

The Instrumental Role of Social Media as A Functional Means in The Development of Character Education

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Abstrak

Penelitian ini bertujuan untuk mengetahui peran instrumental media sosial sebagai sarana fungsional pengembangan pendidikan karakter. Metode yang digunakan dalam penelitian ini adalah kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah studi literature dan dokumentasi. Data yang dikumpulkan kemudian dianalisis secara deskriptif kualitatif. Adapun hasil penelitian ini menunjukkan bahwa peran instrumental media sosial sebagai sarana fungsional pengembangan pendidikan karakter, yaitu berperan membentuk karakter peserta didik yang terampil dalam memahami informasi. Dalam konteks pendidikan karakter, keterampilan memahami informasi adalah untuk membentuk karakter peserta didik yang berpikir kritis. Peran lainnya dari media sosial dalam pengembangan pendidikan karakter adalah untuk membentuk karakter yang jujur, terbuka, transparan, dan berani. Pembelajaran pendidikan karakter yang dibangun adalah mengajarkan kepada peserta didik untuk berani menyampaikan kebenaran sebuah peristiwa melalui media sosial. Peran media sosial lainnya adalah untuk dalam membentuk karakter toleransi. Untuk mengajarkan karakter yang toleran kepada peserta didik dapat dilakukan guru dengan mengajarkannya untuk mencari dan menonton media sosial yang bermuatan toleransi. Pengembangan pendidikan karakter dengan media sosial dapat dilakukan dengan meminta peserta didik untuk menyebarkan toleransi lewat kata-kata melalui akunnya masing-masing.

Kata Kunci: *Media Sosial, Pengembangan, Pendidikan Karakter.*

Abstract

This research aims to determine the instrumental role of social media as a functional means of developing character education. The method used in this research was qualitative. Data collection techniques used in this research were literature studies and documentation. The data collected was then analyzed descriptively qualitatively. The results of this research indicated that the instrumental role of social media is a functional means of developing character education, which plays a role in shaping the character of students who are skilled in understanding information. In the context of character education, the ability to understand information is to shape the character of students who think critically. Another role of social media in the development of character education is to form honest, open, transparent and courageous characters. Character education learning that is built is to teach students to dare to convey the truth of an event through social media. Another role of social media is to shape the character of tolerance. To teach a tolerant character to students, the teacher can do this by inviting them to look for and watch social media that contains tolerance. The development of character education with social media can be done by asking students to spread tolerance through words through their respective accounts.

Keywords: *Social Media, Development, Character Education*

INTRODUCTION

In the 21st century, technology, information and communication (ICT) is developing more rapidly (Maharani, 2022). Over time, ICT plays an important role in human life. It cannot even be denied that ICT is something that is inherent in human life. This gave rise to the opinion that ICT cannot be separated from human life (Hayati, 2018). Moreover, with the presence of the internet there is no space and time limit,

social media users can communicate anytime and anywhere (Safitri et al., 2021), (Rizky, 2015). The Internet has become a new digital world that creates a cultural space. This is even more evident with social media (Sakti & Yulianto, 2018).

One of the new styles of communication offered by the internet today is social media (Mahanani, 2014). Because previously people only communicated in a classic way, namely in the form of sending short message services (SMS) and telephone using mobile phones. However, with the presence of social media, people tend to prefer to communicate using chat services. Through social media, users can easily participate and contribute to the various activities they carry out. Moreover, social media has one common characteristic, namely the open dialogue between users. Social media is present and changes the paradigm of communicating in today's society (Watie, 2016).

In its development, social media has become an addiction for people without knowing the age limit (Syarif, 2017). Although statistically, the number of social media users is dominated by teenagers (Aprilia et al., 2020) (Putri et al., 2016). Almost all day long they interact with social media, such as Facebook, Twitter, Youtube, Instagram and Line (Sahidillah et al., 2011). Moreover, only enough to capitalize on a smartphone (Suryaningsih, Rudi Mumu, 2022), then they can access information and convey information related to their personal activities. Through this social media, teenagers are trying to express themselves in public virtually.

Unfortunately in the context of education, social media actually raises its own problems for students. Reality shows students are more likely to use mobile phones, not for the sake of learning, but limited to playing online games (Zukhrufillah, 2018). Many of the students no longer pay attention to the lessons given by their teachers, they are more focused on games, so that their learning outcomes and learning achievements decrease. Being too engrossed in playing social media makes him forget his assignments and makes him lazy to think. To complete their assignments, students often take shortcuts by plagiarizing the work of others (Khairuni, 2016).

Another negative side of social media is the circulation of information that is actually not suitable for consumption by students, such as pornography, hoaxes, violence, conflicts, online gambling, cyber crime and so on. In the long run, of course, this information has a major influence on the ethics, norms, culture, beliefs, and values of students. It has been proven that due to social media, there is a tendency for students to behave negatively and deviate from existing norms. In turn, bad traits appear caused by social media, such as hedonism, showing off wealth, being alone (isolated from social life) (Faliyandra et al., 2021).

The negative implications of social media seem to make most people judge it badly. In this situation, many parties do not understand that social media has a functional role in education. In an objective lens, social media must be seen by looking at it from two different sides. Of course the effects of social media can have positive and negative impacts depending on the use and use (E. R. Dewi, 2020). That social media apart from having a bad impact also has a positive side, including in the world of education. This shows that social media for the world of education has two different sides.

In this situation teachers should be able to take advantage of social media to provide maximum education for students (Saingo, 2022). Teachers as educators should start looking at social media as an educational tool to educate and direct the character of students in a good direction. Actually social media can be used to shape the character of students to become someone who is devoted to God Almighty, has strong faith so as to give birth to a person who is virtuous, tolerant of others, has fighting motivation and is able to work hard, achieves and is disciplined, respects people. other and democratic, responsible, creative and independent (Ariyanti et al., 2019).

Therefore, learning character education in the midst of the rapid development of ICT should not take place in a conventional setting. To shape the character of students, the teacher is not the only source of learning. Sources of learning character education can come from books, scientific journals, the internet, magazines, newspapers, television, and so on (Setiyani, 2010). In the future, the development of character education should be carried out by utilizing the internet, especially social media as a source of learning that has an instrumental role. On this basis, this research intends to investigate, "The Instrumental Role of Social Media as a Functional Means in the Development of Character Education"

METHOD

The method used in this research was qualitative method. Qualitative research methods emphasize more on observing phenomena and examining the substance of the meaning of these phenomena. The phenomenon referred to in this research was social media which increasingly has an irreplaceable role in human life. Data collection techniques used were documentation and literature studies. In the documentation study, researchers seek to view and analyze documents related to social media and the development of character education, whether made by the subject himself or by other people about the subject. Literature study is carried out by searching for information and references in the form of text books, literature, journals, ebooks, information and internet searching as well as other sources. The data obtained was then analyzed accurately and critically to produce a new, rational and logical synthesis as well as a conclusion that can be tested in the field. The results of the analysis were then described again descriptive qualitative.

RESULT AND DISCUSSION

Some of the instrumental roles of social media as a functional means in the development of character education. The first role is to shape the character of students who are skilled in understanding information. Forming a character who has the skills to understand information is not easy to do. Therefore, help from social media is needed by teachers to teach their students to understand the information around them. The urgency of forming skilled characters in understanding information on social media is non-negotiable. Because social media as an information distribution network plays a very important role in disseminating information to the wider community, including students.

Since its inception, social media has been intended as a forum for its users to easily participate, share and exchange information and ideas in virtual communities and networks. It's just very unfortunate that the development of information technology and ease of communication is actually used as a means to spread fake news (hoax) (Assidik, 2018). Indonesia is the third largest democracy in the world after India and America which is experiencing serious problems regarding the spread of fake news (hoax). Hoaxes have spread like a virus that started with news makers, opinions, data, photos and images containing hoaxes and shared through social media such as Facebook, Twitter, WhatsApp, line, YouTube, Path and Instagram. (Rifauddin & Halida, 2018).

Character education learning can be done by the teacher by assigning students to find and explore information that is allegedly incorrect circulating on social media. The teacher directs students to investigate or seek information related to the news (Assidik, 2018). It is endeavored that the information sought is not too far adrift in time with the ongoing learning. This is intended to maintain the actuality of the information, because it's currently hot. If necessary, the hoax information that students are looking for is one that has gone viral and is booming. Because by doing so, it will raise the enthusiasm and motivation of students in exploring the information. The information that is considered a hoax is then displayed in front of the class to be discussed with other students who are guided by the teacher.

Teachers can guide students to obtain information about the reasons (motives or goals) underlying why someone spreads a news that is not true, what problems (consequences) might arise from news of a fake news, what students should do if one day finds or encounter news like that, how to distinguish between hoax news and true news. With such learning, it is believed that students will have skills in understanding information circulating on social media. So that they are not easily trapped by misleading and harmful news. The character of media literacy will be formed by itself, if learning is directed in an effort to build information understanding skills. in media literacy, namely critical thinking of all media content (Sukasih et al., 2015).

In the context of character education, the ability to understand information is to shape the character of students who think critically. Critical thinking is an effort to ward off false information that spreads on social media (Redhana, 2019). Critical thinking is a concept to respond to a thought or theorem that we receive. The response involves the ability to evaluate systematically (Permana, 2018). By using a critical thinking approach, students or social media users are trained not to easily believe various forms of content disseminated through social media (Kussa & Utama, 2018). Given that students are among the active users of social media and are vulnerable to becoming victims or perpetrators of spreading hoax content, teachers as actors in the

world of formal education need to play a role in cultivating students' critical thinking (Baidawi et al., 2021).

Another role of social media in the development of character education is to form honest, open, transparent and courageous characters. Actually it is not easy to form these characters, but with social media it is easier for teachers to teach them. This is in accordance with the current role of social media as an effective, transparent and efficient communication medium and has an important role as an agent of change and renewal. Character education learning that is built is to teach students to dare to convey the truth of an event through social media. Of course the truth conveyed through social media is in accordance with authentic evidence.

Some things teachers can do to teach honesty, openness, transparency, and courage through social media are to look for cases related to this. For example, community videos that convey information directly to the government on various matters related to the services received. Social media is media used by individuals to become social, online by sharing content, news, photos, etc. with other people. From this definition it is clear that the public can share information and vice versa with the government (Rahadi, 2017).

This is followed by the teacher showing a YouTube or Facebook video containing an award given by the government for their courage in expressing the truth through social media. Teachers can also display the positive things that a person gets as a result of his courage against untruth. This is intended to confirm or strengthen the attitudes, views and beliefs of students towards people who convey the truth through social media. Students must understand that conveying the truth through social media will get reactions from various parties more quickly. In fact, this honesty will get strong support from social media residents (netizens). One thing that should be emphasized is that social media is a place for honest people to express the truth.

Because conveying the truth directly in the form of direct criticism of those suspected of committing irregularities may not necessarily get a positive response. This is where the teacher's vital role is in educating students to help the government in efforts to improve community services. Teachers are obliged to provide understanding to students, that through social media with its role as a means of social control and renewal can be used to strengthen and fortify honesty from various attempts to suppress it. Here, social media acts as a public control tool for society in controlling a person, group, group or institution from arbitrary acts (Juliswara, 2016).

The role of social media in efforts to develop character education is to function in forming a character of tolerance. Indonesia is a multicultural country consisting of various tribes, races, religions and ethnicities. It seems that the progress of the nation can lead to vulnerability to conflicts between ethnic groups, ethnic groups, and religions. This is exacerbated by the lack of knowledge of the diversity of Indonesian society, making this conflict even more real. For this reason, teachers can use social media in learning in order to shape the character of students who are tolerant of Indonesian diversity.

To teach a tolerant character to students, the teacher can do this by inviting them to look for and watch social media that contains tolerance. The social media found by students is then discussed in class, whether it is in accordance with the assignments given. Then they were asked to analyze what forms of tolerance are shown in the social media. Not only social media that contains tolerance is proposed and discussed by students, but also social media that contains content of intolerance. This is not intended to confuse students, but to provide an opportunity to assess objectively. That way, ongoing character learning is based on value clarification. They can compare which is more profitable to be tolerant or intolerant.

The development of character education with social media can be done by asking students to spread tolerance through words through their respective accounts. As a media, this account has the ability to produce influential messages and has a wide audience reach (D. K. Dewi & Triandika, 2020). Every student is accustomed to uploading messages that intend to foster tolerance. Content in all its forms, text, sound, to audio-visual can be used as the dissemination of tolerance character education. the content can use religious narratives, educational concepts, peace narratives, interfaith dialogue, counter hoaxes and hate speech hash tag campaigns on social media, planting nationalism and attitudes of tolerance, community-based counter-narratives, internet content in DKV form such as memes, flyer designs and videos, healthy internet training,

digital media literacy, including education and socialization movements in the form of training (Rustandi, 2020)

The skill of conveying messages of tolerance is attractively packaged as a form of campaign to strengthen inter-religious tolerance towards the wider community. The social media used are Facebook, Twitter, Instagram, Youtube (Susanto, 2017). In fact, tolerance learning can be carried out with projects, the results of which are in the form of documentation and disseminated through social media.

CONCLUSION

Based on the discussion above, it can be concluded that the instrumental role of social media as a functional means of developing character education is to play a role in shaping the character of students who are skilled in understanding information. The urgency of forming skilled characters in understanding information on social media is non-negotiable. In the context of character education, the ability to understand information is to shape the character of students who think critically. By using a critical thinking approach, students or social media users are trained not to easily believe various forms of content disseminated through social media. Another role of social media in the development of character education is to form honest, open, transparent and courageous characters. Character education learning that is built is to teach students to dare to convey the truth of an event through social media. Some things teachers can do to teach honesty, openness, transparency, and courage through social media are to look for cases related to this. The role of social media in efforts to develop character education is to function in forming a character of tolerance. To teach a tolerant character to students, the teacher can do this by inviting them to look for and watch social media that contains tolerance. The development of character education with social media can be done by asking students to spread tolerance through words through their respective accounts. Content in all its forms, text, sound, to audio-visual can be used as the dissemination of tolerance character education.

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