



CHARACTER EDUCATION IN ELEMENTARY SCHOOLS: THE ROLE OF SCHOOL MANAGEMENT IN RESPONDING TO CHILDREN'S SOCIAL AND MORAL ISSUES IN THE MODERN ERA

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Abstract:

This study aims to analyse the integration of character education in teaching activities,

managerial responses to social and moral changes in children in the modern era, and the synergy between school management and character education in rural areas. The research was conducted at SD Negeri Kedawung II, in Kuripan District, Probolinggo Regency, in Krajan Hamlet, Kedawung Village. The research method used is qualitative with a descriptive approach, aiming to describe the phenomena that occur and analyse the challenges faced by the school in managing character education amidst existing social dynamics. Data were collected through direct observation and in-depth interviews with the school principal, teachers, and several parents. The results show that the integration of character education into teaching activities at SD Negeri Kedawung II has been successfully implemented by reinforcing moral and ethical values in every aspect of school life. Managerial responses to social and moral changes in children in the modern era are reflected in the school's efforts to adapt to the negative influences of technological development and globalisation on students' character. The synergy between school management and character education has proven effective despite significant challenges, particularly regarding limited resources and external cultural influences. The impact of social dynamics in rural environments also affects the formation of children's character, where local values play a crucial role in the educational process. This study underscores the importance of the role of school management in creating an environment that supports the formation of children's character in the modern era.

Keywords: *Character Education, Role, Management*

INTRODUCTION

Elementary education is an important foundation in the formation of character and intellectual abilities of the next generation of the nation. Elementary School (SD) as the first level of formal education plays a vital role in creating intelligent, skilled, and virtuous individuals (Hamdan et al., 2021). However, various social challenges that arise in society often affect the quality of education provided in elementary schools. Issues such as unequal access to education, uneven quality of teaching, and limited facilities and infrastructure are problems that are still faced by many elementary schools in Indonesia, including in rural areas.

At the national level, the government continues to address these issues through inclusive and equity-based education policies. The Merdeka Curriculum, for example, provides an opportunity for schools to develop a more flexible

curriculum according to the needs of students and the characteristics of their respective regions. However, in the field, the implementation of this policy does not always run smoothly, because there are still many social factors that influence the success of its implementation, such as limited resources, low levels of parental participation, and socio-economic inequality in certain areas. (Suryani, Y., Sulistyanningtyas, T., Supriadi, A., Febriyanti, EA, & Qurratu'Aini, 2022) .

SD Negeri Kedawung II, located in Kuripan District, Probolinggo Regency, is one example of an elementary school that faces these challenges. As an educational institution in a rural area, SD Negeri Kedawung II is not only faced with the problem of limited educational facilities and resources, but also with broader social challenges, such as low awareness of education among the community, as well as the impact of social inequality that leads to gaps in learning opportunities for students.

Nevertheless, SD Negeri Kedawung II has great potential to develop thanks to the commitment of its educators who continue to strive to provide the best education to students. Support from the surrounding community is also an important factor in maintaining the continuity of education at this school. However, to achieve optimal educational goals, this school must overcome various social challenges that affect the quality of education at the elementary level, both in terms of managerial management and interactions between schools, students, and the community.

One of the social challenges that is quite prominent at SD Negeri Kedawung II is the problem of parental participation in children's education. Even though parents have a very important role in supporting children's learning process at home, often limited time and parents' understanding of the importance of education makes them less involved in educational activities at school. This adds to the challenge for school management in creating an educational environment that supports overall student development (Baharun et al., 2021) .

In addition, the problem of unequal access to educational facilities is also a major problem at SD Negeri Kedawung II. Although there have been efforts to improve facilities and infrastructure, this school still experiences limitations in terms of supporting learning facilities, such as adequate classrooms, sufficient textbooks, and technology that supports digital-based learning. This certainly hinders the effective and efficient learning process, especially in the midst of changing times that are increasingly moving towards digitalization.

However, behind these challenges, there is great potential to improve the quality of education at SD Negeri Kedawung II. The commitment of the principal and highly dedicated teachers, as well as partnerships with the surrounding community, open up opportunities for continuous improvement in the quality of education. Therefore, it is important to look more deeply at how school management can play a role in addressing these social problems and creating solutions that can improve the quality of education at the elementary level, especially at SD Negeri Kedawung II, Kuripan District, Probolinggo Regency (Ghufron, G., Khusnurridlo, M., Najiburrahman, N., Baharun, H., & Muchlis, 2023) .

There are several previous studies, which discuss Elementary School management, including; *First*; AB Handayani (2021), who discusses or researches in this study, examines how school management in remote areas affects the quality of education, with a focus on the utilization of limited resources and effective school management efforts. The results of the study indicate that although many schools in remote areas experience limited facilities, good management, especially in terms of planning and managing human resources, can overcome some of these problems. This study is relevant to the context of Kedawung II State Elementary School which faces similar challenges in managing educational resources. *Second*, Prabowo (2019), in his research which focuses on the role of parents in improving the quality of education in elementary schools,

especially in rural areas. The results of the study show that active participation of parents in supporting educational activities in schools greatly influences student learning outcomes. However, in areas with low socio-economic levels, limited time and parents' understanding of the importance of education hinder their involvement. This study is important to understand the challenges that Kedawung II State Elementary School may face in inviting parents to participate more actively in the educational process. Meanwhile, *Third*, which was studied by Wijayanto (2020), examined the educational challenges faced by elementary schools in Probolinggo Regency, with a focus on social factors that influence the quality of education. The results of the study showed that limited facilities, low levels of parental participation, and lack of public understanding of the importance of education were the main obstacles to improving the quality of education.

While novelty this study focuses on the implementation of character education in SD Negeri Kedawung II, Kuripan District, Probolinggo Regency, which responds to social and moral issues of children in the modern era. Although character education has long been part of the elementary school curriculum in Indonesia, this study explores in depth how school management in rural areas can integrate character values into daily learning activities, which are often hampered by limited facilities and lack of teacher training. SD Negeri Kedawung II, with its typical socio-economic challenges in rural areas, faces an urgent need to develop a character education model that is relevant to local values, while responding to social and moral changes that occur in the surrounding community. This study identifies how school management can facilitate the strengthening of character education amidst complex social dynamics, including the influence of technological developments, social media, and other social issues that affect children's behavior.

Another novelty lies in the approach that connects the managerial roles of the principal and teachers in responding to children's social and moral issues contextually at SD Negeri Kedawung II. This study explores more deeply how school management policies and strategies can create an environment that supports student character development, especially amidst the challenges in the area. The focus on the synergy between effective school management and strengthening children's character at the elementary level is an important contribution to this study. This is different from previous studies that focused more on general managerial management or character education without considering specific social issues in rural areas, such as those in SD Negeri Kedawung II.

RESEARCH METHODS

This study uses a qualitative method by conducting research that aims to describe the problem and analyze the problems that occur (Ahmad, A., & Muslimah, 2021). The institution chosen in this study is a school institution, namely SD Negeri Kedawung II, Kuripan District, Probolinggo Regency, an elementary school educational institution in rural areas. The location is in Krajan Hamlet RT 001 RW 001, Kedawung Village, Kuripan District, Probolinggo Regency.

Researchers collected data through several stages (Winarni, 2021), namely observation activities, by conducting direct observations at the research location, namely Negeri Kedawung II. Furthermore, researchers conducted interview sessions with several informants (Sugiyono., 2018). Informant data can be seen in table 1.1.

NO	ELEMENTS	TOTAL	INITIALS
1	Headmaster	1	HM
2	Deputy Curriculum	1	ED
3	Classroom teacher	1	SH
4	Student	2	AP, DA
5	Student Guardian	2	FT, HR

Table 1.1 Informant Data

From the table, it can be explained that there are four sources of informants (Rukajat, 2018); Principal, Deputy Curriculum, Class Teacher, Students, and guardians. Furthermore, observations were carried out at several meetings with direct observation of the quality control circle management activities at the institution (Luthfin & Hidayati, 2022). The last step is document analysis that can support the research results. The flow of data collection activities to obtain results or conclusions can be seen in Figure 1.2



Figure 1.2 Data Collection Flow

RESULTS AND DISCUSSION

Character education in elementary schools plays a very important role in shaping students' personalities from an early age. At SD Negeri Kedawung II, the integration of character education into daily learning activities is a major challenge, especially amidst the limited facilities and human resources available. Character education is not only taught in the form of certain subjects, but must also be integrated into every aspect of teaching and learning activities. Therefore, it is important to see how school management tries to overcome these obstacles and create an environment that supports the development of student character, despite the existing limitations (Zellatifanny & Mudjiyanto, 2018).

Managerial responses to social and moral changes in children in the modern era are an important subject in this discussion. The development of information technology and social media has a major impact on children's social and moral behavior, which sometimes contradicts the values taught in schools. At SD Negeri Kedawung II, which is located in a rural area, this challenge is increasingly complex, given the rapid external influences that change children's social behavior. School management must be able to respond appropriately through policies and strategies that emphasize strengthening relevant character values, as well as keeping students on a healthy moral path in the face of various negative influences outside of school. (Munif, 2023).

In addition, the synergy between school management and character education is very crucial, especially in the context of rural areas such as SD Negeri Kedawung II. The success of character education does not only depend on school policies, but also on the active participation of all parties, including teachers, principals, and the surrounding community. This study will also discuss the influence of social dynamics on the formation of children's character, where external factors such as poverty, social inequality, and local cultural values play an important role in the education process (Widyana, 2021). Therefore, a deeper understanding of the interaction between social factors and character education will provide a more comprehensive picture of the challenges faced and the steps that need to be taken by school management to optimize character education at SD Negeri Kedawung II.

Integration of Character Education in Learning Activities

The integration of character education into learning activities at SD Negeri Kedawung II is an integral part of efforts to create a holistic learning environment. Based on an interview with the Principal of SD Negeri Kedawung II, HM, he explained that although the school faces various limitations in facilities and resources, character education remains a top priority in every learning activity. "We try to instill character values in students through various approaches, both in formal and non-formal learning," he said. Along with this effort, educators at SD Negeri Kedawung II are committed to linking character values such as discipline, responsibility, and cooperation in every subject and extracurricular activity (Hamdan et al., 2021).

Character education at SD Negeri Kedawung II is implemented not only through subjects based on moral values, but also through daily habits carried out inside and outside the classroom. HM added, "We strive to integrate character into every aspect of school life, from consistent application of rules, appreciation for positive behavior, to activities that involve students in decision-making." For example, in learning PPKn and Bahasa Indonesia subjects, teachers invite students to discuss the importance of honesty, discipline, and respect in everyday life. Habits like this are a strategic step to strengthen character education, even though existing social challenges often test these values (Armadan et al., 2023).

However, the integration of character education in SD Negeri Kedawung II is not without challenges, especially in facing rapid social changes. Interviews with HM showed that although character values are taught in schools, many students are exposed to negative influences from their social environment, such as uncontrolled use of social media and shifts in traditional values. "Children are now more exposed to information from the outside world that sometimes contradicts the values we teach in schools," said HM. Therefore, schools strive to not only teach character through the curriculum, but also by involving parents and the community in children's character education. This collaboration is very important to create a supportive environment for the development of students' character.

In the typical socio-economic segment in rural areas such as Kuripan District, character education at SD Negeri Kedawung II also faces challenges related to limited access to information and technology (Suryani, Y., Sulistyningtyas, T., Supriadi, A., Febriyanti, EA, & Qurratu'Aini, 2022). Many parents work as farmers or laborers, who often do not understand the importance of character education in shaping their children's behavior. HM explained, "We also hold meetings with parents to convey the importance of character education and how they can play a role in shaping children's attitudes at home." Through this approach, the school hopes to strengthen the synergy between formal education and the home environment as a place for continuous character learning. Although there are still challenges, SD Negeri Kedawung II strives to be

an example in integrating character education effectively, despite the limitations that exist in rural areas. (Dian et al., 2023) .

At SD Negeri Kedawung II, character education is an important part in forming a complete character of students, who are not only academically intelligent but also have good morals. Although this school faces a number of limitations, both in terms of facilities and human resources, character education remains the main priority in every learning activity. Character education is integrated into all aspects of school life, both in formal and non-formal learning, so that students can understand and apply values such as discipline, responsibility, and mutual respect in everyday life.

This integration process is carried out with a comprehensive approach, linking character education with every subject taught. Not only limited to specific subjects such as Pancasila and Citizenship Education (PPKn) or Indonesian, character education is also applied through daily habits in the school environment. Every rule applied in schools, such as discipline in following lesson and activity schedules, appreciation for positive behavior, to joint decision-making, also strengthens the teaching of character values. This habituation aims so that students not only understand moral concepts but can also implement them in everyday life, such as working together, respecting friends' opinions, and completing assignments honestly (Polnaya et al., 2023) .

However, a major challenge in integrating character education arises from the rapidly growing social influence, especially with the widespread use of social media and technology among children. Children are often exposed to information that is not always in accordance with the values taught in schools, such as negative behavior spread on social media. This is one of the obstacles in ensuring that the character values taught can be maintained. In addition, many students come from different socio-economic backgrounds, where the role of parents in guiding their children becomes very important. Therefore, schools strive to involve parents in supporting the strengthening of students' character, both by providing an understanding of the importance of character education and by encouraging them to be role models in everyday life (Hamdan et al., 2021) .

In addition, socio-economic factors that are typical in rural areas, such as those in Kuripan District, add to the complexity of implementing character education. Many parents of students work in the informal sector or in agriculture, who often do not have an adequate understanding of the importance of character education for their children. However, schools are trying to bridge this gap by holding meetings with parents, to provide an understanding of the importance of character education and how they can play an active role in educating their children at home. With this approach, it is hoped that there will be a strong synergy between formal education provided by schools and character strengthening that occurs at home, so that students' character education can develop optimally despite the limitations that exist in rural areas.

Managerial Responses to Social and Moral Changes in Children in the Modern Era

In the digital era and the rapid development of information technology like today, character education in schools faces increasingly complex challenges. SD Negeri Kedawung II, although located in a rural area, is not free from the impact of major social changes, especially those related to student morals and behavior. One of the main challenges faced is the strong influence of social media and technology on children's mindsets and actions. In this case, school management, especially those directly involved in managing the curriculum and educational strategies, has an important role in responding to the social and moral changes that occur (Ingsih, K., et al, 2022) .

The Deputy Head of Curriculum of Kedawung II Elementary School explained that one of the managerial responses implemented was to update the approach to learning in order to accommodate the social and moral challenges that arise among students. "We realize that children are now more easily exposed

to information from outside, which is sometimes not in accordance with the values we teach in schools. Therefore, we must be more proactive in designing learning activities that not only teach academic material, but also strengthen important moral values," he said. For this reason, each subject is designed not only to focus on mastering knowledge, but also on forming students' character so that it remains maintained in the face of negative influences from outside (Quraishi et al., 2024).

One concrete step taken is to include character values more explicitly in learning and extracurricular activities. For example, in PPKn (Pancasila and Citizenship Education) lessons, teachers not only teach theories about the rights and obligations of citizens, but also invite students to apply them in everyday life. In addition, outside of formal lessons, extracurricular activities based on the values of togetherness and responsibility, such as social activities and community service, are also designed to strengthen students' character. This is expected to help students better understand the importance of mutual respect, cooperation, and responsibility, even though they are exposed to the challenging outside world (Syarifah, 2023).

School management also considers the importance of collaboration with parents in shaping children's character, especially in the context of rapid moral and social change. The Deputy Head of Curriculum of Kedawung II Elementary School emphasized that parents play a very large role in supporting character education provided in schools. "We often hold meetings with parents to share information and discuss ways to strengthen character education at home," he said. This is important, considering that moral changes that occur outside of school, such as the influence of social media and shifts in social values, can greatly affect student behavior if not balanced with strong values at home and school (Korkmaz & Akçay, 2024). With synergy between schools and parents, it is hoped that students can more easily go through their teenage years with good character despite the many challenges in the outside world.

However, despite these efforts, challenges remain, especially in addressing the influence of technology that often enters students' lives faster than the educational process in schools. Therefore, a more adaptive and responsive managerial response to the dynamics of social change is urgently needed. School management continues to strive to improve existing strategies and policies to create an educational environment that can keep up with the rapid development of technology and social media, while maintaining moral values that are important for the formation of children's character (Ervianti et al., 2023).

SD Negeri Kedawung II, located in Kuripan District, Probolinggo Regency, is a school that faces various socio-economic and cultural challenges that are typical of rural areas. As one of the educational institutions in an area where the majority of the population works in the agricultural sector and most of them live in rural areas, SD Negeri Kedawung II plays an important role in providing education that not only emphasizes mastery of knowledge, but also character building for students. However, this school also has to face various obstacles related to limited facilities, human resources, and shifts in social values that influence children's behavior. (Susanti et al., 2024).

One of the striking social facts in SD Negeri Kedawung II is the dependence of the community on the agricultural sector, which has an impact on the lifestyle and level of education in students' families. Many parents of students work as farmers, farm laborers, or in other informal jobs, who do not always have a deep understanding of the importance of character education and the influence of technological developments on their children's behavior. This creates a challenge for schools in communicating the importance of character education and morality to parents, who are often more focused on economic aspects and daily survival (Abubakari & Kalinaki, 2024).

In addition, although access to technology and the internet is starting to develop, there are still many students at SD Negeri Kedawung II who are limited in accessing information and learning resources from outside the school. On the other hand, the rapid development of technology, especially social media, also

affects students' mindsets and behavior. Children who have begun to know the digital world are often exposed to information that is not in accordance with the values accepted in the school and family environment. This causes schools to feel the need to be more active in responding to the negative impacts of social media on students' behavior and morals, as well as designing educational strategies that are relevant to the times.

Despite these challenges, SD Negeri Kedawung II remains committed to creating a learning environment that supports the development of student character. In the face of rapid social change, school management strives to integrate character education into every aspect of learning activities, both in and out of class. In addition, to strengthen character education, the school strives to establish closer relationships with the community and parents, so that the moral values taught in school can be supported and continued at home. Thus, even though SD Negeri Kedawung II is located in a rural area with all its limitations, this school still plays an important role in forming a young generation who are not only academically intelligent, but also strong in morals and ethics, ready to face the social challenges around them.

Synergy between School Management and Character Education in Rural Areas

The synergy between school management and character education is very important in creating an environment that supports student development at SD Negeri Kedawung II. In rural areas such as Kuripan District, the success of character education depends not only on the policies implemented in schools, but also on the involvement of parents and the community. In this context, the active role of guardians is crucial to ensure that the character values taught in schools can be applied and reinforced at home. According to interviews with two guardians of SD Negeri Kedawung II, FT and HR, the synergy between schools and families in character education is very much felt in their environment, although there are several challenges that must be faced (Rahmania, 2022).

FT, one of the guardians, said that he felt very supportive of the steps taken by the school in integrating character education into learning activities. "The school is quite good at teaching moral values to children, such as discipline, honesty, and mutual respect. We as parents are also asked to participate in supporting this character education at home," said FT. He added that the school routinely holds meetings with parents to discuss the development of children's character and how parents can play an active role in strengthening these values. According to him, these meetings are very helpful for parents in understanding how to educate children who are not only intelligent but also have good morals. This collaboration creates synergy that strengthens the goals of character education in schools.

In line with FT, HR, another guardian, emphasized that good school management greatly influences the strengthening of children's character education. "Schools do teach many good values through various activities. However, no less important, parents must set a good example at home. We are invited to participate in activities that prioritize moral values, such as mutual cooperation and other social activities," said HR. He explained that the school often invites parents to participate in school activities that not only focus on academics, but also on character building through social activities, such as cleaning the school environment or participating in other togetherness activities. This provides an opportunity for parents to better understand the values taught in school and strengthen them at home.

In this case, SD Negeri Kedawung II tries to create a harmonious learning atmosphere between school and home. One of the steps taken is to involve parents in supervising and developing their children's character (Mulyana & Maylawati, 2024). The school also provides guidance to parents on how to educate children in line with the values applied in the school. "We believe that character education is not only the responsibility of the school, but also a shared

responsibility between the school and parents. If we work together, the values taught will be more easily accepted and applied by children," said HR.

However, challenges in creating this synergy remain, especially in rural areas that still face limited access to information and education. Many parents are busy with their jobs outside the home and often do not have time to be actively involved in school activities. However, SD Negeri Kedawung II tries to facilitate good communication with parents through regular meetings and activities that involve their participation. This shows the school's commitment to creating character education that is not only effective at school, but can also be continued at home.

Overall, the synergy formed between school management and character education at SD Negeri Kedawung II proves that the success of education does not only depend on the quality of teaching at school, but also on the active involvement of parents and the community. Although there are still challenges in overcoming limitations, both in terms of time and resources, solid cooperation between the school and parents makes a significant contribution to shaping good student character, who are ready to face various social challenges in the future (Dian et al., 2023) .

The synergy between school management and character education at SD Negeri Kedawung II is very important to create an educational environment that supports the holistic development of students, both in academic and moral aspects. Although located in a rural area with various social and economic limitations, this school has shown a strong commitment to integrating character education into learning activities. Through an approach that involves parents and the community, SD Negeri Kedawung II has succeeded in creating a solid collaboration between the school and the family, which is the key to strengthening the moral values taught in the school.

Character education implemented in schools is not only limited to classroom teaching, but is also implemented through extracurricular activities and social activities that involve parental participation. The collaboration between the school and parents facilitates the implementation of moral values consistently, both at school and at home. Although challenges such as limited parental time and external influences, such as social media, still exist, this joint effort has a positive impact on shaping students' character.

Thus, despite facing various obstacles, SD Negeri Kedawung II shows that effective school management, supported by the active role of parents and the community, can create strong and relevant character education. This synergy is not only important for shaping students' character, but also makes a major contribution to their social and moral development in the modern era full of challenges. The success of character education in this school illustrates the importance of mutually supportive cooperation between the school, family, and community in shaping a generation that is intelligent and has noble morals.

The Influence of Social Dynamics on the Formation of Children's Character in Elementary Schools

The rapidly developing social dynamics in the modern era have a major influence on the development of children's character, not only in the family and community environment, but also at school. At SD Negeri Kedawung II, social changes that occur around students, such as the influence of technology, social media, and shifts in social values, present their own challenges in shaping children's character. Teachers, as parties who interact directly with students, have a central role in managing and directing the formation of their character. One of the teachers at this school, SH, said that the main challenge faced in character formation is the existence of external influences that often conflict with the values taught in schools. According to him, "Children are now more easily exposed to information that is not in accordance with the teachings in schools, such as negative behavior that is often found on social media." Therefore, SH tries

to develop learning methods that not only focus on teaching material, but also teach moral values that are relevant to children's lives (Kusuma, 2022).

To address these challenges, SH implements a more personal approach based on students' understanding of their world. He emphasizes the importance of listening to students' concerns and views, and providing space for them to discuss social issues that affect their lives. "We try to relate lessons to the reality they face. For example, in PPKn lessons, we discuss how the development of social media can affect their behavior and attitudes," he said. With this approach, SH hopes that students can understand that values such as honesty, responsibility, and respect do not only apply in school, but also in their daily lives, both in the virtual world and the real world.

The influence of this social dynamic is also felt directly by students, as explained by two student representatives, AP and DA. Both stated that they are often exposed to content that is not always positive, both on social media and outside the school environment. AP, one of the student representatives, said that although he often sees his friends being influenced by negative behavior outside, he feels helped by activities at school that teach character values. "At school, we are taught to respect each other and work together. Activities such as mutual cooperation and class discussions really help us to better understand the importance of a good attitude towards others," he said. A similar thing was conveyed by DA, who admitted to feeling more confident and having a more positive outlook after participating in various activities that focus on character development at school. "School helps us to be more disciplined and honest. Even on social media, I am more careful in speaking and acting," explained DA.

This growing social dynamic, while challenging, also provides opportunities for the formation of stronger characters. Through activities designed to strengthen moral and social values, such as group discussions, social activities, and project-based learning, students can better understand and apply these values in their lives. (Armadan et al., 2023). The positive impact of character education implemented at SD Negeri Kedawung II is very visible in the changes in students' attitudes, who become more concerned about the surrounding environment and wiser in using social media. Teaching supported by teachers who actively listen to and guide them, as well as collaboration between schools and families, shows how character education can develop amidst changing social dynamics.

Thus, the influence of social dynamics on the formation of children's character at SD Negeri Kedawung II can be managed effectively through an approach that involves the involvement of teachers, students, and parents. Teachers such as SH play an important role in guiding students to understand and overcome social challenges, while the positive impact can be seen in the attitudes and behavior of students such as AP and DA, who increasingly internalize moral values in their daily lives. The synergy between schools and families in overcoming the negative impacts of these social dynamics has proven to be the key to success in forming students' character (Polnaya et al., 2023).

Facing the impact of rapidly developing social dynamics, SD Negeri Kedawung II must design a comprehensive solution to maintain the quality of children's character formation, amidst strong external influences such as social media, technology, and changes in social values that occur in society. This solution not only involves changes in the teaching approach in schools, but also strengthens the role of parents and the community in supporting students' character education. Here are some solutions that can be implemented to overcome this challenge, which are very relevant to current social facts.

First, it is important for SD Negeri Kedawung II to integrate character education more deeply into every aspect of learning. Given the increasing influence of technology and social media, schools can strengthen learning materials with topics that discuss the negative impacts of social media use, the importance of digital ethics, and how to behave well in cyberspace. Learning like this will give students a better understanding of how they can maintain morality, even in the digital world. In addition, learning based on case studies of social

problems around them—such as conflicts due to social media abuse or differences in social views—will help students understand the relevance of moral values in their daily lives.

Second, increasing parental involvement in children's character education is very important. Given that many parents in rural areas are busy with work and are not yet fully aware of the impact of social change on their children, schools must establish more intensive communication with parents. Through regular meetings and programs such as seminars or workshops, parents can be given insight into how to support character education at home. In addition, parents also need to be involved in school activities, such as social activities and mutual cooperation, which will strengthen the bonds between school, home, and community in shaping children's character. Parental activeness in supporting school programs can help create a consistent environment in fostering children's character, both at home and at school (Armadan et al., 2023).

Third, schools need to strengthen extracurricular activities that emphasize social and moral values. Activities such as scouts, sports, and arts can be used as a forum to develop students' character. In extracurricular activities, students are taught to work together, be disciplined, and responsible, as well as respect differences. SD Negeri Kedawung II can also organize social activities that involve students, such as community service or greening programs, which not only teach students about the importance of sharing, but also instill a sense of concern for the environment and society. Through these activities, students not only learn theories about character, but also get the opportunity to apply these values in real action.

Fourth, to address the negative impacts of social media and unfiltered information, schools can hold media literacy programs that teach students to think critically about the information they receive. These programs can include lessons on how to use the internet wisely, recognize fake news, and interact safely in cyberspace. Through this training, students will be more aware of the negative influences that come from the digital world, while also equipping them with the skills to manage information in a more positive and productive way.

In addition, providing psychological guidance or counseling in schools can also be an effective solution in assisting students in dealing with the social pressures they feel, both in the real world and the virtual world. Students who feel anxious, stressed, or confused by rapid social changes can be accompanied by counselors to help them overcome these problems. This psychological support is important so that they can grow with good emotional balance, which will ultimately strengthen their character in facing life's challenges (Apriliyanti et al., 2021).

Overall, an effective solution to overcome the influence of social dynamics on the formation of children's character at SD Negeri Kedawung II is a holistic approach, involving schools, families, and communities. Strengthening character education in schools must be done by aligning subject matter with current social challenges, increasing the role of parents in children's education, and strengthening extracurricular activities that support character development. With this solution, it is hoped that students can not only develop academically, but also have good character, be responsible, and be ready to face social challenges in the modern world.

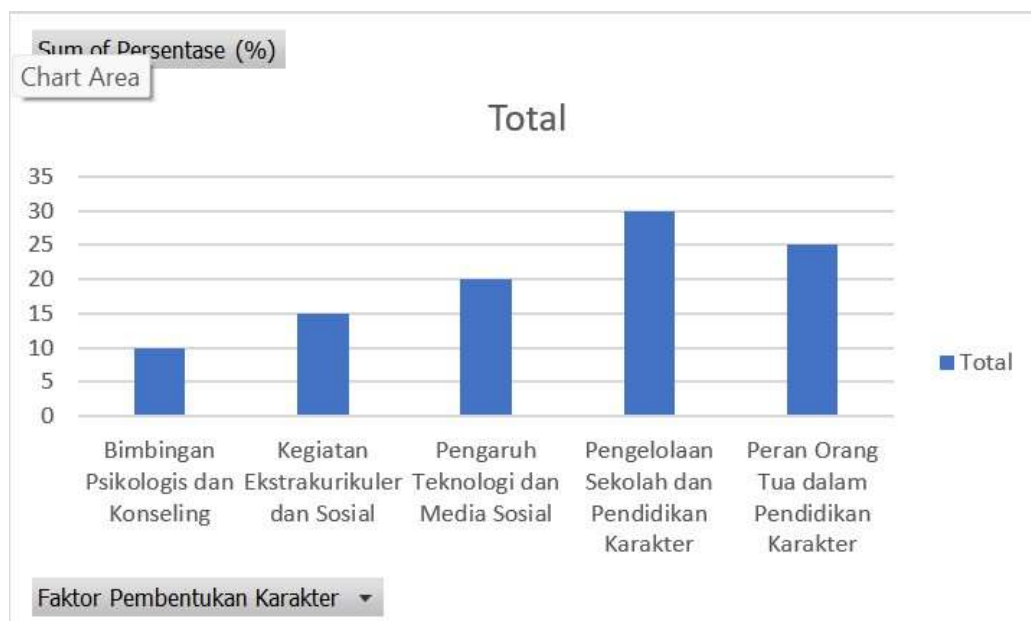


Table 1.3 Character Formation Factors at Kedawung II State Elementary School

CONCLUSION

Based on the discussion of character education at SD Negeri Kedawung II, it can be concluded that school management has a very important role in integrating character values into every learning activity. Although located in a rural area with limited facilities and resources, SD Negeri Kedawung II has succeeded in facing this challenge by optimizing the role of teachers and involving parents and the community in shaping students' character. The influence of rapidly developing social dynamics, especially in terms of technology and social media, requires an adaptive response from the school to ensure that students not only develop academically, but also have strong moral values.

The synergy between school management and character education at SD Negeri Kedawung II has been proven to strengthen the formation of student character. Through an approach based on relevant social values and parental involvement in the educational process, the school has succeeded in creating an environment that supports the development of student character both inside and outside of school. Although challenges such as limited parental time and the negative influence of social media still exist, solid collaboration between schools, parents, and the community can have a significant impact on forming positive attitudes and good ethics in students.

However, the ever-changing social dynamics, especially the negative influence of social media, remain a major challenge in shaping students' character. Teachers at SD Negeri Kedawung II, such as SH, play an important role in guiding students to understand moral values that are relevant to their lives, both in the real world and the virtual world. Students, as expressed by student representatives AP and DA, feel the benefits of activities that teach character, which help them overcome negative influences from the outside world and foster an attitude of mutual respect and responsibility.

Based on these conclusions, there are several recommendations that can be taken to improve the quality of character education at SD Negeri Kedawung II. First, schools need to strengthen media literacy programs that teach students how to use technology and social media wisely, as well as how to recognize and avoid the negative influences of uncontrolled information. Second, the role of parents must be maximized through more intensive communication and activities that actively involve them in supporting character education at home. Third, schools

can increase extracurricular activities that focus on character development and social skills, such as mutual cooperation, community service, or other value-based activities. Finally, providing more intensive psychological guidance and counseling can help students deal with the social and emotional pressures they experience due to rapidly changing external influences. With a holistic approach and synergy between all parties, character education at SD Negeri Kedawung II will be stronger and able to face the challenges of the times.

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