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Implementation of Character Education from the Perspective of Elementary School Student Characteristics in the Digital Era at SDN Kampungasawah 1 Karawang Student of Master of Administrative Science Study Program

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Abstract: Character education is crucial and a shared focus, particularly in the field of education. Character education must be prepared and implemented from an early age and can be implemented in elementary school. Character education for elementary school students is an effort to prepare a generation with character that can bring about positive change for the Indonesian nation and state. The era of Society 5.0 presents both opportunities for development and challenges that are increasingly challenging compared to previous eras. Therefore, character education must be thoroughly implemented so that students develop character aligned with Islamic teachings and are able to face more complex challenges. This research was conducted using a qualitative library research approach. The data presented in the discussion were obtained through a literature review referring to various scientific sources, such as books, scientific articles, and studies related to the topic. The results are presented directly and objectively through descriptive narrative. Character education at the elementary school level is implemented by instilling religious values in students, promoting a culture of reading and literacy, and conducting extracurricular activities tailored to each student's interests and talents. Character education implementation for elementary school students must be ongoing and supported by teachers so that students become accustomed to the patterns established at school.

Keywords: Implementation, Character Education, Digitalization Era

INTRODUCTION

Education, both past and present, including in the era of globalization, is expected to produce quality graduates with academic and religious skills. The broad goal of education, in general, is to equip students with the skills to face their future with independence, intelligence, and moral excellence. Regarding character education, the Indonesian nation desperately needs

a large and qualified human resource base to support the effective implementation of development programs.

According to Prof. Dr. Drs. Veithzal Rivai Z., MM., MBA in his book *Education Management 2009: 896* Says that the allocation of human resources is not done haphazardly but is truly in accordance with their abilities and expertise. In their role, teachers have the responsibility to provide or transfer learning materials to sharpen the brains of students while in their role as educators, teachers must guide and direct and develop students to become capable, active, creative and independent human beings. As teachers and educators, these two roles are the duties of professional teachers and *professional teachers are educators with high professional competence stakeholders*.

In the book *Islamic Human Capital Management 2014:21* Prof. Dr. Drs. Veithzal Rivai Z., MM., MBA explains that in management, in addition to managerial functions, there are several management principles that must be considered, namely: a. The principle of humanity, b. The principle of democracy, c. The principle of the right man in the right place, d. The principle of equal pay for equal work, e. The principle of unity of direction, f. The principle of unity of command, g. The principle of efficiency, h. The principle of effectiveness, i. The principle of work productivity, j. The principle of discipline, k. The principle of authority and responsibility.

The education that is most needed today is one that integrates character education with education that optimizes the development of all dimensions of children. Learning activities must position students as subjects of learning and encourage them to develop their talents and potential optimally.

A principal is a resource or teacher tasked with leading a school. They possess specific competencies and are able to carry out their duties and roles as a leader or principal. In carrying out their performance, a principal must possess innovation and strategies in every task and role they carry out, and they must be responsible for their leadership. In school development, the principal has a very important role and task in advancing the school. The principal must be able to create and design various activity programs to develop the school by collaborating with various other school parties and other school stakeholders..

According to Prof. Dr. Veihztal Rivai Zainal, MBA, in his book "*Leadership and Organizational Behavior*," leadership style influences subordinates to achieve organizational goals. (Veihztal Rivai Zainal, 2009:83)

Character education must be implemented from an early age. The first and foremost foundation for character education is the family. Schools are a second home for students, where character education is implemented. The teacher's role in schools is not merely to transfer knowledge but also to shape students' character, especially in elementary schools, which are the first formal education for students (Lestari & Mustika, 2021). This is because one of the keys to the success of Indonesian education is through character education (Faiz et al., 2021). The importance of character education in elementary schools requires teachers to be able to implement it effectively.

National policy emphasizes that character development is a fundamental requirement in the process of nationhood. Since the beginning of independence, the Indonesian people have been determined to make character development an essential and inseparable component of national development. While students may engage in all three learning styles during learning, at certain stages they will tend toward one or both. This categorization does not imply that students possess only one learning style. In the era of globalization and multiculturalism, teachers and school administrators must work together to improve the quality of their students, both academically and non-academically, to achieve optimal learning outcomes.

Prof. Dr. Drs. Veithzal Rivai Zainal, MM., MBA in his book entitled Islamic Quality Education Management, page 118 said "The quality of educational output will be influenced by the extent to which the institution is able to optimally manage all potential starting from educational staff, students, learning processes, educational facilities, finances and including its relationship with the community."

The number of students at SDN Kampung Sawah I has the following number of students:

Number of Students by Age

AGE	MAN	WOMEN	TOTAL
< 6 tahun	9	16	25
6-12 tahun	126	125	251
13-15 tahun	0	1	1
16-20 tahun	1	0	1
>20 tahun	0	0	0
TOTAL	136	142	278

Source processed by the author

METHOD

This study was conducted using a qualitative library research approach. The data presented in the discussion were obtained through a literature review referring to various scientific sources, such as books, scientific articles, and studies related to the topic. The author presents the results directly and objectively through descriptive narrative. This aligns with qualitative research theory, which states that the required qualitative research results will be presented directly and objectively.

RESULTS AND DISCUSSION

The Nature of Character Education

Character education is closely related to a person's moral character. It is a process that involves each individual developing attitudes and behaviors that reflect a set of values. Character education is defined as a system for instilling character values in school and community members, encompassing knowledge, awareness, or willingness, and actions to implement these values, both toward God Almighty, oneself, others, the environment, and the nation, thus creating the next generation of character.

Thomas Lickona stated that character education is an educational process aimed at shaping a person's personality through moral education, the results of which can be seen through a person's concrete actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work, and so on.

Thus, it can be concluded that character education is a system of instilling character values that encompasses knowledge, awareness, actions, and good values, aimed at shaping a person's personality for the better through concrete and commendable actions. The cornerstones of national education must be instilled as early as possible to build a society that has a high level of character education, develops dynamically, and is centered on science and technology, thus encouraging people to continue to innovate and progress.

At SDN Kampung Sawah 1 Karawang School, character education has been implemented for its students, such as instilling attitudes of tolerance, honesty, hard work, discipline and creativity.

Character Education in Elementary Schools

Elementary schools, as formal educational institutions, are the starting point for students to develop various aspects of themselves, including attitudes, knowledge, and skills. These aspects can be acquired through learning both in the classroom and outside of school. The goal

of character education in elementary schools is to shape and develop the character of students at every level of education, enabling them to internalize and practice the noble values based on religious teachings and each principle of Pancasila. Furthermore, it aims to improve the quality of education delivery and outcomes, leading to the achievement of character education and noble morals in students in an integrated and balanced manner.

Character education can be a systematic and structured process designed to replace, improve, and shape positive values in students' personalities. This is implemented by educational providers, institutions that hold the key to developing students' character and noble morals in a balanced, comprehensive manner, and in accordance with graduation competency standards.

There are four characteristics of elementary school students, as follows:

1. Enjoys Playing. This characteristic requires elementary school teachers to implement educational activities that include play, especially for lower grades. Elementary school teachers should design learning models that incorporate play elements. Teachers should develop a learning model that is serious yet relaxed. Lesson schedules should alternate serious subjects such as science and mathematics with those that contain play elements, such as physical education or arts and crafts, and should be conducted in an integrated manner.
2. Enjoy moving. Adults can sit for hours while elementary school children can sit for a maximum of about 30 minutes. Therefore, teachers should design learning models that allow children to move or move. Telling children to sit neatly or for long periods of time is felt by children as torture.
3. Children enjoy working in groups. From interacting with peer groups, children learn important aspects in the socialization process, such as learning to comply with group rules, learning to be loyal to friends, learning not to depend on being accepted in the environment, learning to be loyal to friends, learning to accept responsibility, learning to compete with others in a healthy way, learning sports and bringing implications that teachers must design learning models that allow children to work or learn brings implications that teachers must design learning models that allow children to work or learn in groups. Teachers can ask students to form small groups with 3-4 members to study or complete a task as a group.
4. Enjoy experiencing or doing/demonstrating something directly. Based on cognitive development theory, elementary school children enter the concrete operational stage. From what they learn in school, they learn to connect new concepts with old ones. Based on these experiences, students form concepts about numbers, space, time, bodily functions, gender, morals, and so on. For elementary school children, teacher explanations of subject matter will be better understood if children implement them themselves, similar to providing examples for adults. Therefore, teachers should design learning models that allow children to be directly involved in the learning process. For example, children will understand science concepts better if they directly practice them.

Character education can improve the quality of educational processes and outcomes, leading to character education and noble morals through holistic, integrated, and balanced learning, in accordance with graduate competency standards at each level of education. Expected competencies in learning activities can be knowledge or skills. If character education achieves success and satisfactory competency, it will produce the nation's next generation with character, noble morals, and superior personalities.

At SDN Kampung Sawah 1 Karawang, the school and teachers have a very important role, namely having the obligation to direct and guide students in the process of strengthening

character education and in utilizing positive things supported by positive digital media when used as learning media at school to achieve satisfactory success.

Strengthening Character Education in Digital Era Literacy Learning

In this digital era, various efforts to strengthen character education are crucial in creating a progressive and intelligent generation with noble morals and superior personalities. Undeniably, today's children are increasingly integrated with technology, such as gadgets and games. Technology also benefits education. The pursuit of literacy as a source of knowledge in learning can utilize technology. Putri stated that students can search Google, email, and other sites to find topics, papers, and e-books. However, this does not mean that learning should not utilize available textbooks; internet use is only intended to increase knowledge and materials in the learning process.

The digital era provides a variety of information sources on the internet, both verified and unverified. However, a strategy for navigating information sources is essential to ensure that the information obtained is relevant, valid, and accountable. Digital literacy is learning using technology- and information-based media. *Strengthening character education through digital literacy is implemented at SDN Kampung Sawah 1 because the school believes that the application of digital literacy is beneficial for expanding vocabulary, optimizing brain function, gaining insights and the latest information quickly and accurately, enhancing interpersonal skills, enhancing verbal skills, enhancing analytical and thinking skills, and enhancing word formation skills.*

School Efforts to Instill Character Education in Students at SDN Kampung Sawah 1 Karawang

1. Moral and Religious Education

Religious and moral education is crucial for instilling the good and moral values that every individual should possess. Schools provide religious and moral education, teaching values such as tolerance, honesty, hard work, and compassion. They also organize religious activities such as congregational prayer, religious studies, and religious study groups.

2. Character learning through extracurricular activities

Extracurricular activities, such as scouting, arts, and sports, can be excellent ways to shape a child's character. These activities can teach independence, leadership, teamwork, and develop empathy and social skills.

3. Instilling positive values in the school environment

The school environment can be an excellent medium for instilling positive values in children. For example, schools can display signs or posters that teach positive values, such as gratitude, respect for others, and maintaining a clean environment.

CONCLUSION

1. Character education is an educational system designed to instill values that are in accordance with the nation's culture in students, which aims to make students into people who have good attitudes, behavior, speech and manners in accordance with the norms that apply in society.
2. The use of digital literacy for elementary school students still requires supervision from both parents and teachers in harmony with its use by providing good knowledge in ethics so that children can avoid negative behavior and the negative impacts of the bad influence of technology.
3. Character education in elementary schools holds the key to instilling character and noble morals in students in a balanced, holistic manner, and in accordance with competency

standards. The world of education, both formal (schools) and non-formal (families), now faces new challenges in educating students in today's technological era.

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