CHARACTER EDUCATION STRENGTHENING PROGRAM INNOVATION THROUGH SOCIAL MEDIA CONTENT

Abstract

Objective: The development of an increasingly modern era brings a novelty in various sectors of life. This novelty can be positive or negative so that in practice it really needs an innovation that needs to be done.

Theoretical Framework: The purpose of this study is to describe and explain character strengthening programs in the era of the industrial revolution 4.0 which will be linked to innovations through social media content, which we all know that social media has become a necessity for every individual today.

Method: The method used uses a qualitative approach to the type of library research (library research). The data collection technique in this research is documentation, namely by searching for data related to variables in the form of scientific articles, scientific journals, papers, and even books and others that support research. The data analysis technique in this study is the data analysis method, the analysis is carried out to obtain validity and can be re-examined based on the concept and context.

Findings: The results of this study led to innovations that were modern and easily accepted in terms of elevating the concept of character strengthening programs, namely through creative, attractive and elegant social media content. Social media such as Instagram, Facebook, YouTube, WhatsApp, and others have become a weapon that needs to be utilized in terms of strengthening national character.

Keywords: social media, character strengthening, industrial revolution 4.0.

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EDUCAÇÃO DE CARÁTER FORTALECENDO A INOVAÇÃO DO PROGRAMA ATRAVÉS DE CONTEÚDO DE MÍDIA SOCIAL

Resumo

Objetivo: O desenvolvimento de uma era cada vez mais moderna traz uma novidade em vários setores da vida. Essa novidade pode ser positiva ou negativa para que na prática precise realmente de uma inovação que precisa ser feita.

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Estrutura Teórica: O objetivo deste estudo é descrever e explicar programas de fortalecimento de caráter na era da revolução industrial 4.0, que serão vinculados a inovações através de conteúdo de mídia social, que todos sabemos que a mídia social se tornou uma necessidade para cada indivíduo hoje.

Método: O método usado usa uma abordagem qualitativa para o tipo de pesquisa de biblioteca (pesquisa de biblioteca). A técnica de coleta de dados desta pesquisa é a documentação, ou seja, a busca de dados relacionados a variáveis na forma de artigos científicos, revistas científicas, trabalhos e até livros e outros que apoiam a pesquisa. A técnica de análise de dados neste estudo é o método de análise de dados, a análise é realizada para obter validade e pode ser reexaminada com base no conceito e contexto.

Constatações: Os resultados deste estudo levaram a inovações modernas e facilmente aceitas em termos de elevação do conceito de programas de fortalecimento de caráter, nomeadamente através de conteúdo criativo, atraente e elegante de mídias sociais. Redes sociais como Instagram, Facebook, YouTube, WhatsApp e outros se tornaram uma arma que precisa ser utilizada em termos de fortalecimento do caráter nacional.

Palavras-chave: mídia social, fortalecimento do caráter, revolução industrial 4.0.

1 INTRODUCTION

The industrial revolution 4.0 is a sign that the world is always in a process of development, in this case the main focus is the development of technology and information aspects. In general, we are no doubt related to the rapid technological and information conditions that we actually experience together. It is this development that is so significant that it has an impact on daily life, both negatively and positively. Of course, in practice we all want a good impact on the sustainability of life in society, so it is necessary to filter certain things, which we consider not harmful to ourselves. The industrial revolution 4.0 brings a challenge, in which there are opportunities and obstacles.

The era of the industrial revolution 4.0, which was marked by the use of information technology in almost all aspects of human life, required filtering information, culture, and so on (Yani et al, 2019). This is intended so that individuals avoid things that will have a bad impact on themselves, so it is very important to do a filter for everything that enters us, be it information, culture, or other vital things. In an era like today, a variety of technologies with various applications is realistically unavoidable, because everyone is familiar with them. The era known as the Industrial Revolution 4.0 has indeed made us all open to real and broad knowledge, that we have to leave a situation that is still traditional to a modern one, by continuing to filter it (Hartino & Adha, 2020). Thus, the progress of technological development that is so rapid needs to be utilized properly and correctly by all elements. Existing sectors must
be integrated with technological advances, I take an example in the education sector.

Education is important for the progress of a country, because with education the people in it can know something that was never known before (Hartino & Adha, 2020). Therefore, education will become more open and easily accepted when it can be integrated with technological developments, so that it will support a modern direction. Even so, with this technological advancement, don't get rid of the spirit of education itself. In this case, the author highlights character education. The current condition, with the rapid development of technology and information, has brought changes to the way individuals behave and act.

The rapid development of technology and information brings about changes and creates new orders, new measures, and new needs that are different from before that must be responded to and fulfilled by all education stakeholders (Ahmadi et al, 2020). In this case, it relates to character education, namely the need to emphasize the importance of character that must be possessed by individuals in the continuation of the industrial revolution 4.0. Do not let the character of each individual fade or weaken, if this happens it will be a sign of danger for the survival of the nation and state. Because the progress of a nation lies in the character of a nation, the character itself is the most important and very basic thing.

Examining the existing problems, the main goal of the author is to formulate and develop character education innovations that are relevant in the era of the industrial revolution 4.0. Thus, a program to strengthen character education or abbreviated PPK emerged. The implementation of strengthening character education at this time is certainly a must using ways that are in accordance with the times, which are easily accepted and accessible to individuals. In order to be able to develop eroded character and to be able to balance technology which is currently growing rapidly, with the last orientation making human resources superior in character and still holding fast to the values of Pancasila.

2 METHOD

The method used in this article uses a qualitative approach with a type of library research. Literature study is used to review the literature so that it can provide a rationale for the problem/study and place the study in the continuity of the literature on the topic being studied (Creswell, 2015). Meanwhile, according to Zed (2008) literature studies
are utilized in the form of reference sources and literature reviews. Data collection techniques, namely documentation, by searching for data or materials needed in the form of books, journals, dictionaries, documents, magazines, and so on that can support the writing process. The data analysis technique used in this study is the data analysis method, the analysis is carried out to obtain validity and can be re-examined based on the concept and context.

3 RESULTS AND DISCUSSION
3.1 CHARACTER BUILDING

Talking about character education, of course this is not an easy thing but something profound. This is because character education is considered important to be implemented in the formal learning process in schools (Santoso & Adha, 2019). This indicates that formal education is important for the process of continuing character education apart from the education carried out by parents at home. However, the main point is that character education in schools can set an example for individuals and jointly maintain this character as a school activity supervised by the school community. Meanwhile, before going further we need to understand each concept of education itself and the character itself, so that we can easily identify the concept and its context.

Education is currently not able to develop the personality of students, so it does not develop the character as a whole properly (Akbar, 2011). Meanwhile, what is education? Oemar (2002) explains that education is a process in order to influence students to be able to adapt as well as possible to the environment and thus will cause changes in him that enable him to function strongly in the life of society. This gives the meaning that education actually prepares individuals to enter into the life of society where when they go directly they bring provisions that function to control themselves according to the conditions and situations in that place. In another opinion, it states that education is a process of communication and information from educators to students (Perdana & Adha, 2020). Of course, in carrying out communication and information must be effective and efficient so that the results achieved are appropriate.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. Ahmadi et al, 2020). Simply put,
education will explore self-potential and change in a positive direction. Meanwhile, according to Zulyan et al (2014) education plays an important role that cannot be separated from life, both in family life, society and in the life of the nation and state. Every place can be used for education and education is not limited by bonds or space. Thus, according to the author, education is a learning process that must be carried out in order to find out something new where this new thing will later become an innovation in further practice.

It is not surprising that education not only develops the potential for individual knowledge and skills but also must instill good character values in living a more advanced life. Etymologically, the character comes from the Latin karakter, kharassein, kharax, in English: character and in Indonesian "character" which means character, character, psychological traits, morals or manners that distinguish one person from another, while in English Greek is a character, from charassein which means to make sharp, to make deep (Gunawan, 2012). Meanwhile, character is behavior that appears in everyday life both in behavior and in acting (Yalida, 2019). This means that character is very attached to the daily activities of each individua.

According to the Ministry of National Education (in Nashir, 2013) that character is a person's character, character, character or personality which is formed from the results of internalizing various policies (virtues) that are believed and used as the basis for perspectives, thinking, behaving, and act. This indicates that character becomes a guide in daily activities where individuals cannot act casually. Characters that do not develop properly will result in widespread character degradation that occurs among students (Marini, 2017). We certainly don't want this to happen to each individual, so character needs to be considered comprehensively and in depth. Thus, according to the author himself, character is a good or bad action that is inherent in each individual and can control the good and bad, namely each individual as well.

The results of the discussion above, we already know each of the concepts of education and character itself. Next, we just move on to what is character education? Character education is interpreted as education that directly leads to the basic moral knowledge of a learner as a preventive measure for violating morals that endangers oneself and others (Santrock, 2014). This means that moral education is aimed at protecting oneself from actions that are not justified legally and are harmful to the surroundings. According to Samani &Heriyanto (2016) that character education is a...
learning process that empowers students and adults in the school community to understand, care about, and act based on ethical values such as respect, justice, civic virtue and citizenship, and responsibility for themselves and others. This indicates that the school is the main place to introduce and teach character education itself. Character education is an effort and effort made in building the character of students in order to realize normative values. Real practice that needs to be done by individuals. Overall, the authors themselves conclude that character education is a process of learning about good or bad actions in a social environment that is very attached to each individual who is judged by other people who see it.

3.2 STEPS, PRINCIPLES, OBJECTIVES OF CHARACTER EDUCATION

The steps for character education are as follows: 1) Character education can be integrated into learning in each subject; 2) Extra-curricular activities that have been held so far are one of the potential media for character building and improving the academic quality of students; 3) Character education is related to the management of character education implementation; 4) Character education should bring students to the introduction of cognitive values, appreciation of values cognitively, effectively and finally actual value practice.

Schaps & Lewis (in Yaumi, 2014) outlines eleven basic principles in supporting the successful implementation of character education. The eleven principles in question are (1) The school community develops ethical values and core abilities as the foundation of good character. (2) The school defines character comprehensively to include thoughts, feelings, and actions. (3) Schools use a comprehensive, intentional, and proactive approach to carry character. (4) Schools create a community that cares about character. (5) Schools provide opportunities for students to take moral action. (6) The school offers an academic curriculum that means challenging values all students' character development, and helps them to achieve success. (7) Schools carry the self-motivation of students. (8) School staff are ethical learning communities who share responsibility for implementing character education and incorporating values that guide students. (9) Schools develop joint leadership and great support for initiating or improving character education. (10) Schools involve family and community members as partners in character building efforts. (11) Schools regularly assess and measure culture and climate, staff functions as character education and the extent to which
students are able to manifest good character in everyday interactions.

According to the Ministry of National Education, the objectives of character education include: 1) Developing the heart or conscience or affective potential of students as human beings and citizens who have cultural values and character; 2) Developing commendable habits and behavior of students in line with universal values and religious national cultural traditions; 3) Instill a spirit of leadership and responsibility in students as the nation's next generation; 4) Develop the ability of students to become human beings who are independent, creative, and have a national perspective.

3.3 GRAND DESIGN STRENGTHENING CHARACTER EDUCATION THROUGH SOCIAL MEDIA CONTENT

Strengthening character education or what we know as the abbreviation PPK, turns out to be a continuation of the revitalization of the national character education movement which began in 2010. Strengthening character education or moral education currently needs to be implemented to overcome the moral crisis (Abidin et al., 2015). This moral or character crisis occurs along with the development of modern and sophisticated times, such as lack of caring for others, honesty that is starting to fade, language spoken on social media that is not polite, and discipline that is not enforced and many others. The presence of strengthening character education has a very important role, because changes in students' behavior as a result of the character education process are largely determined by environmental factors (Perdana & Adha, 2020). Several studies show that the condition of education in Indonesia is very problematic, many educational institutions are still not able to educate their students in character education, etiquette education, and courtesy education (Dahliyana, 2017). This means that it is necessary to strengthen character education that is adapted to the conditions of the times so that educational institutions are able to educate students according to prevailing values.

Strengthening character education is an effort to grow and equip the next generation to have good character, high literacy skills, and have superior competence in the fourth industrial revolution era, namely being able to think critically and analytically, creatively, communicatively, and collaboratively (Ahmadi et al, 2020 ). Individuals in this case need to equip themselves with hard skills and soft skills. In this case, efforts to build character are supported by Permendikbud No 20 of 2018 concerning Strengthening
Character Education.

In the Permendikbud it is emphasized that Strengthening Character Education, hereinafter abbreviated as PPK, is a school education movement to strengthen the character of students through the harmonization of exercise of the heart, exercise of taste, exercise of thought and exercise. So that between taste, thought, and exercise are related to one another. According to Greetings (2017) argues that: Strengthening character education (PPK) is a process of forming, transforming, and developing the potential of students to have good minds, good hearts, and good behavior; in accordance with the philosophy of Pancasila as the way of life for the Indonesian nation. Individuals can explore their own potential so that the character that is in them emerges because they are fixated with potential towards good.

The chart below is a design for utilizing social media to help strengthen character education through social media content, because we all know that social media is now a necessity for all groups. Social media needs to be utilized in a positive direction by creating content related to the values in strengthening character education. There are 5 main values that exist in strengthening character education. These values include religious, nationalist, independent, mutual cooperation, and integrity values. Of the five values, in its implementation it must be done correctly and well, even if one examines this value in more depth each other are related. Content can be changed to posters with attractive designs or short videos that can be uploaded either on Facebook, WhatsApp, Instagram, YouTube, TikTok, and Twitter. Because currently there is a lot of social media content that actually has no positive value but is widely accessed and disseminated while content that contains positive values is reluctant to be accessed or disseminated, because there is a need for self-awareness to create and disseminate content in accordance with strengthening character education as shown in the chart. 1.
4 CONCLUSION

Character education is very fundamental in life, because without character, life cannot be organized and many individuals will act outside the boundaries of the norm. Meanwhile, to awaken the importance of character in the modern era, there is a program to strengthen character education in which there are values that must be implemented correctly and properly for the survival of the nation and state. These values play a vital role in strengthening individual actions and attitudes. We can strengthen character education in accordance with the times, so that it is balanced and accepted by all groups, so we can use social media as a tool to provide appreciation and understanding of what the application of religious values is like, what nationalist values are, what independent values are, what is the value of mutual cooperation and what is the value of integrity, for example. If we can take advantage and consistently create content based on the character strengthening program, it is possible for us to inspire others to create useful content for the general public.
REFERENCES


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