

The Importance of Character Education in the Digital Era for the Future

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Abstract

This research aims to describe the importance of character education in this digital era for the future. This research is qualitative, descriptive and internet searching research. Basically, education is an effort to improve human resource capabilities so that they have character and can live better independently. Character education is a process of applying moral and religious values to students through knowledge, applying these values both to oneself, to fellow friends, to educators, and to God Almighty. The demand for education to produce quality students continues to be raised so that the whole community is aware that education is important in this digital era. Basically, all the problems that occur at the educational level include religious, national, mutual cooperation, integrity and independence for students. Looking at current developments, many children in society use technology as entertainment, lack morals and have bad social behavior. therefore it is necessary to develop a sense of responsibility. So as to form a competent generation. The digital era not only has positive impacts but also negative impacts, and the task of educators, parents and adults is to guide and monitor children's behavior in using digital media, so that children can make maximum use of digital media and obtain the maximum benefits. Good for himself and his life.

Keywords: Character Education, Digital Era, The Importance



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INTRODUCTION

The introduction is a little different from the short and concise abstract. The reader needs to know the background to your research and, most importantly, why your research is important in this context (Adi, 2023; Asha Shetty, Madhura Hegde, Kanchan, & Ganaraj, 2023; Zhang, 2022). The purpose of the Introduction is to stimulate the reader's interest and to provide pertinent background information necessary to understand the rest of the paper. You must summarize the problem to be addressed, give background on the subject, discuss previous research on the topic, and explain exactly what the paper will address, why, and how. Please explore in more words the background of your paper and your current research position among other research on related themes (Chen, Xie, Zou, & Hwang, 2020). You should discuss here as well your research's relations with those of other researchers; literature review, especially on most relevant, newly academic works published in high reputation journals, is a must (Hong, Ko, Mesicek, & Song, 2021). Please try to answer at question (Sweller, 2020): why you believe that your research question is such an important to answer, how you think your answer would be a contribution to the existing scholarship on the subject and how the novelty of your article give a contribution. Here you may discuss every aspect of the issue. It is necessary to build argument and to provide original data discussed and compared to research and works of other scholars ("Building Plurality and Unity for Various Religions in the Digital Era: Establishing Islamic Values for Indonesian Students," 2020; Dewi & Sumarni, 2024; Karthika Devi, Fathima, & Baskaran, 2020). In other words, the way to discuss an issue here is by combining the data and the discussion. So, it is not recommended to separate merely data description from the analysis on it. Every quotation is written down in a specific way that can be identified as a "quotation" different from your original text. Then describe your purpose of this research.

In the rapidly evolving landscape of the digital era, the significance of character education has become increasingly pronounced. As technology permeates every aspect of our lives, it shapes not only the way we communicate and interact but also influences our values and ethical perspectives (Febrieta, Rohmawati, & Aulia, 2023; Ilham & Rahman, 2024; Mulawarman, Susilawati, Syifa, & Rifani, 2020). The digital age brings with it a host of challenges, including cyberbullying, misinformation, and the erosion of privacy, which can significantly impact the character development of individuals, particularly young people. In this context, character education is essential as it equips individuals with the moral compass needed to navigate the complexities of the digital world, fostering virtues such as empathy, integrity, and responsibility. As society faces unprecedented ethical dilemmas brought on by technological advancements, integrating character education into curricula is crucial for cultivating a generation capable of making informed, ethical decisions.

Moreover, the digital era presents unique opportunities for character education to flourish through innovative pedagogical approaches. Online platforms and digital resources allow for diverse learning experiences that can engage students in character-building activities beyond traditional classroom settings (Chandra, Dhanendra, Renato, Fredyan, & Pranoto, 2023; Song, Suaib, Sihes, Alwee, & Yunos, 2020). Virtual simulations, role-playing games, and interactive discussions can foster critical thinking and ethical reasoning, enabling students to explore the implications of their actions in a safe environment. Furthermore, the global connectivity afforded by technology allows for collaborative character education initiatives, where students from different backgrounds can share their perspectives and experiences, enriching their understanding of diversity and fostering a sense of global citizenship. By leveraging digital tools, educators can create immersive learning experiences that emphasize the importance of character in both personal and communal contexts.

Ultimately, character education in the digital era is not just about mitigating negative behaviors; it is about empowering individuals to become proactive agents of positive change in their communities and the world (Astuti, Langit, & Retnowati, 2024; Fajarianto dkk., 2024; Rosana, Setyawarno, & Setyaningsih, 2019). As young people increasingly find themselves at the intersection of technology and social interaction, instilling a strong foundation of character will be instrumental in shaping responsible digital citizens who prioritize ethical engagement. The future demands individuals who can critically assess the information they encounter online, engage in respectful discourse, and act with integrity, regardless of the medium (Haddam-Bouabdallah, 2023; Iriani & Bakti, 2023; Prasetyo, Anggadwita, & Pasaribu, 2020). Therefore, prioritizing character education is not only vital for personal development but also essential for fostering a society that values empathy, respect, and ethical responsibility in an increasingly interconnected digital landscape.

Character education has been widely discussed in the world of education (Nurani, Pratiwi, & Hasanah, 2022; Sarasmita, Lee, Chan, & Chen, 2024; Sejati, Suryana, Handayani, & Yuliana, 2019). The emergence of character education in society is motivated by the era of digitalization with facts showing that the character of students in this era of globalization has declined very sharply. Education is a process of changing behavior, increasing life experience and increasing knowledge so that students' thoughts and attitudes become more mature. The development of education in this digital era is very rapid, advances in technology can not only be enjoyed by adults, technological developments can also be enjoyed by teenagers. Technology is also widely used in the world of education as a means of long-distance interaction between people in various regions. Technological developments certainly have positive and negative impacts. There have been many cases, for example disputes, drug cases, brawls between students in the community which indicate poor character education. Therefore, character formation from an early age is very necessary and must be done to develop good national character. In its implementation, character education requires example and habituation. The habit of doing good things such as behaving honestly, helping each other and being tolerant. Character formation is not formed instantly but must be trained seriously. Character education aims to ensure that students become the nation's successors who have good morals and morals.

Because character education itself is implemented entirely by religious teachers. It is clear that until now the implementation of character education is still not optimal. This is proven by social phenomena that show characterless behavior (Apostolidou, 2022; Dixit, Bhuvaneshwari, Sharma, Chaudhary, & Sharma, 2023; Valenzuela, Roxas, & Wong, 2024). This can be seen as the increasing prevalence of brawls between students, the existence of promiscuity, and the existence of socio-economic-political disparities in society, the damage that occurs in remote areas of the country, the continued occurrence of legal injustice, violence and riots, and rampant corruption, anarchic acts. and social conflict. so it can be concluded that character education should not be imposed on religious teachers alone, but also to all concerned and interested parties.

The term in Islam is morality. A popular hadith of the Prophet Muhammad SAW that we often hear is "I was sent to perfect morals." Akhalq, manners, behavior, character, are manifestations of the practice of Islamic religious values. As a transformation of moral values, the importance of character in building human resources needs to be applied appropriately. Therefore, the development and application of character is an important need for education to respond to the progress of a globalized era.

In Law No. 20 of 2003 concerning the National Education System in Article 3, it is stated that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. National education aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. As academics who understand the functions and goals of national education, it is clear that education at every level, including in schools, must be carried out systematically to achieve these goals.

RESEARCH METHOD

The methods used in this writing are qualitative, descriptive and internet searching methods (Andriyanto, Subandiyah, & Hardika, 2022; Hakam, Maftuh, & Ruyadi, 2023; Shabnam & Burry, 2022). Interbet Searching is searching for data via internet media to obtain information based on references, journals and articles. Meanwhile, qualitative data was collected through the observation method. The research source was obtained from reviewing scientific works taken from Google Scholar (Jaldemark, 2018; Moravec, Hynek, Skare, Gavurova, & Kubak, 2024; Saptono, Wibowo, & Narmaditya, 2020). The data that has been collected is then processed and analyzed qualitatively descriptively, by presenting the data in detail and carrying out theoretical interpretations, so that an adequate description and explanation is obtained.

RESULTS AND DISCUSSION

Understanding Characte Education

Character education refers to the process of teaching individuals the values, ethics, and behaviors that define good character. It encompasses a variety of principles such as respect, responsibility, fairness, caring, and citizenship, which serve as the foundation for personal development and social responsibility (Huang, Yan, & Wang, 2021; Maquera-Maquera, Condori, Gonzáles, & Bermejo-Paredes, 2024; Mardiana, Fauzi, & Asi, 2023). The primary goal of character education is to cultivate a moral compass in students, enabling them to make ethical decisions and contribute positively to their communities. This education can take place in various settings, including schools, families, and community organizations, highlighting its importance across different aspects of life. In schools, character education can be integrated into the curriculum and extracurricular activities, fostering an environment where students learn to appreciate diverse perspectives and develop empathy towards others.

The implementation of character education is crucial, particularly in today's society where challenges such as bullying, dishonesty, and a lack of empathy are prevalent. Educators play a significant role in this process by modeling positive behavior and creating a supportive atmosphere that encourages open dialogue about ethical dilemmas. Programs that emphasize character development can lead to improved academic performance, as students who possess strong character traits are often more motivated and engaged in their learning. Furthermore, character education can contribute to a more inclusive school climate, reducing instances of conflict and enhancing cooperation among students. By fostering a sense of belonging and community, character education not only benefits individuals but also cultivates a healthier society overall.

Ultimately, character education is an ongoing journey that requires the collaboration of educators, parents, and community members. It should not be viewed as a standalone subject

but rather as an integral part of the overall educational experience. Encouraging students to reflect on their values, engage in service learning, and participate in discussions about moral dilemmas can significantly enhance their understanding of what it means to be a responsible citizen (Arras & Tabunshchyk, 2022; Ravichandran, 2024; Trisiana, 2019). By prioritizing character education, we can nurture future generations equipped with the skills and virtues necessary to navigate the complexities of modern life, fostering not only personal growth but also societal advancement. Through this collective effort, we can create a world where individuals are not only knowledgeable but also compassionate, ethical, and committed to making a positive impact in their communities.

The term character is taken from the Greek word "Charassian" which means marking and focusing on how to apply good values in the form of actions or behavior, so people who are dishonest, cruel, greedy and have bad behavior can be said to be people who have bad character, but on the contrary people Those who behave in accordance with moral rules will be called people of noble character. According to Lickona (1992), character education is "character education is the deliberate effort to help people understand, care about, and act upon core ethical values", which means that character education is a deliberate effort to help people understand, care, even act based on ethical values. Character education can simply be interpreted as anything positive that a teacher does and influences the character of the students being taught (Junaidi, 2022).

Lack of character education will result in the emergence of a moral crisis which will lead to negative attitudes in interacting with society (Fitri, Ahmad, Bentri, Sukma, & Helsa, 2024; Liang & Pan, 2024; Yang, 2024). Such as promiscuity, theft, violence against friends, and so on. According to Thomas Lickona, there are at least seven reasons why character education must be given to students from an early age, namely:

1. Character education is the best way to ensure students have good personality and character in their lives.
2. This education can help improve the academic performance of students.
3. Some students cannot form a strong character for themselves elsewhere.
4. Can form individuals who value and respect other people and can live in a pluralistic society.
5. As an effort to overcome the root of moral-social problems, such as dishonesty, impoliteness, violence, low work ethic, etc.
6. It is the best way to shape individual character before entering the world of work.
7. As a way to teach cultural values that are part of the work of a civilization.

Character Education Concept

Character education is a comprehensive approach to teaching and nurturing ethical values, moral reasoning, and social responsibility in individuals, particularly students. At its core, character education aims to instill virtues such as respect, honesty, compassion, and fairness, equipping learners with the skills to make principled decisions throughout their lives. The concept extends beyond mere academic learning; it encompasses the holistic development of individuals, emphasizing the importance of moral character alongside intellectual growth. Schools play a pivotal role in this process by creating environments that foster ethical behavior, encouraging students to engage with and reflect on their values in both classroom discussions and everyday interactions. By integrating character education into the curriculum, educators can help students understand the significance of good character and its impact on personal success and community well-being.

The framework of character education can be informed by various philosophical and psychological theories that highlight the importance of values in human development. For example, virtue ethics focuses on the character of individuals rather than rules or consequences, suggesting that fostering good character traits leads to moral behavior. Additionally, social learning theory posits that individuals learn behaviors through observation and imitation of role models. This implies that teachers, parents, and community leaders must exemplify the values they wish to impart. Furthermore, character education can be enhanced through service learning, where students engage in community service projects that allow them to apply their values in real-world contexts. This experiential approach not only reinforces the lessons taught in the classroom but also deepens students' empathy and understanding of societal issues, fostering a sense of civic duty and responsibility.

Incorporating character education into educational systems is not without its challenges. Critics may argue that character education could infringe upon personal beliefs or that it may not be effective if not properly implemented. To address these concerns, it is essential to adopt a framework that respects diversity and encourages open dialogue about moral values. Educators should aim to create inclusive programs that recognize and celebrate various cultural backgrounds and perspectives, allowing students to explore their own beliefs while also appreciating those of others. Additionally, ongoing assessment and adaptation of character education programs are vital to ensure their relevance and effectiveness. By fostering a collaborative environment that engages students, parents, and community members, schools can cultivate a culture of character that empowers individuals to thrive ethically and socially. Ultimately, character education is about shaping not just informed individuals, but also compassionate citizens who are prepared to contribute positively to society.

The issue of the importance of character education is often raised in public discourse. The importance of character is the moral quality, morals or manners that are special characteristics and become the driving force and driving force of each individual. Character education is a way of changing life values so that they are developed in individual character which becomes universal in the lives of other individuals. The main concept of character education is that it begins with change, instilling a habit, becoming an action in a behavior. According to Dony Kusuma, as quoted by Zubaedi, character education is a process of gradually increasing the ability to form values so as to give birth to individuals with complete character who animate the formation process of each individual. The character education process is an effort to form and foster ethical values, both for individuals, citizens and the state. Character education is vital in realizing an Indonesia that is able to face global challenges.

The values developed in character education originate from four things. First, religion. The beliefs of the Indonesian people are that they are religious, so the values of character education are based on religious principles. Second, Pancasila. The Unitary State of the Republic of Indonesia is based on the principles of national and state life, namely Pancasila. Pancasila values are the values that organize political, legal, economic, social, cultural and artistic life. Meanwhile, national character education aims to prepare citizens with the ability and will to apply Pancasila in real life. Third, culture. Cultural values are the foundation for creating cultural meaning. Therefore, culture is required to become a valuable source of cultural education and national courage. Fourth, national education goals.

Character education in Indonesia is based on nine basic pillars of character, namely:

1. Love for God and the universe and its contents.
2. Responsibility, discipline and independence.
3. Honest

4. Friendly and polite
5. Love, cooperation, and attention
6. Confident, creative, hardworking and never give up.
7. Good and humble
8. Tolerance, love peace and unity.

The Concept of Character Education Through Islamic Religious Education

Character education, particularly within the framework of Islamic religious education, emphasizes the development of moral and ethical values that align with Islamic teachings (Schillinger, 2020). At its core, this concept seeks to instill virtues such as honesty, integrity, compassion, and respect for others, drawing on the rich moral guidance found in the Quran and Hadith. Islamic religious education goes beyond mere academic instruction; it aims to shape the character of individuals, fostering a sense of accountability to God and a commitment to live a life that reflects Islamic principles. This holistic approach is essential in nurturing not only knowledgeable individuals but also responsible citizens who contribute positively to their communities. By integrating character education into Islamic studies, educators can provide students with a strong moral framework that guides their interactions and decisions throughout their lives.

One of the key elements of character education in an Islamic context is the emphasis on the concept of "Akhlaq," or moral character. Islamic teachings advocate for the development of good character traits as a means of achieving personal excellence and societal harmony. Students are encouraged to embody virtues such as patience, humility, and generosity, which are deeply rooted in Islamic philosophy. This character development process is often reinforced through storytelling, discussions, and real-life applications of Islamic principles, enabling students to relate moral teachings to their everyday lives. Furthermore, community service and acts of kindness are integral components of Islamic religious education, reinforcing the importance of social responsibility and compassion towards others. By actively engaging in charitable activities, students learn the value of selflessness and the impact of their actions on the well-being of those around them.

The implementation of character education through Islamic religious education faces certain challenges, including the need for a balanced approach that respects individual beliefs while promoting universal values. Educators must be adept at fostering an inclusive environment where students can discuss and reflect on moral issues without fear of judgment. Additionally, there is a need for ongoing professional development for teachers to effectively convey the complexities of character education within an Islamic framework. By providing educators with the necessary resources and training, schools can create a dynamic learning environment that encourages students to engage with Islamic values critically and thoughtfully. Ultimately, the goal of integrating character education into Islamic religious education is to cultivate a generation of individuals who not only understand their faith deeply but also embody its teachings in their daily lives, contributing to a just and compassionate society.

The digital revolution has made the world of education prepare students who are able to compete. There are changes that must be made to meet advances in science and technology, including:

1. Preparing fun learning, aims to develop students with competencies and skills, especially data literacy, technological literacy, human literacy.
2. In terms of interdisciplinary knowledge that needs to be developed, adaptive educational institutional policies are needed in responding to the era of the digital revolution.

3. Prepare human resources that are responsive, adaptive and capable for the digital revolution.
4. Revitalize educational infrastructure, research and innovation to support education.

The implementation of morals (character) in education starts from teaching, namely the concept of good and bad things through a teaching system, habituation, namely getting used to good things which are done repeatedly so as to form a habit and form a character, example, compulsion which aims to grow students' habit of doing good so that it becomes a habit, and punishment as the final way to encourage and change students' behavior to have noble morals. Thus, morality is PAI's goal. Determining morals or morals through the educational process by applying moral values to school and community life.

Ki Hajar Dewantara's educational concept regarding character education is also very important. Because character education today needs to be improved starting from elementary school learning, especially in the digital era where the influence of technology is so strong on students' personalities. A child's character education must be nurtured from an early age, starting from the family environment as the first place for students to know and understand their environment. Elementary school functions to develop student character as a new environment for students. Character education will not be able to fully shape students' character if there is no synergy between the school and the family as a place for character education. Character education is a way for a student to develop a good personality through various habits both at school and at home. If these good habits are ingrained in students, they will become students' strength to face the onslaught of developments in science and technology in this digital era. Students will have strong defenses to control themselves so that they think and act in accordance with applicable norms.

Character Education Function

In general, the function of this education is to shape the character of a student so that he becomes a person who is moral, has noble character, is tolerant and has good behavior. Some of the functions of character education are as follows;

1. To develop the basic potential in humans so that they become individuals who behave well wherever and whenever.
2. To build and strengthen community behavior that cares for others
3. To build and improve good morals

Character Education Objectives

Basically, the aim of character education is to build a person's character well, namely by having an attitude that is noble, moral, tolerant and cooperative. To achieve this goal, teenagers must instill the following character-forming values: honesty, tolerance, discipline, hard work, creativity, independence, democratic attitude, curiosity, self-confidence, friendly attitude, love of the country, love of peace, passion. reading, caring for the environment, social care, sense of responsibility, and religious (Rahmawati, 2021).

Character education aims to develop a well-rounded individual who embodies ethical principles and moral virtues. One of the primary objectives is to instill core values such as respect, responsibility, fairness, caring, and citizenship. These values serve as a foundation for personal development and social interaction, guiding individuals to make ethical decisions and contribute positively to their communities. By prioritizing these virtues, character education seeks to foster not only academic success but also emotional intelligence and interpersonal skills. Students learn the importance of empathy and understanding, which are essential in building healthy relationships and functioning effectively in diverse social settings. This

holistic approach encourages learners to reflect on their actions and understand the impact of their choices on themselves and others.

Another key objective of character education is to cultivate critical thinking and moral reasoning. Students are encouraged to engage in discussions about ethical dilemmas, allowing them to explore various perspectives and develop their moral frameworks. This critical engagement helps them analyze situations thoughtfully rather than react impulsively (Steve, 2019). By grappling with questions of right and wrong, students gain a deeper understanding of the complexities of moral decision-making. This process not only prepares them for real-life challenges but also empowers them to stand up for their values and advocate for justice and fairness in their communities. Additionally, character education fosters resilience and adaptability, equipping students with the skills to navigate the ups and downs of life while maintaining their ethical commitments.

Finally, character education aims to create a sense of community and belonging among students. By promoting values such as teamwork, cooperation, and respect for diversity, character education initiatives help build a positive school culture. When students feel connected to their peers and their environment, they are more likely to engage in positive behaviors and contribute to a supportive community. Schools can implement character education programs that include service-learning projects, peer mentoring, and collaborative activities, which encourage students to work together toward common goals. This sense of community fosters a supportive atmosphere where students can thrive emotionally and socially, ultimately leading to a more inclusive and compassionate society. In summary, the objectives of character education encompass the development of core values, critical moral reasoning, and a strong sense of community, all of which are essential for nurturing responsible and ethical individuals.

Character Education in the Digital Era

The era of digitalization is an era where everything is digital. We can do everything with the help of advanced technology and internet access that can be used anywhere and anytime (Selwy, 2021). The progress of civilization can be seen directly and clearly through technological progress. This technological era makes teenagers look very passive and rarely socialize in the family or even society. Most teenagers today are more focused on paying attention to the screen in front of their eyes than playing with their peers, and it is even rare to see teenagers playing traditional games. In fact, this traditional game can be used as a habit to build a sense of brotherhood with peers and become more familiar and generate creative ideas using traditional games. From this incident, teenagers will lose valuable time playing with family, studying, developing talents or playing with friends because their focus has been taken over by cellphone screens or existing technology. Therefore, the role of parents is also very important for teenagers in guiding, monitoring and managing the time of the digital tools they use.

In the digital era, the landscape of character education is evolving, presenting both challenges and opportunities for educators, parents, and students. With the increasing prevalence of technology in daily life, the need to instill strong ethical values in young individuals has never been more critical. The digital age exposes students to vast amounts of information, diverse perspectives, and new forms of communication, all of which can influence their character development (Setiawan, 2020). Therefore, character education must adapt to these changes by incorporating digital citizenship principles that emphasize responsible online behavior, critical thinking, and the ethical use of technology. This approach not only prepares

students to navigate the complexities of the digital world but also empowers them to make morally sound decisions in their online interactions.

One of the main objectives of character education in the digital era is to promote digital citizenship, which encompasses the responsible and ethical use of technology. Students must learn to recognize the importance of their online presence, understanding that their actions in the digital space can have real-world consequences. This includes fostering respect for others in online communications, understanding the impact of cyberbullying, and developing the ability to discern credible information from misinformation. Character education programs can integrate lessons on digital etiquette, privacy, and the implications of sharing personal information online. By equipping students with these skills, educators can help them become conscientious digital citizens who contribute positively to online communities, thereby enhancing their character development in a technology-driven society.

Moreover, character education in the digital era also emphasizes the importance of empathy and emotional intelligence in online interactions. As digital communication often lacks the nuances of face-to-face conversations, students must be trained to recognize and respond to the emotional cues of others, even in a virtual context. This includes understanding the impact of their words and actions on others and fostering an environment of kindness and support online. Schools can facilitate discussions and activities that promote empathy, encouraging students to put themselves in others' shoes and think critically about how their digital behaviors affect their peers. By cultivating these emotional skills, character education can help create a more respectful and compassionate online community, reinforcing the values of good character that are essential in both physical and virtual spaces. In conclusion, character education in the digital era is crucial for preparing students to navigate the complexities of modern technology while fostering ethical behavior, empathy, and responsible citizenship in their digital lives.

What parents must do with teenagers in digital parenting is as follows;

1. The Improve and update insight about the internet and gadgets. Parents cannot supervise teenagers if they are technologically illiterate.
2. The If there is internet at home, position it in the family room and who can see what teenagers do when accessing the internet.
3. The Limiting time when using gadgets and the internet.
4. The Providing mutual understanding and awareness.
5. The Strictly prohibit it as soon as possible if there is something inappropriate to watch.
6. The Establish open two-way communication. As an educator and even as a parent, you must be more of a role model for teenagers in order to shape your child's personality and character well.

In this digital era, it is very easy to dig and even get information on the internet. Parents must be good supervisors and guides for teenagers in getting information, especially at ages that are still not able to distinguish or even filter out good and bad things, especially in this digital era. It is feared that the existence of technology will actually have a negative impact due to lack of parental monitoring.

The impact of the internet on students is divided into two, namely positive impacts and negative impacts.

Positive impact

1. A means of conveying information, information about an event quickly, precisely and accurately.
2. Make it easier to access new information, obtain information anytime and anywhere.

3. As an entertainment medium
4. Makes communication easier even over long distances.
5. Helps in finding information about lessons
6. As a person's existence on social media

Negative impact

1. Individual in nature, reduced level of direct meetings or interactions in the community.
2. News without responsibility, hoax news, bullying
3. Being the target of a crime, such as kidnapping.
4. Forgetting homework assigned by the teacher and forgetting to carry out religious services, such as praying and reciting the Koran.
5. Radiation from technological devices endangers brain health.
6. There are increasing cases of fraud via SMS, telephone and internet.
7. Vulnerable eye health, especially nearsightedness or farsightedness.

And there are several strategies that can be carried out by teachers by introducing comprehensive character education to students, being a role model for students in behavior, instilling simplicity in students so that they do not live with a results orientation but on the process so that students can be responsible and respectful, establishing good communication with students, using learning methods that are interesting and appropriate to students' needs, and providing continuous supervision of the environment where students grow and develop.

CONCLUSION

Education is a process of changing behavior, increasing life experience and increasing knowledge so that students' thoughts and attitudes become more mature. Character education is a deliberate effort to help people understand, care about, and even act based on ethical values. Character education can simply be interpreted as anything positive that a teacher does and influences the character of the students being taught. In this digital era, it is very easy to dig and even get information on the internet. Parents must be good supervisors and guides for teenagers in obtaining information, especially at ages that are still not able to differentiate or even filter out good and bad things, especially in this digital era. It is feared that the existence of technology will actually have a negative impact due to lack of parental monitoring.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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