Social media as integrated character education media

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Abstract: Character education in schools is carried out in an integrated manner in all subjects. Integrated character education involves the school, family, and community in its implementation. The very few communication opportunities make the implementation of integrated character education involving families and communities difficult. Through this opportunity, we tried to introduce social media to be used as an integrated learning media for subjects and character education. The teacher can provide material and assessment to students and students can learn and submit assessment completion through the media. In addition, students can also place all of their work in a folder prepared for each student to accommodate their portfolios. Teacher-student communication and student-student communication can be done through groups or private chats. Such a mechanism can monitor student learning progress and at the same time train students' courage to express opinions, collaborative skills, responsibility, respect for other people's work, and independence. However, the effort to increase honesty and independence, social media has not provided satisfactory results because during the implementation of tests that must be done independently, students often exchange answers. These findings can be used as a reference for finding techniques around the use of social media in practicing honesty and independence.

1. Introduction

The goal of childhood education is to develop moral character and intelligence [1]. Academic or cognitive development and character building, including personal values and community competencies are the responsibility of education. Character is taught through modeling, climate, and curriculum, both at home, in the community, and at school [2]. Spears specifically found that serving leadership provides hope in the future for character building [3]. Leaders, including teachers, if they are able to act as models in a conducive work climate that is created to be able to develop one's character.

School, family and community are very important collaborations for the formation of personal values and societal competences. The relationship between personal value formation and community competence is very close, and if both are part of community priorities and school goals, they will mutually reinforce and complement each other [4]. It takes a clear framework so that schools and communities can join hands in character education. Education in schools is supported by education in the community. Likewise, on the other hand, education in the community gets strengthening at school.

Cognitive development and character, both individual and community are very important things in education, which are integrated in the school environment, either in the curriculum, teaching strategy, or co-curricular programs. Schools must be directly involved in teaching values through models and assistance [4]. Education in schools focuses on character aspects that underlie the role of citizens in self-regulation and important values and principles in democratic life. Meanwhile, family education and community education develop behaviors, such as discipline, respect for others, respect for differences of opinion, attention to public problems, patriotism, and respect for pluralism.
Good character involves understanding, caring, and acting on core ethical values [5]. Students grow to understand core values by studying and discussing them, observing models of behavior, and reflecting on life experiences. Students learn to act on core values by developing prosocial behaviors (e.g., communicating feelings, active listening, helping skills) and by repeatedly practicing these behaviors, especially in relationship contexts (e.g., through cross-age guidance, mediating conflict, service Public). As children's character grows, they develop an increasingly refined understanding of core values, a deeper commitment to live according to these values, and a stronger capacity and tendency to behave according to those values.

Character education is intended to produce students who are honest, polite, kind, have good behavior, and behave well too. Attitudes and behavior that are not good, such as arrogant, cheating, anarchist, and so on, should be thrown away because they are not in accordance with noble human values. Giving examples or examples and habituation to behave and behave well are the basis of character education. An honest and responsible attitude along with tolerance and appreciation for others will foster an attitude of togetherness. Hard-working behavior coupled with high creativity will result in innovations in various fields that will produce products that are beneficial to human life.

Character education is not carried out as a separate subject, but is integrated into all existing subjects. The development of national culture and character is not included as a subject but is integrated into subjects, self-development, and school culture [6]. Teachers must integrate the values of character education into the learning program plan and in the implementation of classroom learning in all existing subjects. Schools using a higher level of integration obtained more significant results than schools using the minimal level of integration [7]. Referring to this, this research tries to utilize social media for character education. This effort is based on the fact that character education is not carried out alone, but is integrated with all subjects. The problem that must be answered in this study is whether social media is able to act as an effective character education medium.

Various knowledge received by students from various sources should be able to be filtered in order to get good knowledge to be practiced. Attitudes and behaviors witnessed by students both directly and through various media should be filtered to choose good attitudes and behaviors. In schools, character education practices will include a variety of pedagogical activities outside of didactic teaching, such as play, investigation, debate, design, performance, sports, and contemplative practice, including the correct and wise use of technology [8].

A holistic approach to character development seeks to develop cognitive, emotional, and behavioral aspects of moral life [5]. A holistic approach works best when schools, families and communities work in one direction towards advancing education. Students are only in school for about six hours, the rest they are in the family environment and in the community. Therefore, efforts are needed to bridge communication between schools, families, and the general public in matters of children's education, at least for monitoring.

Jolls reminded that, in the past, children's contact with adults in the local village was intense every day, providing guidance and filters to children about information and the people they had contact with, now, in the global hamlet, such contacts with rare adults [9]. This condition recommends that information technology which is the basis for the formation of a global society must be utilized properly so that character education can still be carried out. Various applications provided by information technology are utilized optimally for positive purposes and to avoid optimally the negative effects.

Advances in information technology have been able to build communication between people without the constraints of distance and time. Various applications developed in information technology have been able to build online learning communities, namely learning groups based on commitment and mutual interest to learn collaboratively facilitated by a virtual learning environment [10]. Online learning occurs in a virtual environment (virtual) utilizing computer network facilities (internet), so that it is separated from face-to-face communication. The characteristics of communication using computer
media, such as context-free, social convention-free, really spur more meaningful communication, especially for students who have face-to-face communication disorders.

The internet has become a very reliable communication medium. In the past, only the web and e-mail were known, but now various applications that are incorporated on the internet have enriched communication media on the internet, such as WhatsApp, Telegram, Twitter, Instagram, and so on. These applications have become social media that communicate people around the world, ranging from family, rural, urban, national, to cross-country communities. Social media is a concept that makes internet users connected, communicating, and interacting with each other, through various applications, including social networking sites, instant messaging, video messaging, and video sharing [11].

Schools, families, churches and other communities that are responsible for character education must be involved in evaluating character education for the goals that have been set [12]. There are many obstacles faced by teachers in monitoring the progress of student character. Apart from time constraints, the limited ability to observe students is quite another obstacle. These obstacles can be facilitated by utilizing information technology, of which some of its services have been used as social media. Following Bradea and Blandul's suggestion that the role of media consists of public information communication, the implementation of non-formal and informal education, entertainment, individual socialization, and so on [13], social media in this study is used as a formal learning medium. Based on the theoretical study above, the hypothesis tested in this study is that social media can act as an effective character education medium.

2. Method
The research was conducted at the Department of Mathematics, Ganesha University of Education, in the Discrete Mathematics course involving 108 students who were divided into three classes. Initially, through a focus group discussion, students were invited to discuss the implementation of character education through social media by following the guidelines that had been prepared. After a common perception occurs, research begins immediately. Lectures in the sample class took place with the help of social media as a communication medium. Assignments are conveyed through social media, on the other hand, student responses are conveyed through social media. Each student prepared a folder to accommodate their assignments.

The research was conducted for two semesters. In the first semester, learning took place in two modes, namely face-to-face synchronous mode on campus and asynchronous mode through social media. In the second semester, learning took place completely asynchronously due to the policy of learning from home due to the Covid-19 pandemic. Therefore, the use of social media for learning in the second semester could really take place optimally. There were no face-to-face opportunities, so all the skills students had for learning online were optimally utilized.

This research entirely uses a qualitative approach. Data were collected through examination of student learning outcomes documents obtained from completing assignments and collected portfolios. More authentic data were obtained by observing student behavior while participating in learning through chatting and group discussions. Furthermore, to support the data from the document review and observations, interviews were conducted with several samples of students. The data were analyzed following the qualitative data analysis model of Miles and Huberman which consisted of three lines of activity, namely data reduction, data presentation, and verification [14].

3. Results and Discussion
Research finds that social media can be used for character education. It is true that the findings obtained are not optimal, but these findings can be used as a basis for further study. The most important finding is that social media can be used effectively to monitor student learning progress in an integrated manner involving schools, families and communities. Integrated monitoring brings complementary consequences, so that the results obtained are more optimal. As a result, differences of opinion between the school, family, and community in terms of student performance can be eliminated or at least minimized.
More detailed findings found that social media trained students' courage to express opinions. Asynchronous conditions are very favorable in growing the courage to express an opinion. Communication opportunities via text are able to arouse students' courage to express their opinions because their identities are not yet visible. Gradually, communication via text can be transferred to communication via voice, and even then, students are able to communicate via voice accompanied by video. In the end, the habituation process leads them to be able to ask questions or opinions in face-to-face communication.

Another character skill that can be found from the use of social media is collaboration skills. Discussions through groups or the process of exchanging information through one-on-one communication can train students to collaborate. Students tend to complement and complement each other in the discussion process. During discussion and group work students are accountable for their performance. This can be seen from their habit of introducing themselves before starting to speak. In addition, the portfolios collected are always accompanied by a clear identity. Another habit that has also grown from discussion and group work through social media is the habit of respecting other people's opinions. It is not uncommon for students to mention supporting their friends' opinions or referring to their friends' work.

The unsatisfactory finding in this study is the inability of social media to practice honesty. On tests that must be done independently, students still send answers to each other. In fact, it was observed that some students continued to collaborate in answering the test. As a result, authentic student abilities are difficult to photograph. This condition is tried to be overcome by generating itemized tests with a definite time allocation. In terms of the authenticity of the answer, this is relatively more guaranteed, but to foster honesty, of course this is still not guaranteed. There is an element of coercion in this case so that students demonstrate their abilities authentically. In fact, honesty can be achieved if students consciously work alone, without any coercion. The next implication of this condition is the lack of student independence.

Abbas, et al. stated that social media affects human behavior, and technological advances have contributed technically to improving learning and social interaction, sharing information, and receiving updates through social networks [15]. The above statement fits the research findings, although not completely. Several components of student character can be developed through social media. It is hoped that character improvement will be accompanied by an increase in cognitive learning outcomes. Effective character education supports and enhances school academic goals, or in short, good character education also encourages learning [16]. Benninga et al. more specifically found that schools that successfully implement character education well tend to produce graduates with higher academic abilities [17].

The current generation who is popular with the millennial generation cannot be separated from social media. Social media will be a part of their life in various matters. Lallana said that social media is a defining element of the so-called "clean generation" - those who grew up with Information and Communication Technology (ICT) [11]. The driving force of social networks which is the driving force behind human online behavior is practically a new foundation compared to traditional media such as television, print media and radio [18]. Efforts should be made to strive for social media that is around students for 24 hours to have a positive impact. It is true that there are negative impacts, but the effects should be minimized, and even if the bias is eliminated. The tough challenge going forward is that avoiding the negative effects of social media is much more complex than controlling the negative effects of traditional media, such as television, radio and printed media.

It is undeniable that the active role of social media can develop values, where various studies have shown that there is a positive or negative impact of scenes or images on children's minds. [19]. Alzahrani and Bach, for example, found that social media had a negative effect on adolescent personality development [20]. Jamwal emphasized that social media has become a powerful tool in the hands of the public to motivate community members to act and think positively for society, especially if positive activities are shown to the public and ignore anti-social behavior [19]. Through careful control, social media can be used for positive purposes, including education, especially character education.
Gardere, Sharir, and Yair Maman state that there are a lot of writings about the negative effects of technology and media, but their articles focus on ways to use technology and media positively as educational platforms to encourage character building and pro-social behavior in children, as material to build a career in the future [21]. This statement implies that if information technology, including social media, is properly utilized, positive results will be obtained.

4. Conclusion

Education is the responsibility of the school, family and community. In schools, character education is integrated into the field of study, not a separate subject. Avoiding different perceptions in character education between schools, families and communities, it is necessary to have media that can integrate the three parties. In line with advances in information technology, the internet has become a reliable communication medium. Various applications incorporated into it have metamorphosed into social media that are used to communicate in the community.

The use of social media to support character education is quite effective in integrating the monitoring of students from the school, family, and community. These three parties can mutually reinforce the monitoring of students through social media. In addition, in particular, the use of social media is able to increase the ability to speak and collaborate, which is the demand of life in today's world. Group discussion in asynchronous mode is able to foster the ability to argue and collaborate. Asynchronous group discussion is also able to foster a sense of responsibility and respect for peers among students. These abilities develop through habituation of asynchronous communication via text, which then develops into communication via voice and finally communication via video and voice. These skills are expected to develop in face-to-face communication.

The component of character education that has not been able to be improved through social media is honesty. Students tend to use social media to work together when doing tests that must be done independently. This condition is certainly not good in increasing student independence because in matters that must be resolved independently, they still make use of their peers. If they are able to be honest, then independence will be achieved. This is a challenge in itself that must be solved in the future. Behavioristic steps by managing tasks and time are able to guarantee honesty but it is a momentary solution where alternatives still have to be sought to become a holistic solution in fostering honesty.

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