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THE ROLE OF INFORMATION LITERACY IN SHAPING STUDENTS' CHARACTER VALUES IN PRIMARY EDUCATION SCHOOLS

**Abstract**

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This research examines the character of students who must be developed to become elementary school teachers who have noble character and are in line with the demands of the times. In this case, lectures on ethics and the teaching profession will be used as a forum for character education for PGSD students, and efforts will be made to improve the character of PGSD students. A professional teacher is a teacher who does not only rely on teaching materials, but also upholds moral quality values and a professional code of ethics. In this study, we investigated (1) the characteristics of novice elementary school teachers; (2) Planning for developing character values in ethics and vocational education courses. (3) Steps for professional and educational ethics courses to contribute to the education of character values (4) Integrity of professional ethics and educational ethics courses in developing student character (5) Evaluating the process of implementing ethics and professional education courses.

Keywords**:** Character Education; Character Values; Ethics and The Teaching Profession; Teacher

***PERAN LITERASI INFORMASI DALAM PEMBENTUKAN NILAI-NILAI KARAKTER PESERTA DIDIK DI SEKOLAH PENDIDIKAN DASAR***

***Abstrak***

Penelitian ini mengkaji tentang karakter mahasiswa yang harus dikembangkan untuk menjadi guru sekolah dasar yang berakhlak mulia dan sesuai dengan tuntutan zaman. Dalam hal ini, perkuliahan etika dan profesi keguruan akan dijadikan sebagai wadah pendidikan karakter bagi mahasiswa PGSD, dan akan dilakukan upaya-upaya yang dapat dilakukan untuk meningkatkan karakter mahasiswa PGSD. Guru yang profesional adalah guru yang tidak hanya mengandalkan materi ajar, tetapi juga menjunjung tinggi nilai-nilai kualitas moral dan kode etik profesi. Penelitian ini bertujuan untuk mengetahui (1) Karakteristik guru SD pemula; (2) Perencanaan pengembangan nilai-nilai karakter pada mata kuliah etika dan kejuruan.

(3) Langkah-langkah mata kuliah etika profesi dan kependidikan dalam memberikan kontribusi pada pendidikan nilai-nilai karakter (4) Integritas mata kuliah etika profesi dan kependidikan dalam mengembangkan karakter mahasiswa (5) Evaluasi proses pelaksanaan mata kuliah etika dan kependidikan profesi.

Kata Kunci: Pendidikan Karakter; Nilai-nilai Karakter; Etika dan Profesi Keguruan; Guru

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# INTRODUCTION

Humans cannot be separated from the life they experience every day. In this case, of course, we will experience and even directly experience changes in life. There is no denying that we are currently experiencing life trends that force us to change our behavior and lifestyle in response to events. This can have both positive and negative impacts, but for the younger generation this trend is more negative. It can be said that our country is currently in the midst of moral decline. The phenomena of moral decline in the form of free sex, drugs, the Democratic People's Republic of Korea, militancy and extremism have penetrated into the general public, including the younger generation who are called the heirs of the nation. These problems have become a problem for many stakeholders due to the loss of character education in education.

In fact, one of the objectives of national education described in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that the functions and objectives of national education must be utilized for the development of educational activities in Indonesia. According to Nietzsche, education is a process that frees individuals from social and normative abilities. Nietzsche emphasized the importance of good moral education in order to help students grow as morally better individuals (Garcia & Jover, 2019). Beyond these objectives, educational institutions can actually contribute to the formation of character values. Existing education is responsible for the development of the next generation of the nation. All aspects of the world of education must provide special consideration and support to students to develop behavior in accordance with the values, norms and ethics prevailing in society. Based on research conducted by (Akbar, 2000) At Harvard University, one's success is not only determined by technical knowledge and skills (hard skills), but by

understanding oneself and others, and developing leadership skills. It has been proven that this is determined by the ability to do (Soft skills).

According to this study, success is only determined about 20 percent by hard skills and the remaining 80 percent is determined by soft skills. Even the most successful people in the world are able to succeed because they rely more on soft skills than hard skills. This shows that it is very important to improve the quality of character education for students. Given that Indonesian society itself is also very bad at acquiring soft skills. Based on this example, Indonesian education should improve and focus on the skills and personality abilities of students. The problems encountered require basic problem solving. This problem solving is related to morality and spontaneity. The character education movement carried out in lectures is a series of solutions to answer existing problems. Character education is implemented early and continued at the education level, including higher education. Character education is an important part of building character values.

According to Haryanto when writing Ki Hadjar Dewantara's opinion on character education, it is explained that character education is a deliberate effort to make students aware, pay attention, and internalize values, and be able to act as humans. Teachers as the frontline in the world of education have a very important mission to improve the character of students and develop their potential. Of course, to achieve this, teachers must also have good character and moral values so that they can be an example to their students how to apply character values.

Teachers as representatives of students who instill ethical values, morals and norms from an early age, in carrying out their duties involving all stages of life, are indicators of the success of students in education and education. From a social perspective, teachers always uphold ethics and morals, teachers are always right, admired, imitated, become

role models, always position themselves as defenders of values, ethics and morals in society. To produce character-rich teachers in the future, we must improve teacher training in higher education. Efforts to apply character values to prospective teachers are carried out through special courses in ethics and education. This course is a course that provides moral lessons to prospective teachers, provides critical orientation, and provides opportunities for students to develop moral understanding, moral feelings, and moral behavior.

# RESEARCH METHODS

The Literature Study research method involves an in-depth review and analysis of relevant literature on the role of information literacy in shaping learners' character in primary schools. The following is a more detailed explanation of this method:

1. Identification of Literature: The first step is to identify relevant literature that has been written by historians, library experts, or academics studying this topic. can use academic databases, digital libraries, scholarly journals, and online sources to find appropriate literature. This literature can include books, articles, conference papers, dissertations and other historical sources.
2. Literature Review: After identifying relevant literature, the next step is to carefully read and understand the collected material. It is then necessary to review the existing theories, historical data, and different perspectives put forward by the authors. Pay attention to the arguments explained, the methodology used, and the conclusions reached in the literature.
3. Critical Analysis: Next, conduct a critical analysis of the collected literature.

Consider the strengths and weaknesses of each source, and evaluate the validity and reliability of the information presented. Identify similarities,

differences or gaps in the authors' views on learner character building in primary schools.

1. Synchronize Information: After conducting a critical analysis of the literature collected, the next step is to synchronize the information found. Look for common themes, findings or perspectives that emerge between different authors. This will help in building a comprehensive understanding of the factors that contribute to learner character building in primary schools.
2. Drafting the literature review: use the information gained from the literature review to draft a detailed literature review. This literature review should include a synthesized summary of the key findings, theoretical contributions that have been made, and knowledge gaps that need further research. Therefore, care should be taken to appropriately cite all sources used in the literature review.

Through the literature study method, we can gain an in-depth understanding of learner character building in primary schools. This method provides a strong foundation of knowledge and helps us identify further research directions that need to be taken to understand more deeply about how learner character building in primary schools can be done.

# RESULTS AND DISCUSSION

## Learner Character in Basic Education

In terms of character education, Indonesia is in dire need of quality human resources to develop national education. Here we need quality education that will help us realize this country's dream of quality resources. One of the educational processes that can be achieved is educational institutions, and one that can organize character education is

higher education. Institutions are expected to be able to apply character values in every teaching process. The learning provided is no longer just about providing knowledge, but can develop the nature, character, ethics and inner being of students in accordance with normative values that are considered noble and commendable. Character education should not be underestimated. This character education is carried out to stabilize the human self, especially in this case prospective elementary school teachers.

Carrying out the duties of a teacher and making direct contributions to society requires not only high intellectual abilities but also strong moral and personal values without acting differently (Alfandi, 2011). The world of education plays an important role in fostering the morals and character of the younger generation. All elements of education must provide attention and support to students to develop behavior that is in line with established norms. In fact, character education is carried out from early childhood to adulthood, and character develops in response to environmental changes. The process of implementing character education can involve three interrelated components, namely school or campus, family, and community. Character education in schools can be in the form of fostering typical daily activities that are aligned with the vision and mission of the school. Integrating character education into Student Development courses can help students integrate values into appropriate behavior through the learning process both inside and outside the classroom (Wahyuningsih et al., 2020).

In line with this view, the Faculty of Education of Muhammadiyah University Jakarta has a vision to become a leading modern and Islamic faculty in fostering prospective educators, teachers, and professional education personnel in 2025. There are 4,444 students who take elementary school teacher training courses, and 4,444 students aspire to become elementary school teachers. as prospective elementary teachers, of course, it is very important to instill character values in prospective elementary teachers. This is

because their success requires not only high intellectual abilities, but also strong moral values and character. In carrying out the work as a teacher and interacting directly with the community, do not take actions that deviate from the duties, rights, and responsibilities as a teacher. Teaching is a noble profession that holds the future of a nation..

When the first president, Sukarno, prioritized teaching above all other professions and even above the clergy. The good and bad of this country is in the hands of teachers. Therefore, the teaching profession should be a legally protected and honorable profession, the implementation of which is also regulated in the teacher code of ethics. Teaching is a noble profession that is respected, protected and dignified. Therefore, it is necessary to maintain professional ethics at work. They are dedicated to educating the nation's life and improving the quality of Indonesian human beings who are faithful, loyal and have noble character, as well as mastering science, technology and arts to realize an advanced, just and prosperous civilized society. Teachers in Indonesia always seem to be professional and have the main responsibility in teaching, instructing, guiding, coaching, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education. The teacher competency factor is very important because the goal of a teacher's work is student success. Like any other white paper, it is the teacher who knows best what to explain on the paper. Student success can be measured by how the teacher can position himself as an educator who has the same skills as the students.

## Integrity of Professional and Educational Ethics Courses in Building Student Character

Professional ethics and educational ethics is one of the subjects in the primary school teacher training course (Kesuma, 2012). This research area focuses on the development of

moral education in order to provide critical orientation and provide opportunities for students to develop moral understanding, moral feelings, and moral behavior in the context of teaching and other educational professions. In the ethics and professional education lecture, the lecturer and team modified the lecture with the hope of achieving student competence through the integration of character values. The lecture model uses an active learning model where students participate directly so that lectures are not monotonous and boring. The following competency achievements have been incorporated with personality values. Students are able to understand the basic concepts of ethics and the relationship of ethics in the world of education. In this phase, lectures will be delivered using lecture techniques and group discussions. Students are responsible for the agreements made in lectures, actively involved in finding information, and responsible for the information they receive. Students are able to understand the relationship between values, norms, and sanctions, as well as the ethical values of professional education. At this stage, students observe schools and try to find first-hand information about the relationship between values, norms and sanctions in society and how school teachers perform their duties. In accordance with the Teacher Professional Code of Ethics (Herwina, 2016). The expected results at this stage are that students are able to emulate and practice the values of courtesy and exemplary teachers at school, and are able to collaborate responsibly in group observation reports. Students are able to understand the duties, rights and responsibilities of employees. At this stage, students undergo a course to collaboratively identify the roles and responsibilities of teaching staff in their schools. The method used in this course consists of class discussions. The expected outcome of this process is that students can utilize the value of intelligence in group discussions to analyze the various roles and responsibilities of teaching staff.

It is also expected that students will utilize the value of collaboration when designing and executing role play scenarios. Therefore, any differences that exist respect a form of tolerance and responsibility. When presenting the results of group discussions, answer boldly (Undang-Undang (UU) Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). Students are able to understand the concept of the teaching profession and how teachers are described as professional teachers. At this stage students analyze the concept of teachers and professional teachers by adapting each competency possessed by teachers in accordance with the teacher code of ethics. Students are expected to be able to apply the values of responsibility, independence and integrity in their individual tasks, as well as being open and tolerant of other people's views.

# CONCLUSION

Character education is an important foundation in shaping the next generation with noble character and high moral values. In the context of basic education, the role of information literacy has proven to be one of the significant aspects in supporting the formation of students' character values. Education does not only focus on the transfer of knowledge, but also on the formation of a strong personality and morality to face the challenges of the times.

The results showed that the integration of ethics and education profession courses in prospective teacher training has a positive impact on student character building. The learning process involving active discussion, observation, and hands-on practice allows students to understand the concepts of values, norms, and responsibilities in the context of education. This builds their ability to internalize moral values and apply them in their profession as future educators. Thus, to produce teachers with strong character, it is important to provide character values-based education from the start. This is in line with the vision of national education which aims to form a generation that is not only

intellectually intelligent, but also excels in morality and leadership. Comprehensive and sustainable character education should be the main focus in every level of education, including higher education, in order to have a positive impact on the progress of the nation as a whole.

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