

The integration of character education in junior high schools during the 5.0 industrial revolution: a case study in Yogyakarta

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ABSTRACT

This research examines the application of character education values in the Industrial Revolution 5.0 era at four junior high schools in Yogyakarta: SMP Negeri 2 Wonosari, SMP Muhammadiyah 1 Yogyakarta, SMPN 2 Berbah, and MTS Islamic Education Center Muharrikun Najaah. Using qualitative methods and case studies, data was collected through interviews, observation and documentation. The results of the research are that SMP Negeri 2 Wonosari, SMP Muhammadiyah 1 Yogyakarta, SMP Negeri 2 Berbah, and MTS Islamic Education Center Muharrikun Najaah have made great efforts in implementing the values of character education in the 5.0 era with various strategies and challenges faced. At SMP Negeri 2 Wonosari, the emphasis on technological adaptation and social dynamics supports character education that is relevant in the digital era, despite facing resistance from students and parents. SMP Muhammadiyah 1 Yogyakarta implements the values of faith and piety, mutual cooperation, creativity and critical thinking through the independent curriculum program, even though the challenges of globalization and social media remain. At SMP Negeri 2 Berbah, the application of character values through daily and extracurricular activities faces the challenges of cultural adaptation and limited resources, while MTS Muharrikun Najaah emphasizes character formation through religion and technology-based education, although digital influences and globalization remain obstacles. Each school shows a positive reflection in student attitudes and behavior that reflects the character values taught, although challenges remain in the process of internalizing these values in an era that continues to develop. The study highlights practical implications for enhancing character education. Schools are encouraged to integrate technology with localized cultural values, provide enhanced teacher training in digital pedagogy, actively involve parents, and establish community partnerships to address resource constraints. Policymakers must support efforts to align character education with the demands of the 5.0 era, ensuring its relevance and sustainability. This research offers valuable insights into how schools can adapt and innovate to embed character education effectively within the evolving educational landscape. By focusing on targeted strategies and addressing contextual challenges, educators and stakeholders can ensure the continued significance of character education in an era shaped by globalization and digital transformation.

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Introduction

The Industrial Revolution 5.0 has ushered in an era of unprecedented technological advancements, characterized by intelligent machines, Artificial Intelligence (AI), and the integration of technology into everyday life (Nurani et al., 2022; Ikhsan, 2023). This era requires individuals, particularly students, to master not only technical skills but also critical character

traits such as integrity, creativity, and responsibility (Sukarno, 2020). However, the digital era also poses significant challenges, including moral degradation and ethical dilemmas (Zulfiansyah et al., 2023). Educational institutions, therefore, play a crucial role in addressing these challenges by implementing robust character education programs. This study investigates how junior high schools in Yogyakarta integrate character education values into their curricula and extracurricular activities to develop students' holistic character.

The industry 5.0 revolution is an era without boundaries, limitations of space and time, stimulating and fostering the advancement of science and technology, resulting in the creation of intelligent machines, robots, and Artificial Intelligence (AI) (Nurani et al., 2022). In the 5.0 era, humans live their lives in an automated, instant, and practical manner (Ikhsan, 2023). The 5.0 society is a concept of a society that is already literate in Information and Communication Technology (ICT) (Yuliana et al., 2019). Some skills that students need to master include creative thinking, innovative thinking, critical thinking, communication skills, and collaboration skills (Sukarno, 2020).

The digital era has both positive and negative effects, and this also applies to education (Astra, 2018). Character education is a crucial need for building a democratic society based on the principles of respect, justice, equality, empathy, and mutual assistance (Miranda & da Costa Lins, 2021). To shape a quality generation, realizing character-based education is equivalent to instilling character values in students (Zulfiansyah et al., 2023). The development of information technology can have a negative impact on the character of a nation. One creative effort to overcome this negative impact is the implementation of character education in educational institutions (Abdillah & Syafei, 2020). Realizing students who have character in a religious learning environment is a necessity (Butsiani, 2023). Character consists of three interconnected parts, namely: moral knowing (moral knowledge) (Tabrani et al., 2024), moral feeling (moral feeling), and moral behavior (moral behavior) (Muslim & Ranam, 2020).

Basically, a person's behavior depends on the values he believes in. (Indra, 2019). The number of teenagers engaged in less-respected acts such as bribery, drugs, harassment, sexual abuse, and clichés, demonstrates the moral degradation that has resulted in the violation of the values of norms in society. Adolescent mutilation is a form of social abnormality or disease. Not only hurt the victim, but there are also the perpetrators who have stumbled to the point of killing a victim. (Shofiyati & Subiyantoro, 2022).

The problem of education in Indonesia is very complex because in all its aspects there are issues that need to be solved. (Poerwanti & Marmoah, 2021). Moral decadence has spread in the world of education so that it becomes a blurred portrait of education. (Maunah, 2015). The morality that is supposed to be the controller in behavior today is crushed by the progress of the 21st century. (Setiawan et al., 2021).

Character education has become an important issue in the world of education lately, it is related to the phenomenon of moral decadence that occurs in the midst of society as well as in an increasingly diverse and diverse government environment. Crime, injustice, corruption, violence against children, human rights abuses, are proof that there has been a crisis of personality and characteristic of the Indonesian nation.

Character education becomes the foundation and the core of education (Ridwan et al., 2023). (Wismanto et al., 2023). Character education innovation for the golden generation is expected to bring a better change to education in Indonesia (Hamdani et al., 2022). The cultivation of character education in formal education must begin at the level of primary education. (Aprilia & Nawawi, 2023). The school, as an educational institution, is a place for educational processes that have a complex and dynamic system. (Butsiani, 2023).

This research was conducted in Yogyakarta, involving four schools: First, SMP Negeri 2 Wonosari, which has a vision of becoming an excellent school in achievement, skilled, independent, healthy, and with noble culture based on faith and piety. Second, SMP Muhammadiyah 1 Yogyakarta, which has a vision of producing quality Muslim generations, excelling in achievement, having a science and technology perspective, and having an

environmental culture. Third, SMPN 2 BERBAH, which has a vision of excelling in achievement, having character, having a national and environmental cultural perspective. Fourth, MTS Pusat Pendidikan Islam Muharrickun Najaah, which has a vision of producing a generation with morals according to the Al-Quran and Sunnah, as well as having general knowledge and technology. Considering the background, the researcher conducted a deeper study with the title " **The Integration of Character Education in Junior High Schools During the 5.0 Industrial Revolution: A Case Study in Yogyakarta**"

Method

This research employs a qualitative approach using a case study method. The qualitative approach is chosen as it enables the researcher to gain a deep understanding of the implementation of character education in the 5.0 era at four schools in Yogyakarta, including the context, process, and outcomes achieved. The case study method is selected because the focus of this research is on four schools that have unique and varied character education programs and strategies.

The data collection techniques used in this research include interviews, observations, and documentation. Interviews were conducted with principals, teachers, staff, and students at the three schools that were the focus of the study. Semi-structured interviews were used to gather information about programs, strategies, challenges, and outcomes of character education implementation in the 5.0 era. Observations were conducted in classrooms, extracurricular activities, and the school environment to observe how character values were applied in students' daily lives. Documents collected include curricula, character education programs, evaluation reports, and photo and video documentation.

In analyzing the data, the researcher used a qualitative analysis technique. Data analysis was conducted in stages, starting from transcription of interviews, data reduction, data categorization, to data interpretation. The results of data analysis were used to answer research questions and formulate conclusions. To ensure data validity, this study used several triangulation techniques, such as Source Triangulation: Data obtained from various sources, such as principals, teachers, staff, and students, were compared and combined to obtain a more comprehensive picture. Method Triangulation: Data collected through interviews, observations, and documentation were compared and combined to obtain more valid and reliable results. Researcher Triangulation: This study involved a research team with different backgrounds and expertise to conduct data analysis and discuss research findings.

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This research employs a qualitative approach using a case study method to explore character education in four junior high schools in Yogyakarta. Data were collected through semi-structured interviews with principals, teachers, and students, as well as direct observations of classroom and extracurricular activities. Documentation such as curricula and evaluation reports was also

analyzed. Data were triangulated to ensure validity, combining interviews, observations, and document analysis (Braun & Clarke, 2023). The case study method was chosen for its ability to provide an in-depth understanding of unique educational practices and challenges in each school (Yin, 2021).

Result and Discussion

1. SMPN 2 Wonosari

a. Implementation of Character Education Values in the 5.0 Era

In the context of implementing character education values in the 5.0 era, SMP Negeri 2 Wonosari recognizes the importance of adapting to technological advancements and changing social dynamics. The school understands that character values are not only relevant in traditional contexts but also serve as a strong foundation for facing the challenges and opportunities offered by the digital era. More than just teaching integrity, cooperation, or honesty, character education in the 5.0 era emphasizes students' ability to adapt, think critically, and act ethically in a complex digital environment. This is reflected in the school's efforts to effectively integrate technology into character learning, utilizing digital tools and platforms to deliver these values in an interactive and engaging manner for students. In the 5.0 era, values such as creativity, innovation, and responsibility in technology use are also emphasized, preparing students to become intelligent and responsible digital citizens. Through character education focused on values relevant to the digital era, SMP Negeri 2 Wonosari helps students build a strong foundation for achieving success and facing the challenges of an ever-evolving future.

Furthermore, SMP Negeri 2 Wonosari acknowledges the crucial role of teachers as role models in implementing character values in the 5.0 era. Teachers not only act as educators but also as mentors who guide students in understanding and internalizing the instilled values. With the right training and support, teachers can develop innovative and relevant teaching methods, thereby effectively reaching students in this digital age. Additionally, actively involving students in the learning process is also a vital strategy in implementing character education. Through discussions, collaborative projects, and real-life simulations, students can directly experience how character values operate in everyday life. With a holistic approach involving teachers, students, parents, and technology, SMP Negeri 2 Wonosari ensures that character education in the 5.0 era is not merely a concept but an integral part of the educational experience that prepares students to become quality individuals and succeed in the future.

b. Challenges in Implementing Character Education in the 5.0 Era

In implementing character education in the 5.0 era, SMP Negeri 2 Wonosari faces several challenges that test the success of the program. One of the main challenges is resistance or disagreement from some students or even parents towards the concept of character education. Some may consider it less relevant or less important compared to more traditional academic learning. Additionally, another challenge arises from the adaptation of technology to support character education. Although the 5.0 era offers various digital tools and platforms that can be used, there are challenges in effectively integrating this technology into the character learning process.

However, amidst these challenges, SMP Negeri 2 Wonosari receives strong support from various parties. Teachers play a key role as the main drivers in implementing character education, with their high commitment to shaping students' character. Additionally, support from school leaders and administrators is also important in providing the necessary resources and facilities to strengthen the character education

program. Furthermore, active participation of parents in supporting and promoting character values at home is also a significant factor in the success of this program. With this support, although challenges still exist, SMP Negeri 2 Wonosari can continue to move forward and overcome obstacles in implementing character education in the 5.0 era.

c. Reflection of Students in Character Education Implementation in the 5.0 Era

In the 5.0 era, the results of character education at SMP Negeri 2 Wonosari have proven to be very significant. Through the implementation of character values relevant to the digital age, the school has successfully created a learning environment that enables students to develop their potential holistically. One of the most striking results is students' ability to adapt quickly to changes in technology and social dynamics. They are not only able to use technology effectively but also have a high awareness of digital ethics, responsibility in using technology, and the ability to critically assess information in this fast-paced information age.

Not only that, but students are also able to build strong interpersonal relationships and empathize in a digital environment. They learn to collaborate online, value diverse opinions, and build positive relationships in the virtual world. In addition, values such as creativity, innovation, and leadership are also strongly instilled in students. They learn to think outside the box, create new solutions to complex problems, and lead with integrity in all situations.

Besides technical and social skills, the results of character education in the 5.0 era are also reflected in students' attitudes and behaviors that reflect strong moral values. They become individuals who are honest, responsible, and care about their surroundings. These students not only succeed academically but also have strong moral and ethical readiness to face real-world challenges. Thus, the results of character education at SMP Negeri 2 Wonosari in the 5.0 era not only include academic success but also in shaping individuals who are ready to face the ever-evolving world with wisdom, intelligence, and integrity.

2. SMP MUHAMMADIYAH 1 YOGYAKARTA

a. Implementation of Character Education Values in the 5.0 Era

In the 5.0 era, the implementation of character education values at SMP Muhammadiyah 1 Yogyakarta serves as a strong foundation in addressing the challenges that arise with technological advancements and changing social dynamics. The school not only prioritizes academic aspects but also gives equal importance to developing students' character so that they can face the complexities of life in the digital era. Through the Independent Curriculum Implementation Program (IKM), the school emphasizes values such as faith and piety, cooperation, creativity, independence, global perspective, and critical thinking as the primary foundation for character building.

This approach is reflected in various school activities designed to train students in applying these values in their daily lives. For example, congregational prayers and Al-Quran memorization programs are concrete manifestations of faith and piety towards God. Meanwhile, exhibitions, field trips, and graduation ceremonies aim to build students' creativity, courage, and teamwork. This ensures that character learning does not only occur in the classroom but also through direct experiences in various extracurricular activities.

Technology also plays a crucial role in supporting the implementation of character education in the 5.0 era. SMP Muhammadiyah 1 Yogyakarta utilizes online platforms and WhatsApp to expand the scope of character learning beyond classroom hours. In this way, values such as mutual respect, information sharing, and polite communication can continue to be instilled and practiced by students in their daily lives that are increasingly digitally connected.

Furthermore, the evaluation of character education implementation is also conducted regularly by teachers, student affairs, and homeroom teachers. This ensures that students' character development is continuously monitored and given attention according to their individual needs. With this holistic, measurable, and sustainable approach, SMP Muhammadiyah 1 Yogyakarta can produce young generations who are not only academically intelligent but also have strong character and are ready to face various challenges in the 5.0 era.

b. Challenges in Implementing Character Education in the 5.0 Era

In implementing character education in the 5.0 era, SMP Muhammadiyah 1 Yogyakarta is not immune to several challenges that hinder efforts to effectively shape students' character. One of the main challenges is the interference of increasingly complex globalization influences. Factors such as technological advancements, social media, and dominant pop culture can be distractions for students, hindering the process of internalizing the character values taught at school. Additionally, changes in mindset and values developing in society can also cause resistance or disagreement with the concept of character education, from both students and parents.

However, amidst these challenges, SMP Muhammadiyah 1 Yogyakarta receives strong support from various parties in implementing character education. One of the main supporting factors is the active involvement of parents in supporting and strengthening character learning at home. By providing consistent support and role modeling, parents play a vital role in helping students understand and apply character values in their daily lives. In addition, the role of teachers as mentors and facilitators of character learning is also a major supporting factor. Teachers not only teach directly but also provide guidance, inspiration, and support to students in developing good character. Furthermore, the support of school leaders and other school staff is also an important factor in providing resources, facilities, and a supportive learning environment for character development.

With the support of these various parties, although challenges persist, SMP Muhammadiyah 1 Yogyakarta can continue to move forward and overcome obstacles in implementing character education in the 5.0 era. Collaboration between the school, parents, and the community is the key to success in shaping a younger generation with strong character and ready to face various changes and challenges in the future.

c. Reflection of Students in Character Education Implementation in the 5.0 Era

In the implementation of character education in the 5.0 era, students at SMP Muhammadiyah 1 Yogyakarta demonstrate a clear reflection in their daily behaviors and attitudes. One concrete example is the active involvement of students in communal work and teamwork. When faced with group tasks or joint projects, students not only work independently but also support each other, share ideas, and collaborate to achieve common goals. They learn to appreciate the contributions of each team member and strive to create an inclusive and collaborative work environment.

Furthermore, students also demonstrate creative and innovative attitudes in solving problems. They learn to think outside the box, seek alternative solutions, and face challenges with a cool head and creativity. For example, in graduation ceremonies or art performances, students not only showcase their talents in arts and culture but also develop new ideas and explore various forms of self-expression.

In terms of technology, students also show positive reflections in the wise and responsible use of technology. They not only use technology for personal purposes but also utilize it as a tool for learning, communicating, and collaborating with peers. In online discussion groups or joint projects, students learn to communicate effectively, convey their ideas clearly, and provide constructive feedback to their peers.

Moreover, the reflection of students in the implementation of character education is also evident in their attitudes towards their surroundings and society. They learn to care for the environment, respect differences, and uphold values of justice and unity. For example, in social activities or community service projects, students actively participate in helping those in need, strengthening their empathy and social concern.

Thus, through these various reflections, students at SMP Muhammadiyah 1 Yogyakarta demonstrate that character education in the 5.0 era is not merely a concept but has become an integral part of their lives and identity. They become a real example of a generation that is intelligent, has strong character, and is ready to face future challenges with optimism and integrity.

3. SMPN 2 BERBAH

a. Implementation of Character Education Values in the 5.0 Era

The implementation of character education values at SMP Negeri 2 Berbah is the focus in shaping students' personalities in the 5.0 era. With a total of 384 students, this school is committed to providing a supportive learning environment to instill moral values in its students. The Principal, Ibu Noor Rohmah Hidayati, S.Pd., M.Pd, and the vice principal for public relations, Ibu Siti Ngaisah, S.Ag., MSI, explained that the character values to be instilled in SMPN 2 Berbah encompass both religious and non-religious aspects. This is reflected in the students' daily schedule designed to facilitate character building, ranging from morning recitation, non-subject literacy activities, to congregational prayers during break time.

Extracurricular activities also serve as an important means of shaping students' character. Scouting, as a compulsory activity, is aimed at developing leadership, independence, and teamwork. Meanwhile, semi-compulsory religious extracurricular activities provide opportunities for students to choose branches of activities that suit their interests and talents, while still strengthening religious and moral values.

b. Challenges in Implementing Character Education at SMPN 2 Berbah

There are quite a few challenges in implementing character education at SMPN 2 Berbah. One of the main challenges is the difficulty of accustoming students to new programs at the beginning of implementation. However, with consistency and patience, the school has managed to overcome this obstacle, and students have become accustomed to the activities carried out. In addition, the COVID-19 pandemic has also become a challenge in self, where many activities have been temporarily halted. However, the school has taken steps to resume these activities, although it takes time to adapt.

With all the efforts and commitment made by SMPN 2 Berbah, this school continues to strive to shape a younger generation with strong character, responsibility, and high moral values, in line with the demands of the ever-evolving times.

c. Challenges in Implementing Character Education at SMPN 2 Berbah in the 5.0 Era

The implementation of character education at SMPN 2 Berbah in the 5.0 era is not without its challenges. One of the main challenges is the changing and increasingly complex culture and environment. The era of digitalization and globalization has a significant impact on students' thinking patterns and behaviors. The influence of social media, uncontrolled online content, and pop culture that often does not support character values can be an obstacle in the process of shaping students' character.

In addition, another challenge is the resistance or disagreement from some parties towards the concept of character education itself. Some students may not fully

understand or appreciate the importance of character building in the educational process. Moreover, parents or the community may also have different views regarding the character values that should be taught in school. This can hinder the school's efforts in implementing character education programs effectively.

Besides internal factors, external barriers such as limited resources also pose a challenge in implementing character education. Schools may face limited funds, inadequate teaching staff, or insufficient infrastructure to support character education programs. These limitations can restrict the school's ability to organize additional activities or programs needed to optimally shape students' character.

By facing these various challenges, SMPN 2 Berbah needs to find the right strategies and solutions to overcome each challenge. Collaboration with various parties, including parents, the community, and related institutions, is the key to addressing these challenges. In addition, the intelligent application of information and communication technology can also be a solution to overcome some obstacles, such as integrating character values into online learning or using special applications to monitor and support students' character development. With awareness of the existing challenges and joint efforts to overcome them, SMPN 2 Berbah can continue to move forward in realizing effective character education in the 5.0 era.

d. Reflection of Students in the Implementation of Character Education in the 5.0 Era at SMP Negeri 2 Berbah

At SMP Negeri 2 Berbah, the reflection of students in the implementation of character education in the 5.0 era is evident in every aspect of their school life. When morning comes, the students enter the school gate with enthusiasm, ready to face a day full of learning and social interaction. They come not only to learn subject matter but also to enrich the moral values that have been instilled in the character education process at their school.

It has become a common sight to see groups of students working together to clean the schoolyard or tidy up the classroom before lessons begin. They work together selflessly, with smiles reflecting a spirit of togetherness and concern for the school environment. During extracurricular activities, such as scouting or religious activities, teamwork and a sense of responsibility towards each other are always an integral part of student interaction.

In the classroom, the reflection of character education is evident in the way students ask questions, discuss, and share opinions. They are taught to be good listeners, to appreciate the perspectives of others, and to build arguments with strong logic. Their critical and innovative attitudes are reflected in every project or assignment they complete, where they learn to find creative and effective solutions to every problem they face.

However, the reflection of character education is not only seen in academic aspects but also in the daily social interactions of students. They are taught to be polite individuals, to respect differences, and to act with integrity in every situation. Both inside and outside the classroom, students practice values such as mutual respect, tolerance, and helping others, creating a conducive environment for the growth of positive character.

Thus, every corner of the school becomes a stage for the reflection of students in implementing character education in the 5.0 era. Through their awareness, patience, and dedication, the students not only grow into academically intelligent individuals but also have strong, resilient character, and are ready to face future challenges with high confidence and integrity.

4. MTS Pusat Pendidikan Islam Muharrikun Najaah

a. Implementation of Character Education Values in the 5.0 Era at Muharrikun Najaah Islamic Education Center

During rapid and dynamic changes, Muharrikun Najaah Islamic Education Center (MTS) has become a steadfast fortress in upholding character values in the 5.0 era. Established in 2014 under the auspices of the Sostrowarasti Jumadi Foundation, MTS stands as a guardian of the flame that ignites religious and moral spirit in every male and female student. As an educational institution with a boarding system, MTS utilizes moments of togetherness to cultivate and shape strong, integrated characters.

Character education at MTS is not merely an additional program but a philosophy that permeates every aspect of educational activities. By combining religious knowledge, ethics, and morality, MTS views character building as the primary foundation in shaping the next generation of outstanding individuals. Through formal and informal teaching, MTS creates an environment that allows students to absorb and internalize the values of goodness, honesty, and courage.

Technology has become a loyal companion in the implementation of character education in the 5.0 era at MTS. With language labs, computer labs, and available internet access, MTS utilizes these tools to broaden students' horizons and explore their potential in developing noble character. However, amid technological advancements, MTS also pays attention to the dangers of negative influences from the digital world, which can erode traditional and religious values.

Challenges are often encountered, but MTS does not waver. Through mentoring, guidance, and motivation from teachers and staff, MTS always provides support and direction to students in facing the temptations of the times. With perseverance and determination, MTS strives to build a generation that is resilient, moral, and globally minded, ready to face the future challenges with confidence and integrity.

b. Challenges in Implementing Character Education in the 5.0 Era at Muharrikun Najaah Islamic Education Center

Although Muharrikun Najaah Islamic Education Center (MTS) has made significant efforts in implementing character education in the 5.0 era, there are still several challenges that need to be addressed. One of the main challenges is the increasing influence of digital technology in the daily lives of students. The 5.0 era, with all its technological innovations, provides unlimited access to information from various sources, both positive and negative. Students are vulnerable to content that contradicts the character values taught at MTS. Easy access to the internet also makes students susceptible to negative practices such as online fraud, social media addiction, and content that is incompatible with ethics and morality.

In addition, changes in culture and lifestyle also pose a challenge in implementing character education. The rapid pace of globalization brings in foreign cultures that may conflict with local values and the religion taught at MTS. Students are often influenced by the latest trends popularized by the media and pop culture. This can blur their understanding of true character values and lead them towards a hedonistic and consumerist lifestyle.

The imbalance between the real world and the virtual world also poses a challenge for MTS in teaching character education. Students tend to spend more time in front of gadget screens than interacting directly with their surroundings. This results in a breakdown of important interpersonal relationships that are essential in shaping character, such as togetherness, empathy, and cooperation. Moreover, reliance on technology also reduces opportunities to involve students in real-world activities that can

strengthen their character, such as sports, arts, and social work.

In facing these challenges, MTs needs to take strategic steps to strengthen character education in the 5.0 era. This includes the development of character education programs relevant to the challenges of the times, strengthening cooperation with parents and the community, and the wise use of technology to support the formation of strong and integrated character. With commitment and hard work, these challenges can be overcome, and MTS can continue to be an educational institution that shines as a beacon in shaping a generation with noble character during the changing times.

c. Reflection of Students in the Implementation of Character Education in the 5.0 Era

In the context of implementing character education in the 5.0 era, students serve as a reflection that mirrors the effectiveness of programs implemented in schools. Positively, students who are actively involved in character learning will demonstrate attitudes that reflect the values taught. They may serve as examples in honesty, cooperation, discipline, and empathy towards others. For instance, they may actively participate in communal work, aid friends in need, or demonstrate tolerance and respect for diversity.

However, on the other hand, there are also negative reflections that mirror the challenges in implementing character education. Some students may demonstrate attitudes that contradict the values taught in school. They may be influenced by their surroundings, such as peers or social media, which encourage behaviors that are inconsistent with the desired character. For example, students may engage in bullying behavior, misuse technology, or even criminal behavior if they are not given the right guidance and mentoring.

Therefore, it is important for schools and relevant stakeholders to pay attention to and accommodate various reflections of students in the implementation of character education. By giving sufficient attention to the needs and character development of students, and by building an environment that supports the taught values, students can become positive reflections in creating a quality learning environment that upholds the values of goodness.

Conclusion

The integration of character education in the 5.0 era represents a transformative step in modern education, merging technological advancements with moral development. However, a significant gap exists between the ideal vision of holistic education and its practical implementation. Challenges such as resistance from students and parents, the pervasive influence of social media, and limited resources highlight the need for adaptive strategies and systemic support.

This gap underscores the need for education systems to prioritize continuous innovation, collaboration, and contextual adaptation. Schools must develop tailored approaches that bridge the divide between traditional educational methods and the demands of a digital, interconnected world. By addressing these gaps through enhanced teacher training, parental involvement, and community support, education can evolve into a balanced framework that fosters both academic excellence and strong character.

This paradigm shift provides a pathway to produce a resilient, empathetic, and globally aware generation. By confronting and closing the existing gaps, education systems worldwide can create a sustainable model for preparing students to thrive in the complexities of the modern era. The findings offer a blueprint for reimagining education that is both forward-looking and rooted in timeless moral values.

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