STRENGTHENING CHARACTER EDUCATION THROUGH DIGITAL LITERACY AS A STRATEGY TOWARDS IMMERSIVE LEARNING IN THE 4.0 ERA

Idris Akbar Pramono[1]
[1]IAIN Ponorogo
e-mail: [1]idrisakbar2016@gmail.com

Abstract

In the era of the industrial revolution 4.0 as it is today, the obligation to create students who have strong positive character must always be a priority, even though strict adjustments and supervision are required. The use of the internet has an intense effect on students who must be prepared for effective forms of supervision. One of several solutions that can be done in the world of education is to strengthen character education through digital literacy. More in this discussion, a literature study research is carried out with a philosophical approach to describe and analyze strengthening character education through digital literacy as a strategy towards immersive learning in the 4.0 era. The results of this study indicate that students who can utilize or use digital literacy optimally, can have good character, because they can sort and choose various positive information from a number of literacy media used. Other findings related to the implementation of digital literacy in student character education, can be carried out with various strategies, including strengthening understanding of character values, implementing digital literacy based on character education, understanding various concepts contained in students, as well as conducive classroom management.

Key words: *Character Education, Digital Literacy, Immersive Learning*

INTRODUCTION

The world of education is the initial place for students to process and start their learning activities in seeking knowledge and knowledge. Education is a set of tools to fulfill an individual's curiosity to be creative, to learn, and to become a person with character (Dewi, Hamid and Annisa, 2021). So it can be understood that education is an effort made to build a person's character with methods, strategies and designs. through adaptation to the environment. Apart from that, the character of the nation will be developed in the character of each individual in the community, so that character can be developed from the family to the school environment. The term character originates from the Greek word "Charassein" which means drawing or painting, like a person who is carving stone, painting on

paper according to (Maryam, Nuswantari and Kokotiasa, 2022). Therefore the intention above can be interpreted as a special character of various individuals who have different characters. This character is something that has existed since humans were first born and can be developed through character education.

In accordance with this opinion, character education that must be developed in the school environment includes moral education, religious education, character education and character education. Apart from that, an individual's character has 18 values as expressed in the Ministry of National Education in the 2013 curriculum. The 18 character values include religious, tolerance, hard work, honesty, discipline, creativity, democracy, national spirit, independence, curiosity, respect for achievement, love of the country, communicative or friendly, likes reading, social care, love of peace, responsibility and care for the environment. With these various values, schools can readjust the basic values they want to achieve. Character education is an important thing to emphasize certain values, for example respect, honesty, fairness, caring, responsibility and to help students pay attention to, understand and implement these various values in their lives in order to achieve success in the future. This character education aims to improve the quality of educational outcomes and processes that refer to noble morals and the character education of students in an integrated, balanced and complete manner in accordance with various competency standards for graduates in each educational unit (Djuanda, 2020). Instilling the most moral or character education The foundation is from family and from home. The family is a formal institution while the informal institution is the school which can form and foster character education.

The rapid development in the field of communication and information technology which is the main element driving the industrial revolution 4.0 will continue. Likewise, the various impacts it causes will increase in various fields of work that were originally carried out by humans, but are currently being replaced

by robots and automation. However, on the other hand, various other things will emerge in new fields of work that will be able to be done by various individuals who have the appropriate creativity and competence or abilities. The development of technology in the field of education creates various conveniences, such as providing learning capabilities and providing easy access to teaching and learning activities. However, if its use is not accompanied by efforts to instill character education, of course this will trigger a decline in values or a crisis in character values.

In PPK "Strengthening Character Education" for students, technically it must be carried out through school culture, class-based and community-based. Class-based PPK includes thematic learning carried out using 21st century competencies and this learning can implement the 4Cs, namely creativity, critical abilities. thinking, communication, collaboration as well as having high thinking skills (Khasanah and Herina, 2019). Meanwhile, strengthening character education based on school culture is like literacy activities. Unesco (2003) as a global society of course we are encouraged to be able to adapt to various advances in in the field of technology and the latest or contemporary. Furthermore (Shao & Purpur, 2016 in Umayah and Riwanto, 2020). Giving the opinion that information literacy is one of several high-level thinking skills needed to support and develop personal and academic professional success.

Carrying out information literacy habits in teaching and learning activities and developing research abilities independently is a must for professional educators in developing themselves and of course has an influence on strengthening the character of their students. At this time the government has announced information literacy as an ability to understand, seek and carry out critical evaluations and process this information into knowledge that can provide benefits for developing social life and strong positive character for both educators and students. Based on conception and discourse above, it is interesting for the

author to examine further and more deeply related to character or character education through digital literacy as a strategy in future learning, immersive learning in the 4.0 era.

METHOD

This study uses a qualitative descriptive method with a literature review approach using various literature such as books, journals and scientific articles as the main object. Researchers chose this method because the validity of qualitative research can be justified and its reliability and validity can be trusted. Data validity uses data triangulation, namely by checking the validity of the data by using a comparison between one data source and another data source, therefore the truth and validity of the data will be tested with other data sources.

Data was obtained by searching for theses, ebooks and journals through digital media such as the internet. Through Google School, cross your search by searching for the keywords: character education, digital literacy, education and character. In addition, the journal used is a journal that has a relationship with keywords. From the searches that have been carried out, the author selected 20 journals which will then be analyzed, summarized and categorized. Therefore, new ideas and ideas related to the problem topic emerge. The study of the journal was conducted to understand the various efforts that could be made to develop and improve character education in the era of globalization 4.0.

RESULT AND DISCUSSION

1. Concept and Urgency of Strengthening Character Education

Education is encouraged to be able to anticipate rapid developments in the field of technology in the industrial revolution 4.0 era (Prasetyo and Trisyanti, 2018). Therefore, educational methods and curricula must be able to be adapted to technological advances which are currently continuing to develop. Technological advances in the era of the industrial revolution of course also have an influence on

human character as users of this technology.

One of the solutions in developing concepts and models of character education in the 4.0 era is through the concept of education based on multiple intelligences (Diana et al., 2020). Integrating character education into learning in this era can help build and maintain the good character of students from the bad influences of advances in technology and information.

The decline in moral values in today's society also has an impact on the poor attitudes and values of children today. This is influenced by various aspects that influence, one of the strongest aspects is the use of gadgets for children who are at elementary school age. Every child becomes more easily influenced by developments in socialization and trends on social media. Therefore, parents should educate their children optimally when they are at home. This decline in morals and ethics of course also causes schools to work extra hard to educate and convey knowledge and insight to students. A method that can be used to correct moral decline is to use character education which is not only carried out at home but also carried out in a structured manner in the school environment. This problem encourages Indonesia to make improvements to these various things, which can be started by instilling various Indonesian norms and values, especially in educational institutions.

The suggested effort to form character has a higher meaning than moral formation because character formation is not only related to the problem of right or wrong but how to instill habits about various good things in everyday life, therefore children or students have an understanding and awareness high levels of commitment and concern for implementing positive values in their daily lives. National Education has the function of carrying out capacity development and forming human character and civilization that has dignity to educate people's lives, has the aim of developing the potential possessed by students so that they become

pious and believe in God Almighty, have noble character, knowledgeable, healthy, independent, creative and become a responsible and democratic society (National Education System Law No. 20, 2003).

Character education is various things done by teachers that can have an influence on the character of students. Teachers help and encourage the formation of character in each student. In character education, efforts are made to instill habits regarding various good things so that students can better understand what is wrong and what is right, can feel and know good values and are used to implementing them. One method that can be applied to students to develop character is by providing direction, habituation, reinforcement, example and punishment. Various character values that can be explored in teaching and learning activities include religion, hard work, responsibility, discipline, honesty, care for the environment, love of the country, social spirit.

Character is the key to success, because character is an important and important model for the progress of the nation or individual. A historian named Arnold Toynbee explained that "of the twenty world civilizations that can be recorded, nineteen were destroyed not because of conquest from the outside, but because of moral decay from within", or because of a lack of strong character (Primary, 2019). But in the midst of problems that are increasingly complex day by day, the war of terms is so far inevitable between morals and character that it is still an issue which is relevant to be implemented in education so as to position the nature of character as a very interesting discussion. In this country, it is also no longer a secret that in the era of the industrial revolution 4.0, every human being is spoiled by technology which continues to develop to become more sophisticated. Changes in perspective and roles that occur continuously in living life as social creatures. Therefore, this causes moral degradation which is currently increasing. So that this incident can certainly make humans mired in the truth which is momentary. Based on the above review we can understand that it is very

important to strengthen character education to be implemented in the current 4.0 era, as the main shield in facing various educational challenges today and in the future.

2. *Digital and Immersive Literacy Learning*

Literally, the term digital literacy comes from two words, namely literacy and digital. Literacy is where the ability or competence in writing and reading digitally can be interpreted as a reading or writing format found on a computer (Novitasari, 2020). If put together, digital literacy can be interpreted as the ability or competency to operate a computer to write and read in digital format. Therefore, digital literacy includes the ability to understand and use information in various formats (such as images, video, text, audio and animation) from several sources displayed via digital media (Relita and Yosada, 2021). According to another explanation, digital literacy is defined as using technology to obtain data or information, using information that has been obtained as input for thinking and disseminating information that has been enriched through digital media platforms. Therefore, digital literacy involves the ability to analyze, understand, assess the amount of information obtained and carry out evaluations on that information (Relita and Yosada, 2021).

On the other hand (Commmon Sense Media, 2009 in Liansari and Nuroh, 2018) explained that digital literacy includes the ability to use technology, understand and interpret and assess the credibility of information or data contained in digital content. Meanwhile, the ministry of communication and informatics describes digital literacy as a competence or ability that exists in an individual so that he can use a computer and access various content contained in the computer optimally and correctly.

Digital literacy skills have a very important role in teaching and learning activities, including online learning. A study conducted by Azmi (2006) explained that "the skill of searching for information in databases is considered one of the

important skills that students must have because it plays an important role in determining the success of their studies. Therefore, students with good digital literacy skills will strive to search for and select important information and understand, communicate and convey ideas in the digital space. In line with research conducted by Azmi, several other studies state that digital literacy skills will open up opportunities for students to think, communicate and create which ultimately leads to student learning success. Therefore, awareness of the urgency of digital literacy skills needs to be increased both among decision makers and needs to be implemented in educational institutions.

Digital literacy in this context does not simply mean the ability to use a computer to write and read as in the general literacy context, but rather a set of basic skills in the use and production of digital media, processing and utilization of information, participation in social networks to create and share knowledge, and various skills professional computing (Harjono, 2018). Mastery of digital literacy in this context increases a person's 'selling value', 'added value' and competence in various dimensions of life. From the social dimension, for example, people who are technologically clueless today are likely to be isolated from their social interactions. In the context of learning, digital literacy allows anyone who masters it to gain knowledge, attitudes and skills through better, faster, easier and more enjoyable learning activities. Various studies in the learning context show that to be able to effectively utilize information and communication technology (ICT), students do not simply rely on literacy skills, but rather need other supporting competencies. For this reason, a new literacy is needed: digital literacy. In line with the development of digital literacy, recently the world has been shocked by virtual-based learning, namely immersive learning. Virtual reality began to appear in human life at the same time as the emergence of digital computer technology several decades ago. Most people started to feel it when computer games started to appear, which were initially quite simple and were only displayed on a

television screen or monitor, until today they can be displayed using a device that can be worn on the head. There are even schools where the building doesn't physically exist, but with virtual reality it can be as if there are real classes, there are teachers, there are students, and other facilities such as a school or the Ministry of Religion are planning to carry out the Hajj rituals in an immersive way. Immersive learning involves the use of technology to create an immersive digital or artificial environment. Educators then 'bring' their students into the teaching topic, letting them experience and interact with the learning, not just read or hear it (Suzanna and Gaol, 2021).

Immersive learning is a very effective way for many students to develop their knowledge and skills. This immersive learning provides digitally generated content and built environments that accurately replicate real-life scenarios so that new skills and techniques can be learned and perfected. Through immersive learning students are not just passive spectators; they become active participants who directly influence the outcome of a learning process.

CONCLUSION

Improving character education through digital literacy can be a strategy to face the 4.0 era. Apart from that, society, family and schools are areas that have an important role in shaping the character of students. Therefore, the application and implementation of digital literacy-based character education must provide mutual collaboration in various domains in various roles. Schools will not be able to stand alone when implementing digital literacy, therefore there is a need for digital literacy support in the community and family so that they can create filters and harmonization of irregularities in the use of digital media. Implementing digital literacy in student character education can be done with various strategies, including namely strengthening understanding of character values, applying digital literacy based on character education, understanding various concepts contained in students, as well as conducive classroom management.

(Idris Akbar Pramono)

REFERENCES

Agustini, R. and Sucihati, M. (2020) 'Penguatan Pendidikan Karakter melalui Literasi Digital sebagai Strategi menuju Era Society 5.0', in *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*.

Dewi D.A., Hamid, S.I. and Annisa, F. (2021) Menumbuhkan Karakter Peserta Didik melalui Pemanfaatan Literasi Digital.

Diana R. et al.(2020) 'Pendidikan Karakter Berbasis Multiple Intelligence Sebagai Desain Pembelajaran Di Era Disrupsi', KoPeN: *Konferensi Pendidikan Nasional*, 2(1), pp. 232–237.

Djuanda, I. (2020) 'Implementation of Evaluation of the CIPP Model Character Education Program (Context, Input, Process and Output)', Al Amin:

Harjono, H.S. (2018) 'Digital literacy: Prospects and implications for language learning', *Pena: Journal of Language and Literature Education*, 8(1), pp. 1–7.

Khasanah, U. and Herina, H. (2019) 'Building student character through digital literacy in facing 21st century education (industrial revolution 4.0)'

Liansari, V. and Nuroh, E.Z. (2018) 'Realitas Penerapan Literasi Digital Bagi Mahapeserta Didik FKIP Universitas Muhammadiyah Sidoarjo.

Maryam, S., Nuswantari, N. and Kokotiasa, W. (2022) 'Impelementasi Nilai-Nilai Demokrasi Pada Mata Pelajaran PKn Dalam Pembentukan Karakter Demokratis Peserta Didikkelas 8 di SMP Negeri 11 Madiun', in SEMINAR NASIONAL SOSIAL, SAINS, PENDIDIKAN, HUMANIORA (SENASSDRA), pp. 538–546.