Abstract

Strengthening character education needs to be implemented operationally in habituation settings in primary schools in educational processes in primary schools. The habituation process needs to be implemented through the operational steps of praxis one of them through digital literacy in students in primary school. Digital literacy is an individual's interest, attitude, ability to use and utilize digital technology and communication tools to access, manage, integrate, analyze, and evaluate information, build new knowledge, create and communicate with others in order to participate actively and effectively in society. The development of the digital era today is very rapid. In addition to the rapid, also affect the lifestyle that implicates in how the socialize. It's not independent of the individual in primary school age generally, among others: (1) habituation; (3) development; (3) learning. In these three stages a series of chronological hierarchical steps are carried out on the level of educational units especially in primary schools. Through the introduction and strengthening of character education through habituation that's done by bringing the students closer to the digital and information is very much things to be prepared beforehand. In addition, strengthening the character education of students through both contextual and conceptual training and reinforcement through digital literacy will provide students with new insights on how to manage and elaborate the vast and fast information, sorting out the correct and useful information without getting provoke and false information. Through the use of digital diteracy in primary schools, it’s expected to strengthen character education effectively for the creation of the 2045 gold generation that is ready to face of fast-paced and unpredictable life.

Keywords: Character Education, Digital Literacy, Primary School

1. Introduction

Character education as a conception rooted in the existence of positive culture is applied chronologically and hierarchically in the form of simple but continuous actions. The whole will become a positive habit that is applied and used as a form of reference for someone to see, observe, identify, examine, and decide a phenomenon that occurs in everyday life. The presence of strong and weak characters as a tangible form of how the individual is said to be qualified or not. Thus, the character education is done to make a person (in this case the student) a strong person, ready to face the reality and challenges of future life that is fast and unpredictable.

In the context of its development in Primary School, character education has now been echoed through a form of strengthening character education (PPK) which is directly implemented through the Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud RI). At the level of educational unit, especially at Primary School and equivalent, character education has become one thing that is very familiar in the series of educational process in primary school itself. Curriculum development in each educational unit has provided space for character education process in a framework and curriculum content implemented through hierarchical education process in the form of habituation, learning process, and extra-curricular activities.

Strengthening character education in the context of education in primary school is currently an update issue that develops in line with the implementation of the education process in primary school. Establishment of strengthening the education of this character is the student itself as a subject as well as objects in the process of education that is implemented. In this sense, students become the main affiliates of how the development and optimization of character education is integrated in the content of learning, extra-curricular activities, and habituation processes in everyday life in school. Thus, there are important things to be observed regarding how the strengthening and process of character education is implemented that is by observing aspects of student development.

The development and implementation of the character education process in primary schools is not faced with challenges and obstacles either directly or indirectly on the implementation. The growing number of digital world developments, for example, are currently evolving into a challenge and major disruption to the strengthening of character education
progress in primary school students. Today, the development of the digital world is very fast and complex. This condition brings many influences that have implications for how the educational process is developed and implemented. In the process, digital content is easily accessible to primary school-aged children in terms of accessibility, as well as parental allowances that allow their children the freedom to access various websites without being accompanied. It is said by the parents because their children are afraid of being told delay.

The current problem is that the series of educational processes implemented in primary schools in particular have not been fully able to cover all the factual problems that exist in the social phenomenon. For example, the concept of digital literacy but Indonesia is still under other countries in terms of utilization of digital devices in the education process in schools. However, the facts on the ground show that among the G-20 member countries, Indonesia is still classified as minimal digital literacy (Haryanto, 2017). In line with this fact, Permadi said that one policy of infrastructure development, technology should be balanced with the understanding of digital content so that negative content such as hoax, cyber bullying, and hate speech are not absorbed by society (Haryanto, 2017). If seen in neighboring countries such as, New Zealand who have implemented digital literacy programs since Primary School, Australia and the EU which when doing infrastructure development with balanced technology knowledge (Haryanto, 2017). These things are still not realized by us as a country that is ready to face the era of globalization in various sectors of life. A similar statement was said by Wiratmo that "hate speech in an increasingly popular social media shows a low understanding of digital information" (Rezkisari, 2017).

The rapid flow of globalization that is accompanied by information in the digital age is not currently fully filtered and covered by a series of educational processes conducted in primary schools. One of the efforts that needs to be done is to strengthen the image and self of the students themselves to be able to become and show themselves as Indonesian identity and personality based on the 4 pillars of nationality. In the next process, implementation in the field, especially in the education sector through the education unit in primary school is done by strengthening the character of the students in the form of strengthening character education which is developed in the form of operational praxis but continuous. So, in this description will explain how to develop and strengthen character education for students in Primary School through digital literacy for the creation of next gold generation in 2045. In the end, created the expected gold generation that is ready to face all the challenges and future realities that are all complex and unpredictable.

2. Description
2.1. Character Education

Education is every effort, influence, protection and help given to the child to the child's maturity, or rather to help the child to be adequately qualified to carry out his own life tasks (Hasbullah, 2005). Education is assumed to be any kind of action, effort, influence or protection afforded to the child for the purpose of giving children maturity, helping them to carry out their daily activities without relying on others for giving them that all the activities they do are their own responsibility. The intended effect is everything that comes from adults (or created by adults such as school, books, daily life cycle) and addressed to people who are not mature enough who need guidance and supervision to avoid misappropriation of knowledge gained by the child.

John Dewey in Elmubarak states that education is everything gained along with growth (Elmubarak, 2009). The process of growth of the child in developing himself in the perfect direction toward the more familiar with the concept of long life education that education lasted for his life. Education, happens not only when a person learns formally in school but education takes place at any time as a person grows. So, at that stage, a person undergoes an educational process. The educational process in question is when a person along with the growth of learning or gain knowledge of the events he experienced or events that he learned from what experienced by those around him.

Kesuma, Triatna and Permana provide views on the character that the character derives from the value of something (Dharma Kesuma, 2011). The emergence of that value can be based on the results of the mind and heart of the individual who are united and shown in the form of deeds and mindsets, which is manifested in the form of child behavior that is called character. So a character attaches to the value of the behavior. Thus, the character according to this definition can be viewed as an individual assumption to determine, view, and assess something both physical and non-physical through the process thinking and manifesting through thought patterns, speech, and actions that can be seen and observed.
Character directs the individual to the future (Albertus, 2007). With a strong character and strong will, a person, especially students, will help analyze, interpret, and decide on what has been experienced in their daily life. This process requires a thoughtful process and consideration. It takes high ability to determine which aspects need to be done and which ones need not be done (or better known as priorities). It is intended that the decision-making process is a final process that is never repeated even regretted by the individual concerned. In the end, the individual will reach the point of success based on planning and prediction that has been carefully considered before.

Lickona in Muslich assumes that people characterize the nature of a person in responding to a moral situation, manifested in real action through good, honest, responsible behavior, respect for others and other noble characters (Muslich, 2011). Character possessed by a person naturally derived from experience or other habits which is then shown in the form of good habits or good behavior that someone does continuously.

Character is closely related to moral knowing, moral feeling, and moral action. The three character-forming components according to Lickona awakened to the values of mutual goodness of one value with another value, the following (Lickona, 1991):

- Moral Knowing
  - Moral awareness
  - Knowing moral values
  - Perspective-taking
  - Moral reasoning
  - Decision-making

- Moral Feeling
  - Conscience
  - Self-esteem
  - Empathy
  - Loving the good
  - Self-control

- Moral Action
  - Competence
  - Will
  - Habit

Character education is a conscious effort that a person who has grown up to the child systematically and planned toward the maturity meaning that the child can develop the potential it has through the process of thinking and realized through the mindset, words, and actions that can be seen, measured, and observed. It then becomes an action, behavior, way of thinking and speech in the right habits in everyday life in living his life in the social environment both as individuals and members of society. A person of good character and strong are those who have responsibility for what they do and say, consistent between deeds and speech, and are able to identify all phenomena that develop correctly and correctly by not excluding public interests above personal gain.

Hasan, et.al describes the components of the combined character in the form of values and descriptions of the values of cultural education and the character of the nation, among others: (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) the spirit of nationality; (11) love the homeland; (12) appreciate achievement; (13) friendly / communicative; (14) love of peace; (15) likes to read; (16) care about the environment; (17) social concerns; (18) responsibility (Said Hamid Hasan, 2010).

In its development, as stated in the character education strengthening program, there are 5 values that identify the character as education axis, such as: (1) religious; (2) nationalistic; (3) independent; (4) gotong royong; (5) integrity (Anonim, 2017). These five key values are as the Government's efforts to participate in the optimization of the national movement of the mental revolution. It is claimed that a strong character forms the individual to be the agent of change for himself and the surrounding community. In the future, the 2045 generation of gold has a strong
character and is able to give color, change, and innovation in a globalized world of Indonesia (RI, 2017).

2.2. Digital Literacy

Digital literacy has an understanding of the web and search engines. Individuals have a notion that not all information available on the web network has the same quality. Given this, individuals slowly but surely will try to accept and reject sites on the web that can be trusted and not. In the realm of digital literacy, individuals can choose search engines that are more effective and reliable to get a set of important information they need and trusted and credible information presented on the web.

The term popular digital literacy around 2005 ago (Charles H. Davis, 2011). Digital literacy is assumed as a theme for dealing with hypertextual information in the sense of unordered reading with computer help. The term used in the 1980s (Charles H. Davis, 2011) in the general view of time digital literacy is assumed as the ability to connect with hypertextual information in the sense of non-sequential or non-sequential reading with computer help (Bawden, 2001). Gilster (Gilster P., 1997) then developed the concept of digital literacy as the ability to understand and use information from various digital sources. In other words the ability to read, write and relate to information using the technology and format that exist in its time.

IFLA ALP Workshop describes one part of information literacy is digital (Workshop, 2006). Digital literacy is the ability to understand and use information in various formats via computer. Based on its development, the tendency exists that the user (in this case is the individual who uses the computer) does not know or care about the source of the information it disseminates more on what way to access it.

Digital literacy is a set of attitudes, understandings, and skills in various media and formats. Other definitions related to digitizing by connecting, communicatng. The term discovery breaks down into source selection, rediscovery, and access (Charles H. Davis, 2011). In summary, digital literacy on the things that matter in the digital information age.Digital literacy coverage of understanding about the Web and search engines. User understands not all information available on the Web is of the same quality; so the user can gradually refuse which websites are reliable and legitimate and which situations can not be trusted. In this digital literacy the user can choose a good user machine for their information needs, can use the search engine effectively (eg with "advanced search").

Digital literacy is the ability to understand and use information from various sources presented through digital tools (Gilster P., 1997). The assumption is more comprehensive by Bawden. He identified 7 aspects related to digital literacy, among others: (1) assembling knowledge by building information from various reliable sources; (2) information ability; (3) the ability to read and understand non-sequential and dynamic information; (4) awareness of the meaning of media media and its relation with network media (internet); (5) awareness of network access that can be used as a reference and help; (6) filtration of incoming information; (7) feel comfortable and have access to communicate and information (Bawden, 2001).

The mastery of digital literacy needs to be balanced with various prerequisite competencies that can equip individuals especially in primary school students to avoid the negative things that occur due to the use and utilization of digital literacy. In digital literacy, the main targets are: (1) digital and non-digital understanding format; (2) the creation and communication of digital information; (3) information; (4) assembling or assembling knowledge; (5) information literacy; (6) Media literacy (Charles H. Davis, 2011). Fifth Competition is a prerequisite that needs to be mastered by someone, especially students in primary school to be able to utilize digital literacy to help the learning process within and outside the classroom effectively, efficiently and optimally.

2.3. Student in Primary School

Characteristics of students at the primary school level can be seen based on the categorization put forward by experts or experts developmental psychology. This assessment is done so that in the learning, teachers can develop the potential students appropriately according to the characteristics and tasks of its development. To know the characteristics of elementary students, it can refer to Jean Piaget's cognitive developmental theory, Erik Erikson's psychosocial theory, and moral progression theory Lawrence Kohlberg. Discussion of the students' development of the three theories can clarify the students' cognitive and moral development positions so that they can be used as a basis for developing students' potential in learning and emphasizing the affective aspects of students in primary schools.
Based on Piaget's cognitive development theory, children at primary school age are at a concrete operational stage (7-11 years). The general characteristics of concrete operations are children are children with a practical, concrete, and tied to the world of everyday life. In addition, children can also form concepts, see relationships, and solve problems as long as they involve objects and situations that he knows (Nur, 2004). Some characteristics that characterize the child's developmental stage in this concrete operation include; (1) the child is no longer egocentric, but already has a decentralized thinking; (2) child thinking is reversible, meaning that the child can already understand something from two directions, or already can think upside down; (c) the child is able to sort and classify the object, (4) the child's thinking is more decentering, meaning the child at this stage can see an object or problem from various aspects or as a whole; (5) children can already think of causality in more depth (Suparno, 2011).

Teachers should be able to model / model for students. Teachers should be careful in behaving, speaking, and doing because it will greatly affect the student's personality. It is as Zuriyah pointed out that one of the strategies of integrating character education (moral values) in primary school is through exemplary or exemplified by both teachers, principals, and school administration staff (Zuriyah, 2007).

Erikson views development as a journey through a level order. Each level has its own specific goals, concerns, abilities, and perils. At every level, according to Erikson is a developmental crisis. Each crisis involves a conflict between a positive alternative and an alternative that has unhealthy potential. The way in which individuals solve every crisis will have an in-depth effect on individual self-image and views on society (Woolfolk, 2010).

Based on eight levels made by Erikson, the age range of students at primary school level includes the psychosocial development stage at (4) level ie self-esteem vs low self (6 s.d. 12 years). In this case it is necessary to see the characteristics of psychosocial development of students on tingakat believe vs. low self that Erikson proposed. In the early years of school, students are developing what Erikson calls "confidence" (industry). They begin to see the relationship between perseverance and satisfaction gained from completing a job (Woolfolk, 2010). Children living in today's modern society, schools and the environment certainly offer a new challenge that is more complex and vulnerable to influences both within and from the environment. In this phase interaction with peers becomes very important. If the child is able to adapt to the environment, completing school tasks, group work, can bring the student towards the development of a positive (positive) taste. Conversely, if students fail, difficulty in overcoming this challenge can bring a sense of inferiority.

If looking at the characteristics of children at primary school age based on Erikson's opinion above, then the learning in primary school should be more emphasized on the development of student affection aspects, because the emphasis on this affection aspect will be able to form a positive student personality in a conducive social environment. The cultivation of values like cooperation, compassion, tolerance, responsibility, appreciation, generosity, etc. can help the student through the critical phase of low self-esteem. Because the social environment that is formed can provide wide opportunities for students to develop a positive attitude.

Kohlberg divides moral development in three typologies: (1) pre-conventional: the characteristics of this phase are children behaving well, obedient, and seeing things from physical consequences, such as what punishments, rewards or goodness will be accepted when committing a particular act; (2) conventional or so-called conformist phase: the characteristics of this phase is that the child has defended the rules of the group and its people, adjusting to the social order and defending it; (3) conventional post: in this phase the child already has a push toward autonomous moral principles, independent, and has validity in moral application (Slavin, 2006).

Kohlberg believes that moral dilemmas can be used to show the child's moral reasoning level, but only step by step. Children move from one stage to the next is by interacting with others whose reasoning is one or two steps above them. In this case the teacher can help the students step in moral reasoning by incorporating the discussion of justice and problems into learning, especially to respond to events that occur within the classroom or within the wider society. Based on the stages of moral development, in shaping the character and morale of students, especially primary school students, teachers / educators are required to be able to grow the social skills necessary to enable students to become socially autonomous and socially competent people. Under these circumstances teachers should be able to become good role models for their students and be able to provide stimulation to encourage their students to behave and behave in accordance with the values, morals and norms that exist. Spontaneous punishment or praise on
2.4. Strengthening Character Education Through Digital Literacy in Students in Primary School

Character education is a form of conscious effort of education actors in order to form a generation that is competitive and strong in striving. It brings implications to how the series of educational processes implemented can facilitate a series of actions in the form of strengthening character education at the level of educational units, especially at elementary level. The series of activities for the sake of the activities carried out for the creation of a generation of strong character that is able to provide answers to various issues of life and the growing global phenomenon. In addition to being able to become problem solvers against the various complexities of life that occur in the future.

Strengthening character education through the development of digital literacy in its implementation is intended to provide students with a correct understanding of how to utilize digital media appropriately and wisely. The use of digital means, especially in the form of means of communication such as HP devices and the like, brings many impacts positively or negatively. To eliminate the negative stigma is required mastery and understanding correctly to students about how to treat and use the communication device in question. The role of parents (or older) here is very important so that students are not misguided and loss control.

Optimization of digital literacy in the context of strengthening character education in primary schools is done in 3 dimensions in SD, among others: (1) the learning process is implied or explicit; (2) habituation process in everyday life in school; (3) extra-curricular activities outside of study hours. In the process, the three dimensions of character education development and reinforcement are carried out in line with and support one another with other dimensions.

In terms of digital literacy implementation, the implementation is done in 3 stages, among others: (1) habituation; (2) development; (3) learning. The series of activities that are included in the habituation stage are done in the process of habituation in the daily process of education in primary school through the form of simple but continuous activities such as giving greetings when meeting teachers and older people both inside and outside school, both at the time of hour both learning and out of hours. This habit is accompanied by a series of understanding of attitudes through meaningful impressions in the digital context that the teacher shows in the classroom when the lesson is being performed. As for development activities is an advanced step that is done to be able to optimize the character of students who have been trained in the context of habituation within the school environment and outside the school. this activity is done through cooperation between the school especially with the parents of students in controlling all actions and speech of the students as a form of implementation of the process of strengthening character education in the right target. Learning is a conscious effort done by students through the use of digital content which in this process the role of parents and older people (both teachers and parents themselves) is very important. Students are given the freedom to access various digital content through the network of sites available on the internet. However, even if students are given the freedom, both teachers and parents keep the control process in the form of supervision to the students so that students are not wrong assumptions related to the freedom of surfing in cyberspace. In addition, students also need to be given the understanding and awareness of whether or not the importance of information on the internet, as well as what is required is what he is looking for.

3. Conclusion

Strengthening character education of students in primary schools through digital literacy is an urgency that needs to be done immediately. It is as a phenomenon that develops today, the negative things due to the influence of digital media is perceived as a result. The low ability of individual, especially students in primary school in reviewing reliable information from both digital and non-digital content, has an impact on the low of digital literacy in Indonesia cumulatively.

The series of activities as a conscious and planned effort to reach the 2045 gold generation that can answer the challenges of the future one of them through the development and strengthening of character education with various media conducted by the government. Enterprises are aware and planned through the education process in an effort to familiarize the process of life is right, polite, and efficient for students as a subject as well as object of education in school khususnya is one big thing that made betting investment future of this nation.
Strengthening character education through digital literacy brings students to the world they will live in the future where globalization becomes an unavoidable reality. Elementary students are now given provisions in the ability to process and identify various existing digital content, identify various information in cyberspace wisely and precisely, avoiding not to see provocative content, hate speech, pronography and porno action, negative things that will ruin his mind.

Students are given provision through digital literacy how to make digital tools such as the Internet as friends and partners in learning and work. It does not make the Internet the sole source of reference in processing and identifying the various problems and truth information it refers to. Thus, elementary students can avoid the dangers of using digital content in the internet and can control it as a conscious effort so as not to fall asleep in surfing in cyberspace.

References