

Literature Study: The Importance of Character Education for Elementary Students in the Digital Era in Forming

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Abstract: Pancasila students are profiles of graduates who demonstrate character and competence to strengthen the noble values of Pancasila students and stakeholders. The Pancasila student profile underscores the importance of strengthening character education by making it a character direction in Indonesian education. Instilling the value of diversity can be started from an early age. This can aim to provide stronger reinforcement and cultivation in student character. These efforts can be made through cultural introduction activities both in learning activities and outside of learning. The social development of elementary school-age children begins to develop. Elementary school-age children are also familiar with the digital lifestyle. The digital era that is felt is not only positive, but also has negative values. This is where the role of teachers, parents and the community also contributes to instilling character values in the digital era. The hope is that the implementation of global diversity in the digital era can be carried out properly, precisely, and is beneficial for the students themselves.

1 INTRODUCTION


Rich in culture, Indonesia is a pluralistic country. Indonesia itself has many islands and is bordered by the sea, so that each region has a different culture (Basyriah et al., 2019). Pancasila is one of the national pillars as the basis of the nation which can bring strong differences. Apart from Pancasila, the 1945 Constitution and Bhineka Tunggal Ika also play an important role in maintaining the unity and integrity of the country (Sagalane, n.d). One of our efforts to maintain this integrity is education. Education cannot be separated from the environment that forms a good personality. Education in schools must not only teach cognitive matters, but must be able to instill good character in students, which can be a prerequisite for building a nation's generation (Farhani, 2019).


In reality, there are still conflicts in life that create feelings of anxiety and peace. One person's differences cause discomfort and even come across as


threatening. this can happen. One reason is a lack of respect for cultural differences and other people. This is stated in Pancasila, especially in paragraph 3 which reads "Indonesian Unity". The character and abilities expected of Indonesian students can be summarized in Pancasila. Where Pancasila has 5 foundations for state and social life which can improve noble behavior in the Indonesian nation, especially for noble character, is character education (Basri et al., 2021). The Ministry of Education and Culture (Kemdikbud) designed Pancasila values for students which were realized by implementing the Pancasila Profile which contains the ideal profile of Indonesian students who practice Pancasila values.

The embodiment of Pancasila students in an effort to strengthen character education encourages the birth of humans with the main characteristics of critical reasoning, creative, independent, faithful, pious to God, noble, cooperative, and global diversity so that they have the ability to independently increase and use knowledge, study, and internalize character values in behavior. The character of global diversity

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is one of the hallmarks of the character in the Pancasila student profile. This character forms a person to protect the noble culture, locality and identity that exists in Indonesia, and has the basic characteristics of global diversity, such as being open-minded through interaction with other cultures, strengthening mutual respect, and creating a new culture in Indonesia in a positive way so that does not conflict with the noble culture of the country.

Pancasila students can develop awareness and diversity to avoid prejudice and other cultural stereotypes such as bullying, intolerance and violence. In this way, he is believed to be able to bridge cultural differences and create equal and harmonious coexistence. Pancasila students are empowered to promote social justice at the local, regional, national and global levels. You are expected to be interested and actively involved in realizing the purpose of this article is to write about the importance of character education for students in shaping individuals from conceptual or non-research global diversity.

2 METHOD

The research design used was a literature review. Literature review is a literature search and research by reading and examining various journals, books, and various other published manuscripts related to research topics to produce an article relating to a particular topic or issue (Marzali, 2016)

3 DISCUSSIONS

3.1 Pancasila Students Profile

Pancasila is the most appropriate word to summarize all the characters and competencies expected of every Indonesian student. This study, examining various documents related to character and competence in the 21st century, also found that the values contained in Pancasila are in accordance with the competencies recommended by the global community. So, being a Pancasila student means being a student who has a strong identity as a nation of Indonesia, who cares about and loves the motherland, but is also able and confident to participate and contribute to solving global problems (Istiningsih& Dharma, 2021).

The term student used to refer to this profile means anyone who is currently studying. This term is wider than "students" or "students" which only

represent people who participate in an organized educational program. Being a lifelong student is one of the characteristics of a Pancasila student profile, so even though they are no longer students because they have completed their education, all can always remain students. Despite the fact that a lifelong learner does not know the end or end of learning, graduate profiles suggest that desired characteristics and skills can only be attained through graduation.

Pancasila students are profiles of graduates who demonstrate character and competence to uphold the noble values of Pancasila to students and stakeholders. The Pancasila student profile emphasizes the importance of strengthening character education so that it becomes a character direction in Indonesian education. The integration of the character profiles of Pancasila students is supported by curriculum documents (2013) regarding core competencies and IPS core competencies which are a major part of integration with other subjects (Istiningsih& Dharma, 2021).

The formation of Pancasila students in an effort to strengthen character education encourages the birth of human beings who are critical, creative, independent, faithful, pious, have noble morals, mutual cooperation, and global diversity so that they have the ability. Add and use information independently, learn and internalize character values in behavior. Internalization of Pancasila values can be achieved through continuous habituation and integration into learning (Hasudungan& Abidin, 2020).

An important element of the Pancasila student profile

1. Believe, fear God and have a noble character religious morality, personal morality; morality for people; morality towards nature; and state morality
2. Global diversity Cultural recognition and appreciation, intercultural communication in cooperation as well as reflection and responsibility to experience diversity
3. Cooperate Collaboration, caring and sharing.
4. Independent Awareness of oneself and the prevailing situation and self-regulation

3.2 The Global Diversity Dimension

Global diversity is one of the characteristics of the Pancasila student profile. Forming a person who maintains the nobility of Indonesian culture, place and identity, this figure shows the basic characteristics of global diversity, such as being open-minded in dealing with other cultures, strengthening mutual respect and creating a new

culture. In Indonesia positively so as not to conflict with the nation's noble culture (Pancasila Student Profile - Directorate of Elementary Schools, n.d.).

Embedded character education is a process of learning manners, ethics, and manners that prioritize behavior based on contextual and cultural norms (Indiyarti Putri & Imron, 2019). The attribute of global diversity as part of the Pancasila student profile is one of the attributes that shapes Indonesian students' appreciation of culture, place and national identity. so that it is open to local, national and global cultural diversity (Rahayuningsih, 2022). Communicating the value of diversity can start at an early age. This can tend to solidify and solidify the character of students. These efforts can be translated into learning activities and outside learning through cultural performance activities. In addition to teacher assistance, parents and the community also participate in teaching these values.

Indonesian students have the opportunity to maintain a noble culture, place and identity, be open to interact with other cultures, respect each other and form a positive new culture that does not conflict with the country's noble culture. Important components of global diversity are cultural awareness and appreciation, intercultural communication skills in dealing with others as well as reflection and responsibility for experiencing diversity (Kemendikbudristek, 2022).

3.2.1 To Know and Understand the Culture

Pancasila students can identify, recognize, and describe different groups based on behavior, gender, communication style and culture, describe identity and group formation, and learn about local, regional, and regional levels by analyzing how to become members of a social community. Groups at the national and international level, national and global level.

3.2.2 Intercultural Communication and Interaction

Pancasila students respect, understand and accept existence, see the uniqueness of each culture as a rich perspective, and build mutual understanding and empathy for others, and communicate with different cultures on an equal basis.

3.2.3 Reflection on and Responsibility for Diversity or Diversity

By learning and experiencing cultural diversity,

Pancasila students develop an awareness and experience of diversity to avoid prejudice and stereotypes about other cultures such as bullying, intolerance and violence. In this way, I can reconcile cultural differences and create an equal and harmonious life for myself.

3.2.4 Social Justice

Pancasila students are interested in and actively participate in realizing social justice at the local, regional, national and global levels. This potential can be used as a means to strengthen democracy and participate actively in building a peaceful, inclusive, socially just and sustainable society.

3.3 Implementation of Global Diversity

One of the values of the Pancasila student profile is global diversity. Indonesian students have the opportunity to preserve their noble culture, place and identity, be open to interact with other cultures, respect each other and form a positive new culture that does not conflict with the noble culture of a nation in conflict. One of the sub-elements of the Pancasila student profile with global diversity is an assessment of the uniqueness of each culture in dealing with others, consideration, understanding, presence and perspective, understanding and empathy for cross-cultural communication. Skills are developed for others.

The realization of global diversity is reflected in mutual respect which is built through friendship between school elements regardless of religious background, ethnicity, customs and mutual respect. Education is learner-centered and therefore focuses on students' personalities, experiences, perspectives, backgrounds, skills, interests, abilities, and learning needs. In this context, the new teaching strategy should encourage interaction between teachers and students. Friendly activities encourage friendlier interactions between teachers and students (Sibagariang et al., 2021). This activity builds a school culture that becomes a forum for friendship. Culture is a product of an organization and is rooted in the mental attitude, dedication, commitment and loyalty of all members in the organization.

The existence of school culture plays an important role in improving school quality and teaching quality. School culture influences the behavior and habits of school children to see and solve problems that exist in the school environment, so that they can provide a foundation and direction for an effective and efficient teaching and learning process because they are closely related to each other. educational process. A

positive school culture provides its own color and is in accordance with specific school management practices (Cahyani et al., 2020).

3.4 Global Diversity Character Development

One of the profiles of Pancasila students is the nature of global diversity. In this case, students with a Pancasila profile and global diversity have a passion for preserving noble cultures, places and identities and are open to interacting with other cultures, mutual respect and the possibility of forming a new culture. It is positive and does not conflict with noble culture.

Three key elements make up the globally diverse profile of Pancasila students, namely:

- Get to know and appreciate culture
- Intercultural communication skills in dealing with other people
- Reflection on and responsibility for diversity experiences

Diversity means diverse, different, many, diverse and so on, causing many differences that exist in every life, diversity focuses more on national values, namely there are differences in ethnicity, race, religion, culture, language, etc., that exist in the country of Indonesia (where unity is the link in the chain of diversity). Global diversity is respect for diversity. Global diversity is tolerance for differences.

Here are some activities that can contribute to the global nature of diversity: flag ceremony, sing folk songs, literacy program, through pictures, by example, and oral statement (Yasinta et al., 2022) (Yasinta et al., 2022). *First*, the flag ceremony is a mandatory Monday activity from elementary to high school to instill national values in students, accompanied by values such as discipline, leadership, cooperation and togetherness. Believing in the value of global diversity, can be found in introducing national values to students by introducing the Indonesian flag and national anthem to help students know and love their own nation. *Second*, folk songs are songs that take place and develop in the environment with local poetry and language. Students do marching exercises with all students, the purpose of which is to train student discipline and instill the value of diversity by singing the national and regional anthems and singing with all students and teachers.

Third, teaching the value of global diversity to middle school students, the teacher read short stories to students during class. *Fourth*, the teacher's creativity in creating and using media images effectively and efficiently inspires students to participate in learning so that basic education goals are achieved. *Fifth*, at school, teachers are role models

for students, attitudes and behavior are always felt by students, so if you want to change student character for the better, teachers also behave well. *Sixth*, oral communication is one of the things a teacher does when trying to convey the value of global diversity to students, because the first step a teacher can take is to convey it directly.

Below are some student activities that can contribute to the global diversity of learning: not picky friends at school; get along with everyone in the school environment, regardless of religion, ethnicity, race, etc; use tolerance; do not interfere in other people's worship; watch cultural performances from the archipelago, even if the performances are not from their own tribe; learn foreign languages to find information; exchange students abroad; open for external development; fostering local culture; and do the flag ceremony every Monday.

3.5 Character Education in the Digital Era

In this era of all-round technology, it has made children look very passive and rarely socialize in the family and society. The attention of today's children is more to pay attention to the screen in front of their eyes than to play with their peers. So it's not uncommon for children to lose valuable time playing with family, studying, developing their talents or playing with their friends because their attention has been taken over by cellphone screens or existing technology. Here the role of parents is very important in guiding, monitoring, and managing children's time from the digital devices used.

4 CONCLUSIONS

Pancasila is the most appropriate word to summarize all the characters and competencies expected of every Indonesian student. The term student used to refer to this profile means anyone who is currently studying. Pancasila students are profiles of graduates who demonstrate character and competence to uphold the noble values of Pancasila to students and stakeholders. The key elements of the Pancasila student profile are Faith, Fear of God Almighty and Noble Character, Global Diversity, Mutual Cooperation, Independence.

Global diversity is one of the characteristics of the Pancasila student profile. The attribute of global diversity as part of the Pancasila student profile is one of the attributes that shapes Indonesian students' appreciation of culture, place and national identity.

Communicating the value of diversity can start at an early age. The form of global diversity is reflected in mutual respect which is built through friendship between school elements regardless of religious, ethnic, cultural and mutual respect backgrounds.

Three important elements make up the profile of Pancasila students who are globally diverse, namely: Recognizing and appreciating culture, intercultural communication skills in dealing with others, reflection and responsibility for experiencing diversity.

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