Education in the Digital Age: Navigating Challenges and Cultivating Character Values for the Next Generation

Muhammad Ainur Rosyid[1*], Kenzaky Mohamad[2]
[1]Universitas Nurul Jadid, Probolinggo, East Java, Indonesia
[1]Universiti Putra Malaysia, Serdang, Selangor, Malaysia

*Corresponding Author: rosyidainur45@gmail.com

Abstract:

This research aims to discover the challenges of education in the era of society 5.0: strengthening the character values of the digital generation to strengthen the character values of the digital generation so that they can improve the quality of good character. This research was conducted using a qualitative case study approach. This research was conducted at the SMAI Miftahul Afkar Institute under the auspices of the Annabrowi Islamic boarding school, Sidopekso village, Kraksaan, Probolinggo, East Java. The data analysis technique in this research uses the Miles and Huberman data analysis model with stages of data reduction, data display, and conclusion. The research results show that strengthening character values is carried out in several strategies, including instilling character values in every learning activity, optimizing school collaboration with parents, and strengthening character values. The implications obtained from strengthening the character values of the digital generation are that schools have good-quality students and identities that are easily recognized by the public and have student graduates with high character.

Key Words: *Educational Challenges, Society 5.0, Character, Digital Generation*

INTRODUCTION

The use of digital technology in the world of education in the era of Society 5.0 has changed the way educational institutions learn and teach (Holroyd, 2022; Parwati et al., 2021). Technology in the classroom, such as computers, tablets, and mobile devices, allows access to information and educational content easily and quickly (Ali, 2020; Arthur-Nyarko et al., 2020). However, challenges also arise in managing and directing this technology's role so that it positively impacts students' learning and character development. According to (Hantrais et al., 2021; and Sigala, 2020), understanding the digital era will help ensure that we build sustainable socio-economic relationships both with technology and with advanced knowledge assisted by technology. The digital era has dramatically changed how we live and work by creating a knowledge-based society (Ayu et al., 2022; Scuotto et al., 2022). As time passes, the digital era will have the same impact on all areas of life, including education.

Education is a means to improve Human Resources (HR) (Kooli et al., 2022; Pratiwi, 2020); for this reason, all problems must be answered, whether in the form of curriculum tools that frequently change or improving the quality of an educator. It was said by (Indrawati et al., 2021 Kurniawan, M. N., and Syahrani, 2021) that improving human quality has been tried in the world through education because education improves society's welfare. Education is part of the culture and is a forum for educating the nation's life, developing society in its various dimensions, and developing students' values, norms, knowledge, skills, and attitudes.

In facing the era of Society 5.0, education for children is a fundamental strategy to prepare the nation's successors with quality and character education (Daheri, 2022; Sapdi, 2023). Character education applied from an early age to children is not only obtained from education by teachers at school but requires collaboration with parents as the leading role models for children who must exemplify good character at home. The home can make habituation and modelling good values the principal capital for subsequent positive personal development (Fikriyah et al., 2022; Musawamah, 2021). The dynamics of education have developed rapidly, along with the increasingly growing role of technology. This can happen because there is a learning method and system that is supported by digital technology. This mining indicates the determination of the globalizationglobalisation era (Arif et al., 2022; Ulucak et al., 2020). The era of revolution 5.0 occurred because of the impact of the era of revolution 4.0, namely implementing very sophisticated and modern technology and information, from the term internet of things to extensive data analysis and the term society 5.0, which has become clear-cut with the role of Artificial Intelligence (AI) which has taken over change human roles. However, unlike the character built in the nation's children, in this case, technology cannot take over the role of teachers, especially those involved in building character in students.

Many previous researchers have researched character education, including "implementing Ki Hadjar Dewantara's concept of character education in elementary schools in the digital era." This research shows that Ki Hadjar Dewantara presents several options for implementing The character education process for students in the school environment through leadership theory, among systems, and triton theory (Sapdi et al., 2023; Purwanto et al., 2023). Other research discusses the "implementation of character education values in Civics subjects in elementary schools." This research concludes that to implement the values of character education in schools, there are supporting and inhibiting factors to determining whether the implementation is successful or not, such as the quality of the teachers and the lack of desire to try to implement character education in schools (Pertiwi et al., 2021). Another research is "Development of Students' Religious Character Based on Teacher Example in PAI Learning." The development of religious character education based on the example of teachers towards students is by providing an excellent example to students such as exemplifying worship on time, behaving well towards students, speaking

politely when speaking, and showing mutual respect towards all school members (Rifki et al., 2022).

The current reality of education is influenced by globalisation and globalisation, which increases human knowledge to become broad and unlimited. One of the influences of juvenile delinquency is evidence of the negative influence of the rapid flow of globalisation globalisation (Gephart et al., 2020; Sapdi, 2023). So, in this context, education must play a role in developing students' potential from all aspects, including character education. One essential component in the world of education is the role of teachers, namely that they must have a significant role in building students' way of thinking in following increasingly rapid technological developments by instilling characterful education for students (Arpizal et al., 2022; Suprapto et al., 2022).

As an educational unit, the school is a strategic place for instilling the value of character education. This is because everyone will experience the world of education at school, so what they get at school will influence the formation of their child's character. All SMAI Miftahul Afkar school members, especially teachers, must play a good role in behaving in front of students because teachers are the primary character teachers at school. The implementation of strengthening character education in schools can be carried out in several ways, including learning activities, extracurricular activities, and developing school culture.

The problem phenomenon at SMAI Miftahul Afkar Kraksaan Probolinggo is the need for more character development in students and students' need for knowledge about controlling digital activities because the learning system and learning media during this digital generation are very different. This triggers students' obsession with using digital media, and, of course, this reduces students' enthusiasm for learning. Moreover, makes students independent in digital media. Besides positively impacting its users, digital media also has many negative results due to its use, which needs to be better controlled.

This research aims to strengthen the instillation of character values in the digital generation. The introduction of character values significantly influences the current digital age. Knowledge about digital technology in this sophisticated era is fundamental, and limiting or controlling the use of digital media also needs to be paid attention to. We, as researchers, direct teachers to instil more deeply into students about character values so that they can keep up with the changes in this sophisticated era. And not be in an adverse current due to the influence of digital media.

This research answers solutions to emphasise strengthening character values in the digital generation. It has the potential to significantly contribute to understanding the challenges of the world of education in the modern era, which is increasingly connected to digital technology. This information can help educators, teachers, and educational institutions to design curricula and teaching strategies that are more effective and relevant to the needs of students in this era of society.

RESEARCH METHODS

This research uses a qualitative case study type approach. In this case, researchers are trying to uncover the phenomenon that occurs at SMAI Miftahul Afkar, Kraksaan, Probolinggo, and East Java related to strengthening the character values of the digital generation. Researchers conducted surveys and interviews to obtain accurate and reliable data (Adlini et al., 2022; Arifin et al., 2024). The interview guide contains questions regarding activities to emphasize strengthening the character values of the digital generation, the process of enhancing character values and supporting factors for improving the character values of the digital era that are relevant to the research focus. Apart from that, researchers also observed and documented various activities by teachers and students following the research theme.

Interviews are conducted in a structured manner to obtain the information needed. The following are several informants related to the research location institution the researcher runs (Sanjani et al., 2023). The data analysis was carried out circularly and systematically, guided by the Milles and Huberman concept, starting from presenting the research data as a whole, then continuing with data reduction, sorting the data according to the research focus, and ending with concluding as a research finding. After presenting the research data as a whole, data reduction was the next step in the data analysis process. This phase required condensing and summarizing the collected data into more manageable and meaningful units. Various techniques, such as coding, categorizing, and clustering, were employed to identify the data's patterns, themes, or recurring elements.

RESULTS AND DISCUSSION

Based on data from several informants, observations, and documentation collected at SMAI Miftahul Afkar Kraksaan Probolinggo, researchers found several school strategies for strengthening digital generation character education in the era of society 5.0, namely instilling character values in every learning activity, optimizing cooperation with parents, and maintaining character values.

Instilling Character Values in every learning activity

Character education is essential to face future challenges, such as in this digital era. Through character education, this is where the basis for developing a nation's human resources will begin. All of this is done so that students will have strong personalities and be able to keep up in the future. After all, character education is the best solution to overcoming social and moral problems and improving academic achievement by teaching positive cultural values. Continuous, which means that character cultivation must start from the beginning until the end, meaning without any pause in instilling it, continually investing character in learning by internalizing its values (Luthfiyah & Zafi, 2021). The essence of education is humans. Human understanding, of course, does not stop at mere definitions or literal sense.

Table 1. Illustration of Character Education in the Digital Generation

Apart from that, character education aims to build and develop good behaviour following religious norms, cultural values, and national philosophy by national education goals. A developed nation is a nation whose citizens have superior character. Therefore, strengthening character education at all teaching levels is very important and urgent (Hasanah, 2022). In the current era of society 5.0, strengthening character values to balance the age surrounded by digital media is very important. Apart from that, national resilience is needed to create living conditions that can combine the importance of globalization with the values of Pancasila (Suharno, 2020).

The Era of Society 5.0 is characterized by rapid technological progress and significant social change. The challenge of education lies in adapting the curriculum to reflect the needs and demands of this era. The curriculum must integrate technological understanding, digital skills, and information literacy relevant to work and everyday life. Integration of character values in the curriculum refers to efforts to include and integrate the learning of character values into all aspects of the curriculum, not just as a separate or additional part. This is done by aligning the teaching of character values with other learning objectives, such as academic learning, social-emotional skills, and personality development.

Teachers must carry out the moral knowledge stages during learning activities. At the beginning of learning, the teacher is always motivated with knowledge of good values. In the master design for character education of the Ministry of National Education, it is stated that character education at the educational unit level is carried out in teaching and learning activities in the classroom, daily activities in the form of school culture, co-curricular and extra-curricular activities, as well as in everyday life at home and community environment (Atoillah & Ferianto, 2023)

In the current era of the digital world, it provides benefits for the millennial generation. This is because the digital world includes space for students to access various information, including those related to their nation, whether the history of the government or the latest news in their country. In this process, students with broad access to information facilitate the formation of national character or even Westernization due to information openness.

The results of interviews conducted by researchers with Muhammad Imam Syafi'i (2023), the principal of SMAI Miftahul Afkar, said that the Institution had implemented the Merdeka curriculum and emphasized every teaching staff to implement a learning model that is fun and can strengthen students' character values, including digital learning media, namely the Chromebook learning model in several lesson materials. Chromebook is a new type of computer designed to help complete various activities faster and easier. Chromebooks run ChromeOS, an operating system with cloud storage, Google's best built-in features, and layered security. SMAI Miftahul Afkar School received learning media assistance, namely in the form of (Chromebooks) from the government, so this media can help the teaching and learning process at the school.

As a teacher and school TU, Tria Febri Romadhoni (2023) said that Chromebook learning media was used in several learning materials. In using this Chromebook media, each student must log in with their respective email accounts, and this Chromebook media can be used by connecting to a Wi-Fi network. This media can help make it easier for educators to provide lesson material and encourage students to follow it. It was also conveyed by Robiatul Hasanah (2023) as WK. Students and BK teachers instilling character values in students at the SMAI Miftahul Afkar Institute require many supporting factors to obtain optimal results. Among them are several supporting factors for instilling character values : (a). Educators are experts and professionals, (b) adequate facilities and infrastructure that support learning, (c) availability of good learning media, and (d) conditions for students who are enthusiastic, enthusiastic, and ready to learn.

Athoillah (2023), as a teacher, said that increasingly advanced times mean that teachers' challenges are increasing in every way, including building students' character to be better than in previous years. Teachers must implement strategies to develop and maintain student morals so that they follow their nature. Some findings of the teacher's efforts to instil character education in every learning activity at SMAI Miftahul Afkar Kraksaan Probolinggo. First, through learning strategies. In learning strategies, teachers must be able to create exciting learning innovations. This is to develop a sense of curiosity, creativity, independence, hard work, honesty, and responsibility, train cooperation between students, and train courage in expressing opinions. In between the material, the teacher inserts character values and motivates students.

Second, through example. Teachers never stop exemplifying exemplary behaviour for students. In each learning activity, the teacher sets a standard for students to be disciplined by adhering to learning time. The teacher also provides examples of communication, such as using polite words and saying hello when starting communication. Third, through reinforcement and sanctions. The support given to students is praising them for the advantages of following ongoing learning or completing assignments on time.

Meanwhile, sanctions are imposed if you are late on projects or violate school regulations through assessment. Assessments are given to determine the

level of success in the affective, cognitive, and psychomotor domains. In the affective realm, teachers observe students' attitudes when communicating during learning. In the mental part, teachers provide assessments in assignments, daily tests, mid-semester tests, and end-of-semester tests. Meanwhile, teachers provide performance, projects, or portfolio estimates in the psychomotor domain. This assessment will likely train students to be independent, creative, hard-working, responsible, fond of reading, and honest in completing the assignments.

Based on this theory, character education in the 5.0 era requires a strategy to deal with changes and technological advances in teaching so that students' character is per applicable values and norms; by comprehensively introducing students to character education, students are given role models by teachers, always establish good relationships with students interpersonally, use teaching methods and models according to students' circumstances, and always build good character and control the surrounding environment. As reinforced by the opinion of Susilowati (2023), apart from preparing several strategies to instil character values in students, teachers are also required to increase their role from just being teachers to being learning directors. The role of the teacher is to organize the learning environment and play the role of a teaching facilitator, which includes the teacher as a planner, the teacher as a model, the teacher as a leader, the teacher as a forecaster, and the teacher as guide or guide towards the learning centre.

Optimize School Cooperation with Parents

As long as students are at home and parents have much time, parents must replace teachers at school as educators, guiding their children while studying at home and becoming life educators. Therefore, SMAI Miftahul Afkar seeks to increase cooperation with parents. Parents are expected to be proactive in motivating students to remain enthusiastic about learning at home, guiding students' discipline in studying at home and doing assignments given by their teachers, controlling student behaviour, and solving problems in developing students' personalities.

To improve communication between teachers and parents, schools utilize social networking facilities such as WhatsApp groups. This WhatsApp group provides many benefits for schools and parents, including communication between teachers and parents, which can be done at any time without having to meet at school, speeding up information related to learning activities at school and making it easier for parents to monitor children's activities. At school, you can discuss the learning process and development of children directly and about activities that will be held at school.

Collaboration is carried out between teachers and parents so that learning activities at home run well and become a means of strengthening character education; therefore, the school must be able to maximize the role of parents to achieve maximum character education results. Schools must empower all school resources to collaborate with students' parents so that character education in schools can run effectively and efficiently. Therefore, character education will

run well with solid coordination between the school and parents. Having good collaboration between the school and parents will make it easier for the school to monitor children's development outside of school through their parents. It is hoped that parental involvement in the learning process will be able to emphasize the formation of character values for students.

Strengthening Character Values

The research results show that instilling character values in students at SMAI Miftahul Afkar Kraksan Probolinggo can strengthen balance with the development of the digital generation in the era of society 5.0. Implementing several strategies through SMAI Miftahul Afkar Kraksan Probolinggo activities makes it possible to build good character in students. One of the strategies implemented at SMAI Miftahul Afkar Kraksan Probolinggo to strengthen students' character values in the era of Society 5.0 is providing counselling services by guidance and counselling teachers. The counselling service method carried out by the guidance and counselling teacher at SMAI Miftahul Afkar is a live chat or WhatsApp telephone counselling with the class teacher while outside of school. The existence of counselling services can help homeroom teachers assist in the formation of student character at school. This collaboration between guidance, counselling, and homeroom teachers is needed to strengthen students' character values. The guidance and counselling teacher must always be ready to take over from the homeroom teacher daily. The class teacher's role is to follow up on student problems that are found, then summarize data on student problems and communicate it with the guidance and counselling teacher. BK teachers follow up with individual counselling services, group counselling, classical guidance, and group guidance. The advice and counselling teacher at SMAI, Miftahul Afkar, can provide intensive advice to students because the guidance and counselling teachers are given a unique schedule for entering class. By providing counselling services, the school can provide education and understanding.

One of the strategies for strengthening character values at SMAI Miftahul Afkar is developing students' character through student affairs, including the following: First, getting used to disciplined behaviour in students. This is done to form the essence of students who are disciplined and obey the rules at school. Just like the teacher appealed to all students to come before the morning habituation activities were carried out. Second, instilling national character in students is implemented through habituation activities based on Pancasila, such as instilling fair behaviour and good morals. Third, instil an attitude of tolerance in students. Train students to have good human character. Have a high sense of patience with others and respect the differences between each other. Fourth, the school environment should be instilled with a feeling of love, where students are taught to maintain the infrastructure in the school and keep the school environment clean. This makes teaching and learning activities safe and comfortable. Instilling the character of wisdom in socializing in students is done because the development of the times is so sophisticated that it does not allow

the growth of characters that negatively influence their peers. In this case, the teacher appeals to every student to be wise in using digital media, especially social media. Because features and content negatively influence social media, it damages the student's character.

The process of cultivating character in students needs to be done through habituation. In this case, teachers need to instil positive behavioural habits in students. Teachers need to prepare scenarios in learning to build the desired values. Students who are accustomed to doing work independently will develop an independent character in themselves. Likewise, the character in the form of the ability to collaborate with others is not a character that is born suddenly. Giving group assignments by giving each group member a turn to be the group leader is an example of getting each student into the habit of practising responsibility and collaboration. Strengthening character education in every learning process is very appropriate for teachers. This is supported by Pertiwi (2020), who says that character education must be carried out in every learning process using conventional and online learning methods.

Previously, researchers found that from several activities at SMAI Miftahul Afkar Kraksan Probolinggo, there was a lack of instilling disciplined character values in students. So, it is often found that students violate school rules. There is a lack of instilling good morals in students and a lack of love for the school environment in students.

The results of interviews with teachers at SMAI Miftahul Afkar Kraksan Probolinggo showed that they felt happy. They helped by strengthening character values in students, where with this support, students better understand character values and good characters can be formed in students, which is Character should be instilled from an early age. So that students can keep up with the progress of the times, such as in the current era of society 5.0. So, it is rarely found anymore, such as breaking school rules, destroying the school environment, and making students wiser socially.

Strengthening character values is also beneficial for students at SMAI Miftahul Afkar Kraksan Probolinggo, East Java, Indonesia. By instilling character values in students, they become more respectful of each other, have a high tolerance, and interact well with society outside school.

CONCLUSION

Character cultivation needs to be done from an early age. So that students can balance the challenges of the times, such as in the current era of society 5.0. The development of the times is very rapid and has brought us to an all-modern age surrounded by digital technology. It helps us a lot because, in this society, everything is more accessible and more practical. However, many negative things have a terrible influence on the character of SMAI students. Miftahul Afkar strengthens students' character values by implementing several daily habituation activities at school. This is done to form good character in students. Not only that but it is also hoped that the implementation of several of these activities will keep students pace with current developments. Apart from that, instilling these

character values aims to form wise students using digital media, especially social media. Based on the results of the discussion above, it can be concluded that the school's strategy for strengthening character values in the digital generation is (1) instilling character values in every learning activity, including learning strategies, examples, reinforcement and sanctions, and assessment. (2) Optimize school cooperation with parents. (3) Strengthening Character Values at SMAI Miftahul Afkar includes strategies for providing counselling services for guidance and counselling teachers and character building for students by student affairs.

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