also to feel and ultimately have willingness to do positive habits as character education.

There are nine pillars of character education, those are (1) love of God and truth; (2) responsibility, discipline, and independence; (3) trust and honesty; (4) respect and courtesy; (5) affection, concern and cooperation; (6) confident, creative, hardworking, and never give up; (7) justice and leadership; (8) kind and humble; and (9) tolerance, peace-loving and unity.

Character education as a system of inculcating character values in students which includes components of knowledge, awareness, willingness and action to carry out these values, both towards God Almighty, oneself, respect and courtesy and others which in the end educational process is to make Indonesian people completely. Character education is a process that requires time to see its impact and effectiveness. Therefore, educators must be more patient, more aware, and better understand that character education takes time to internalize positive values into personality traits.

Purpose of character education can be divided into personal changes and institutional changes. Personal changes are formation of individuals with strong characters who are not easily infected by negative things and become positive trend setters as role models for surrounding environment. Healthy culture environment will be created by strong character of individual which is born from this positive character. Then they will eventually form a healthy culture in every educational institution into school culture and family culture.

Based on the background stated, the problem of the current study is how the transformation of character education from students was analyzed in the sociology of education. The goal to be achieved is to find out and explain transformation of character education from students seen from the role of the teacher according to the vision, responsibility, social sensitivity, logical ability and honesty in producing output that is ready to face today's global digital.

Literature Review

Education is a process of changing behavior, adding knowledge and life experience so that students become more mature in thinking and attitudes. Education in the current digitalization era is very fast, advances in technology are not only savored by adults, elementary school-age children can also relish the results of current technological developments. Technology is widely used in the world of

education, as a medium and infrastructure for interaction between educators and students. Current technological developments have both positive and negative impacts, the positive impacts should be more dominant to be utilized by technology users.

The emergence of many destructive cases in the context of nationality, for example the occurrence of inter-ethnic sentiment, inter-ethnic disputes, drug cases, student brawls, violence against children, robbing everywhere, cases of bullying, show a weak national character. The formation of character from an early age will foster a good national character culture and main key to build the nation.

Character education aims to encourage good morals and characters of students as the nation's successor in order to create a fair, safe and prosperous national life. The purpose of education in Law Number 20 of 2003 concerning National Education System which states that "National education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become faithful and devout human beings towards God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens "(Ministry of National Education, 2003)

Nowadays, government has introduced a government program called Strengthening Character Education (PPK), PPK is an attempt to cultivate character education in schools. PPK program will be implemented gradually and as needed. PPK program aims to promote quality and moral education equally throughout the nation. Issuance of Presidential Regulation number 87 article 2 of 2017 concerning Strengthening Character Education (PPK) with the following objectives:

1. Build and equip students as Indonesia's golden generation in 2045 with the spirit of Pancasila and good character education in order to face the dynamics of change in the future.
2. Develop a national education platform that places character education as the main soul in delivery of education for students with support of public involvement through formal, non-formal, and informal education by taking into account the diversity of Indonesian cultures and
3. Revitalizing and strengthening the potential and competence of educators, education staff, students, community, and family environment in implementing PPK.

According to (Piaget, 2000) every child experience a level of concrete operational development. This level is the beginning of rational thinking. This means that children have logical operations that can be applied to concrete problems. When faced with a conflict between thoughts and perceptions, children in this period choose to make logical decisions and not perceptual decisions like pre-operational children. In the digital age, school-age children are already able to operate technological tools such as cellphones, computers, video games and others.

Today's children spend more time playing online games, interacting with gadgets, such as cell phones, laptops and video games. Activities that are in touch with technology are more coloring in children's lives, rather than interacting with peers in the home environment, playing football, cycling and other playing activities. The activities of elementary school age children must be supervised by families, educators and neighbourhood community to prevent children from negative impact of digital technology (Salman, 2015)

Character education is everything that the teacher does, which is able to influence character of students. Teachers help to shape the character of students. Character education instills habits about what is good in order to make students understand what is right and wrong, they are able to feel the good values and make it as habit. For students, a proper transformation of character education is

needed through direction, habituation, exemplary, reinforcement, and punishment. The character values of students that can be explored in learning are religious, honest, hard work, discipline, sense of responsibility, love for country, caring for surrounding environment, a strong social spirit (Palupi, 2015).

The basic concept of character education is contained in Permendikbud No. 23 of 2015 concerning Character Growth which aims to:

1. Make the school a fun learning park for students, teachers, and education personnel.
2. Developing good habits as a form of character education since in the family, school and community,
3. Make education a movement that involves the government, local governments, communities and families, and / or
4. Fostering a harmonious learning environment and culture between family, school and community.

Character will be shaped when the activity is repeated regularly until it becomes a habit which eventually becomes not only habit but character. Character building cannot be separated from life skills. Life skills are closely related to proficiency, practicing skills, facilities, and wisdom. The process of developing skills starts from something that is unconscious and incompetent then it becomes something that is conscious and competent

Cultivating character by instilling universal values to achieve maturity of character through love nursery love family. Low of self-esteem can cause a person to commit violence against himself and his family. Education today still produce generation who are experts in science and technology knowledge, this is not an achievement, because education should produce generation with superior personalities and at the same time nurture knowledge.

Cultivating and developing character education in educational institutions is a shared responsibility. Family becomes direction of the journey from the womb until children grows into adulthood and longevity in life. Current educational environment has a very big role in shaping children's character. The role of teacher is not only as an educator, but also as character, moral and cultural educator for students.

Character education is everything that the teacher does, which is able to influence character of students. Teachers help to shape the character of students based on principles of character education. There are principles applied in the development of value education or national character as follow: (Bahri, 2015)

1. Values can be taught or reinforce noble values of the nation's culture through thought, feeling, initiative, heart exercise, and sports associated with the object being studied which is integrated with the subject matter.
2. The process of developing values / character of nation is carried out through each subject and in every learning activity.
3. The process of developing national character values is an ongoing process since students enter the educational unit.
4. Discussion of various parables of objects that are studied for thinking, feeling, exercising heart, and exercising to meet demands and emergence of self-awareness as servants of Allah, members of society and the nation as well as citizens, and as part of the environment where they live.

5. Self-development program through routine school culture activities, modeling, spontaneous activities during the incident, conditioning and integrating character value education with subject matter, and referring to the development of basic competencies for each subject.

Character education at the institutional level leads to the formation of an educational culture, those are values that underlie behavior, traditions, daily habits, and symbols practiced by all students and community around the school. School culture is a characteristic, trait or character, and image of school in the eyes of wider community.

(Daryanto & Darmiatun Suryatri, 2013) The modern era has spurred educators to develop children who are able to place themselves in the midst of rush rapid change, plural choices, and fast and stressful lives. More than that, educators have a moral obligation to encourage them to become people whose lives are able to explore meaning and have roots in high values, strong self-image and ambitions that are beneficial to others than themselves. Educators must generate independent students whose able to choose based on values, strong self-image and right ambition. Cultivating character in its role in education are as follows:

1. Character building, (honest, smart, caring, tough) is the main task of education.
2. Changing of bad habits gradually which will turn into good habit in the end. Ability to change the bad enjoy full habit that eventually turns to execrate it and becomes good.
3. Character is an inveterate trait in soul and by this nature a person can easily show up the attitudes, actions and deeds spontaneously.
4. Character is a trait that is manifested in the ability of thrust from within to display praiseworthy and benevolent behavior.

Cultivating these character values can be implemented and applied as school culture. An effective process for building a school culture is to involve and invite all parties or stakeholders to jointly commit. The main belief on the part of educators must be focused on efforts to cultivate and instill moral beliefs, values and norms. (Salman, 2015) There are many values that can be developed in schools, such as caring and creative values, honesty, responsibility, discipline, healthy and clean, caring for each other. Educational institutions are like gardens or fertile land wherein the seeds of these values can be nursed and planted. For this reason, school principals, teachers and teaching staff must focus on efforts to organize character education.

In the current era of digitalization, it is rare to see children playing with traditional games. It actually can foster a sense of brotherhood and intimacy, children become more creative while playing traditional games. Children today integrate a lot with technology, such as gadgets and video games. Today, children spend more and more time with those kind of tools 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 should do with their children in digital parenting is as follows: (Salman, 2015)

1. Increase and update insight about the internet and gadgets. Parents cannot supervise children if they are not tech savvy.
2. If there is internet at home, posit it in family room and be ready of someone who can see what children are doing in accessing the internet.
3. Limit the time children use gadgets and internet.
4. Provide mutual understanding and awareness of negative impacts of internet or gadgets.
5. Strictly prohibit immediately if there is something inappropriate to watch

6. Establish a two-way open communication with children.

(Sukirman, 2016) implementing character education in this digitalization era is very important in order to develop future generations of the nation with good morals. Next generation reflects quality of the nation. If next generation is good in cognitive and moral terms, this nation will be good too. For this reason, families, schools and communities have responsibility to create generation with good moral and character.

Research methods

This study used a qualitative approach with a phenomenological type of sociology-oriented educational research that was general, flexible, dynamic, exploratory and experienced development during the research process. Semiawan (2015) states that qualitative research is a research event or incident that can be observed based on personal experience, interviews, observation text, visuals that describe daily meanings. Data sources consist of primary data and secondary data. Primary data is in the form of observations and interviews about the subject of observation, while secondary data is taken from books, literature, scientific papers, international and national journals that support scientific relevance.

Research informants are the parties involved in transformation of character education of students. Focus of the current research is character education as seen from character values of students which can be explored in religious attitudes, honesty, hard work, discipline, sense of responsibility, love for the country, care for surrounding environment, and strong social spirit. Teachers must play their role in reference to vision, responsibility, social sensitivity, logical ability and honesty in producing a well prepared output in facing today's global digital in order to carry out transformation of character education. The main focus was described according to triangulation method of information gathering based on the time of observation, the method of observing, and the involvement of the researcher as a research participant. This is related to the way of analyzing information data taken for the need to reduce information, present information, verify / interpret and draw conclusions according to observations and interviews.

Research Results and Discussion

World growth is now entering the era of industry 4.0 revolution or the fourth world industrial revolution where information technology has become the basis of human life. Preparing students who are qualified and able to compete globally, and master technological developments is important for everyone and for the future of a country (Kanematsu & Barry, 2016). Support and role of education are expected to increase the nation's competitiveness among global competition with rapid development of information technology. Great wave of digital world today is unstoppable, it advances anyone who exploit it in good ways but often it may destroy one's dignity in various ways.

In the Regulation of Minister of Education and Culture Number 16 of 2014 concerning Enforcement of 2006 Curriculum and 2013 Curriculum, there have been changes in the teaching and learning system in world of education. The curriculum developed is based on the principle that students have a central position to develop their competence so that they become human beings who believe and fear God Almighty, have noble character, are healthy and knowledgeable, capable, creative, independent and become democratic and responsible citizens.

(Buchori, 2015) Technically strengthening the character education (PPK) of students must be implemented through class-based, school culture-based and community-based of PPK. Among class-based PPK is thematic learning that uses 21st century competencies, and most importantly being able to carry out 4C, namely the ability of critical thinking, creativity, collaboration and communication and

have higher-order thinking skills (HOTS). Whilst strengthening character education based on school culture is in the form of literacy activities. Daryanto & Karim (2017) argue that literacy activities in educational units cannot rule out collaborating with other institutions, communities and others outside the school environment. Public involvement is needed because schools cannot carry out their own vision and mission. Therefore, various forms of collaboration and cooperation between communities and educational units outside of schools are needed in strengthening character education. There are various forms of collaboration that can be carried out in the context of developing character education for students to encounter 21st century education, those are collaboration with Minister of Communication and Information as well as other organizations as digital literacy activists.

In strengthening the character education of students, it is very much determined by the role of teacher to apply character education transformation model of students. Teacher role will emphasize on interaction and cooperation in solving problems. Unfortunately, learning designed by teachers still tends to meet the needs and expectations of individual students, for example through planned interactions among students with a computerized system, has not met the demands of today's global digital era learning environment.

The learning models applied tend to have not succeeded in creating dynamic interactions, both collaboration between students and teachers, and with other educational institutions. Lim, Cher-Ping and Tay, Lee-Yong (2006) stated that interactive and collaborative learning is expected to enrich learning experience by providing opportunities for students to learn through giving real problems with various points of view from various aspects, most importantly, sharing experiences and living together in the community. This new role in learning can be used as a basis for conducting studies on vision, responsibility, social sensitivity, logical abilities and teacher honesty in the transformation of character education for students in today's global digital era.

1. Vision

Paradigm in education today has shifted from a teaching paradigm to a learning paradigm. This means that education is no longer about how to convey knowledge and information to students, conversely it is about how to help students to search and find information themselves and then help them to construct and create useful knowledge construction for themselves. Teachers are no longer responsible for knowledge stored in students mind, but how learners are able to build knowledge independently (Geddis, 1993). This does not mean that teacher is a passive assistant, but is active in the construction process, for example through the creation of a learning environment that adheres to the principle of multichannel learning. In today's global digital era, this should be a clear vision for teachers, how to treat students in learning to shape better character of students.

2. Moral responsibility

In social sphere, teachers have responsibility to build character education for students in terms of morality and ethnic diversity. This can be presented through percentage of social norms and things that are prohibited, either directly through aspects of character education taught, or indirectly through practice imitation. The rapid development of information and communication technology and high level of ambiguity in technology provide opportunities for various problems, for example the way of social interaction in action and behavior shows deviant behavior in children. One of the reasons is the increased isolation for children who interact excessively on the internet and as a consequence it can reduce interaction between individuals. Furthermore, the possible negative consequences of isolation and secession resulting from global access, result in a weakening of social norms. The rest of the matters must be discussed or at least realized about conditions in education where interaction is highly centered on information and communication technology.

3. Social sensitivity

Social sensitivity of digital knowledge-based community, there is a decline on financial values and economic values on knowledge. For example, Indonesia which already has a very rapidly growing digital community, has indicated a decrease in human sensitivity in subjects in schools. This is not show at the case of science that focuses on application in everyday life. Things that should not be forgotten in developing originality and imagination, that is students must instill a sense of humanity and social sensitivity. The application of digital ICT in the character education of students must not reduce this which become challenge for teachers in this era of digitalization.

For this reason, teachers need to be people who are literate in digital matters so that they are able to understand and be ready for the emerging high-tech environment, as well as things that will be touched directly in his world of work. Teacher digital literacy means not only the ability to collect, select, correct and process information, but also to assess and determine the credibility of information. In certain cases, the results of improvement and processing can differ from one another depending on the social sensitivity of the teacher as a transformation of character education for students. Therefore, the digital community needs teachers who are literate, digitally, and socially sensitive. Social sensitivity in this case is the ability to acquire knowledge, as well as sensitivity to succeed in a rapidly changing field of education.

4. Reorientation of logic skills and honesty

The transformation of character education for students requires teachers who have the ability to provide logical reasons in the field of science being taught, by building expertise, and updating it according to the latest developments on an ongoing basis. In addition, teachers must have the ability to use real-world examples related to the lives of students and relate to the subjects being taught. Teachers must be responsive for not making their students feel bored by only delivering the subject matter in the same direction as planned. But the teacher must increase creativity about how students learn to construct knowledge, for example how to create a learning environment that allows students to learn actively and independently from various learning sources, which allows students to build competencies as a whole, from basic competencies to high level competencies (Sudiarta, 2007). In addition, among the abundance of information and digital learning resources that can be accessed quickly and widely, teachers must be able to become pioneers of honesty in learning, for example being honest by showing the reference of digital teaching materials used, honestly that they have not accessed certain digital information that is needed, and so on.

In this context, the role of teacher must move from an 'answer provider', who is someone who processes and presents the knowledge needed in dealing with change, to a 'carrier of change', who is a person helps students find the knowledge needed to deal with change, and helps to be able to actively carry out transformation of character education to students.

There are seven reasons why transformation of character education must be applied to students. The seven reasons are as follows. 1) the best way to ensure that students have a good personality in life; (2) ways to improve academic achievement; (3) some students cannot form strong characters for themselves in other places; (4) preparation of students to respect other parties or people and be able to live in a diverse society; (5) departing from the root of the problem related to social moral problems, such as immodesty, dishonesty, violence, violations of sexual activity, and a low work (learning) ethic; (6) the best preparation for welcoming behavior in the workplace; and (7) learning cultural values which are part of the work of civilization.

The school digital literacy movement aims to build character of 21st century students in school. The character building of students is carried out with digital literacy movement at school, by habituation of watching shows about education through a 15-minute projector display at the beginning of the lesson, then students browse site which the link has been prepared by the teacher (in this case the site about education that is viral on community) on their respective computers in the computer laboratory. Furthermore, students are instructed to summarize what they have read from the link, then the summary results are collected every quarter to the teacher to be assessed by the School Literacy Movement (Gerakan Literasi Sekolah/GLS) team which has been approved by the school. Then, GLS team determines the best results from all summary of students at each level to be given reward and will be announced during Monday ceremony and during distribution of report cards.

The school's digital literacy movement is a model for transformation of student character education which aims to increase students 'motivation in learning, develop students' creative thinking and foster the integrity of students and teachers in writing. So it is hoped that in the end teachers and students can make books from summary results. So that later they can create great students who can compete in the current era of globalization. Every week at the flag ceremony, it is always reminded regarding programs about School Literacy Movement by the principal.

Conclusion

Based on the literature review that the author has done, it can be concluded that transformation of student character education is an effort made to face 21st century education (industrial revolution 4.0) today, where every educational institution / school implements digital literacy habits (Digital-age). Literacy) in learning in the classroom / school as a transformation of character education for modern students from Elementary School to Senior High School level, and have an understanding of these digital literal dimensions and be able to develop digital literacy learning materials and methods in schools and outside of school.

The application of digital literacy is a finding model in transformation of student character education that is inseparable from the role of teachers in learning activities that are applied in line with their vision, responsibility, social sensitivity, logical ability and honesty to produce a well prepared output in facing global digital in line with the growth of implementing technology development and be able to compete at the international level.

Digital literacy is a skill in higher-order thinking, as a support in developing successful academic, personal and professional. Entering the era of digitalization, students are required to master digital world for a brighter future, they need to prepare themselves for a more innovative learning system in the world of education and be able to adapt with the curriculum in accordance with technological developments which will later bring students to a modern world of work.

Suggestion

To further improve digital literacy in transformation of student character education, teachers as managers in the learning process have a role to take full control of climate in learning atmosphere of digital age. Teachers in the digital age cannot follow a standard and rigid curriculum. Digital literacy should be able to be carried out by involving students systematically and continuously in the development of character education from students, thus they are able to develop their character for more creativity and innovation in teaching and learning activities in schools.

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