

Character Education For Vocational High School (SMK) Students In The Digital Era

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Abstract

Education is a process of strengthening and developing human attitudes and behavior as well as the inheritance of knowledge and skills in order to help students reach a level of maturity in their attitudes and thoughts. The development of technology and information in today's digital era is very fast and complex which can actually have a negative impact on the formation of student character which is boomeranging in the world of education. This research will use a combined qualitative and quantitative research method with the research location being conducted in Southeast Sulawesi, Kolaka Regency (SMKN 7 Kolaka Timur) using a descriptive study that provides an overview of the subjects and objects of the research. From the results of the study, it was found that there were positive and negative impacts on character education in the current digital era. Character education innovations in the digital era have negative impacts experienced by teachers and students in the 21st century. Based on this, the researcher provides suggestions in this study that in dealing with the positive and negative impacts of character education in the digital era, several solutions can be applied including: (1) Learning about digital ethics, (2) Limiting layer time, (3) Education about digital literacy, (4) Online security and privacy, (5) Development of social and emotional skills, and (6) Collaboration with parents and the community.

Keywords: Student; Education; Character; Digital era.



INTRODUCTION

Education is a process of strengthening and developing human attitudes and behavior as well as the inheritance of knowledge and skills in order to help students reach a level of maturity in their attitudes and thoughts. The development of technology and information in today's digital era is very fast and complex. This progress can be enjoyed by adults and even children do not want to be left behind from the benefits of technological developments. Character education in the current digital era has an important role that is needed to direct students to be wiser in using digital media.

Technological advances, cultural acculturation, concern for the environment, tourism, trade, market competition, and the increasing demand for weapons among developed countries are evidence of an increasingly complex global situation (Sapriya, 2016: 121). The increasing availability of information technology is a challenge and a problem for us regarding what kind of educational process and how it should be regulated and delivered so that it can create a relatively new learning climate. Even though students are in isolated areas, they can still be connected with educators, even from all over the world (Barbour and Reeves, 2009).

Several previous studies examined by Triyanto in his article entitled "Opportunities and Challenges of Character Education in the Digital Age" using a qualitative approach have similarities with the research that the author did, namely using a qualitative approach method. While the difference from previous research is that the object studied by Triyanto is students and, in this study, it is students and students.

The digital era has changed many ways of living and working so that over time, of course, this technological development also has positive and negative impacts in its implementation, including in the field of Education. At present we are worried about changes in students' behavior patterns in the digital era starting from the difficulty in concentrating on lessons because there is a lot of interesting content, online games, cyberbullying to copyright infringement. The emergence of various destructive cases shows the weak character of the nation's children.

Character building through character education for students is very important to be implemented from an early age so that they can foster the character of a generation of people who have good morals and are not easily shaken. The purpose of education in Law Number 20 of 2003 concerning the National Education System that "National education functions to develop abilities and form dignified national character and civilization in the context of educating the



nation's life, aims to develop the potential of students to become human beings who believe and fear God The Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent and becomes a democratic and responsible citizen."

Character education is very important in achieving a democratic society that has several principles such as equality, respect for others, helping others voluntarily, maintaining justice, and caring for the welfare of society (Pike, 2010). The era of freedom in spreading information that is so fast makes many people worry about the future of the child's character. Character education in the digital era is very important to do because to provide direction so that students are able to filter existing information and knowledge and can be accessed freely so that students get the right information and good benefits from the use of technology in education in the current digital era.

RESEARCH METHOD

This research is a qualitative research that location was conducted in Southeast Sulawesi, Kolaka Regency (SMKN 7 East Kolaka). The study used is descriptive study. This research was conducted in 2023 with research participants being Civics, Mathematics and Sports teachers. Then to strengthen the information from the informant, the opinion of the resource person from the Education expert (Lecturer) is needed. Teachers, Lecturers and Education Students were chosen as informants because they were the ones who would educate the character of the nation's successors or students who were future candidates for the nation. There were 25 participants in this study and they were not fixed on a certain number, but if data saturation occurs, data collection will be terminated. Data in this study were collected using interviews, observation, literature and questionnaires. Data analysis was carried out by reducing the results of the interviews then the data was presented in tabular form, the last step was drawing conclusions.

RESULT AND DISCUSSION

Character is a major milestone in the world of education, so that it has a strong legal basis in Law Number 20 of 2003 concerning the National Education System in article 3, which states: "National education functions to develop capabilities and shape dignified national character and civilization in order to educate the life of the nation". Character has an important role so that it becomes the talk of national leaders, for example by Bungk Karno and Ki Hajar Dewantara. The phrase "Character" according to Bung Karno in "Character Building" in each of his speeches has



an implied meaning, namely the character of the nation that must be built. The phrase "Character" from Ki Hajar Dewantara, means character education for students, which includes "creative", "taste" and "intention". (Adisusilo, 2014:76) The phrase "Character" from Ki Hajar Dewantara refers to the concept of character education needed for students. Ki Hajar Dewantara, who is also known as the founder of Indonesia's national education, developed a holistic education concept, which involved developing students' character in various aspects. In this concept, there are three aspects called "creative", "taste", and "intentional" which include character education:

The "creative" aspect relates to students' ability to create, produce, and be creative. This includes the development of students' imagination, creativity and intelligence. Education in the "creative" aspect aims to train students to become individuals who are creative, innovative, and able to think independently.

The "taste" aspect is related to emotion, ethics, and morality. Education in the "taste" aspect aims to form positive attitudes and values in students, such as empathy, mutual respect, honesty, and responsibility. The goal is to form a person who has good moral and ethical awareness.

The "intentional" aspect relates to aesthetics and appreciation of art, beauty, and culture. Education in the "intention" aspect aims to develop students' sensitivity to art and beauty, as well as to foster interest in arts and culture. This could include appreciation of music, visual arts, literature, dance and theatre.

In Ki Hajar Dewantara's character education concept, "creative", "taste", and "intention" are interrelated and influence each other. Education that includes these three aspects is expected to form students who have integrity, have strong character, and have an awareness of positive values. By implementing comprehensive character education like this, it is hoped that students will not only have good academic knowledge, but also become individuals who are ethical, creative, have artistic sensitivity, and can contribute positively to society.

Character is the nature, character or personality that differentiates an individual from the others, or character can also be said to be the actual condition of an individual's soul that distinguishes it from other individuals. Character level is higher than intellect. The balance of life depends on character because it can make people able to survive in overcoming their problems in a meaningful way (Saptono, 2016: 15)

The definition of character is the nature, character, or personality that distinguishes one individual from another. It includes the qualities and attributes that exist in a person, which form



the basis of who they are. Character also reflects the condition of the individual's soul that distinguishes it from other people.

It is important to understand that character is at a higher level than intellect. Although intellectual intelligence is important, character includes broader aspects, such as morality, ethics, integrity, and life values. It reflects how a person thinks, acts and interacts with the world around him.

Character has an important role in a person's life and in the balance of their life. Good character qualities help a person face and overcome life's challenges and problems in a meaningful way. An individual with good character tends to have the ability to maintain his integrity, make the right decisions, and act in accordance with the values and principles he believes in.

Strong character also enables one to adapt to change, face pressure, and remain steadfast in the face of trials and temptations. It helps a person to stick to his principles and goals in life, even in difficult situations.

In addition, good character also contributes to healthy and productive social relationships. A person with good character tends to build relationships that are respectful, empathetic, and considerate of the interests of others. They are able to communicate well, build trust, and maintain an ongoing relationship.

Character education plays an important role in shaping individual character. This education involves developing moral values, developing social skills, understanding ethics, and being aware of individual responsibilities in society. With good character education, individuals can grow and develop into individuals who are responsible, empathetic, and have a positive contribution to society.

In all, character is an important thing in a person's life. It's not just about how someone looks or behaves on the surface, but reflects who they really are on the inside. Strong character helps a person to live meaningfully, maintain integrity, and achieve a healthy life balance.

The thinkers of the Indonesian nation are very aware of this, so that the character development process is embedded in the lyrics of the national anthem Indonesia Raya. One of the fragments of the lyrics in the song related to character education is: "wake up the soul", then "wake up the body". The commandment stabbed the message that building the soul must take precedence over building the body. Building character must be given more attention than just building physical things. That is the key for Indonesia to prosper. (Saptono, 2011: 16)

Character education in the digital era has received more or less responses from



educational actors. Easy and fast access to all fields or any information can be enjoyed by anyone. If seen from the positive side, this is of course very beneficial for the future development of education that integrates technology in the learning process so that educational activities become easier and can be carried out anywhere without having to meet face-to-face. Learning innovations are also increasingly varied based on technology and can also make students more active or not easily bored in learning and their interest in learning will also increase.

The education system in the 21st century demands more competencies and skills for the future, including creativity, critical thinking, collaboration and good communication. In this digital era, technology presents an unprecedented opportunity to enrich and evaluate educational patterns to meet the needs of today's digital era. Information and communication technology is the main tool for facilitating education in the digital era and bridging learning and opening new perspectives for educators and students in improving the quality or meaning of learning so as to facilitate administration in the world of education.

In the implementation of character education in the digital era, it is often only understood as learning that uses digital tools, there are simplifications and misunderstandings in understanding a concept. Even though learning in the digital era is an attempt to improve the quality of learning and not just a trend in the use of digital media, let alone the sophistication of the tools used. The use of technology in the process of character education in the digital era must also be properly integrated to involve students actively with their ideas and creativity so that they really have quality learning experience capital and this is a real challenge for educators or teachers to face. in the process of forming the character of students in the digital era.

In the implementation of character education in the digital era, there is often a misunderstanding that simplifies the concept only as the use of digital tools in learning. This is a simplification and misunderstanding in understanding the actual concept. The approach to education in the digital age should be more than just using digital technology as a trend or a sophisticated tool.

Character education in the digital era is actually an effort to improve the quality of learning by utilizing digital technology as a means of support. This approach aims to integrate technology appropriately so that it involves students actively, encourages their ideas and creativity, and provides a quality learning experience.

The use of technology in character education in the digital era requires careful integration in order to provide maximum benefits. This involves selecting and utilizing digital tools that are appropriate to character learning objectives. Educators must ensure that the technology used is



relevant to the content and values they want to instill in students.

Beyond the use of digital tools, educators also need to consider how technology can stimulate students' critical thinking, collaboration, communication, and creativity. Students must be encouraged to think critically about the information they encounter online, understand the ethical and moral implications of using technology, and be actively involved in creating and contributing to useful digital content.

The real challenge in character education in the digital era is how educators can deal with and make good use of technology in building students' character. This requires an approach that focuses on developing critical thinking, digital ethics, the responsible use of technology, and students' ability to adapt to rapid technological change.

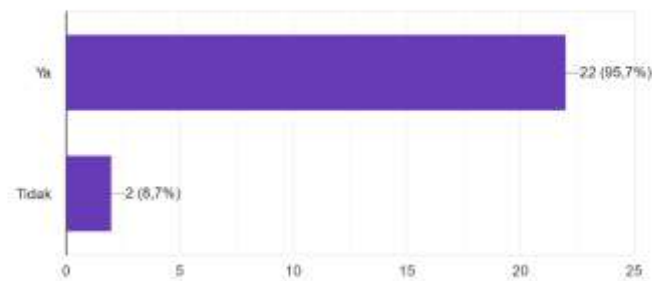
Educators must also pay attention to the importance of supervision, guidance, and control in the use of technology by students. Privacy protection, online security, and digital ethics are also important aspects to be taught and applied in character education in the digital era.

In conclusion, character education in the digital era is not just about using digital tools, but is an effort to improve the quality of learning by using technology wisely. This approach must pay attention to proper technology integration, activate students in developing ideas and creativity, and face real challenges that arise in the formation of students' character in the digital era.

The concept and process of digital character education is quite complex due to various influencing variables, both internal to the school or campus and external factors that come from outside. Digital character learning should be able to provide a quality learning experience, save time, make learning easier to adapt to student conditions, provide transparency in the learning process for all stakeholders and much more. Among the many benefits of character learning in the digital era, of course, there are also negative impacts. Most teachers and prospective teacher students agree that character learning in the digital era has positive and negative impacts on the continuity of the teaching and learning process.



5. Apakah penggunaan media digital memiliki dampak positif dan negatif untuk perkembangan karakter anak?
23 jawaban



Data source: Research Data on Character Education in the Digital Age 2023

Based on the data obtained by the author, there are positive and negative impacts on character education in today's digital era. Character education innovations in the digital era have negative impacts experienced by teachers and students in the 21st century. In accordance with the data obtained as conveyed by several teachers that as a result of the ease of information obtained this resulted in students becoming over-informed so that it was difficult to focus on the learning process in class and the lack of interaction between students and the environment which resulted in students being less creative and lazy to learn.

Character education is all the things that educators do, which are able to influence the character of students and build character which includes exemplary behavior, tolerance, ways of speaking, and various other things related to character education. Thus, the exemplary teacher in the educational environment is needed, because it has a major influence on the character of the students themselves (Gunawan, 2012: 24). This is because character education involves all actions taken by educators to influence the character of students and build strong character. This involves various aspects, including exemplary behavior, developing tolerance, how to speak well, as well as various other things related to character building.

One of the main components in character education is exemplary behavior by educators. This exemplary includes behavior and actions embodied by educators in everyday life. An educator who provides good examples of behavior, such as integrity, honesty, discipline, cooperation, and a sense of responsibility, can be a model for students. Through observation

and imitation, students can learn and internalize these values.

In addition, the development of tolerance is also an important aspect of character education. Tolerance involves respect for differences, understanding and respect for different views, cultures, religions and backgrounds. Educators can create an inclusive environment, where students are invited to respect differences, build intercultural cooperation, and stop prejudice and discrimination.

How to speak is also an important part of character education. Good approaches to communication, such as speaking politely, listening well, and expressing opinions in a way that doesn't hurt others, are skills that must be taught to students. Educators can teach the importance of communicating effectively and educate students about the importance of choosing words wisely to prevent conflict and build healthy relationships.

Besides that, character education also involves the formation of values, ethics, social responsibility, empathy, and various other things related to the formation of good character. Educators can integrate these values in the curriculum, through project-based learning, class discussions, role plays, and extracurricular activities. In addition, character building can also be supported through a learning approach that touches the heart, involves emotions, and provides relevant real experiences for students.

In all, the importance of character education cannot be ignored. Educators have a very important role in shaping the character of students through exemplary behavior, developing tolerance, how to speak well, and various other aspects. Exemplary shown by educators can have a major impact on the formation of the character and values of students.

Students in digital character learning have less opportunity to empathize with other people compared to other students in traditional education (Barbour and Reeves, 2009). This is influenced by digital character learning. The students may face slightly different challenges compared to students in traditional education. One of those challenges is that there are fewer opportunities to empathize with others directly.

In traditional learning, students have the opportunity to interact directly with teachers and classmates. They can see facial expressions, hear voices, and feel other people's emotions in real time. This interaction allows students to more easily develop empathy and recognize the feelings of others. They can see the immediate impact of their actions on others and learn about the importance of empathy in social relationships.

However, in digital character learning, interactions are often carried out through technological devices, such as communication via video conferencing or online platforms. While



technology allows students to stay connected and communicate, non-verbal elements such as facial expressions and body language cannot always be fully seen or felt through screens. This can reduce opportunities to directly feel emotions and develop empathy.

In addition, interactions in a digital environment can also limit the depth and quality of relationships between students. Online communication tends to be more limited and is often focused on a specific task or study. This can hinder the development of deeper interpersonal relationships and limit opportunities to fully understand another person's perspective.

However, despite the challenges of digital character learning, there are opportunities to build empathy and strong social connections. It is important for educators to create spaces and opportunities that allow students to interact empathetically and deepen their understanding of other people's feelings. For example, structured online discussions or collaborative projects can be a vehicle for building empathy and promoting a deeper understanding of the lives and experiences of others.

In addition, educators can also use technology wisely to broaden students' understanding of different cultures, backgrounds, and perspectives. By leveraging relevant digital resources, educators can help students broaden their views, value diversity, and build a broader understanding of the world.

Some researchers show that not all students are suitable for digital learning. Other research also shows that there are students who do not develop and are not successful in digital learning because this requires greater student independence and responsibility than traditional learning (Journell, 2010). This shows that digital learning is not suitable for all students. Every individual has a different learning style, and some students may face difficulties adjusting to digital learning. Several factors influence students' suitability for digital learning including technological ability, device usage skills, learning preferences, and level of independence.

Some students may not have adequate access to technology and the internet, or may not have sufficient technological skills to operate digital devices. This can hinder their active participation in digital learning and reduce its effectiveness. In addition, some students may be more comfortable with traditional learning that involves direct interaction with teachers and classmates, so they face difficulties adapting to more independent digital learning.

In addition, digital learning also demands a greater level of independence and responsibility from students. In a digital learning environment, students need to have the ability to manage time, manage assignments, and take initiative in the learning process. They must be able to organize themselves, manage study schedules, and stay motivated without direct



supervision from the teacher. For some students, these challenges can become barriers to achieving success in digital learning.

However, it is important to note that this mismatch or difficulty does not mean that the student cannot be successful in digital learning. With the right support and guidance from educators, as well as efforts to meet individual needs, students can overcome these barriers and develop the skills needed in digital learning. Through a differential and inclusive approach, educators can help students who face difficulties overcome challenges and achieve success in digital learning.

In addition, it is also important for educators to continue to develop and provide resources that support inclusive digital learning. This includes providing training and technology support to students, ensuring adequate accessibility of technology, and designing learning that takes students' preferences and learning styles into account.

In conclusion, several studies show that not all students are suitable for digital learning. Some students may face difficulties adjusting to digital learning due to factors such as limited access to technology, lack of technology skills, and challenges in independence. However, with the right support and an inclusive approach, students can overcome these barriers and achieve success in digital learning.

Good internet facilities are also a factor in the success of digital learning. In terms of preparation, teachers generally have adequate equipment for digital learning, but there are also obstacles such as internet connections that are less than optimal in some areas. Another problem is that not all students come from a family background that has the same resources, opportunities and support. Some students are able to take digital learning well and vice versa (Triyanto, 2020).

Good internet facilities play an important role in the success of digital learning. For educators, preparation generally involves procuring adequate equipment, such as computers or laptops, supporting software, and stable internet access. With adequate equipment, teachers can teach using digital learning platforms, share subject matter, give assignments, and interact with students online.

However, the obstacle that is often faced in digital learning is the limited internet connection which is not optimal in some areas. Especially in rural or remote areas, the availability of limited or unstable internet infrastructure can be an obstacle for students and educators in accessing and participating in digital learning smoothly. This problem can cause disruptions in the teaching and learning process, such as disconnection or slow internet speed, which can



disrupt the flow of learning and cause frustration for both students and educators.

In addition, not all students come from a family background that has the same resources, opportunities and support. Some students may have limited access to computer equipment or the Internet at home, for financial or infrastructural reasons. This can result in a gap in learning opportunities between students who have full access to technology and students who do not.

The digital divide can also occur in terms of technological literacy, where some students may lack skills in using digital devices or applications required in digital learning. Not all students have equal access to or experience using technology, and this can affect their ability to engage in digital learning effectively.

Therefore, it is important for educators and education stakeholders to acknowledge this problem and work to overcome the digital divide. These efforts could include providing broader and more affordable internet access in all regions, technology training for students and educators, and collaborative efforts with relevant parties to ensure that all students have equal opportunities to access digital learning.

Educators also need to consider learning strategies that take into account differences in students' technological resources and skills. They can provide flexible alternatives or options for students who face constraints in digital learning, such as materials that can be accessed offline or through other media that are more accessible.

In this digital era, in the process of forming the character of students, they face various challenges. The role of the teacher in this case is needed for how the teacher can provide guidelines and direct ethics in this digital era in a proactive and reflective manner. Teachers are required to understand the impact of the past, present and possible future of a technology, there is a need for a balance between opportunity and responsibility, fulfillment of self-interest, empowerment and conscientiousness, community and global prosperity. Many individuals develop behaviors that reflect excessive use of technology (Charlton & Donfroth, 2007). In addition, the process of forming the character of students is faced with various challenges. The rapid development of technology has had a significant impact on the way individuals interact, communicate and behave in everyday life. Therefore, the teacher's role in guiding and directing ethics in this digital era is very important, so that students can develop positive and responsible characters in the use of technology.

Teachers need to understand the impact caused by technology, both from the past, the current situation, and future potential. By understanding technological developments, teachers can provide relevant guidelines and consider the consequences of using technology in students'



daily lives. Teachers need to be proactive and reflective facilitators in guiding students to use technology wisely and responsibly.

In facing this challenge, teachers must also create a balance between opportunities and responsibilities arising from the use of technology. Students need to be given an understanding of the benefits and risks associated with using technology. Teachers need to guide students in understanding the importance of protecting privacy, respecting the rights of others, and maintaining security in a digital environment. Teachers also need to place an emphasis on empowering individuals to use technology positively, while being careful about the possible negative impacts that can arise.

In addition, teachers also have an important role in shaping community awareness and global well-being through the use of technology. Teachers can teach values such as tolerance, cooperation, and respect for diversity in a digital context. They can encourage students to use technology as a tool to promote peace, build positive relationships, and contribute to global prosperity.

In this digital era, many individuals develop behaviors that reflect excessive use of technology. For example, addiction to social media, excessive use of gadgets, or lack of awareness of privacy and security. Therefore, teachers need to face this challenge by providing an understanding of the importance of balance in using technology and developing healthy habits in its use. In conclusion, the formation of the character of students in the digital era faces various challenges. Teachers play an important role in providing ethical guidelines and directions in this digital era in a proactive and reflective manner.

Based on the answers of the teachers in the research that has been conducted, several teachers stated that their role in character learning in this digital era is very important, especially in navigating students to be wise and precise in using digital media, providing correct information from accurate sources and teachers can be a good example and role model for students. Seeing some of the negative impacts arising from the implementation of digital learning, it is important that a teacher must also be actively involved in socializing character learning in the digital era because this can be one of the solutions in dealing with digital learning problems so that students feel supervised and have control over their use.

Seeing some of the negative impacts that can be caused by implementing digital learning, it is important for a teacher to be actively involved in socializing character learning in the digital era. This can be one of the solutions to deal with problems that arise in digital learning and provide a sense of supervision and control for students in using technology.



In digital learning, students may face challenges such as losing focus, being tempted by digital distractions, or being addicted to social media. Losing the supervision and control that exists in a traditional classroom environment can leave students feeling liberated and possibly tempted to use technology in unproductive or irresponsible ways.

Therefore, the role of the teacher in socializing character learning in the digital era is very important. Teachers must be active in guiding students about the wise and responsible use of technology. Teachers can introduce digital ethical principles, such as respect for privacy, politeness in communicating online, and awareness of the social impact of online actions.

In addition, teachers can help students understand the importance of time management and balance between online and offline activities. Teachers can provide guidelines regarding the healthy and effective use of technology, and encourage students to develop positive habits in using technology, such as managing screen time, limiting access to inappropriate content, or avoiding digital distractions while studying.

In socializing character learning in the digital era, teachers can also create an environment that supports and monitors student activities online. Teachers can build a learning climate that is inclusive, mutually supportive, and promotes the desired character values in the use of technology. They can engage students in discussions, reflections or projects that promote a deeper understanding of digital ethics and its impact on individuals and society.

Through the socialization of character learning in the digital era, teachers can also build strong relationships between students and teachers. By actively involving themselves in supervising and regulating the use of technology, students feel supervised and gain the necessary control. Teachers can be role models and provide positive guidance in using technology, as well as helping students overcome potential negative impacts that may arise. This means that the importance of the active involvement of a teacher in the socialization of character learning in the digital era is as a solution to dealing with problems that arise in digital learning. By doing this socialization, students feel supervised and have the necessary control in the use of technology.

Conclusion

Character education in the digital era is faced with various responses by educational actors. Research has proven that in today's digital era, information can be easily obtained quickly, and almost all groups, both educators and students, can access this information easily. However, in the implementation of character learning in the digital era, understanding is often



only focused on using digital tools. This causes simplification and failure to understand the actual concept. It is important to remember that learning in the digital age is not just the use of digital media or a competition in using sophisticated technology. Learning in the digital era should be an effort to improve the quality of learning as a whole. This includes understanding the concepts underlying character learning, utilizing technology as a supporting tool, and maintaining harmony between character values and the use of technology.

In this context, the teacher's role is very important in navigating the ethics of the digital age in a proactive and reflective manner. Teachers have a responsibility to understand the implications that arise from the use of technology in character learning. They need to be able to guide students about the wise use of technology, involve them in discussions of digital ethics, and provide exemplary examples of online behavior. Teachers should also encourage students to develop a deep understanding of character concepts and how to apply them in digital environments. For example, teachers can teach about respecting privacy and copyright in the context of sharing information online, the importance of communicating positively and building healthy relationships in the digital world, and respecting diversity and fighting negative behaviors such as cyberbullying. In addition, teachers need to be good role models in the use of technology. They must actively practice ethical behavior in their use of social media and online communications. Teachers must avoid promoting or supporting behavior that is contrary to desired character values, as well as being an example for students in using technology with positive goals.

In dealing with the positive and negative impacts of character education in the digital era, several solutions can be applied:

1. Learning about digital ethics: Teachers can organize special learning sessions that teach students about the importance of digital ethics. This includes understanding online privacy, treating others with respect, avoiding the spread of inappropriate content, and building a positive digital reputation.

2. Screen time restrictions: Teachers and parents need to work together to set limits on time spent on technology. This helps reduce the risk of technology addiction and ensures that students spend sufficient time on physical, social and learning activities that are not related to technology.

3. Education about digital literacy: Teachers can teach students about digital literacy, including how to verify information online, understand reliable sources of information, and develop a critical understanding of the content they encounter. This helps students become



smarter in managing information and avoid spreading fake news.

4. Online security and privacy: Teachers can provide a solid understanding of the importance of maintaining online security and privacy. This includes using strong passwords, avoiding sharing personal information with strangers, and understanding the risks associated with sharing information unwisely.

5. Development of social and emotional skills: Apart from focusing on aspects of technology, it is also important to help students develop strong social and emotional skills. This includes communication, empathy, problem solving, and self-understanding skills that assist students in interacting positively in the digital world.

6. Collaboration with parents and the community: Teachers need to involve parents and the community in character learning efforts in the digital era. This collaboration includes educating parents about the importance of monitoring and supporting their children's use of technology, as well as working with the community to create an environment that supports healthy and responsible use of technology.

By implementing these solutions, it is hoped that students can benefit from character education in the digital era while reducing the negative impacts that may arise. It is important to involve all relevant parties, including teachers, parents and the community, in creating an environment that supports and guides students in the responsible and positive use of technology.

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