

DIGITAL LITERATION MODELS FOR CHARACTER EDUCATION IN GLOBALIZATION ERA

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Abstract

Purpose of the study: The purpose of the study is as one of the strategies to improve civic virtue through the development of digital literacy models for the character building in universities to compete in the era of globalization.

Methodology: The method used in this research is research and development methods. Data collection techniques in this preliminary study were carried out through observation, interviews at universities in Central Java, to obtain data on the development of digital literacy models.

Main Findings: Development of an integrated digital literacy model through the semester learning plan inserted in each learning. The use of social media as a medium in the development of digital literacy models in the learning of Citizenship Education has a positive and negative impact.

Applications of this study: The literacy habituation in learning that utilizes social media can improve the student's civic virtue that has students well behaved both in the campus environment and in the community.

Novelty/Originality of this study: The elaboration of intellectual attitudes in determining attitudes and decisions in acting as a responsible citizen. In this globalization era, the development of technology and information is very important. The education process requires the will to literacy; Literacy is the most important activity in education.

Keywords: Digital Literation, Development, Model, Character Education, Globalization Era.

INTRODUCTION

Literacy is the ability to access, understand, and use things wisely in every activity such as reading, writing or listening. According to [Cooper \(1993\)](#) literacy is an activity of reading, listening and thinking as a way to obtain information or science. Literacy is an activity that requires collaboration by all school members. Some universities in Central Java environment still have a low reading culture or student literacy. This is a problem that must be resolved instantly, so fast response is needed. For this reason, the literacy program that accustoms to read 10 minutes before learning begun, students begin to get used to reading and writing are held.

Every human being must use technology and information to communicate with one another. As we know communicating can be directly or indirectly. The direct communication is oral while the in actual use communication media. One of the media for communication is social media. With social media, we can interact and communicate with other social media users. [Bodrova, E. V., Kalinov, V. V., & Kashkin, E. V. \(2019\)](#) show that the state needs to restructure and modernize its industrial potential, dialogue between interested parties and leading researchers, training of highly qualified specialists in engineering, etc. This supports industrial organizations that can be approved directly under the guidance of department members. The system supports uniqueness and needs to be developed.

[The rapid progress of technology in this era should not be addressed by ordinary technological advances, but as a wave of industrial development]. [All activities related to this technology will influence public policies and regulations which will direct technological progress to support development]. According to [Deiley \(2009: 3\)](#), social media is an online content made by using technology to gain extensive knowledge. Today, there are so many social media, one of which is Facebook. The use of social media as a means of searching for information and communication is widespread among students and society in general. In addition, [Nasrullah, \(2016: 11\)](#) argues that social media is a media on the internet that allows users to present themselves or interact, cooperate, share, communicate with other users, and form virtual social bonds. [Karjaluoto \(2008: 2\)](#) also explained that social media is a depiction of a media so that users can easily participate and contribute to the media. And we know that there is a lot of information spread on social media which tend to contain incitement, hate speech, hoaxes, etc. that potentially trigger community unrest. This takes place especially in certain political situations, for example during elections, presidential elections and at the same time the election of regional heads in several regions in Indonesia.

Civic virtue is the act of a citizen who participates and behaves obediently to the rules and laws and participates in observing and guarding every fact in a juridical case. Civic virtue and citizenship education are interrelated. So that citizenship education is one of the subjects that educates character or a thing that makes citizen wise. Knowledge can be possessed by literacy, reading, and writing. With the amount of information that is not true in social media, students must have extensive knowledge so that they can be wise when obtaining untrue news. Civic virtue is an individual's freedom. The only way to do this is to teach civic virtue to future generations and be strengthened by the existence of community organizations that can instill a civic virtue culture.

[In this globalization era, the development of technology and information is very important. The education process requires a willingness to be literate, which is most important in education. Through this research, the development of a digital literacy model can be realized in the form of an intellectual attitude which is a decision to determine the attitude of acting as a responsible citizen].

LITERATURE REVIEW

Civic Virtue in Citizenship Education

The term *civic* and *civic education* has developed, each with the name of citizenship education which discusses how to obtain citizenship; [Carolyn, H. & Betty Zan. \(2005\)](#) which discussed more the history of national awakening, the 1945 Constitution, the state political speech that was directed at discussing the *nation and character building of the Indonesian nation*. In its development, citizenship education turned into Pancasila Moral Education (PMP) and later became Citizenship Education. Whereas at present, based on Law No. 20 of 2003 becomes Pancasila education and citizenship.

Characteristics of a good citizen according to Aristotle are *Civic Virtue* in himself. According to him, there are 4 components of *civic virtue*, namely:

1. *Temperance* (simplicity) includes *self-control and avoidance of extremes*;
2. *Justice* (justice);
3. *Courage* (courage and determination) including patriotism and the one too;
4. *Wisdom or prudence* which includes *the capacity for judgment*. ([Uno, Hamzah B: 2007](#)).

A citizen who has the above classification can be a good citizen and will be able to govern well and also be governed well too. So that he can be declared a citizen including a *good citizen or bad citizen*.

Moral community or *civic virtue* is the act of someone citizen/citizens who participated in the voting (voting/elections), obey the rules and the law, and participate in observing and escorting any juridical facts in the case. In addition, [Spord \(2004\)](#) also explains the *Civic* as a science of citizenship which is closely related to Communities that are collected and organized (economic, social and political organizations).

The public is aware of the importance of civic education so that the government has included citizenship education into the national education curriculum, starting with elementary school, followed by junior high school and then senior high school. The science of state-of-the-art education is deepened on the education level at the university level. The national education curriculum plays an important role in the strategy of planting values of citizenship and diversity to minimize conflict.

Digital Literacy Model

The model is a description for us to achieve a certain goal to be easily understood. According to [Vontz, Thomas S, & William A. Nixon. \(1999\)](#) building a model is an iterative process, which means that the model must be repeated to find out the results. In addition, the modeling process has an interactive nature of the process, almost all of the steps must be prepared to go back to the beginning because we improve our understanding of the system when we model it. With the information available, and with the aim, we begin to identify our system in three main dimensions, namely space, time, and structure. After collecting data and information, the next modeling process is to describe the conceptual model of the system ([Laurie A. Sharp: 2018](#)). Conceptual models can be mental models, sketches, or flow diagrams. Building the right conceptual model takes us to the goal of the model. In the conceptual model according to [Vontz, Thomas S, & William A. Nixon. \(1999\)](#) there are components that must be identified:

1. Restrictions

Intended as a determinant of material and information that enters the system, where the process is internal (endogenous) and external (exogenous). The outside world is something that we assume is already known and is not trying to explore in our model.

2. Variables

The system we analyzed and reported as a result of the modeling exercise. Among the variables, the following must be distinguished: Status variable or output variable is the output of the model. They are determined by the input that enters the model, and by the internal organization of the model or cable. An intermediate or additional variable is the amount determined and calculated in the model. They usually only serve intermediate calculations; However, in some cases, seeing it can help us understand what is happening "behind the hood" in the model.

3. Parameters

For spatial homogeneous systems, we only have initial conditions, which describe the state of the variable at the time we start the model and the length of the model running. This is generally all the amounts used to describe and run the model.

This number can be further classified into the following categories: Boundary conditions, These represent values along the spatial and temporal boundaries of a system.

For systems that are spatially distributed, besides we may need to define conditions along the boundary, we also need to define the boundary geometry itself. Constants or parameters in the narrow sense are various coefficients and constants that are measured, guessed or found. We might want to distinguish between real constants, such as gravity, g , so assume, *the half-saturation coefficient*, in the *Michaelis-Menten function* which we will consider in the next chapter. While both take constant values in certain models, g will always be the same from one run to another, but K can change substantially when we improve the model. Even if K comes from observation, it will usually be measured by a certain error, so the exact value will not be known. Force function, these are parameters that describe the effects of the outside world on the system. They may change in time or space, but rightly so."

The next stage of modeling is model analysis, according to [Vontz, Thomas S, & William A. Nixon. \(1999\)](#) in the use of the model, it is necessary to formalize the model, which is to find sufficient mathematical requirements to describe the concept of our model. After that, do a sensitivity analysis of the model and add all parameters and check the input of the model then identify the most sensitive model. Then, use the model that we have analyzed. The need to be repeated in order to get the model that we expect. A model built must have a clear purpose. According to the objectives in the form of the model are:

1. Models for understanding are usually simple and qualitative, focusing on certain system parts or processes.
2. Model for education or demonstration. This is built to show the characteristics of a system, to educate students or stakeholders.
3. The Predictive Model is a detailed and rigorous simulation designed to make real decisions.
4. Basic knowledge. The model can function as a storehouse of universal information and knowledge. In this case, the structure of the model places various bases in contexts that provide relationships contextual between pieces of qualitative and quantitative information that are not the same.

Cognitive ability, in written and oral language knowledge, the genre of knowledge, and in cultural knowledge. This relates to the notion of literacy, as follows: Literacy is the use of socially and historically based practices to create and interpret meaning through texts. The importance is the tacit relationship about the relationship between textual conventions and the relationship to their use and, ideally, the ability to reflect on the compatibility of problems in that relationship. Because of sensitivity to goals, literacy moves dynamically - not statistically - and variables cross and within discourse communities and cultures. The most common understanding of Literacy is a set of real skills - specifically cognitive reading and writing skills - that does not depend on the context in which the skills are acquired and from who gets them. Literacy is influenced by academic research, institutions, national contexts, cultural values, and experience.

In addition, UNESCO added that literacy is one of the examples of lifelong learning and that all people must obtain this right. Literacy is used to improve and empower individuals, communities because it has properties that influence the broad shutter. A person's ability can help reduce illiteracy so that it can reduce poverty and help sustainable development. Literacy is the ability to read and write. In broad terms, literacy activities include the ability to listen and think critically about a problem. A person can be approved as *literate* when they have the knowledge and more understanding and use them in any activities that require literacy effectively in society ([Hamid, Ashraf: 2018](#)). Then [Battistich, V. \(2003\)](#) adds literacy obtained through reading, writing, and arithmetic that can be used for him or in society.

Stages of Literacy

[Literacy can be interpreted as socially equipped with skills to create and interpret meaning through text. Literacy needs help to convey and obtain information in written form]. here are several stages In school literacy activities. According to [Wiedarti et al \(2016: 8\)](#) in the reference book of the literacy movement, namely:

1. *Habituation.*

Students are used to reading. The growing interest in reading through the activities of the military movement. This reading activity is supported by the growth of a good school literacy climate. In the stage of habituation, the atmosphere of school literacy is directed at improving the supporting facilities or the environment in the form of libraries and reading materials to support these activities. By making it expected that students are accustomed to reading. ([Dailey, Patrick R: 2009](#))

2. *Development*

This activity must be carried out without academic demands in learning. Increasing the ability to militate through enrichment books should develop a habituation stage. The difference, reading habits, is followed by follow-up activities

at the development stage. At this stage, students are encouraged to show the involvement of thought and emotion in the reading process through productive oral and written activities.

3. Learning

After development, it needs to increase literacy in all subjects with enrichment books and strategies in all subjects.

Character Building

The character needs to be built, arranged, forged, and developed intentionally. Character development is very important by the environment, both the small environment at home, in the community, and then extends in the life of the nation and state even in global life. Character is interpreted as a unique way of thinking and behaving for everyone to live and work together, both in family, community, and nation and state relations. This is the cause. (Trisiana: 2015). Individuals who have good character are individuals who can make decisions and are ready to account for any consequences of their decisions. Characters can be considered as values of human behavior related to God Almighty, self, fellow human beings, environment, and nationality which manifests in thoughts, attitudes, feelings, words, and actions based on religious norms, law, karmic order, culture, customs, and aesthetics. Character is behavior that appears in daily life both in attitude and in acting.

Warsono (2010) states: Character is a person's attitudes and habits that allow and facilitate moral actions. Scerenko (1997) defines character as attributes or traits that make up and distinguish personal characteristics, traits ethical, and completist mental axes of a person, a group or a nation. Meanwhile, *The Free Dictionary* in its *online* site that can be downloaded freely defines character as a combination of qualities or characteristics that distinguish a person or group or object from others. Character is also defined as a description of a person's attributes, characteristics, or abilities.

Furthermore, According to Lickona (1993): "*Character is a striving system which is underly behavior*". The character can be interpreted as a collection of values that manifest in a struggling system that underlies thinking, attitudes, and behavior. Character is the values engraved in us through education, experience, experimentation, sacrifice, and environmental influences, combined with values from within human beings to become a kind of intrinsic value that manifests in a struggle power system underlying our thoughts, attitudes, and behavior.

The character can be interpreted as a basic value that builds a person's personality that is formed both due to the influence of heredity and environmental influences that distinguish it from others and is manifested in attitudes and behavior in daily life. In an effort to improve the suitability and quality of character education, the Ministry of National Education developed the *grand design* of character education for each pathway, level, and type of education unit. *The grand design* is a conceptual and operational reference for the development, implementation, and assessment of each pathway and level of education. Character configurations in the context of the totality of psychological and socio-cultural processes are grouped in: *Spiritual and emotional development, intellectual development, Sports and Kinesthetic (Physical and kinetic development)*, and *Affective and Creativity development*. Joyce, B & Weil M. (2009), and Joyce, B., Weil, M., & Showers. (2002).

[Broadly speaking the objectives of cultural education and national character are as follows: Developing the heart/conscience / affective potential of students as human beings and citizens who have cultural values and character; Developing habits and behaviors of students who are commendable and in line with universal values and traditional contents of the national culture; In still the leadership and responsibility of students as the nation's next-generation; Developing the ability of students to be independent human beings, creative, nationally-minded; Developing a school life environment as a learning environment that is safe, honest, full of creativity and friendship, and with a sense of nationality that is high and full of strength (*dignity*)].

METHODOLOGY

[This research uses research and development techniques Research and Development (*R & D*), which aims to produce a digital literacy model that can be applied in the era of globalization]. Research and Development (*R & D*) is designed to compile new products or new procedures that are systematically trial in the field, carefully examined and corrected until the final results meet the criteria of effectiveness, quality, and meet certain standards. Dwiyogo (2004: 4) states that *R & D* is a product-oriented type of research. Through *R & D's* research, *it is* expected to be able to bridge the research gap which tests the theory more towards producing products that can be used directly by stakeholders. In addition, *R & D* is a type of research that is increasing in use for practical problem-solving in the world of research, especially education research and the learning process. The steps of *Research and Development (R & D)* developed by Borg and Gall (1983: 775) are as follows:

1) *research and information collecting*; 2) *planning*; 3) *develop preliminary form of products*; 4) *preliminary field testing*; 5) *main product revision*; 6) *playing field testing*; 7) *operational product revision*; 8) *operational field testing*; 9) *final product revision*; 10) *dissemination and implementation*.

Furthermore, for the development of learning model activities, Gall, Gall & Borg (2003: 570-571) simplify the ten steps above into four stages, namely: 1) preliminary stage; 2) model development stage; 3) model testing stage; and 4) the

dissemination stage. From the stages of the development model [Borg & Gall](#), by Nana [Syaodih Sukmadinata \(2007: 184-187\)](#) broadly can be grouped into three main phases, each of which includes several operational steps. The three phases are: (1) the stage of exploration / preliminary study, (2) the stage of model development, (3) the stage of evaluation/testing of model effectiveness. ([Sukmadinata, 2011](#))

Data collection is carried out under the natural condition of primary data sources and the data collecting technique is carried out more by interviews, observations, and documentation.

Interview

The interview is an activity to obtain data by asking a number of questions directly to an informant who is authorized in a problem. ([Steven. J. M: 2000](#)) In this study, the subjects were lecturers of citizenship education. [Citizenship Education Lecturers interviewed as many as four people, namely Doctor Triyanto, Doctor Sutoyo, Doctor Siti Supeni, and Professor Masrukhi].

Observation

According to [Sugiyono \(2008: 64\)](#) Observation is a way to obtain data by conducting direct observations of objects that will be examined while recording systematically, thus, we can know about the object under study. By making observations, researchers take part in doing what the data source does ([Sugiyono, 2015](#)). With this observation, the data to be obtained will be complete, sharp, and find out at the level of meaning of each behavior that appears. [Observation of Citizenship Education learning is intended to obtain information about digital literacy that appears in learning]. Namely at the beginning of learning, the core of learning, and the end of learning activities.

Data Analysis Technique

The results of the preliminary study activities carried out data validation using data/source triangulation techniques and methods. Triangulation of data to test the validity of data from different sources, while for triangulation the method is used to test data with different methods.

Researchers in analyzing data used qualitative descriptive analysis techniques and carried out with interactive techniques ([Miles and Huberman, 1992](#)). The interactive analysis includes stages: (1) data collection; (2) data reduction; (3) data presentation; and (4) verification/drawing conclusions.

RESULTS/FINDINGS

Integration of Literacy Development in the Era of Globalization

Literacy activities are the main thing in learning, so success in learning is also determined by the extent of literacy. In Central Java Universities, literacy activities have been applied in learning and also carry out campus literacy movements in accordance with the regulations of the minister of education. In the implementation model of literacy and literacy movements, there are some weaknesses among them is: limited literature available in the campus library can make students not interested in reading read in the library.

To develop a literacy model in learning Citizenship Education, the Integration of the literacy model in a plan for implementing learning, habituation to reading before, in the middle or at the end of learning activity can be linked to teaching material or others. The use of this literacy model is an instruction from the curriculum section to insert literacy in all learning. [Anwar, Z., Wibawa, B., & Ibrahim, N. \(2019\)](#) Show That: Based On The Results Of The Test It Was Concluded That The Teaching Materials Developed Were Suitable To Be Used As Learning Resources.

With the development of technology and information, the development of literacy can also be done by utilizing the media social learning Citizenship Education. This is practiced to make learning activity is more varied. By using the literacy model, students are expected to add insight because all science begins with reading, listening, and writing. In this principle, the literacy model is implemented to make it easier for students to understand the material and familiarize the students reading habit whose interest in reading currently is still lack.

The implementation of the literacy model is supported by several parties, namely the school that fully supports learning with the literacy model. Then parents who entrust all literacy policies to the campus. The parties that support this implementation are expected to launch the use of the literacy model. When students are accustomed to iteration, they hope to be able to think critically about the problems so that *the Civic virtue* of the students can improve. Therefore, building student characters, as well as all the elements that help boost the morale of all-students, are important. Literacy and character education models have been inserted into the course material, especially civic education courses, as a pillar in building the students' great character.

Use of Digital Media through Social Media

The learning process requires learning media that can be easily understood by students. In the learning process, learning media is a very important factor. [I. Ovchinnikov, A., G. Kravchenko, A., Yu. Mamychev, A., & I. Fatkhi, V. \(2019\)](#), show that Digital information technology has become a global trend in world economic development. This article deals

with the study of the current state and prospects of legal regulation of virtual currencies (cryptocurrency) in Russia. Learning media is an intermediary in delivering information. one of the learning media is using social media that we can interact through *online* media that is connected to the internet. Whereas in civic education learning, the use of social media or the internet is to find information and add reading literature to increase knowledge. [Trisiana \(2019\)](#) show that "Development in digital technology brings some big changes to the world. People get some help in having some access to information through different channels and they can also access different facilities provided by digital technology liberally and deliberately". With the development of this technology can facilitate students and lecturers. For lecturers, they are more eager to learn so that the lecturer is not looking for more information. Most students can find their own information needed in learning. So the lesson is not fixed by lecturers but learning is most students are allowed to use the telephone cellular or laptop to support learning. [Riyadi, S., Susilo, D. \(2019\)](#) shows that: for the selection and use of promotions more precisely through social media. Because the novelty in this study can be applied to attracting the number of visitors in the world of tourism, especially in Surabaya and surrounding areas. With the use of social media as an intermediary in learning, students examine the use of social media that have a positive impact in order to add greater insight and sage.

Increased *civic virtue*

Character education and *Civic virtue* are two interrelated things, namely about a person's behavior in doing something. *Civic virtue* is the behavior of individuals or groups that are in accordance with the norms that exist in society. That someone behaves well or badly so that they can be accepted by the surrounding community. Whereas Pancasila education and citizenship and *civic virtue* are mutually influencing unity in the formation of the student's supreme character.

Civics Education in Higher Education is a building character that is integrated by the implementation of learning. In the aspect of attitude, internalized by giving the example of the teacher to students, namely the teacher gives an example of direct action because it is very effective in shaping character. In addition, the motivation for instance lecturers gives the successful experience of someone who comes from people who have a deficiency to make students' hearts inspired to study harder and smarter. [\(Arthur, J: 2005\)](#)

Character formation is seen in the formation of student attitudes, which are reflected in the Spiritual Attitudes, Social Attitudes, Knowledge, and Skills vertically and horizontally in line with the objectives and study of citizenship education. Spiritual attitude, social attitude, strengthened by intellectual attitude, with the following explanation:

Spiritual Attitudes: live and practice the teachings of the religion they adhere to; **Social Attitude:** live and practice honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world relations; **Intellectual Attitudes:** accepting, exercising, appreciating, living, practicing, various information thinking abstractly, reasoning, and acting efficiently and effectively with the social and natural environment and in placing themselves as citizens who are aware of their rights and obligations; **Knowledge:** understanding, applying, analyzing factual, conceptual, procedural knowledge based on his love of science, technology, art, culture, and humanity, nationality, state, and civilization related to the causes of phenomena and events, and applying procedural knowledge to specific study midwives according with his talents and interests to solve problems; **Skills:** processing, reasoning, and presenting in concrete and abstract realms related to the development of what he learns in school independently, and being able to use methods according to scientific rules.

Civic virtue is a person's actions that are related to student social morals. So with the increase of *civic virtue* students can socialize well in society. It can be received by the community wherever they are. Indeed, after doing education in school, we will return to the community again. Therefore the character education is so important. So Pancasila education and citizenship are now focused on emphasizing morale to become a law-abiding society.

DISCUSSION / ANALYSIS

Character Education In Globalization Era

[Research conducted by [James Arthur \(2005\)](#). The Re-Emergence of Character Education in British Education Policy. Journal of Citizenship Education Volume 2 The Purpose of Citizenship Education: Sage Library of Educational Thought and Practice: Los Angeles: 240- 254, the results of his research are:

We should note at the outset that in Britain the common language is used "Educational discourse for the main elements of" character education ". Has been "moral education" and, more recent times values education". Character Education remains closely linked to the concepts that are generally broader in scope, while much less specific about what constitutes character education. Consequently, character education can be understood to be a specific approach to moral or values education and is consistently linked to citizenship education.

Character Education is back on the agenda in British education policy. However, there is much uncertainty as to how it should be implemented in schools and there is no one definition of what it means. This is not surprising, since the Victorian period of ill-conceived, ineffective and failed efforts at character education in Britain and elsewhere.

The character education policies that the Labor Government is seeking to promote in schools are an integral element of the current political culture, part of which it has created. From the results of these studies that in the UK, in the field of education the main elements are character education. Where the values of moral education remain closely linked to concepts in character education. So that character education can be understood as a specific approach to moral education or values and is consistently related to Citizenship Education.

Character education is in the education policy in the UK experiencing problems, for example in Victoria character education has failed. The character education policy is supported by the Labor Government which seeks to promote it in schools which are an integral part of political culture. The difference in the study discussed in this study lies in the implementation of educational policies applied to secondary education units, where the maturity of thinking of students contributes to the formulation of policies issued by the government through its participation as citizens.

Research conducted by [Lickona \(2003\)](#) supported by institutions in the United States, namely The What Works Clearinghouse (WWC) identifies educational programs to develop student character by teaching core values (core values). The results of the study indicate that there is convincing evidence about the effect of character education interventions on behavior, knowledge, attitudes and values, and academic achievement. According to Thomas Lickona, there is 11 effective Moral (Character) education principles, these principles, namely:

Promotes core ethical values as the basis of good lightness, 2. Defines "Character" comprehensively to include thinking, feeling, and behavior, 3. Uses a comprehensive, intentional, proactive, and effective approach to character development, 4. Create a caring school community, 5. It provides students with opportunities for moral action. 6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their skills, and helps them to succeed. 7. Strives to foster students' select motivation, 8. Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to some core values that guide the education of students. 9. Fosters shared moral leadership and long-range support from the character education initiative, 10. Engages families and community members as partners in the character-building effort. 11. Evaluate the character of the school, the school staff's functioning as character educators, and the extent to which student's manifest good character.

The difference in studies discussed in this research lies in the aspect of attainment of attitudes in learning that has a direct impact on learning and as an accompaniment effect.

Literacy Digital Model In Character Education

[[Kenneth W. Tolo \(2007\)](#) based on assessment activities carried out throughout the United States of the Project Citizen program, important findings were obtained which showed that students and teachers were very happy to use Project Citizen materials and it was believed that it would help students learn skills and obtain information as useful as it was shown 97% of teachers who implemented Project Citizen acknowledged that the program was "a good way to teach civic education." There were nine very important findings: (1) Students who used Project Citizen were sure that they would get added value in the community, (2) students appear to be positively different in their community as a result of Project Citizen, (3) students and teachers namely that Project Citizen develops "a greater understanding of public policy," (4) students and teachers believe that Project Citizen helps students learn how government works and develops student commitment to understanding special social problems, (6) students and teachers believe that Project Citizen encourages students to work in groups, (7) students and teachers believe that Project Citizen teaches important communication skills, (8) students and teachers believe that Project Citizen teaches students important research skills and, (9) students really enjoy Project Citizen ". The difference in studies discussed in this study lies in the aspect of teacher and student interaction more visible and support student-centered learning, and the formation of student character through a process of participation in problem-solving that has been studied by the class.]

Based on research conducted by [Norhayati, A. M., & Siew, P. H \(2004\)](#) from the Department of Information Science Faculty of Information Science and Technology at the Malaysian National University about "Malaysian interactive multimedia perspective: designing learning environments for moral values of education". That is the field of education faced various challenges with the demands of teaching and learning for the 21st century. One of the new challenges is the call for the integration of ICT (information and communication technology) in teaching and learning as an alternative mode of delivering instruction.

Multimedia technology, for example, has the potential to transform traditional classrooms into a limited world of imaginary environments. This work reports on a research project developing an interactive multimedia courseware package for the education of moral values using traditional Malay oral narratives called CITRA. IMAGE uses CD-ROMs and computers as a means for distribution. This is a didactic tool created for learning that transfers good moral values in an interactive multimedia environment. This device consists of four learning modules: the world story module, the fun reading world module, the word enrichment corner module and the mind test ground module. ([Stefan, B: 2005](#))

The most important tool in this feature is the ability of user interaction. The principle goal of the project is to create a pedagogical tool that combines the display of text, graphics, animation, audio and video in an attractive environment and thus allows positive values and images from the story to be projected, and there are sixteen benchmarks of moral values which can be developed and incorporated into the moral education curriculum include (1) compassion, (2) independence, (3) respect, (4) love, (5) freedom, (6) courage, (7) physical and cleanliness, mentality (8) cooperation, (9) perseverance, (10) moderation, (11) gratitude, (12) rationality, (13) public enthusiasm, (14) humility, (15) honesty, and (16) justice. Each moral value requires a number of sub-values respectively. The difference in the study discussed in this study lies in the attitude aspect which is the focus in the implementation of the achievement of core competencies, with renewal in the intellectual attitude.

As revealed by Vontz, Metcalf, and Patrick, project citizens can change student participation in student knowledge, citizenship skills, and civic knowledge (civic knowledge, civic skills, and civic dispositions). This Project Citizen has a positive and significant influence especially in developing students' ideas or knowledge, then this program can develop students' abilities in citizenship skills, and of course, however, the effect of Project Citizen on student citizenship is more or less consistent. The difference with the research that will be carried out in this study emphasizes the project citizen learning model that integrates character values in an effort to support character education with the renewal of strengthening core competencies in the realm of attitude (affective) which gives rise to intellectual attitudes supporting spiritual, and social attitudes that manifest instructional impacts as well as the accompanying impact in Citizenship Education learning.

The following are guidelines for learning interactions using the Modification of Project Citizen model, to improve Digital Literacy as follows:

Gather information. Help students identify sources of information. Explain how to gather information. An example is an explanation of how to:

1. Looking for information in the library;
2. Using the telephone book to find offices of government agencies and other private organizations that are predicted to have the information needed relating to the problem being studied;
3. Using computers to enter electronic information networks (such as the internet) that might have on-line information about the problem being studied;
4. Contacting citizens who can be good resource persons in connection with the problem being studied;
5. Write a letter to get information;
6. Prepare interviews with interviewees by telephone or face to face, and;
7. Visiting interview sources and other places where information is obtained.

Preparing a presentation. Train students to make presentations about their portfolios, developed in Poster media. Help them prepare their presentations before dealing with actual community groups.

Reflecting on experience. Help students prepare written statements about what they have learned during the participatory activities, the problems they have faced, and whether they will do differently if they later develop other portfolios.

CONCLUSION

Based on the discussion above, it can be concluded that the strategy of increasing civic virtue through the development of digital literacy models in universities is integrated with the implementation of learning plans so that, in the learning process, most students tend to get used to increasing reading because they will be able to open their horizons. In addition to reading and listening, the application of the development of a literacy model can also train students to think critically in problem-solving.

The use of social media in learning can facilitate students and teachers because social media provides a lot of information. Most students can receive information quickly so they open their horizons. By utilizing social media, social learning environment Civics becomes varied and more attractive for all- students to learn. Even so, on social media hoaxes also appear that can trigger conflict. With a lot of hoax information in social media, it is needed the supervision from lecturers and parents.

LIMITATION AND STUDY FORWARD

The use of social media and the development of literacy in college students at universities can improve *civic virtue* that is most students are able to behave in society and in accordance with the vision and mission that has been set by every college. Being a well-behaved student and beneficial to the family, community, nation, and state. In utilizing digital media through social media, students must be controlled and supervised by lecturers to not deviate from existing principles. The need for collaboration by all parties in improving *civic virtue* so that all students can behave well in society.

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