

MODEL OF STUDENT CHARACTER DEVELOPMENT THROUGH THE USE OF EDUCATIONAL TECHNOLOGY BASED ON LOCAL WISDOM

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ABSTRACT: Innovation that appears in the field of education is the use of educational technology that is conceptualized in the purpose of education, namely to develop the character of students. This character is explored from the principles and values that develop in society as a form of local wisdom. So that this research aims to formulate a new model of character development through the use of educational technology that is run based on local wisdom. The researcher used descriptive qualitative research based on data in the form of writings (library research) that contain theories that support this research. The results of the research show that the moral damage that occurs in schools is caused by the lack of character development applied through education. The existing education system does not encourage the formation of student character. Technological developments, such as EduTech can be a means to facilitate the development of these characters. In this case, character development through EduTech comes from characters living in the community, which is through the application of local wisdom values.

Index Terms: Character development, Student, Educational Technology, Local Wisdom

I. INTRODUCTION

One of the goals of the state that is to be realized is to educate the life of the nation [1]. The Constitution does not mention knowledge or skills, but "life" is what must be educated. So the term "intellectual life of the nation" is not a meaning based on the conception of biology, but based on cultural conception. The founding fathers rejected attitudes and behaviors as "inlanders", as colonized, full of unfreedom and shackled. Smart life demands awareness of self-esteem, as a process of humanization that surpasses the basic instincts, which is to elevate the dignity and degree of humanity of the nation.

Educating the life of the nation must be done through education, because intelligence is not genetically fixed, but can be taught. Gradually education is carried out for students (in this case students) with the aim of developing abilities and forming dignified national character and civilization. An educator provides knowledge, educates students to behave positively, and teaches what is good and bad. Thus, educating students is not only a constitutional demand but moral compliance.

Education which was originally conceived as a means to develop character [2], in the end, must follow the flow of globalization which requires the state to produce knowledgeable human beings, thus ignoring the essential nature of character. The state may be able to produce skilled people, but what does it mean if it is not balanced by a strong national character? This nation's personality comes from the values of local wisdom which are evenly shared in all regions of Indonesia.

Globalization does not mean that it is always interpreted negatively as a hindrance to the educational orientation that has been reported [3]. The development of technology can be an opportunity to give birth to innovations in the field of education. The process of digitizing education, for example, is an activity that can make it easier for someone to get the benefits. In a number of ways, the emergence of startups in the

EduTech field can be a positive example, of how education can synergize with technology, in realizing the life of a smart nation. The question is, can this EduTech be a model in the development of local-based character?

II. RESEARCH METHODS

This research is a descriptive qualitative research. According to Creswell, "Qualitative research is a holistic approach that involves discovery, described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences". [4] The researcher used the library research method whose object of study is library data, which contains ideas or thoughts related to the research theme.

This research attempted to describe the character development of students who have been run in Indonesia in general, then connected with the new model that the writer formulated, which was through the use of educational technology. In order for the implementation of this model to work in accordance with the initial objectives, it must be carried out based on local wisdom. The whole idea was described in depth so that the ideal model emerges.

III. RESULTS

A. Urgency of Character Development in Organizing Education

Character is destiny. Only characters can shape someone's destiny. Even the welfare of a nation depends on the character of its citizens. Cicero, a Roman philosopher, once said, "Within the character of the citizen, lies the welfare of the nation". Without character, it is difficult for a civilization to progress and even tends to decline. Arnold Toynbee, for example, stated, "Out of 21 notable civilizations, 19 perished not by request from without but by moral decay from within." [5]

Corrosion of moral values has become a phenomenon in many nations. The most obvious signs of moral decay in America are

Revised Manuscript Received on Month Date, Year.

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the prevalence of out-of-wedlock births, the breakup of families, the amorality of public education, and the eruption of criminal activity[6]. Whereas in Indonesia, the moral crisis occurs evenly in almost all aspects of life. But lately, immoral practices have actually occurred in schools, places that should teach morality.

Many cases of violence that occur in schools involve teachers and students. The Indonesian Child Protection Commission (KPAI) shows that throughout 2018, there were 445 cases of violence, 51.20 percent or 228 cases consisting of physical violence and sexual violence carried out by educators, principals and students [7]. Even in some cases, it is precisely students who become perpetrators of violence in schools, for example, the case of beating several students to a teacher in Madura, Indonesia [8].

Moral damage and character poverty that infect the world of education have led to the noble goal of education, namely to increase human dignity, to be difficult to achieve. This happens because the education system does not systematically and continuously implement character education. In fact, character education aims to develop good character by practicing and teaching moral values.

According to Thomas Lickona, character education contains three main elements, namely knowing good, desiring the good, and doing the good. [9] Whereas Elkind and Sweet explained that character education is an effort to help students understand, care and behave according to applicable ethical values. [10] This is so that students can build three components of good character, namely moral knowing, moral feeling, and moral action.

B. Educational Technology Development in Indonesia

In almost all countries that depend on technology, the implementation of education is carried out by utilizing technological developments. A study showed that of the 20 countries analyzed, 40% were producers of EduTech, such as Beijing, Bay Arena and New York. EduTech has two important functions, namely as an effective communication media and information storage in various media.

EduTech refers to the practice of using technology to support teaching and the effective day-to-day management of educational institutions. This is in line with Supanto's opinion, which the Association for Educational Communications and Technology (AECT) defines educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" [11]. Whereas Lazar Stošić mentioned that "educational technology is a systematic and organized process of applying modern technology to improve the quality of education" [12].

EduTech experienced significant developments in Indonesia. This is because EduTech's main base is the internet, while its products can be in the form of applications or social media utilization. Based on the Indonesian Internet Service Providers Association (APJII), the penetration of Internet users in Indonesia has reached 143 million. According to Wearesosial Hootsuite, social media users in Indonesia reached 150 million, equivalent to 56% of the total population [13]. This condition was exploited by start-up activists so there were a lot of

EduTech start-ups in Indonesia.

One of EduTech's start-ups is Ruangguru. Ruangguru is the largest and most comprehensive technology company in Indonesia that focuses on education-based services and has more than 6 (six) million users and has managed more than 150,000 teachers offering services in more than 100 subject areas. Apart from Ruangguru, there are several start-ups that issue different, varied, and some content that is directly related to users. It can be seen in the following table:

No	Types of products offered	Start-up
1	Educational content in the form of videos	Quipper, Zenius
2	Foreign language education through a mobile application	Squline, Bahaso
3	E-learning platform	HarukaEdu, Kelase, KelasKita
4	Teaching and learning activities with special software	Quintal, AIMSIS
5	Consulting services, short courses, and private classes	Sukawu, PrivatQ

In its development, the start-up association in the field of education also co-founded EdTech Indonesia with a mission to advance Indonesian education in a better digital way. The association has activities to provide digital content curriculum for all subjects, the provision of various school equipment in various regions, and various other needs that support educational operations in schools. Even so, there is no EduTech that has a focus on digital character education. In fact, character education is a way to improve education to suit its original goals.

C. Model of Character Development through Educational Technology-Based Local Wisdom

Policies that exist in schools largely determine how teachers must provide teaching and education. In most schools that are equipped with sophisticated technology facilities, schools can develop students' abilities through the use of these technologies. However, only a few schools use this technology to develop character. So it is necessary to revitalize character education in schools using technology.

The question that must be answered is, where is the character value obtained? Indonesia is a cultured nation that upholds noble character, noble values, wisdom and character. Indonesia has many patterns of local wisdom that are extracted from cultural products that concern the life and life of the people. In local wisdom, it has character values that can be used as a source for the intended character education.

In order for the values of local wisdom to be applied in education effectively, schools can use technology through the use of various social media and existing applications. Schools can create content that contains local wisdom values, such as language, culture, and positive behaviors that live in the area, and then use them as teaching materials. The teaching material is published on social media and existing applications, so students can see it without being limited by the obligation to take classes.

The researcher calls this model as EduTech based on local wisdom. EduTech has great potential to be a means for students to obtain education equally. Although in some cases there is a paid nature, this model is fully borne by the school, so the

school is responsible for utilizing EduTech.

The current lack of EduTech is simply because there is nothing that directly aims to develop student character, even though students need an education that can shape character to become dignified and useful human beings. EduTech's content will be filled with local wisdom values that are explored in accordance with the characteristics of the area where the school exists. So, EduTech not only helps someone to become skilled and knowledgeable but also becomes a person of character.

IV. CONCLUSION

Real education is one that can develop the character of their students. Characters can be formed by utilizing existing technology. The emergence of EduTech can be a tool to develop student character through the content provided to students. The characters in EduTech are extracted from local wisdom in the community. Through this model, students are expected to be able to easily access education which includes character education.

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