



# Educator Efforts in Character Development Responsibility of Students in the Digital Era

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**Abstract.** The digital era in the 21st century, known as the 4.0 industrial revolution 4.0, provides an increasing challenge for educators to develop character, including the continuously degrading character of responsibility. The educators have performed the learning process to reduce the decline. Therefore, this literature review investigates the efforts of educators in developing students' character of the responsibility of students in the digital era by reviewing various aspects, including curricular, co-curricular, and extracurricular aspects. This research used literature studies. The data were obtained from relevant books, articles, journals, seminars, or the results of previous research. The results of our review showed that the character of responsibility could be developed through the teaching and learning process, habituation, role model, and motivation as observed from the curricular, co-curricular, and extracurricular aspects. However, a number of challenges were encountered by both educators and students in character development efforts. In this era, the students' character of responsibility is decreasing. Our data suggested that teachers mostly attempted to enhance students character of responsibility through teaching, implantation, habituation, motivation, and modeling.

**Keywords:** Educator · Character · Responsibility · Student · Digital era

## 1 Introduction

Education does not only facilitate a transfer of knowledge from educators to their students but also the construction of character, attitudes, and behaviors, along with strengthening the character of the country through developing the spirit of new leaders with character (Rokhman et al. 2014). Lickona (1991) argues that education aims to shape character with two obligatory basic moral values of respect and responsibility. Unfortunately, character values—especially the virtue of responsibility—are eroding, particularly in the digital age (Rejekiningsih 2015; Setiawan 2017). Triyanto (2020) described the challenges faced during character education in the digital era.

Educators bear essential roles as exemplary models to build students' character as their character continues to decrease (Albertus 2017, 2018; Kneller 1971). A successful education system should equip students with intelligence and good character values

(Pane and Patriana 2016). The character of responsibility is one of the primary essential skills in 21<sup>st</sup>-century education that must be possessed by learners as the next generation and the hope of the nation (Trilling & Fadel 2009; Wijaya et al. 2016). Therefore, as role models, teachers must also have character values, especially good responsibility characters, to be able to educate their students well (Lidyasari 2014).

Based on the results of previous research, the student's character is continuously decreasing. Thus, to resolve the character problems, especially the character of responsibility, this literature review investigates students' responsibility character development, along with the educators' procedures to develop the students' character in the digital era.

## 2 Method

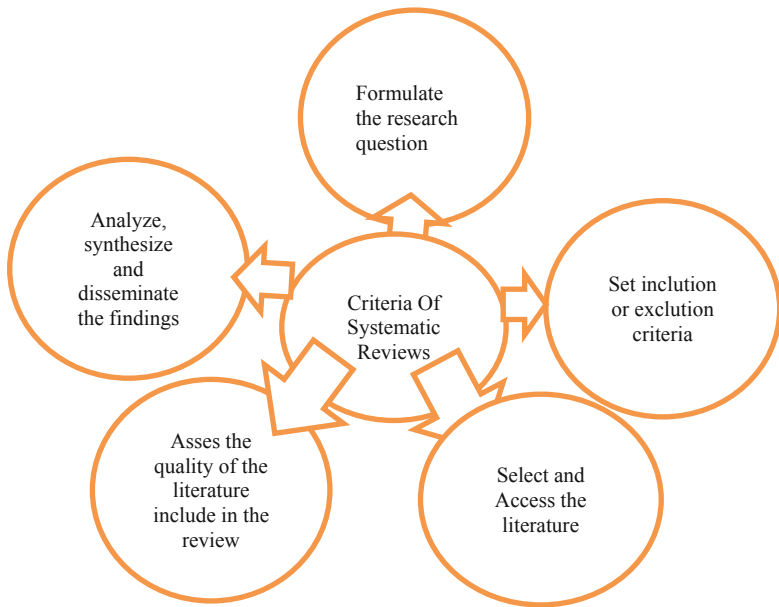
This article used a literature review or narrative review method. A literature review is a survey of relevant scientific articles, books, and other sources relevant to attain descriptions, summaries, and results of critical, objective, and thorough analysis (Elkins 2010; Hart 1998; Parahoo 2006; Ramdhani et al. 2014). Meanwhile, in other studies, the literature review is defined as the activity of providing a framework related to new findings and previous findings to identify and analyze the presence of progress from the relevant previous studies (Randolph 2009; Sumartiningsih and Prasetyo 2019). In short, *literature review* is carried out by reviewing various literature.

In this study, we collected the literature by looking for a number of keywords, namely educators, character, responsibility, students, and the digital era. In this case, selected the scientific articles or literature indexed by Scopus and Google Scholar. After a literature search, we selected only the most relevant articles. Then, the articles were sorted and divided into three groups according to keywords, namely educators, responsibility characters, and students in the digital era, to simplify our review process. Furthermore, in selecting the articles, we examined their title, abstracts, and explanations, considering that not all articles have a broad, concise, and clear abstract. In the further process, we analyzed and synthesized the articles while removing the irrelevant articles

In addition, the procedure of literature review being carried out in this study consisted of formulating research questions, establishing the inclusion and exclusion criteria, selecting the literature, accessing the literature, and assessing the quality of literature by analyzing, synthesizing, and disseminating the findings. The criteria of the systematic review carried out in this study were adopted from Parahoo (2006), as illustrated in Fig. 1.

## 3 Results and Discussion

The results of the literature review and analysis showed decreasing students' character of responsibility. However, educators have practiced a number of measures to develop students' responsibility in the digital era. The character of responsibility can be developed through the process of teaching and learning, habituation, example and motivation, and modeling observed from curricular, co-curricular, and extracurricular aspects, which were linear to the applicable laws and regulations. The character value development and the basic concepts of strengthening character education (PPK) are presented in Fig. 2.



**Fig. 1.** Criteria of Systematic Review

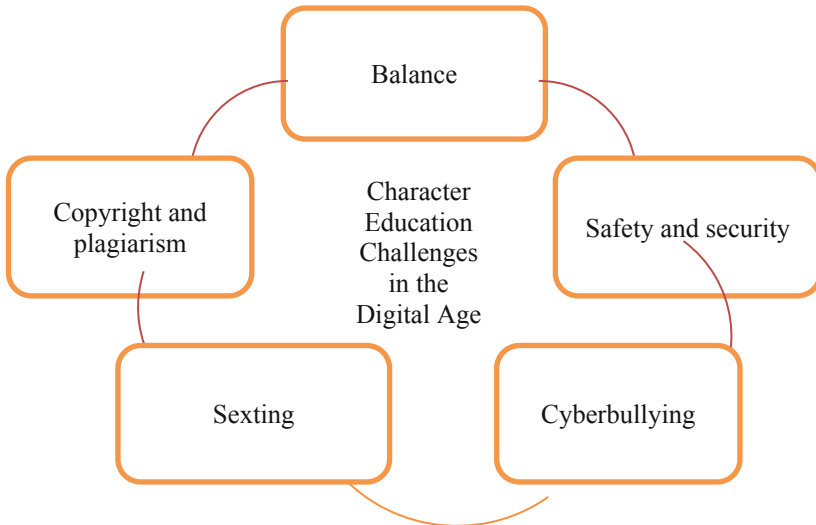


**Fig. 2.** Development of Primary Characters. Source: Kemendikbud 2016

Figures 1 and 2 illustrate a number of measures carried out by educators to develop students' character, such as through teaching and learning activities in the classroom or curricular activity, co-curricular, extracurricular, and various other activities in



**Fig. 3.** Basic Concepts of Strengthening Character Education. Source: Indonesian Education Management 2017



**Fig. 4.** The Challenges of Character Education Programs in the Digital Era. Source: Triyanto (2020)

school. Additionally, students’ responsibility can also be developed through habituation, example, motivation, and modeling (Fig. 3).

However, our analysis results also indicated a number of challenges during the character education strengthening program, especially in the recent digital era. Those challenges have been described by Triyanto (2020), as presented in Fig. 4.

The five challenges presented in Fig. 4 should be acknowledged by teachers in the current digital era. Primarily, educators are required to be able to understand the effects of the past, present, and future use of technology. Thus, it signifies the importance of balancing opportunity, responsibility, empowerment, prudence, fulfillment of personal and community interests, and global prosperity. In this era, many studies have reported that excessive use of technology results in the practice of less expected behavior (Charlton and Danforth 2007).

Furthermore, in the safety and security aspect, the educator is expected to realize and anticipate the positive and negative effects of the online world. It shows that in using technology, students need extensive knowledge or supporting human resources, information, and supervision from adults, to avoid the negative effects and risks. An example of possible negative effects of technology is cyberbullying and sexting. Educators should note that cyberbullying and sexting are one of the negative impacts of the use of online technology that violates ethical principles, manners, and other applicable norms. Besides, those acts are irresponsible and inappropriate behavior that affect students' psychological and personal development, which can also be taken into legal affairs. Meanwhile, in aspects of copyright and plagiarism, educators should train students to respect other people's work by exhibiting the legal and ethical consequences of plagiarism. Thus, students also understand how to behave responsibly from an early age.

In addition, educators have practiced a number of measures to develop students' responsibility in the digital era. The cultivation of the character value of responsibility is also successfully carried out through various teaching and learning activities and assignments given by educators (Sutarini et al. 2015). Efforts to shape the character of responsibility are also carried out through the implementation of Civic Education (Haliza and Dewi 2021; Izma and Kesuma 2019; Juliardi 2015). Linearly, Sadeli (2010) positions civic education as a vehicle for character education.

In addition, the character of responsibility can also be formed through religious values in the religious course and other activities in a religious context (Sari and Bermuli 2021). Nursa'ban (2013) described that students' responsibility could be formed through learning models, methods, and strategies that emphasize the formation of character values of responsibility. The research from Haryani et al. (2019) reported an 86.03% increase in students' character attained through several stages, namely the design of character-building, implementation process, method, media, and evaluation process. Efforts to develop students' responsibility can also be carried out through various vehicles that enhance students cognitive, recognition, passion, and affective value, followed by real value practice (Muchtart and Suryani 2019).

The development of students' responsibility can be completed using a number of means, such as religious education, fun teaching, and learning process, and student game activities, while also monitoring and observing family activities and parenting patterns in shaping the character of student responsibility through child-friendly school programs (Nuraeni et al. 2020). In developing students' character of responsibility, educators need to be intelligent and precise in utilizing all learning methods, models, and strategies by always attempting to instill values, and norms, being an example or model, providing appreciation, motivation, and good habits in the teaching and learning process (Putri

2018). Development of students' responsibility is carried out by showing the broad knowledge related to moral or character values and by being able to love, live and carry out a tangible form (Sudrajat 2011). Gestalt, Piaget, Tolman, and Hebb in Hergenhahn, B.R & Olson (2008) stated that good learning is completed based on the environment and experience since students' direct experience facilitates them to learn knowledge and essential values. Besides, students can also be more innovative in behaving as they get motivated to copy their role models in carrying out their activities.

Students' responsibility development can also be carried out through various programs, such as the character education strengthening program (PPPK) in schools and different school rules or regulations that can certainly grow, familiarize and shape the student's responsibility (Khotimah 2019). In addition to receiving religious education, students also need to be exposed to various motivations, scenery, experiences, and good examples so that that example can improve their responsibility (Setiawan 2017). To develop students' responsibility, it is necessary for the school stakeholders to cooperate without only emphasizing n one or two courses. Therefore, character development needs to be integrated into all subjects and various activities in schools (Chairiyah 2014). Andrian (2017) stated that character development could be carried out by educators by integrating character education into the subject of Civic Education, which begins with the planning stage, and implementation stage, which includes the steps of the learning process, determining learning methods, determining the learning media, ensuring the availability of facilities and infrastructure as well as the assessment and evaluation process.

## 4 Conclusion

Based on the results of our literature review, problems related to students' character is vital and require serious attention. Students' characters experience substantial declines in this 21st century. From various research results related to character problems, it is revealed that character problems, including the character of responsibility, are significantly decreasing. Besides, character education also faces various challenges in the digital era, including issues in balance, safety, and security, cyberbullying, sexting, copyright, and plagiarism. However, this problem has also received serious attention from various parties, including the government, especially in education, parents, the community, and educators. One of the parties who really struggle for the cultivation and formation of the student's responsibility is the educator. Various efforts have been carried out by educators to develop the students' responsible character in the digital era. Our analysis results showed that educators' attempts to enhance students' responsibility are observed in planning the learning activities and implementing the learning, which includes (determining steps, methods, models, strategies, media, availability of facilities and infrastructure, assessment and evaluation), habituation, providing an example or modeling and motivation, giving appreciation, as well as good habits in the teaching and learning process. Besides, character education should be integrated into every course, along with an environment-based learning process and experience. Additionally, it is necessary to carry out various school activity programs that can develop the character of responsibility, including the 5s program, school rules, class rules and other programs.

Also, the learning should focus on not only cognitive value but also appreciation and the deepening of affective values, followed by the practice of real values seen from the curricular, co-curricular, and extracurricular aspects. These activities are in line with Pancasila, the applicable laws, regulations, and government policies. Therefore, to build the students' character, it is necessary to conduct continuity and cooperation between various parties, including qualified educators, to produce students with better characters.

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