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CHARACTER EDUCATION FOR 21ST CENTURY GLOBAL CITIZENS

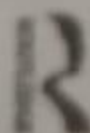
PROCEEDINGS OF THE 2ND INTERNATIONAL CONFERENCE ON TEACHER EDUCATION
AND PROFESSIONAL DEVELOPMENT (JULY 2012) 21-22 OCTOBER 2012
YOUTHKITA, BANGKOK

Character Education for 21st Century Global Citizens

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 **Routledge**
Taylor & Francis Group
LONDON AND NEW YORK

Routledge is an imprint of the Taylor & Francis Group, an informa business

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Typeset by V Publishing Solutions Pvt Ltd., Chennai, India

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Published by: CRC Press/Balkema
Schipholweg 107C, 2316 XC Leiden, The Netherlands
e-mail: Pub.NL@taylorandfrancis.com
www.crcpress.com www.taylorandfrancis.com

ISBN: 978-1-138-09922-7 (Hbk)
ISBN: 978-1-315-10418-8 (eBook)

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The prevention strategies needed to avoid the negative impacts of using social media and a humanistic approach to character education

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ABSTRACT: The rapid development of information technology is one indicator of the rapid advancement of education in Indonesia. Many people use the internet for everyday purposes, including education. For the students, advances in technology have had both positive and negative impacts. The negative impacts may influence the moral development of the students. Many strategies regarding the prevention of the negative impacts of the use of social media have been discussed, but most of these have not had a specific humanistic approach. Therefore, in this study the author proposes a strategy to prevent the negative impacts of using social media, using a humanistic approach. The humanistic approach will distinguish between the strategies applied for the character education of both school-age children and college students. There are differences in the methods of character formation between school-age children and college students.

1. INTRODUCTION

It cannot be denied that the development of information technology today is growing rapidly. This has an impact on all aspects of life, both positive and negative. Kaplan and Haenlein (2010) define "social media as an internet-based application group that builds on the foundation of Web 2.0 ideology and technology, and which enables the creation and exchange of user generated content". Various forms of social media are now an integral part of community life, from toddlers, children, and adolescents, up to adults. The use of social media by the community covers many aspects, from the worlds of education, health, and government, to the business world. As users of social media we can freely edit, add, and modify text, images, video, graphics, and various content models. Internet-based social media has several features, including those mentioned below:

- a. Messages are not only conveyed to one person but can be seen by many people, for example messages via SMS or other internet sites
- b. Messages are conveyed freely, without having to go through a Gatekeeper
- c. Messages tend to be conveyed faster than by other media
- d. The recipient of the message determines the time of the interaction.

Therefore social media users have the freedom to send messages or images or upload an article, and sometimes this is used by irresponsible people who want to spread "something negative". These negative messages will be easily accessible to everybody, so it often leads to a media war.

Moral education or character education in the present context is very relevant to help overcome the current moral crisis in our country. The crisis is in the form of increased promiscuity, violence of children and adolescents, crimes against friends, teenage theft, cheating (plagiarism), drug abuse, pornography, destruction of the property of others, and so on.

2. THEORETICAL REVIEW

2.1. *The development of social media*

The development of social media began with the birth of the Geo-Cities site in 1995. This site provided a rental service data storage website, so that website pages could be accessed from anywhere. The emergence of Geo-Cities was a milestone for the establishment of other websites.

The first social networking site that emerged was six degrees.com in 1997, then the Blogger site appeared, which provided personal blogging services by offering users the ability to create their own website pages. In 2002 Friendster began, which was a social networking site that boomed at the time. In 2004 Facebook started up, which is still a famous social networking site today and has the most users among other social networking sites. On the other hand, there is also Twitter, which began in 2006. This is a social networking site that is different from the others, because Twitter users are limited to only using 140 characters to update their status, also called a tweet. The latest social networking development is Google+, which began in 2011.

Almost everyone uses social media as a means of information and entertainment, such as Twitter, Facebook, Instagram, YouTube and WhatsApp (WA).

2.2. *Basic human personality*

Every human being is born with a distinct personality. Many theories regarding personality have been developed by experts, but, in general, human personality is grouped into four types: the Choleric, Sanguine, Melancholic, and Phlegmatic personalities (Litvauer, 2000).

1. Choleric personality

Choleric personalities have characteristics that mean they will complete their job in their own way (my way). They are really creative; even if there is a manual, they do not like to obey it. However, the choleric personality will try to finish the job thoroughly.

2. Sanguine personality

Sanguine is an easy-going personality. They will finish their job in the way that they think is the most fun (fun way). For them, the job is fun if they forget the time. They work without a plan and tend to underestimate whatever they do. Their attitude tends to be casual.

3. Melancholy personality

Melancholy personalities are regular, well organized and systematic types of workers. In completing their work, a melancholy character will choose the best way. If there is a guide, then they will follow the guide 100 percent.

4. Phlegmatic personality

Phlegmatic is the most pleasant personality for everyone. The phlegmatic personality is hardly ever angry. They have a sincere smile. It is just like someone who has no ambition. These people are peaceful, and do not like to quarrel.

2.3. *The importance of character education*

In article 3 of Law No. 20 Year 2003 on Indonesian National Education System (Rid, 2003), it is mentioned that the national education system has the function of developing the ability and forming the character and civilization of a dignified nation in order to educate the nation. National education aims to develop the potential of learners to become human beings who believe and are cautious to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and independent, and who become citizens that are democratic and responsible.

Character education is a type of education that forms one's personality through character, whose results are seen in a person's actual actions, such as: good behavior, honesty, responsibility, respect for the rights of others, hard work, and so on (Samani & Harianti, 2011). This movement is expected to create a superior Indonesian human in the field of science and technology. The five basic things are:

- a. Indonesians must be moralistic, and have a good character and good behavior. Therefore people have to live in a religious society and be opposed to violence.
- b. The nation of Indonesia must become an intelligent and rational nation, be knowledgeable, and have a high sense of reason.
- c. The Indonesian people must become an innovative nation, and pursue progress and work hard to change the situation.
- d. They must be able to strengthen their spirit. No matter how difficult the problem is that needs to be faced, the answer is always there.
- e. Indonesian people must be true patriots who love their nation, country, and homeland.

So the essence of character education in Indonesia aims to form a nation that is tough, competitive, noble, moral, tolerant, cooperative, patriotic, dynamic, science-oriented, knowledgeable, and technological, inspired by faith and a belief in Almighty God based on Pancasila. Character education should be instilled in children from an early age to enable them to fortify themselves against possible negative influences originating from various sources, including those from social media (internet), remembering that the messages, images, or information presented in social media are not necessarily all good or educational.

2.4 Humanistic theory

Learning based on humanistic theory is suitable to be applied to learning materials that involve the formation of personality, conscience, attitude changes, and the analysis of social phenomena. Indicators of the success of this application are that the students feel excited, take the initiative in learning, and have a change of mindset, behavior and attitude that comes from their own will.

The humanistic approach regards learners as a whole person. In other words, learning does not only teach the targeted materials, but also helps learners to develop as human beings. This belief has led to the emergence of a number of learning techniques and methodologies that emphasize the humanistic aspects of learning. The humanistic approach prioritizes the role of learners and is needs oriented. Like teachers, learners are people who have emotional, spiritual, or intellectual needs. Learners should be able to help themselves in the learning process and not just be the recipients of passive science (Purwo, 1989).

Some of the principles of the humanistic learning theory are as follows:

1. Humans have natural learning ability
2. Significant learning occurs when the subject matter is perceived by the students to have relevance for a particular purpose
3. Students' learning should be as self-directed as possible
4. Students learn best in a non-threatening environment
5. When the threat is low, the learners gain experience from the learning process
6. Meaningful learning occurs when the students learning by doing
7. Learning goes well if the learners are involved in the learning process
8. Learning that involves the whole learner can give profound results
9. Self-confidence in learners is grown by self-introspection
10. Social learning is learning about the learning process.

3 THE IMPACTS OF USING SOCIAL MEDIA

Already the use of the internet as a medium of fast connections cannot easily be separated from our lives. All sorts of communication problems can be solved with the internet. The use of social media (internet) has both a negative and a positive impact, which can be felt by all people, ranging from children and adolescents to parents. Students are the group who have the widest use of social media.

The survey conducted by The Royal Society for Public Health (RSPH) in the UK (2017) indicates that there are positive impacts, because social media helps to maintain social

relationships. Also, the research report reveals that YouTube is the platform with the most positive impact. This means that YouTube has the ability to have a better impact on the mental health of young people.

Meanwhile, the negative impact is that, in many cases, social media is rated by the respondent as a cause of depression or anxiety. Sleep quality is also affected because of going to sleep late and waking up to check messages on their smartphone.

4 PREVENTION STRATEGY THROUGH THE HUMANISTIC APPROACH

4.1 *Prevention strategy of the use of social media for school-age children (primary school):*

1. Give a detailed explanation of the benefits and dangers of using social media. Tell them that getting into a negative (pornographic/violent) site is taboo.
2. Create a schedule of things to do together online.
3. Assistance by parents in the use of social media. Do not let children access the internet alone.
4. Install negative content software to block negative sites.
5. Encourage the children to socialize with other family members and people in the community.
6. Do not let the child be alone; keep an eye on their movements.
7. Develop games that teach character education for children.
8. Strengthen the politeness and ethics education for students.

4.2 *Prevention strategy of the use of social media for high school and college students:*

1. Use internet protection software.
2. Recommend them to the Law on Information and Electronic Transactions.
3. Give sufficient explanation of the problems of plagiarism and sanctions.
4. Teachers / lecturers should not set tasks where the material is only easily obtained through the internet.
5. Optimize the role of teachers / lecturers to make a familial approach with students.
6. Optimize character education processes in school / college.
7. Involve students in various social and religious activities in the school/college environment.

5 CONCLUSION

The negative impacts from the use of social media for students have been found, but the strategy based on the humanistic approach is considered to be more effective. The humanistic approach is intended to provide a more focused study on the formation of students' characters, so it is expected that the behavior, habits, thoughts, and the willingness of students to learn will be changed by their own will. With the humanistic approach, learners are expected to have the freedom to undertake activities in a responsible manner without breaking the rules, norms, discipline, or ethics.

The implementation of a negative impact prevention strategy for social media usage should be differentiated between elementary school and junior high school students. This needs to be done because these two groups of students have different powers of thinking, emotions, and needs. Various strategies that have been pointed out in advance by authors can be used as a reference for educators (teachers and professors) in implementing the learning process in schools/colleges.

