Student Character Education Model Development in the Era Industry 4.0

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Abstract

Entering the 4.0 era raises new problems, internet-based communication technology that can be accessed via smartphones has become an important and inseparable part of everyday millennial life. The negative impact of technological developments is moral degradation. Moral degradation from the influence of the internet is very likely to occur because access to internet content without age limits has a negative impact on children. This study aims to find a model of character education in schools for students in the 4.0 era. Character education in the 4.0 era needs adaptation to trends and new challenges that arise. The research method used is a qualitative method by applying literature study. The results of the study show that aspects that need attention in character education in the 4.0 era: Digital Literacy, Collaboration Skills, Creativity and Innovation, Digital Ethics, Independence and Lifelong Learning Ability, Empathy and Social Connectivity, *Ethical Problem Solving*. character education for generation 4.0 students, namely: Technology-Based Character Education Model, Project and Innovation-Based Character Education Model, Entrepreneurship-Based Character Education Model, Character-Based Education Model *Problem Solving Digital*, Character Education Model Based on Digital Communication Skills.

Keywords: Character, Education, Model, and Era 4.0

Introduction

Indonesia is not yet a developed and cultured nation, because its declining character is reflected in anti-social and immoral behavior. Every day, TV broadcasts in Indonesia show the immoral behavior of officials, politicians, businessmen, academics, artists, and the public, which raises concerns about the nation's future. Character education is very important in strengthening the dignity, self-esteem, and identity of the nation, with an emphasis on implementation from an early age and through formal education from low to high levels. In addition, the entry of the 4.0 era has given rise to new challenges. Internet-based communication technology that can be accessed via smartphones has now become an integral part of the daily life of millennials.

Technological advances in the digital era cannot be separated from being connected to the internet. Internet-based information and communication technology is the main aspect of the 4.0 revolution. The use of the internet by the millennial generation has become a necessity that is inherent in everyday life. Internet access is getting easier through smartphones, making it possible to obtain

a variety of content and information without the limitations of distance, time, and age (Prihatmojo & Badawi, 2020). Internet use via smartphone can be done anywhere and anytime, as if the world is in their hands. Smartphones have become a communication tool that is always carried, which allows access to Google, YouTube, Facebook, and various other social media platforms if they are connected to an internet network.

Smartphones as a communication tool are generally owned by elementary school students. The use of smartphones by students has a positive impact, but there is also a negative side. The positive side of this technological development is that it facilitates and enriches human mobility in various aspects of life. However, the negative impact of this technological development is moral decline or moral degradation. The negative influence of the internet can easily occur due to ageless access to internet content, which has a negative impact on children.

Schools have an important role in shaping individual character. Schools have a significant contribution in shaping the values, attitudes, and behavior of students. This is because the school provides an environment, teaching, and experiences that support the development of positive character values. Through character education that is integrated with a curriculum and a supportive learning environment, schools can help students become good and responsible individuals.

Character education has long been a focus in Indonesia, and schools currently emphasize comprehensive and holistic character education (Akhimelita et al., 2020). The character crisis is a human resource crisis, and education must focus on building character to overcome this crisis and strengthen the nation's character. The character crisis in human resources can be overcome through education that focuses on character building, using valid and effective models.

Method

The method used in this study is a qualitative method by applying library research or library research, research sources based on literary sources such as books, scientific articles, and others. After these sources were collected, especially those that discussed the development of student character education models in the industrial era 4.0. These sources are categorized based on the research questions. Then, the data obtained from categorized sources was abstracted by the author to present facts regarding the development of student character education models in the industrial era 4.0. by comparison with other facts. These facts are then described by the author to produce information or knowledge.

Results and Discussion

Education in Indonesia has goals that have been regulated in the Law on the National Education System (UU SISDIKNAS) of the Republic of Indonesia Number 20 of 2003. Article 3 of the Law states that the purpose of national education is to develop capabilities and form a dignified national character and civilization, with the aim of enriching the life of a nation. National education aims to enable students to develop their potential so that they become human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, independent, and become democratic and responsible citizens.

Based on the SISDIKNAS Law, in general, education aims to form an environment that stimulates the growth of students' abilities and produces the desired changes in their habits and character. One important aspect of the

national education goals is how education can shape student character.

In the context of understanding this phenomenon, UNESCO proposes that education must include three elements: 1) Learning to know, 2) Learning to do, and 3) Learning to live together. The first and second elements focus more on building knowledge and skills, while the third element focuses more on character building, such as respecting differences of opinion, not imposing will, developing social and environmental sensitivity, and so on (Baginda, 2018).

Strengthening character is one of the Indonesian Government's programs. In Nawa Cita, the government is committed to revolutionizing the nation's character. The Ministry of Education and Culture implements strengthening the character of the nation's future through the Strengthening Character Education (PPK) movement. PPK emphasizes five main character values, namely religion, nationalism, integrity, independence, and togetherness, which interact dynamically to form personal integrity.

Schools create a learning environment that supports character building. This includes consistent discipline, clear rules, and an anti-bullying policy. A safe and inclusive environment allows students to feel comfortable interacting, learning, and developing positive attitudes and behaviors.

The Ministry of National Education has formulated 18-character education values that need to be instilled in Indonesian society, especially students. These character values include religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, social care, and responsibility.

However, problems arise in the application of character education in schools, especially in determining the model of character education and its development. Currently, education has not been able to produce superior individuals who are honest, responsible, have a noble character, are pious, and are humane. This deviation is an obstacle in efforts to realize character building for all citizens through education. The world of education still does not provide adequate allocation for virtuous values. Education is only able to produce experts in science (such as religion, mathematics, biology, economics, and technology), but is lacking in ethics and integrity.

The existence of globalization that affects various aspects of life, the importance of character building is very urgent to be implemented in formal education. The threat of danger from globalization is increasingly being felt and getting closer. The destruction of national character and moral decline has become evident, according to Thomas Lickona explanation (Arifin & Barnawi, 2016) regarding the ten signs of the times that are happening at this time. These signs include: increased violence among adolescents (even children), emergence of a culture of dishonesty, fanaticism towards certain groups or gangs, low respect for parents or teachers, blurring of the boundaries between good and bad morals, use of language that bad behavior (swearing, insulting, ridicule, blasphemy, slander, and the like) without regard to the feelings of others, increased self-destructive behavior such as drug use, alcohol, gambling, and free sex, low sense of responsibility as individuals and citizens, decreased work ethic , mutual suspicion, and lack of concern among others.

Globalization threatens character education because values such as freedom are often misunderstood, which in turn

leads to violence and a lack of morality. The phenomenon of character decline will occur more quickly if people who use technology do not understand the philosophy of technology correctly, so that they are wrong in utilizing and understanding the values of technology functions. For example, the function of smart phones (HP) which should be used for communication and storing important data is often used by the public for documentation of personal matters. The lack of adequate technological understanding causes the HP to change hands easily, so that the data is spread to various parties.

Individuals who display the ten negative signs of character erosion are at risk of legal trouble, violence, and loss of self-confidence. The government through the Ministry of National Education has introduced a program to strengthen character education for all levels of education, from elementary to tertiary institutions. The emergence of the idea of a character education program in the world of education in Indonesia is understandable, because so far education has not succeeded in building Indonesian people who have strong character. Many argue that education has not been successful in forming character. Many school and college graduates are smart in answering exam questions, but have mental weaknesses, cowardice, and dishonorable behavior. However, character education will not give immediate results, but is a process that takes a long time.

Rasulullah saw. states that "every baby is born in a state of fitrah, and its parents will make it a Jew, Christian or Zoroastrian." The role of parents in this hadith is to provide stimulation through knowledge, environment, teaching, and example, so that the Islamic nature that Allah has given us from birth is maintained and does not turn into a Jew, Christian, or Zoroastrian. Thus, there are two potentials for character formation in humans, namely those that exist from birth and those that are formed through the learning environment and surrounding influences so that individuals have different traits and characteristics. The foundation of this character is inherent in humans, and parents have an important role in maintaining it.

In Islamic education, there are three important interrelated factors. The Islamic teaching system is divided into three parts, namely *aqidah* (belief), shari'ah (Islamic law), and morals (character). These three parts cannot be separated but must become a unified whole and influence each other. Aqidah is the foundation that forms the basis for the realization of shari'ah and morals. Shari'ah, as a form of structure that is built, can only be realized if it is based on the correct *aqidah*, and this will lead to the attainment of complete morality. Therefore, morality is the result of the realization of the correct shari'ah, which is based on a solid foundation of *aqidah*. Without *aqidah* and shari'ah, it is impossible to form true morals (Jumarudin et al., 2014).

Here are some important steps in character building:

First, Identify Core Values: Individuals need to identify the core values that they want to adhere to and develop within themselves. These values can include honesty, integrity, respect, hard work, empathy, perseverance, etc. Having a clear understanding of these values will help in the formation of a strong character (Wagiran, 2013).

Second, Education and Awareness: Character building begins with education and awareness of the desired values. Individuals need to learn these values through reading, experience, and interaction with others (Mulyadi, 2014).

Formal and informal education, such as school, family, and community education, can play an important role in introducing positive character values.

Third, Role Model: Finding and observing a good role model is very important in character building. Role models can be parents, teachers, community leaders, or even peers who represent the desired character values. Having a positive role model helps individuals learn and emulate behaviors consistent with desired values.

Fourth, Learning and Practice: Character building involves learning and practicing character values in everyday life (Nugrahani et al., 2019). It involves making a conscious decision to act in accordance with desired values, even in difficult situations. Consistent practice will help these values become an integral part of an individual's character.

Fifth, Reflection and Self-Monitoring: It is important to regularly carry out self-reflection to evaluate behavior and attitudes that are in line with character values. Individuals need to monitor and evaluate themselves objectively to see if they have implemented the desired values and where they can make improvements (Permana, 2021).

Sixth, a supportive environment: A supportive environment also plays an important role in character building (Hasanah, 2016). Individuals will more easily practice character values if the environment around them encourages and supports positive character development. It involves family, friends, school, and community providing support, reinforcement, and opportunities to develop character values.

Child development is influenced by the surrounding environment, including the influence of technological developments (Rahman et al., 2020). It is important for parents to be able to control

the use of technology properly so as not to have a negative impact on children. As teenagers, they tend to be curious, want to imitate, seek attention, and want to be recognized as popular or cool. Western culture is often the object of imitation because it is seen as something cool, up-to-date, and interesting to follow, both in terms of dress, hairstyle, and behavior. This view arose because several artists as public figures played a role in popularizing Western culture as their identity on stage. The moral degradation that has occurred is very concerning, because our identity as an eastern country is fading and even disappearing. The moral degradation of the younger generation, which should be the nation's hope for the future, means destruction in the future, and one of the affected groups is the current generation Z.

Generation Z is the generational group born between the late 1990s and early 2010s. They grew up with established digital technologies, such as the internet, smartphones, social media, and instant access to information. Some of the characteristics and characteristics of Generation Z include (Zis et al., 2021):

First, Technology and Digital Connections: Generation Z grew up with digital technology as an important part of their lives. They are familiar with the use of electronic devices and social media and are connected online most of the time.

Second, *Multitasking*: Generation Z tends to be adept at multitasking. They can combine various activities, such as studying, communicating, and accessing digital content simultaneously.

Third, Dependence on social media: Generation Z has a high dependence on social media. They use platform like Instagram, Snapchat, and YouTube to share experiences, express yourself and connect with others.

Fourth, Independent Information Seekers: Due to easy access to the internet,

generation Z is used to searching for information independently. They tend to use search engines and online resources to gain knowledge and complete assignments.

Fifth, Creative and Innovative: Generation Z is known as a creative and innovative generation. They often use technology to create original content, such as vlogging, podcasting, graphic design, or other digital media.

Sixth, Global Connectivity: Generation Z lives in an era of tight global connectivity. They have broad access to different cultures, worldviews, and communities from around the world through the internet.

Seventh, Critical Thinking: Generation Z is encouraged to think critically and question the information they encounter. They can critically assess and evaluate various sources of information.

Eighth, Interest in Work-Life Balance: Generation Z shows a high interest in the balance between work and personal life. They tend to seek a flexible lifestyle and emphasize the importance of happiness and well-being in their lives.

From the explanation above, it is important for generation Z education to consider their characteristics and characteristics. Inclusive, technology-based education, creativity and critical skills are essential in preparing them to face a changing world.

Even though technology in generation Z or era 4.0 has great benefits, there are some risks that can affect students if not used wisely. Some of the technological risks to students include (Suplig, 2017):

First, Addictions and Mental Disorders: Excessive or uncontrolled use of technology, such as electronic devices and social media, can lead to addiction and mental disorders in students. This can disrupt sleep patterns, cause social isolation, and increase levels of anxiety or depression.

Second, Decreased Social Skills: Spending too much time with technology can reduce in-person social interactions. Students may have difficulty establishing interpersonal relationships, communicating effectively, and reading other people's emotional expressions.

Third, Physical Health Impact: Students who frequently use electronic devices may experience physical health problems, such as muscle tension, visual disturbances, headaches, and posture problems due to improper attitudes when using devices.

Fourth, Imbalance of Life: Excessive dependence on technology can disrupt the balance between online and offline activities. Students may miss time they should be spending on physical activities, studying, social interaction, or exploring their interests and talents.

Fifth, Security and Privacy Risk: Students who are not aware of the risks and consequences of using technology can be vulnerable to cyber-attacks, online fraud, digital harassment, or privacy violations. It is important for them to understand the importance of protecting personal information and interacting safely in the digital world.

Sixth, Declining Quality of Learning: Although technology can be an effective learning tool, inappropriate use or lack of supervision can interfere with concentration and reduce the quality of student learning. Distraction from electronic devices, access to irrelevant content, or reliance on quickly searching for information can hinder deep understanding and problem-solving abilities.

It is important for educators, parents, and students themselves to recognize these risks and take appropriate steps to manage their use of technology wisely. This

includes limiting screen time, proper supervision, teaching digital literacy and online safety, and maintaining a balance between activities online and offline.

The problems of generation 4.0 students that cannot be separated from technology require all layers to collaborate to solve problems that arise later including the negative impact of the internet and technology. The things that need to be considered in building character in schools are as follows:

First, the Character Education Curriculum: there are schools that have adopted a character learning approach by incorporating a curriculum that specifically emphasizes the development of character values. This curriculum is designed to teach students about values such as honesty, integrity, ethics, responsibility, empathy, cooperation, and respect (Purwanto, A, 2019).

Second, the teacher as a role model: The role of the teacher is very important as a model in shaping student character. Apart from teaching subject matter, teachers also provide examples and inspiration on how to apply character values in everyday life (Wally, 2021). Teachers who are good examples can have a positive influence on the development of student character.

Third, a Supportive Learning Environment: Schools create a learning environment that supports character building. This includes consistent discipline, clear rules, and an anti-bullying policy. A safe and inclusive environment allows students to feel comfortable interacting, learning, and developing positive attitudes and behaviors (Gampu et al., 2022).

Fourth, Extracurricular Activities and Social Experience: Schools also provide opportunities for students to be involved in extracurricular activities that can help build character (Lestari, 2016). Activities such as social clubs, volunteer projects, or community service programs allow students to develop attitudes of empathy, cooperation, and a sense of responsibility towards others.

Fifth, Coaching and Guidance: Schools usually have coaching and mentoring programs that assist students in character development (Suroso & Salehudin, 2021). Through this program, students can learn to manage emotions, solve problems, make good decisions, and develop social skills that are important in forming a strong character.

Sixth, Collaboration with Parents: Cooperation between schools and parents is also very important in shaping student character (Prabowo et al., 2020). Parents can support character building by reinforcing the values taught at school in everyday life at home. Open communication and collaboration between schools and parents can strengthen student character education.

Character education in the 4.0 era refers to an educational approach that considers technological advances and social changes that occur in this era. Era 4.0 is marked by the widespread adoption of digital technologies, such as artificial intelligence, cloud computing, Internet of Things (IoT), big data and automation.

Character education in the 4.0 era needs to adapt to new trends and challenges that arise. Here are some aspects that need attention in character education in the 4.0 era:

1. Digital Literacy In the digital era, it is important for students to develop strong digital literacy skills. They must understand how to use technology wisely, understand the risks and consequences, and can critically evaluate information (Dewi et al., 2021).

2. Collaboration Skills Collaboration is becoming increasingly important in

the digitally connected 4.0 era. Students need to learn to work effectively in virtual teams, share knowledge and ideas, communicate effectively, and respect the perspectives of others (Jafarudin & Sisi, 2021).

3. Creativity and Innovation The ability to think creatively and innovatively is very valuable in the 4.0 era. Character education should encourage students to develop imagination, creativity, and the ability to solve complex problems.

4. Digital Ethics, in an era where privacy, data security, and online ethics are important issues, character education needs to emphasize the importance of acting ethically and responsibly in the use of digital technology (Terttiaavini & Saputra, 2022).

5. Independence and Lifelong Learning Ability, Era 4.0 demands adaptability and lifelong learning. Character education must help students develop independence, independent learning abilities, and the ability to continue learning and adapt to rapid changes.

6. Empathy and Social Connectedness Although technology plays a big role in the 4.0 era, it is important to keep emphasizing the importance of empathy and social connectedness. Character education must develop students' ability to understand and appreciate differences and build healthy relationships with others.

7. Solving Ethical Issues Era 4.0 brings complex ethical issues, such as the use of artificial intelligence, privacy, and the social impact of technology. Character education should assist students in developing an understanding of these problems and the ability to solve them ethically.

Character education in the 4.0 era faces new challenges that need to be overcome so that students can become competent and ethical individuals in an ever-evolving environment. In teaching character to students in the 4.0 era generation, it is important to apply an innovative and adaptive approach. In this era, where digital technology has a central role in everyday life, building a strong character and dealing with rapid social change is crucial.

To develop character education in the school curriculum, implementation is needed that involves the entire system, both in intra-curricular and extra-curricular activities, as well as in the learning process in class. This must pay attention to the things that have been mentioned before. By building good morals, students will have guidelines and limits for action. Cultivating good character in the educational process will produce a generation that is superior and has dignity. Character education also has a role in preventing moral degradation in school students.

Character education for generation 4.0 students must include the wise use of technology by strengthening values and strong moral principles. This requires collaboration between educators, parents, and the community to create an educational environment that supports positive character development and is relevant to the demands of the 4.0 era.

From the discussion above, in the development of character education for generation 4.0 students, it is important to consider the influence of technology and social changes that are typical of this era. There are several models that can be applied in character education for generation 4.0 students, including:

1. Technology-Based Character Education Model. This model integrates technology in the character education process. An example is the use of digital apps or platforms specifically designed to teach students moral values, social skills, or digital

ethics. Technology can also be used to facilitate character-related discussion, collaboration, and reflection.

2. Project-Based Character Education Model and Innovation, this model encourages students to develop character through innovative projects. Students are given challenges or problems that require creative thinking, problem solving skills, and teamwork. Through the project, they can develop critical thinking skills, collaboration, and work ethics.

3. Entrepreneurship-Based Character Education Model. This model involves developing entrepreneurial skills in students. They are taught to recognize opportunities, take initiative, face challenges, and take responsibility for their actions. This approach enables generation 4.0 students to develop adaptive, independent, and innovative characters.

4. Digital Problem Solving-Based Character Education Model. This model focuses on character development through digital problem solving. Students are taught to recognize and solve problems that arise in technological contexts, such as cybercrime, data privacy, or artificial intelligence. They are also trained to make ethical decisions in the use of technology.

5. Digital Communication Skill-Based Character Education Model. This model emphasizes the importance of digital communication skills in building character. Students are taught to communicate effectively, respect differences, and build healthy relationships through social media, email, or other digital platforms. They are also trained to be responsible and ethical users in communicating online.

In implementing the character education model for generation 4.0

students, it is important to ensure that character education remains relevant to technological developments and social change. Collaboration is needed between educators, parents, and students to create a learning environment that supports character development.

Conclusion

Even though technology for generation Z or era 4.0 children has great benefits, there are risks that can affect students if not used wisely. Character education in the 4.0 era faces new challenges that need to be overcome to prepare students to become competent and ethical individuals in an ever-evolving world. It is important to integrate innovative and adaptive approaches in teaching character to generation 4.0 students. In this era, where digital technology plays an important role in everyday life.

Character education for generation 4.0 students must combine wise use of technology with strong values and moral principles. This involves collaboration between educators, parents, and the community to create an educational environment that supports positive character development and is relevant to the demands of the 4.0 era. Character education in the 4.0 era refers to an educational approach that considers technological developments and social changes that occur in this era. Era 4.0 is characterized by widespread adoption of digital technologies, including artificial intelligence, cloud computing, Internet of Things (IoT), big data and automation. Therefore, character education in the 4.0 era needs to adapt to new trends and challenges that arise.

The following are several aspects that need attention in character education in the 4.0 era, including digital literacy, collaboration skills, creativity and

innovation, digital ethics, independence and lifelong learning abilities, empathy and social connectedness, and ethical problem solving. To overcome this challenge, several models that can be applied in character education for generation 4.0 students include technology-based character education models, project- and innovation-based character education models, entrepreneurship-based character education models, digital problem-solving-based character education models, and digital problem-based character education models. digital communication skills.

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