THE IMPORTANCE OF INCULCATING CHARACTER EDUCATION IN FACING THE ERA OF GLOBALIZATION IN THE 21st CENTURY GENERATION

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Abstract: This study seeks to analyze efforts to instill character values in individuals, especially in facing the era of globalization for the 21st century generation. The research uses a literature review method from several sources in the form of journal articles and websites using a quantitative deductive approach by analyzing the data used in accordance with the themes discussed. The results of this study find how the effect of changes in cultivating character education due to the Covid-19 outbreak that occurred in the 21st century and how to use other information media as a means of planting. The character education aims to develop essential potential in humans where in the future they can become clever individuals in regulating all their actions and differentiating good and bad. Character education is an effort to form an honest, caring and loving character for the homeland. In humans, the formation of this character requires coaching to form a good character in order to become a generation that has advanced thinking in the 21st century.

Keywords: *character education, globalization, technology*

PENTINGNYA PENANAMAN PENDIDIKAN KARAKTER DALAM MENGHADAPI ERA GLOBALISASI BAGI GENERASI ABAD KE-21

Abstrak: Penelitian ini berupaya menganalisis upaya penanaman nilai karakter pada individu, khususnya dalam menghadapi era globalisasi bagi generasi pada abad ke-21. Penelitian ini menggunakan metode *literature review* dari beberapa sumber yang berupa artikel jurnal dan *website* dengan menggunakan pendekatan deduktif kuantitatif dengan cara menganalisis data yang digunakan sesuai dengan tema yang dibahas. Hasil penelitian ini menemukan bagaimana pengaruh perubahan penanaman pendidikan karakter akibat wabah Covid-19 yang terjadi pada abad 21 dan bagaimana pemanfaatan media informasi lainnya sebagai sarana penanaman karakter. Pendidikan karakter bertujuan untuk mengembangkan potensi esensial dalam diri manusia yang di masa depan mereka dapat menjadi individu yang pandai dalam mengatur segala tindakan mereka dan dapat membedakan mana yang baik dan mana yang buruk. Pendidikan karakter merupakan upaya untuk membentuk karakter jujur, peduli, dan cinta tanah air. Pada manusia, pembentukan karakter ini memerlukan pembinaan untuk membentuk karakter yang baik agar menjadi generasi yang memiliki pemikiran maju di abad ke-21.

Kata Kunci: *pendidikan karakter, globalisasi, teknologi*

INTRODUCTION

Character education is an intentional effort to form individuals who have a character that is following the nation. Character education is the best way to ensure that children have good personalities in their lives (Darnell, Gulliford, Kristjánsson, et al, 2019). Character education also aims to improve academic achievement (Jeynes, 2019). In the 21st century there have been many changes in addition to increasingly advanced technological developments, the Covid-19 pandemic has also affected many things ranging from education, health and much more.

Then what is the role of character education where character education aims to guide individuals in good behavior and ways of thinking? The values applied in character education must be used in everyday life.

Character education, in addition, seeks to shape individual character in noble, challenging and responsible characters. In particular, character education is more critical if it is applied at an early age so that the inculcation of character values is more understandable and can produce intelligent generations (Karmedi, Firman, & Rusdinal, 2021). Character education can be started from early childhood to adolescence. Because at that age is the right age to implement the character education cultivation. Character education is also not only applicable in the school environment, both the family environment and the community can play an active role in the development of these character values.

The purpose of the authors taking this theme is to find out the efforts to instill character education both in the school, community and family environment because of the importance of character education in forming a good generation in the development of globalization in the 21st century era. This increasingly advanced globalization is how individuals can have a character that is in accordance with the nation's character. In this study, the author focuses on early childhood and up to 18 years of age because it is during this period that character values must be instilled. In the explanation above, the authors formulate the problem in this article: What is the meaning of character education? How are the efforts to instill character education during a pandemic? and how to use information media as an effort to instill character values. So this study uses quantitative descriptive theory to find out how important the application of character education is in the increasingly advanced globalization era. Therefore, this study aims to find out what efforts are being made in the application of character education to the 21st century generation during the Covid-19 pandemic.

METHODS

The research method used in this research is descriptive qualitative, the data is obtained from the literature sources published online. A literature review is a collection of theories and analyses developed which will later get the results that are the goals of the authorship. The author also analyzes the data by describing it clearly and in detail so that it is easy to understand it. Combine theory with shorter language to take the most critical points in the literature source. In this study, the authors focus on what is the problem formulation in this study.

The object in this study is about the importance of planting character education, how it is applied in the Covid-19 pandemic era, with a literature review in the form of several journal articles, one book, and an official website. Thus the sources obtained, make this research more valid and proven to be true. The results of the data obtained from the journal come from the education journal, the Sokola journal, the researcher journal, and the website source from the Hoot Suite. By using criteria such as the year used at least 2019 to 2021. Data analysis was carried out using data collection techniques in the form of journals and websites that were appropriate on the topic being discussed, then read and concluded in detail the essence of the data acquisition so that it was easier to understand and explain.

RESULTS AND DISCUSSION
Definition of Character Education and the Beginnings of Application in Indonesia

The term of character comes from the Greek word "charassain," which means marking and focusing on applying the values of goodness in the form of actions or

behavior (Sajadi, 2019). Character is a characteristic that an object or individual owns. At the same time, education is a guidance that can be given to individuals, especially to children who are in their growth and development stage in reaching maturity levels and aims to increase knowledge and also shape character themselves.

A particular person's behavior, attitude, or thoughts based on specific values will show his character. The definition of character above shows two meanings (Santika, 2020). (1) Character shows how a person behaves. Where this behavior is a manifestation of character. People who behave dishonestly are greedy and cruel, of course they manifest bad behavior/character. Conversely, if people act honestly, like to help, of course that person will embody a noble character. (2) The term of character has to do with personality. A new person can be called a person of character if his behavior is following moral principles.

The existence of character education will make it easier for the current generation to form a character within themselves for the better. In the National Education System Law No. 20 of 2003, education aims to develop the potential in children to have intelligence in thinking. In general, character is an inner attitude that affects their thoughts and behavior. Character education is an effort to find values that serve as guidelines and national identity. It is internalized within each individual who encourages the realization of individuals who behave and behave well (Amri, Ismawati, & Armila, 2020).

The historically the implementation of character education has existed since the pre-independence era. Character education has been carried out by the community in the form of religious or moral education, both in schools and in Islamic boarding schools. The implementation of the Pancasila principles is also used as an effort to instill good character. This development continued until the early 2000s (Zulkifli &. Wirdanengsih, 2020). On May 2, 2010, at the commemoration of the National Education Day, the Minister of National Education of the Republic of Indonesia officially declared the implementation of character education in Indonesia. Character education has existed since the pre-independence era, as evidenced by the establishment of the Kayutana Education Institute in West Sumatra, built by Mohammad Syafei (1897-1969). This development continues, especially in the millennium era, the need for character education is increasingly felt due to the emergence of problems that occur in all spheres of life in the country. Starting from corruption cases, the development of globalization and juvenile delinquency (Lubis, 2019).

Character Education Goals

As for character education to instill a spirit of leadership and responsibility that is in line with universal values that are in accordance with the character of the nation and also the culture of the country and also form a strong government, has a noble character, is moral, tolerant, has a patriotic spirit, is knowledge-oriented knowledge and faith and piety to God Almighty and much more (Munawwaroh, 2019).

From the analysis of the sources obtained, it shows that the objectives of character education are to develop one's essential potential to behave well and become someone who thinks positively. Character education seeks to build character in accordance with the national personality. In efforts to develop character, it can be divided into 3, namely through socialization, education, both formal and informal and

civilization, it is hoped that this character education can instill character that comes from: (1) heart training, among others: honest; cautious, fair, orderly and responsible; (2) character that comes from thinking, among others: intelligent, critical, creative and innovative; (3) characters that come from sports include clean, healthy, sportsmanship, and tough; and (4) character that comes from feeling: humanity, mutual respect, care, etc.

Application of Character Education

The government has issued Presidential Regulation Number 87 of 2017 concerning the Strengthening of Character Education. The purpose of this Presidential Regulation is to form a cultured national personality by strengthening the character values extracted from the culture of the Indonesian nation itself. In the application of character education, there are various roles and also levels according to the age of the individual, such as:

1. Application of character education in early childhood

   At the age of 3-5 years, this is the initial age the children grow into active individuals and have a high curiosity. At this age, the application of character education can be started from the following roles: education in the family environment: the need at this age can be started from the part of the family. It can be started from habits in instilling the values that exist in character education, such as teaching to do good from small things, teaching to forgive each other among friends, or with activities such as throwing trash in its place, etc.

   Education in the school environment in early childhood, in Indonesia. Through childhood education or PAUD (*Pendidikan Anak Usia Dini*). In this case, it can be used as a forum for the cultivation of character education, activities that are usually carried out in early childhood education as a small example: gymnastics that can shape the character of sports, namely healthy and tough, as well as drawing activities that can shape characters in thinking to be individuals who creative in thinking and many other small activities that can be applied in early childhood education.

   Education in a community environment: activities that can be carried out in the community at an early age may not be many small examples of reciting and playing with friends. If the individual is in a good community environment, this has a very positive influence on character building and makes it easier for them to form good characters, vice versa.

2. Character education in children aged (6 years - 12 years)

   Education in the school environment: this age is the age of children who are still in primary school education where their character needs to be strengthened, and the role of the school environment is crucial. In individual school-level education, the majority of children are around 6-12 years old. The role of the teacher is significant in guiding the age of children, the role of the teacher in providing interesting learning methods is vital. for example, such as teaching discussions between friends that can foster creative values in the thinking of students planting through learning citizenship and religion (Setiawan, 2020).

   Planting in a community environment such as holding recitation activities and other valuable activities education in the family environment: the family acts as a guide for their children in applying the values that exist in character education

and the role of the family is expected to be able to supervise what their children are doing and teach the importance of character education in everyday life.

3. Character education in children aged (13 years -18 years)

This age is the age where individuals seek their identity and begin to have more mature knowledge. In the family environment: the need for parental guidance in it. At this age children tend to have a free association and are influenced by various parties in their environment. The role of the family here is meant by guiding their children while maintaining the values of the good character building and supervising their children in their interactions.

Education in the school environment: the role of the school environment in character education has a huge influence. In children aged 13-18 years who are attending junior and senior high school education. At this level, the activities they carry out in the school environment begin to vary. Character education can be formed from informal and non-formal education. In formal, such as learning through history, religion, etc. and non-formal such as extracurricular activities, for example, scouts and other activities that play an active role in character building in individuals. Especially at this age is the age to lead to more mature thinking (Sulianti, Efendi, & Sa'diyah, 2020).

Cultivating character in the community, for example joining organizations that can play an active role in the formation of individual creativity such as youth organizations, which can train the level of intelligence as well as the creativity of adolescents and such as mosque youth organizations that can foster spiritual, caring and religious values in them.

In this case, it can be seen that the role of character education is critical and should be maintained for its values, if character education is not implemented it will cause negative impacts such as many young people injuring each other because of a weak awareness of moral values. - moral value in the younger generation (Murti & Heryanto, 2020). Some-values in character education: namely Religious, honesty, curiosity, creativity, discipline, love for the country, communicative, tolerance, and much more

In the values described above, the role of schools as institutions for character building is very important. When many children receive little moral instruction from parents, society, or religious institutions, there are still universally accepted ethical values such as attention, trust, respect, and responsibility. School teaches value-free education. The role of mentors like teachers is crucial and determines how they teach these character values to their students. And effective character education makes schools more civilized, cares about the community, and refers to increased academic performance (Abdusshomad, 2020).

Efforts to Instill Character Education During a Pandemic

The implementation of education in the Covid-19 outbreak has become a lot of consideration and discussion. Changes in the atmosphere in learning or the limitation of activities outside the home bring difficulties to the implementation of character education because educational institutions are one of the places to implement character education, but because of the Covid-19 outbreak that has hit today making learning activities at school cannot be done face-to-face. Therefore, the role of the teacher in implementing learning in character education

needs to think about it carefully, it is undeniable that the cultivation of character in individuals is crucial (Suasthi & Suadnyana, 2020).

There are four ways Covid-19 is changing the education of future generations: (1) the process of education around the world is increasingly interconnected; (2) redefining the role of educators; (3) teaches the importance of life skills in the future; and (4) to broaden the role of technology in supporting education. Teachers pay attention to current status and needs: (1) location and environment of student homes, in terms of comfort, safety, and availability of adequate basic needs; (2) knowing students' mental and emotional condition, whether they are anxious or afraid, whether they have a strong support network at home or in their community; (3) knowing ownership of access to technology for distance learning, its types, how often, for how long, and at what cost, how they will access learning materials, how to communicate with each other, and who will need help most with access; and (4) knowing the student's parents or other people in the student's house can help complete school assignments, which students will need more guidance.

It is back from the beginning that the cultivation of character education can be done in the school environment and in the family and community environment. The role of the family is vital because the family must be able to guide and supervise what their children are doing. Then the cultivation of character education in the community may also experience a little difficulty because it is limited in activities outside the home.

The Role of Character Education in the Era of Globalization in the 21st Century

According to the West Java Education Service secretary, Firman said that the global trend is the phenomenon of the creative age that requires basic literacy to have character values. Globalization, which is a phenomenon of the interconnection of countries globally, is one of which is the rapid development of technology that requires the enforcement of cultivation. The character befitting the nation (Nurdin & Anhusadar, 2020). According to Selo Soemarjan, globalization is the formation of an organizational and communication system between people worldwide to follow the same design and rules. In the current era of globalization, there are certainly many outside influences that sometimes do not match this nation's character. Everything must have a positive or negative impact. The role of character education in the era of globalization is as follows (Wijoyo, Denok, Santamoko, et al., 2020).

1. Maintaining the nation's character so as not to be influenced by external cultures or behavior that is not following the applicable rules in this country. We know that in an increasingly advanced era of globalization where there are influences from other cultures and behaviors from other countries, education is there. It is hoped that character as a citizen can maintain the character of this nation.

2. Character education can guide individuals in thinking and distinguishing good and bad behavior in the influence of the development of globalization in the 21st century. In the impact of increasingly advanced globalization, it is necessary to distinguish which is bad and which is good, character education is expected to provide awareness in determining external influences. Character education instills the value of responsibility in action. Knowing the pros and cons of an event is needed.

3. Guiding individuals to give birth to advanced thoughts so that later they can compete in an increasingly progressive globalization era, the effects of globalization are harmful and have positive impacts. With the influence of globalization which is increasingly advanced, it will bring up thoughts in individuals to advance their own country. The role of character education here is to make the community aware. Character education teaches values so that individuals are creative, therefore the part of character education in the 21st-century generation is essential.

4. Character education can guide individuals to apply the values contained in the character of the nation. Such as love for the country and a sense of unity and the various values in character education to be used as provisions in facing the increasingly erratic times.

The relationship of globalization with character education in facing the development of globalization from increasingly advanced times. Therefore, strengthening the nation's character is very necessary, the existence of character education can maintain this (Wijaya, Wibowo, Supriadi, et al., 2020).

Technological Development, Utilizing the Youtube Media as a Medium for Planting Character Education for the 21st-Century Generation

In the development of the increasingly advanced effects of globalization, especially in the 21st century, in the discussion of efforts to implement character education in the Covid-19 pandemic era, one can take advantage of technological developments.

In the Covid-19 pandemic, character education is experiencing a little difficulty due to limited activities outside. Home, either school or other informal activities and requires to stay at home, therefore, in this case, the need to make the best use of this technology is one small example is that we can use it as a medium for learning in planting character education.

On the data listed on the Hootsuite (We are Social) website: Indonesian Digital Report 2020, which is a content management service site that provides media services as well as data related to the use of various social networking sites such as Twitter, Instagram, youtube, etc. This shows that the majority of people in Indonesia are active internet users.
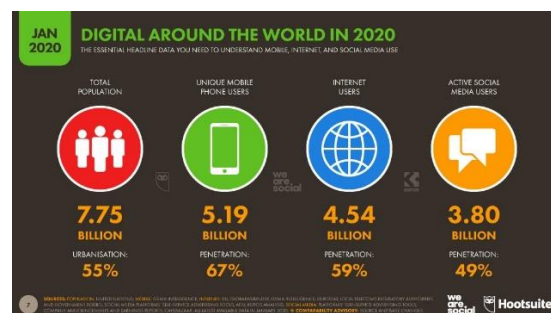

Figure 1. Digital Around the Word in 2020 Source: We are Social, January 2021

From the survey data from the hoot suite, there are many internet users in Indonesia. In this case, we can take advantage of our convenience on the internet to foster character values in each individual. In this case, we need more exciting learning media. In addition to internet user data, there is also data about the media most often used by Indonesian society and shows the following
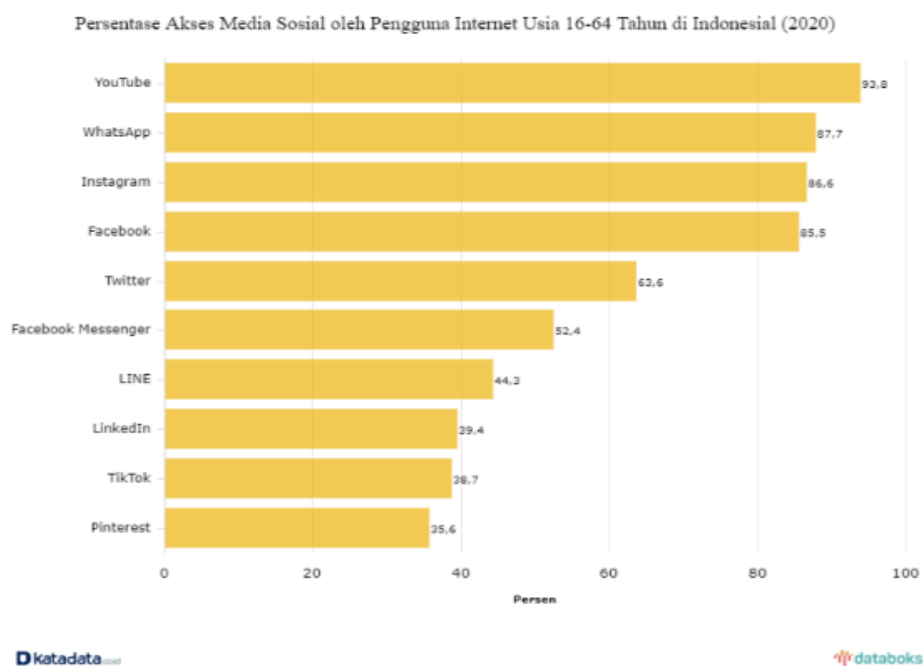
Persentase Akses Media Sosial oleh Pengguna Internet Usia 16-64 Tahun di Indonesial (2020)

Platform	Persen
YouTube	93,8
WhatsApp	87,7
Instagram	86,6
Facebook	85,5
Twitter	63,6
Facebook Messenger	52,4
LINE	44,3
LinkedIn	39,4
TikTok	38,7
Pinterest	35,6

Persen

D katadata.com ·II databoks

**Figure 2. Presentation on Social Media Access by Internet Users Age 16-64 in Indonesia 2020
Source: We are Social, January 2021**

From the information above regarding the total population of Indonesia's population, which reaches around 272.1 million people. As many as 92% of Indonesians use YouTube as an entertainment medium. The data is obtained from the Hoot suite (we are Social): Indonesian digital report 2020. In the data above, it is explained that YouTube media occupies the highest position as the most accessed media in this country (We are Social, 2020). In this case, youtube media can be a medium in helping efforts in building character for the average student. In education, it is necessary to provide attractive media that make students more interested in learning. One of the positive things that can be obtained from using YouTube as a medium for strengthening character education is: As a learning medium, YouTube provides various educational shows to learn the material they want to know. In this case, YouTube can be a means to foster character values. To eliminate boredom, YouTube is the right tool besides providing educational shows, there are also exciting shows with animations or creative videos that make students enthusiastic about it (Mannuhung & Misda, 2021). Youtube provides exciting shows. This can be a means of instilling character values in individuals, one of which is fostering creative thinking and fostering new understanding. Fostering creativity, in this case where broadcasts in videos displayed by youtube, can encourage thinking creatively and creating new thoughts.

However, youtube also has a negative impact that can negatively impact if YouTube is used as a medium to instill character values. On YouTube, many video sites may not be worth watching, especially for children aged 4-17 years. Efforts to avoid the negative impact of YouTube in cultivating one's inner character are as follows.

In early childhood, there should be guidance from more mature people, in this case, the need for guidance from closest people such as parents and teachers, especially for children around four years old,

so the assistance of teachers and parents is significant. Youtube provides interesting shows that create a higher sense of enthusiasm for learning in children (Setiadi, Azmi, & Indrawadi, 2019). The educational questions will be beneficial in the process of building this character. Shows that are undoubtedly positive in training their creativity to create new understandings.

The younger generation must also be able to adjust and limit the time in watching youtube, in this case it also applies to early childhood and teenagers because watching too many shows on youtube will also cause other harmful effects. Students must be able to choose wise shows to watch.

CONCLUSION

Character education aims to shape a person's character in noble character, challenging and responsible. Character education seeks to develop the essential potential in humans where in the future they can become clever individuals in regulating all their actions and distinguishing good and bad from forming an honest, caring, and loving character for the country. In facing the increasingly advanced era of globalization, the role of character education is very much needed, character education teaches how to maintain character that is per the national personality and how to generate ideas to be able to compete with other countries. Cultivation of character education can start from the age of 3 years. Starting from PAUD, SD, SMP, SMA and can be done in the family and community environment. In the 21st century, the Covid-19 pandemic appeared, which changed many things. As for how to instill character education in the pandemic era, it can be done in the family and school environment, which is done online with the role of teachers who help and the use of youtube media is needed

as a learning medium in instilling character education. In the age of globalization, the development of technology is increasingly advanced, where we must be able to use it to implement character education. The use of information media that is easy for us to access can become a medium to strengthen the character of individuals.

This study has limitations, it can only show how efforts to instill character education can be carried out and how to use youtube media as an effort to instill character education in outline according to the data reference that has been analyzed. Researcher recommendations regarding the importance of efforts to instill character education, solutions in increasing the role of teachers who can be more active in providing interesting learning in an effort to instill character education and increasing the role of parents in educating their children.

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