

## SYSTEMATIC LITERATURE REVIEW (SLR): EDUCATIONAL CHALLENGES IN FORMING TEACHER CHARACTER AND QUALITY IN THE DIGITAL ERA

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### ABSTRACT

From primary education to higher education, challenges to citizenship education in the educational sector are increasing. Because education is also developing along with technological advances. Today's technology allows people from all countries to meet online. Therefore, the aim of this article is to evaluate how citizenship education has developed in the digital era. Our challenge is to educate students about etiquette in the digital age. Challenges of character education in the digital era include balance, security, cyberbullying, sexting, copyright, plagiarism, and many more. Policy makers in the education sector must play an active role in the sustainable development of digital textual learning to ensure the effective implementation of digital learning. The research method applied is SLR (Systematic Literature Review). Data accumulation was carried out by collecting relevant articles regarding similar research findings. The articles taken and used in this study were seven national journal articles taken from the Google Scholar database using the publishing application. To overcome the problems facing education in the digital era, instructors/teachers as educators must be able to integrate information and communication technology into educational efforts. This is done continuously so that the quality of the educational process and learning outcomes can improve significantly, and the quality of education in Indonesia can be improved gradually.

**KEYWORDS:** *Educational Challenges; Character; Teacher Quality; and the Digital Era*

### INTRODUCTION

The digital age is characterized by technological advances that increase the speed and breadth of knowledge dissemination in the economy and society (Shepherd, 2011). The digital age can be considered an evolution of evolving mechanisms in which the exchange of knowledge not only becomes more sophisticated, but also increasingly difficult for humans to control, making it increasingly difficult to organize our lives. The social impact of the digital era is very significant and will continue to increase along with the development of knowledge-based technology. Competency is a skill that a teacher must have when implementing it. In the current digital era, teachers need to master various methods, techniques, methodologies and media related to digital learning. If teachers are unable to balance the use of learning technology, then students who are active in the digital era and quickly adapt to technology will have great difficulties. Therefore, in the current digital era, school teachers need digital skills. In the digital era, education needs to incorporate technology and communication into every subject in order to produce efficient and effective learning outcomes. As education advances in the digital era, students can quickly and easily gain an abundance of knowledge. It could be interpreted that the existence of technology nowadays makes it even easier for students or educators to carry out their

duties. But don't let moral and ethical education disappear just because of this technology. There must be a balance between technological education and moral and ethical education.

Gaining knowledge can lead to a better life, where every human being struggles for the small and big things they experience. There is always the latest information in the education system. In the 21st century, education must be more progressive and easily accessible to everyone. One of them is the presence of "Industrial Revolution 4.0" or the digital age. One of the challenges of the Industrial Revolution 4.0, especially in the educational context, is the innovative teaching practices implemented by educators by utilizing developments in information technology in the era of the Industrial Revolution 4.0. This raises teaching standards. The challenge of education today is to prepare teachers to use the latest technology and maximize their skills in using the latest technological tools. Therefore, Indonesia needs to immediately develop professional teachers, educators who are able to utilize e-learning, because their ability to utilize technology is a solution for developing a competent millennial generation.

The situation of teachers in Indonesia is also very worrying. The majority of teachers in carrying out their duties based on article 39 of the Law in Law Number 20 of 2003, teachers' responsibilities include organizing and implementing teaching, and assessing learning outcomes, providing advice, conducting training, conducting research and carrying out charity work, do not have adequate expertise. In fact, many teachers in Indonesia are even considered unqualified to teach. The percentage of teachers according to their teaching ability in different educational units in 2002-2003 was as follows: Of 4,444 elementary school students, only 21.07% in state schools and 28.94% in private schools had the potential to become teachers; Likewise, only 54.12% in state schools and 60.99% in private schools can become junior high school teachers, as well as 65.29% in state schools and 64.73% in private schools. 55.49% in secondary (public) schools and 58.26% in secondary (private) vocational schools are eligible for education. The feasibility of teaching clearly depends on the teacher's own level of education. According to data from the Ministry of Education, Research and National Development (1998), only 13.8% of approximately 1.2 million SD/MI teachers have teaching qualifications D2 or higher. In addition, of around 680,000 SLTP/MT teachers, only 38.8% have a D3 teaching qualification or higher. At the secondary level, only 57.8% of the 337,503 teachers had a bachelor's degree or a higher level of education. At the university level, only 18.86% of the 181,544 faculty members have a master's degree or higher (3.48% have a Ph.D.). Teaching is fundamental to education and credentialing, although instructors and coaches are not the only elements that influence educational performance. Teachers make a significant contribution to the quality of education which is their responsibility as a type of quality. Low levels of teacher satisfaction contribute to the poor quality of educators and trainers. The number of teachers who are qualified to teach are:



Agaphier/GoodStats comparison of the number of teachers qualified to teach in the 2017–2018 and 2020–2021 school years

During the 2020–2021 academic year, as many as 2,910,955 people or 95.78 percent of Indonesian teachers met teaching qualifications. The number reached 2,654,945, an increase of 9.6%

compared to the previous year. Understanding the digital era allows us to utilize the latest technology and knowledge supported by technology to build sustainable socio-economic partnerships. The digital era has given birth to a knowledge-based society, which has changed the way we work and live. The digital revolution will ultimately impact all aspects of life, including education. The way we think about education has evolved as a result of the rapid advances of the internet and information technology, which have produced new learning environments in which distance students can interact with teachers anywhere in the world (Barbour & Reeves, 2009; Peng & Li-Wei, 2009). Geographic distance is no longer a barrier to education thanks to computer-based distance learning carried out via the Internet between educators and students (Bušelić, 2017).

It cannot be denied that technology has a significant impact on schools. Student behavior in the digital age is a source of concern, with concerns expressed about things such as copyright infringement and cyberbullying. For thousands of years, the core of education has been character education, both formal and informal (DeRoche & Williams, 2001; Edmonson et al., 2009; Lickona, 2009). To create a democratic society, character education is very important and includes a number of ideals, including: Character is always considered as a well-known word that has a special meaning. In other words, if we assume that a person has good character, and this is usually the case, then that person also has other qualities such as being reliable, honest, enthusiastic, and trustworthy (Hecht, 2010). Therefore, character learning is important to foster a sense of caring for fellow humans.

Teaching is a profession that has a strategic role in preparing students to face life in the 21st century. In education in the 21st century, digital learning media is developing rapidly. This gives rise to additional changes, such as changes in the learning process due to the rapid progress of science and technology (IPTEK). This change can be seen from curriculum adjustments and the use of technology. Apart from that, with global society increasingly moving towards digitalization, the learning process in schools is also required to be oriented towards technological developments. In recent years, or since the COVID-19 pandemic, several schools in Indonesia and the world have carried out online learning using various resource applications such as social media, Zoom Meeting, and other Google Meet methods. Therefore, as teachers we are expected to understand and be able to provide insight into the development of information technology. Teachers are also required to be able to design and plan simple and effective learning to help students better understand their learning. Teaching is a profession that has a strategic role in preparing students to face life in the 21st century. In education in the 21st century, digital learning media is developing rapidly. This is another change, especially with the rapid progress of technology and science (IPTEK) which causes changes in the learning process. This is reflected in curriculum adjustments and use of technology. Along with changes towards digitalization in global society, the learning process in schools is also undergoing transformation. are also required to be oriented towards technological developments.

In recent years, or since the COVID-19 pandemic, a number of schools in Indonesia and internationally have implemented online learning with various tools, including Zoom Meeting, Google Meet, and additional social media techniques. Therefore, as teachers we are expected to understand and be able to provide insight into the development of information technology. Teachers are also required to be able to design and plan simple and effective learning to help students better understand their learning.

Community support for the value of character education began in the 1960s (Ohler, 2011). However, the existence of technology has forced major changes in character education methods. Considering that the digital era has a big impact on student behavior, character education must also adapt. In an era of rapid freedom of information, many are concerned about the potential of students' personalities. Character education began to be implemented in schools. Informally in the digital era by creating agreements that limit student internet access and set standards for virtual student behavior. However, this step is not enough. We need to create a formal digital citizenship program that deeply, directly and comprehensively addresses character education in the digital era. The biggest challenge is getting students to adapt to the rapid shift. The difficulties facing character education pedagogy in the digital era are discussed in this essay. Instructors play an important strategic role in equipping students for life after school. Therefore, it is very important for educators to have a deep understanding of their students' future life situations, including the challenges and opportunities available for them to shine, and to understand what will be the fundamental guides in making learning decisions. Teachers need

recognition of the challenges and opportunities of the 21st century to build the best future for their students. The goal of this service is to educate teachers about the challenges and opportunities of the 21st century, the skills they need to develop, and the learning approaches they should adopt.

### Conclusion

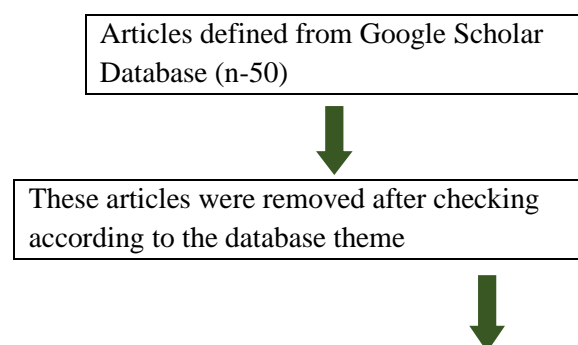
The challenges of education in the era of globalization greatly influence children's character. In this digital era, educators or teachers must learn more about technology which is developing rapidly. Today's children tend to interact more with their gadgets. This affects their personal character and social feelings. For example, he rarely plays with his peers, lacks movement and chooses to stay at home and play with gadgets. This is what will affect the quality of the young generation. The role of parents also greatly influences the child's character. So, this digital era does not only have positive impacts, but the negative impacts tend to be numerous and must be overcome.

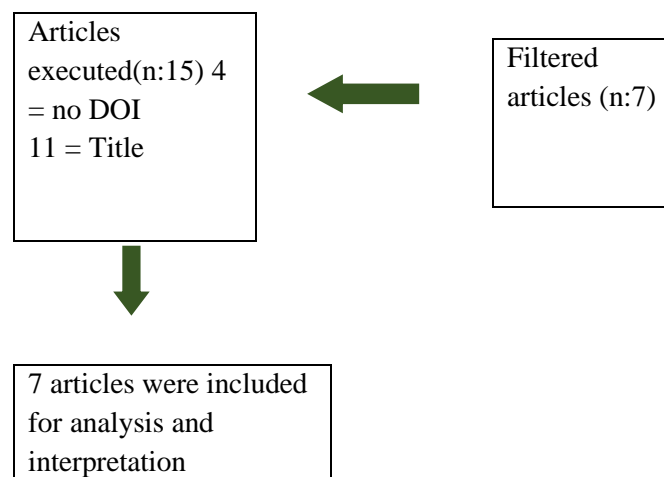
### RESEARCH METHODS

This research is a literature survey using a technique called systematic review (SR), which is usually called Systematic Literature Review (SLR). It is a systematic method for collecting, critically reviewing, summarizing, and organizing the results of a variety of studies regarding a research question or topic you wish to investigate. The Systematic Literature Review (SLR) method is a systematic approach to identifying, assessing, and synthesizing all relevant evidence from existing research on a particular research topic. SLR is a powerful tool for building a comprehensive understanding of a particular topic and provides a strong foundation for evidence-based decision making. Your research begins by finding papers related to the research topic you will later investigate. A systematic review is a method of reviewing certain issues by identifying, evaluating, selecting and asking questions that have been specifically addressed based on predetermined criteria. This follows: This research aims to identify, evaluate, and use previous research that is high quality and relevant to the research questions. It is a systematic, explicit and reproducible method, and summarizes the research and ideas carried out by researchers and practitioners, with the aim of evaluating, evaluating and evaluating all the research we provide. We apply the Systematic Literature Review (SLR) method, which is a systematic method. It is known that this research consists of several stages: First, there is the question of how technology impacts education and student character development.

The first question is: How does technology influence education and the formation of student character? Second, the data population for this research is journals that focus on educational issues. Personality development also focuses on technology in the digital era. Your search for literary research begins by searching for relevant data in Google Scholar using the Publish or Perish application. Limited to articles from 2010 to 2024.

Third, after receiving various items. The researchers found 50 articles on the topic "pedagogical challenges in character education in the digital era" in a Google Scholar database search. Then, select 20 articles that best match the article title for further investigation and selection. The researcher then decided to conduct a detailed and comprehensive study of the 20 papers that were researched and selected based on the 7 papers included in the topic of discussion. An additional 30 articles contained no discussion or research. Seven articles were obtained, most of which were in accordance with the themes discussed and presented in the discussion and conclusion sections. Below is a flow diagram of selection, implementation, and inclusion during the systematic review phase (n: papers).





*Figure 1 Flow diagram related to the steps of the Systematic Literature Review*

## RESULTS AND DISCUSSION

### Result

The current digital era means the rapid development of technology that is easily accessible at any time and has become an integral part of human life (Mansir, 2021). Almost all Indonesians use the internet for several things, from communication, learning, ordering food, to doing business and e-commerce.

The process of instilling moral and religious principles in students through science and applying them in daily interactions with other people including friends, family, teachers, the environment, and God Almighty is known as character education. The social development of elementary school children occurs in stages, starting from interactions with family members at home and continuing to interactions with other people in the community. At this age, children are also used to living digitally at home, with friends, at school and in the surrounding environment. There are advantages and disadvantages in the digital era. This is relevant for parents, educators and adults in society who are responsible for guiding and supervising children so that they live healthily, with dignity and have a positive impact on themselves.

The findings of the research "Strategy for Islamic Boarding Schools Facing the Era of Society 5.0" by Sandy Aulia and Husin also found that responding to the rapid flow of technology requires transformation of curriculum implementation and appropriate infrastructure. And this must be supported by building strong community networks, expanding networks through collaborative life skills training, and providing character education such as morality and ethics as a balance (Rahman 2022 in Azhar Kholifah 2022).

### Educational Challenges in the Digital Era

In the digital era, educational opportunities can include being used as capital to achieve excellence in the global order of progress. On the one hand, challenges are a basis for expanding one's abilities while appreciating the various weaknesses that have emerged so far in the world of education. Technological developments in the era of globalization and 4.0, especially in the field of education, raise hopes that achieving equal distribution of education in disadvantaged areas can be done by utilizing technology. But still, this also brings new challenges, because personal values and freedom of thought become dependent on people's will and subtle enthusiasm in using technology. A balance will be created between scientific progress and human social attitudes (Faiz and Kurniawati 2022, Azhar Khorifa 2022). Challenges for educators in the digital era include adapting to new technological

developments, improving digital capabilities, ensuring that all students can access education, managing the flow of information wisely, and striking a balance between the use of technology and deep human interaction. This also includes enriching the curriculum with skills relevant to the digital age, such as digital literacy, problem-solving skills and developing creativity. In addition, educators are faced with the challenge of reducing the digital divide which can affect student access and participation in the learning process.

According to experts, the internal challenges of education in the digital era are direction, educational goals, management and results. Internal challenges generally focus on quality (PUTRA 2012, Azhar Kholifah 2022). Meanwhile, several external challenges faced by the world of education so far include: The trend of economic interconnection has caused free competition in the education system to increase along with the trend of political involvement which increases society's demands and expectations. The use of advanced technology such as mobile phones and computers is becoming increasingly important, even when used in educational contexts. Trends also show dependence on society and demands from university users. Apart from that, the emergence of new colonialism in the field of culture started from learning efforts aimed at improving intellectual, moral, physical and psychological abilities, to learning to find work or work, people's attitudes towards the concept of learning started from changes in thinking. Get high income (Nata 2012, Azhar Kholifa 2022).

Technological advances are one of the factors that influence the development of human personality, especially children in elementary schools, or elementary school students, experiencing important social developments, starting from interaction. Children at elementary school age are already accustomed to the digital lifestyle, both at home with their families and in interactions with the people around them, they are also accustomed to technological developments themselves, their experiences and environment also influence the development of their personalities. In today's world, technological developments affect the personality of children. Current technology is a threat to the nation's next generation because it increasingly worsens children's personalities. Without the concept of learning, children become engrossed in playing with their cellphones. Education is a very important thing in life. A child's good character also changes over time due to the negative impact of technological developments that are utilized by certain people. What is happening now is that parents are accidentally giving cell phones to their children to calm them down, even though this could have a bad impact on them. Character education in the digital era emphasizes the development of ethical, moral and personality values that are appropriate to life in a digital society. One challenge is how to combine these values with the increasingly widespread use of technology in everyday life. Several aspects related to character education in the digital era include:

Character education must prioritize ethical use of technology, including respecting other people's privacy, avoiding spreading false or harmful information, and interacting positively on various online platforms.

Researcher and Year of Research	Journal	Research/Writing Results
Yohanes Mihit 2023	Journal of Educational and Cultural Studies: Challenges in Pancasila Education in the Era of Globalization	Currently, there are a number of complicated issues regarding Pancasila education in Indonesia that need to be carefully examined. Maintaining the relevance of Pancasila in the face of globalization and rapid social change is one of the main concerns. As Indonesian culture becomes increasingly connected globally, more efforts are needed to ensure that the ideals of Pancasila can be competitive and relevant in the era of modern globalization. Addressing the impact of digital technology presents other difficulties. College students

		<p>now have easy access to social media and the internet, which may distort their opinions about social ideals and contain false information. In the digital era, developing a critical and healthy understanding of Pancasila requires extra caution. However, what needs to be paid attention to is the moral character and caliber of Pancasila teachers. Teachers must master Pancasila and be able to convey their ideals well. It is important for teachers to receive training and develop their proficiency in this area.</p>
<p>Salsabila, SS, Rahmadani, AI, Fauziah, N., &amp; Shoihatien., ran 2022</p>	<p>Anwarul: Challenges of Indonesian Multicultural Education in the Digital Age</p>	<p>One educational asset that is very important and worth compromising on is multicultural education. Therefore, by applying educational principles based on the exploitation of diversity in society, including variations in culture, ethnicity, social status, religion, language, race and gender, multicultural education is a very important procedure for improving overall student performance. . The difficulty facing multicultural education in the digital era is that the younger generation and students do not fully understand the constructive use of social media that can be done without causing harm to other people. This shows a deficiency in their understanding of multiculturalism is the large number of cases of extremism and racist violations on social media. In general, Indonesian people always have activities uploaded on social media. In the digital era, we need to convey a comprehensible and multicultural understanding of social media content and context. In this case, it is an effort to provide understanding to the Indonesian people, remind them of their identity, respect various kinds of differences, and also to prevent undesirable things such as extremism, racism and discrimination. It will not happen. Protective walls to maintain the integrity of diverse communities faced with the influence of foreign ideologies in this digital era through a multicultural-based education approach (Danurahman et al., 2021). Multicultural education is an educational process that emphasizes pluralism, equality, difference, democracy, diversity, justice and humanism. Hopefully the basic values of multicultural education can be strengthened in every individual and lead to the realization of a stable, prosperous national life in recognizing each other's differences, showing respect for each other, focusing on humanity, and prioritizing brotherhood (Winata, 2022).</p>
<p>Laili Zufiroh, Siarul Basri, Sugianto 2023</p>	<p>An-Nur Journal: Challenges of Islamic Religious Education in Facing the Era of Society 5.0</p>	<p>Apart from the obstacles mentioned above, it seems that there are still several other problems that Islamic religious education teachers face. The first challenge in managing Islamic religious education has been placing too much emphasis on cognitive aspects and ignoring other aspects. They only focus on intellectual intelligence, not spiritual intelligence, which seems to have led to the emergence of Indonesian society with damaged personalities. For example, religious life at all levels of society has developed in a direction that is very comfortable physically, while showing how many people are entangled in the religious teachings that are applied. Apart from that, historical research regarding Islamic education is still being carried out. Apart from that, one of the challenges faced by Islamic education experts in</p>

		<p>the Society 5.0 era is the need to develop competent and appropriate human resources to be used in teaching roles, such as instructors, assistants and other school employees. This is because current educators still do not fully understand technology, that is, they do not understand technology (Setyaningsih, ND). Considering the issue of Islamic Religious Education 5.0 which is also being widely discussed in Japan, it will certainly have a big impact and impact on Indonesia. Therefore, Islamic religious teachers must have the ability to overcome the challenges they face. Additionally, they also need to have the essential skills required to handle these issues.</p>
<p>Subroto, DE, Supriandi, Wiarawan, R., &amp; Rukmana, AY 2023</p>	<p><i>West Science Education Journal: Implementation of Technology in Learning in the Digital Era: Challenges and Opportunities for the World of Education in Indonesia</i></p>	<p>Discussion The findings of this research indicate that there are opportunities and challenges related to the integration of technology in Indonesian education. Although technology has the potential to improve students' learning, behavior and understanding of the digital era, its implementation has encountered various obstacles (Akram &amp; Kumar, 2017; Lin et al., 2018; Opriř &amp; Cenuřă, 2017; SHEHU &amp; Bala, 2019). It is important to strengthen this learning approach to ensure that every student has equal access to technology-based education. Effective technology integration relies heavily on the preparation and training of educators. Teachers can gain the knowledge and confidence necessary to integrate technology into their lesson plans by investing in a comprehensive professional development program. To reflect Indonesia's diverse language environment, it is important to localize your digital content into regional languages. This approach fosters This research supports the creation of more welcoming and culturally competent classrooms for students with diverse backgrounds. Overall, this research provides support for strategic planning, focused funding, and collaborative efforts among educators, legislators, and stakeholders to overcome barriers and optimize the benefits of technology in education. By overcoming the digital divide, offering continuous professional development, and upholding the concept of localization, Indonesia is harnessing the potential of technology to inform, empower, and create a digitally literate population. We can build an education system that nurtures and prepares the future.</p>
<p>Dadan Generous, Ila Rosmilawati 2020</p>	<p><i>Journal of the Existence of Out-of-School Education: Strengthening Character Education Through Habituation Activities in the Package C Program at the Tebet 21 State PKBM Institute, East Jakarta</i></p>	<p>The results of this research are 1) Nationalist values in strengthening character education held by PKBM Negeri 21 East Tebet are commemorating major holidays such as National Batik Day and also Kartini Day where students are required to wear batik and kebaya, this is done so that students have a sense of love for his country. 2) Religious values in strengthening character education carried out by PKBM Negeri 21 Tebet Timur by holding routine Koran recitation activities on Fridays, apart from that, also holding thanksgivings and recitations for graduating students, this is done so that students maintain their relationship with their creator, it is hoped that students have Religious Character. 3) The value of Integrity in strengthening character education carried out by PKBM Negeri 21 Tebet Timur, carried out by tutors</p>



		<p>whose nature is to make children want to be responsible for everything they have done, such as class picketing which is guided directly by the tutors, this is done so that students want to make responsible activities for what they do in class, and also so that they have a good sense of ownership of all PKBM facilities. Learning also uses a group division system, so that dynamics occur within the group. Train students to become good and responsible leaders in carrying out their duties. 4) The value of independence in strengthening character education carried out by PKBM Negeri 21 Tebet Timur is by carrying out entrepreneurial activities for package students, the results of this training are also marketed in order to obtain material results for PKBM or students. Apart from that, tutors also apply independent values to the learning process using independent assignments outside of PKBM, so that without being supervised by tutors, they will learn independently and are expected to become accustomed to it and eventually become an independent character for them. 5) The value of Mutual Cooperation in strengthening Character Education carried out by PKBM Negeri 21 Tebet Timur by scheduling PKBM cleaning activities once a month, this is done for the entire PKBM environment and the students also participate and are enthusiastic about following it. It is hoped that with this habituation, students will have the character of mutual cooperation that they can use in society.</p>
<p>Zebua, FRS 2023</p>	<p><i>Journal of Informatics and Educational Technology: Analysis of Challenges and Opportunities for Teachers in the Digital Era</i></p>	<p>The research results show that the moral crisis, digital skills, social crisis, advances in science and technology, the role of models, and the use of technology-based learning media are the main challenges for teachers in the digital era. Educators must be flexible, adept at utilizing current technology, and continue to set an example for their students. They should also help students understand the limitations of technology. But for teachers in the digital era, it is possible to develop digital materials that are flexible and engaging, and incorporate multicultural perspectives that broaden students' views.</p>
<p>Triyanto 2020</p>	<p><i>Civis Journal: civic studies media: Opportunities and Challenges for Character Education in the Digital Era</i></p>	<p>The digital era presents opportunities and challenges for character education. Studies show that the digital era provides favorable prospects for integrating character education. Character education is a mission that permeates all aspects of school life, not just slogans or courses. Improving company performance alone will not be enough to encourage character education; a real action plan is also needed. As stakeholders, parents, educators, and administrators need to collaborate to help students integrate these principles into their daily lives. Digital education is more than just a fad. Providing good learning opportunities to all children is a challenge that aims to improve the quality and content of their education, regardless of their background, location or financial status. To ensure the successful implementation of digital learning, educational policy makers must take a proactive role in creating sustainable digital learning. Strong digital learning policies in their countries will enable students to realize their full potential in the digital era.</p>

## Table 1 Results of Research on Educational and Character Challenges in the Digital Era

### Discussion

Findings from 7 journals show that in the digital age, the big challenge in education is forming character and improving the quality of teachers. Although technology expands access to information, it also brings disruption. Therefore, education needs to ensure that the use of technology is aligned with values such as integrity, empathy and cooperation. Teachers must also have digital skills and be able to teach digital ethics to students. In the digital era, teachers are required to have reliable technological skills to obtain effectiveness in combining technology in the learning process. This is challenging in terms of training and increasing competency for teachers who may not be familiar with technology. Therefore, educational institutions must organize adequate training and provide the necessary resources so that teachers can improve their digital proficiency. Education in the digital era plays a crucial role in shaping students' personalities. Even though technology provides broad access to information, principles such as honesty, empathy and cooperation must still be the main focus in the teaching and learning process. In this situation, education in the digital era can be a tool to teach these values directly through various learning platforms, such as online discussions or collaborative projects that encourage teamwork and the development of empathy towards others. However, it should be remembered that the use of technology should not replace human interaction between teachers and students, but should be used to strengthen and complement learning experiences that focus on character formation. Thus, education in the digital era can be an opportunity to improve student character through a balanced approach between the use of technology and the application of moral values..

### CONCLUSIONS

The educational challenge in character development in the digital era lies in its complexity. In the digital era, children and teenagers are exposed to various information and influences from the Internet, social media and other technologies. This can cause confusion in understanding the moral and ethical values that are important for personality development. Additionally, easy access to inappropriate content such as violence, pornography and extremism is a major challenge. Education must be able to equip students with critical skills and appropriate digital skills to overcome them. Furthermore, education must also be able to integrate moral and ethical values into the curriculum and develop extracurricular programs that support the formation of good character in the digital era. With a comprehensive understanding of these challenges, education can play an active role in shaping the character of the young generation in the digital era, equipping them with a sense of responsibility and ethics, and preparing them to adapt to changes that continuously occur in the digital world. This can be a very powerful force. Once again, to achieve the expected educational goals, quality workers are needed who have soft skills and hard skills, as well as the ability to read and write.

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