Digital Age: Character Forming Orientation In Early Childhood And Elementary School Education

Ni Wayan Karmini

Universitas Hindu INDONESIA DENPASAR, EMAIL: karmini@unhi.ac.id

Abstract

This study's purpose is to discuss forming orientation of early childhood character of Early Childhood Education Levels (ECEL) and Elementary School (ES) in Denpasar-Bali. This research is qualitative research through document studies, observations, and in-depth interviews with 15 informants, namely parents' representatives, socio-cultural observers, ECEL, and elementary school educators in the Denpasar-Bali area that were selected by purposive sampling. All data collected was analyzed in a descriptive qualitative way using the School-Based Quality Improvement Management (SBQIM) theory and Bourdieu's social action theory. The results showed: 1) A new orientation in character shaping early childhood in the digital age is necessary because gadgets in children can potentially interfere with their social-psychological development normally. Following digital age challenges, forming the orientation of early childhood characters includes thought, exercise, sports, and heart care to create healthy, intelligent, honest, and integrity characters, caring, resilient, independent, nationalist, and religious individuals. 2) Strategies for early childhood character-shaping are carried out by; a) performing socialization and acculturating traditional values, among others by introducing understanding and examples of characters' basic values through folklore, traditional games, and cultural arts; b) Teachers and parents intensively accompany children in utilizing gadgets; c) Give examples of examples according to learning concepts that are suitable for character development of these ECEL and elementary school children. To ensure the use of educational gadgets, students' parents need to accompany their children in accessing the internet to support (physical) growth and mental development of children.

Keywords: character forming, early childhood, ECEL-ES, SBQIM digital era

I. INTRODUCTION

The mastery of science and technology is an important key to facing educational challenges in the 21 century (Wahyu et al., 2020). In this digital age, competition in all fields of life is increasingly competitive. This makes excellent human resources must have soft another compete in the global world. Education needs to be developed according to times dynamics. Entering the industry 4.0 era, the education world is expected to be able to produce Indonesian human resources that are ready to compete in the global world. At this time, only a nation that has an excellent child will be able to compete. Therefore, the Indonesian people must prepare the next generation of people who are excellent, strong, and have character. Only through the world of quality, human education can be realized. The education era influenced by the industrial revolution 4.0, among others is characterized by digital technology use in the learning process as known as the cyber system (Švéda & Ryšavý, 2013), (Craft, 2012), (Utomo, 2019), (Sukaris, S.S. Hartini, 2019).

Preparing a responsible and excellent generation requires quality education. According to (L. E. Rahmawati, A. Niasih, H. Kusmanto, 2020), (Kozlov, 2020), education quality can be seen in two ways, namely referring to the educational process and educational outcomes. The education process is called quality if all components of education are involved in the education process itself. Factors in the education process are various inputs, such as teaching concepts, methodologies, school facilities, administrative support and infrastructure, and other resources as well as the creation of a conducive atmosphere. Meanwhile, the quality of education in the context of the educational outcome refers to

accomplishments achieved by schools at any given period.

Educational institutions in Indonesia continue to strive to improve the quality of education by implementing the SBM Model in Indonesia also known as School-Based Quality Improvement Management (Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS), which began in 1998. MPMBS is defined as a school management process directed at improving the quality of education, autonomously planned, organized, implemented, and evaluated involving all school stakeholders. School-based management includes four pillars, namely improving quality, independence, participation, and transparency (Craft, 2012), (L. E. Rahmawati, A. Niasih, H. Kusmanto, 2020).

To shape the next generation's character not only provide their professionalism and skills following the challenges of the future (era 4.0) but also must continue to rely on the cultural and Indonesian people's religious values that gave birth to it. The next generation must understand the history and culture of their people, besides living and practicing religious teachings. Therefore, efforts to shape the next generation's character must be done through the process of character education based on religious culture. Religious culture is social values or overall behavior patterns related to human reason in doing good habits in their lives (Nozen et al., 2019), (Abdullah et al., 2020).

According to the National Education System (Law No. 20 of 2003), the scope of education in Indonesia includes early childhood education, basic education, secondary education, and higher education which all form a systemic unit. Early education and basic education have important meanings because, in this phase of education, future generations of a nation are prepared. Children in elementary education are included in the golden age that determines them later when they are adults, both in terms of physical, mental, and intelligence (Nozen et al., 2019), (David Card, 2018). In this golden age, character education is needed to prepare the quality nation's next generation in the future.

To shape a nation's character, character education for the next generation is very important. Character education is seen as urgent by the Indonesian government. In the Nawa Cita that was formulated by the Working Indonesia Cabinet (2014-2019), it was mentioned that every Indonesian person must possess some characteristics. These characters are then emphasized again in Perpres 164 No. 87 of 2017 concerning Strengthening Character Education, which mandates the national education system to instill some character values, namely religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, and love of the motherland, respect for achievement, communicative, love peace, love to read and environment care.

Character education can be developed for early childhood who are sitting in the Early Childhood Education (PAUD) and Elementary School (SD), which are in the stage of growth and development, both physically and mentally. Experts call that early childhood education is very important given the potential for intelligence and the basics of behavior formed in this age range. Children are not miniature adults, because the methods of children's learning must be adapted to their growth. Children love to learn, as long as it is done in playful ways. Through play, children obtain and process information about new things and practice existing skills. Play adjusted the level of a child's age development (Golombok et al., 2006).

An effort to prepare a superior generation, a strong generation that can compete in the future requires an appropriate character education process. Efforts to shape the future generation's character have a higher meaning than moral education because character education is not only related to the problem of right and wrong but how to instill habits about good things in their daily lives (McClellan, 1999). Character is a person's nature in responding to situations morally, which is manifested in concrete actions through good behavior, honest responsibility, respect for others, and the values of other noble characters. Character is the totality of personal traits that are inherent and can be identified in individual behavior that is unique, in the sense that specifically these characteristics distinguish between one individual with another, then the character is very close to the individual personality (Golombok et al., 2006), (McClellan, 1999).

To form early childhood and elementary school, the role of teachers in schools is very important. They can provide knowledge and guidance so that students are prepared to face the challenges of an increasingly competitive era today. The role of parents at home is no less important. They have responsibilities in the process of seeding social norms and cultural values that need to be upheld in the lives of local people. Character education of PAUD and elementary school children must synergize with character education that takes place in the family environment because the family has an important role in the process of socialization and culture (enculturation) the value of a community's life (Sundus, 2018), (Juang, L., & Syed, 2010).

In today's digital era, teachers at school and parents at home are not the only reference or sources of child knowledge. There are sources of information and knowledge that have a great influence on their daily lives, namely the virtual world (gadgets, internet) in their grasp. Most of the time your child is held hostage by his gadget.

The dominant use of gadgets can hurt early childhood. Some of the negative impacts include: (a) Time is wasted. Children will often forget the time when they were engrossed in playing with gadgets. They waste time on activities that are not too important, even though they can be used for activities that support the maturity of development in various aspects in themselves; (b) Brain development. Using gadgets for too long in all daily activities will disrupt brain development. So that it causes obstacles in the ability to speak (communication is not smooth), and inhibits the ability to express their thoughts, (c) The number of features or applications that are not appropriate to the child's age, poor values, norms, education, and religion, (d) Disrupts health. The more frequent use of gadgets will disturb health, especially in the eyes. In addition, it will reduce children's interest in reading because they are accustomed to pictorial and moving objects, (e) Eliminating interest in play activities or other activities. This will make them more individualistic or aloof. Many of them on weekends are used to playing with gadgets rather than playing with friends to simply play football on the field (Asirotul Ma'rifah, 2019), (Eka Setiawati, Elih Solihatulmillah, Habib Cahyono, 2019).

In general, the dominant usage of gadgets in undirected children tends to be destructive to the educational process. The use of gadgets that are not accompanied by an adult will form a personality character that is different from the personality of his parents. In connection with the above background, this research will discuss: (1) Why is a new orientation in shaping early childhood character in the digital age necessary? (2) What is the formation strategy of early childhood characters in the current digital era?

I hope that this research can provide theoretical and practical benefits. Theoretically, these study results are expected to be able to provide to development benefits of science, especially those related to the efforts to determine the early childhood character who sits in PAUD and elementary school. Furthermore, practically the results of this research can be used as a reference to develop character education for the next generation of Indonesians so that they are expected to be able to compete at the global level.

II. LITERATURE REVIEW

This research discusses the orientation of early childhood character education who sits on PAUD and elementary school bench in the digital age (4.0). According to the topic, there is some research discussing educational orientation in the digital era relating to next-generation character education. In this connection (Rokhman et al., 2014), state that when education has become part of forming superior human characters process, it can be said that they are ready for global change. Fundamentally, Indonesia will become a strong nation in all sectors by 2045 or 100 years after Indonesia's independence. This situation is supported by Indonesia's potential economic growth, developing into the seventh-best ranking country in the world in 2030. In that context, the Indonesian government believes that the nation's next-generation development will be able to make Indonesia a strong nation by 2045 if the education process in Indonesia is already reflected some important values to develop them into young people with national character.

A change must be made in schools so that human resources produced by various educational institutions can compete and contribute globally (Purkey, S. C., & Smith, 1983). Through literature

review and content analysis, the author explains that current and future curriculum development must complement students' abilities in the academic dimension, life skills, and ability to live together and think critically and creatively. Unseen skills such as interpersonal skills, global thinking, and media and information literacy. The curriculum must also be able to form students with an emphasis on the STEM field, referring to ICT-based learning, the internet of things, big data, and computers, as well as entrepreneurship and internships. In addition to teachers having taught and educating competencies, media literacy, competence in globalization, competence in future strategies, and counseling, it also needs to have a technology-friendly attitude, collaboration, be creative and take risks, have a good sense of humor, and teach holistically. Schools and teachers need to consider open and online learning in deciding how to organize education and learning.

The implementation of character education has been implemented in various countries at every level of education up to tertiary institutions (Agboola & Tsai, 2012), (Freeman, 2014), (Bajovic et al., 2009). The form of inculcation, implementation in counseling guidance form focuses on social guidance with a comprehensive approach and the ESIQ (Emotional Spiritual Intelligence Quotient) model that prioritizes an inculcation of mental values of motivation, namely the urge of desire from within learners to develop more advanced in personality values based on spiritual values, includes ten basic values, namely: motivation, spiritual values, tolerant, disciplined, honest, responsible, cooperation, fair, caring and intelligent. Three stages of implementing character education procedure: The initial stage is conducting a theoretical study and relevant research results, the stage of design making, the testing phase, the pilot phase of the project, and the implementation phase. Character education has been implemented by the Indonesian government at every level of education ranging from early childhood education to tertiary education.

Character education for elementary students requires competent teachers. In this connection (Sueca, I. N., & Karmini, 2020), concluded that the level of elementary school teachers' pedagogical competence being studied in implementing Character learning for students is quite high, they succeed in carrying out character education for students based on religious culture in their school environment. The success of teachers in developing student character is reflected in the academic achievements of the elementary students they care for. which is related to religious culture, namely the value of Religion, History, Social Sciences, PPKN, and Art-culture is already quite high, which is 7.5 and above, this reflects students' understanding of religious culture is quite high (adequate). An effort to develop students' character based on religious culture can be done several times a model, covering habituation, example, discipline guidance, and participatory learning.

It was concluded that character education could be interpreted as value education, character education, moral education, and character education, which aims to develop stussssss abilities to make good, and bad decisions, maintain goodness and realize and spread goodness in everyday life wholeheartedly. A quality character needs to be shaped and nurtured from an early age. Several parties greatly influence the formation of a child's character, such as family, community environment, social friends, school environment, etc. Many experts say that the failure to instill character in someone from an early age will form a problematic person in his adult life later. Having a noble character is not automatic once humans are born but require a long process through caregivers.

Several kinds of an invention that discuss character education has a different focus and scope of discussion with this research. However, some of these studies are valuable references for the preparation of this research.

II. METHODOLOGY

This research discusses a study on orientation results of early childhood character education that sits on the Early Childhood Education (PAUD) and Elementary School (SD) in the digital era (4.0) which is carried out in the area of Denpasar City and Badung Regency. Denpasar City and Badung Regency were deliberately chosen as research locations because these two regions have adequate educational resources (facilities, infrastructure, and educators). This research applies a qualitative approach. A qualitative approach is a research strategy that

produces information or data that can describe social realities and related events in people's lives.

The research data were obtained through several methods, namely: (1) observation of character education implementation at PAUD and elementary level, (2) documents to study, in other words by studying references obtained through hard copy reading concepts, as well as documents from the internet about childhood's character education PAUD and SD, and (3) conducted interviews with 15 informants consisting of school principals, teachers, guardians of elementary school students and observers of education in Denpasar City and Badung Regency that were determined by purposive sampling. All data collected was analyzed in a descriptive qualitative way using the School-Based Quality Improvement Management/ Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS) theory and Bourdeau's social action theory (Tsoukas, 2011).

RESULT AND DISCUSSION

A. New orientation for Early Childhood Character Formation of Digital Age

Character formation of early childhood (age 0 - 8 years) in the digital era (4.0) now needs to be done since the child is in the process of education in Early Childhood Education (PAUD) and Elementary School (SD). The next generation who are currently studying at PAUD and elementary level are now classified as the Alfa generation (born 2010 and above). Alfa generation is children born from the millennial generation, they grow up interacting with various artificial intelligence technologies and robots like humans (Hamimah, Syamsu Arlis, Arwin, Chandra, Yesi Anita, 2020), (Augusto et al., 2018).

Early childhood and elementary school students who are at an early age are strategic targets for character education because they are indeed in a golden age. The character education approach for young children must proceed flexibly, according to their physical growth and psychosocial development. According (to David Card, 2018), (Rokhman et al., 2014), (and Freeman, 2014), childhood is still very happy to learn, as long as it is done in playful ways. Through play, childhood obtains and processes information or new things and practices through the skills they demand.

Character education for early childhood must be oriented to future challenges. They need to be prepared to become the nation's next generation that faces a competitive era in the future (Industrial revolution). The 1.0 industrial revolution was marked by the use of manufacturing-based machinery at the end of the 18th century (in 1750-1850), the 2.0 industrial revolution was marked by mass production with electric-powered machinery at the beginning of the 19th century, the 3.0 industrial revolution was characterized by information technology and electronics for the automation of production occurred early in the 20th century, and the industrial revolution 4.0 was marked by online integration with industrial production to increase the efficiency of industrial processes (Malik, 2019).

One of the education characteristics in the era of industrial revolution 4.0 is the increasingly intensive use of gadgets (internet, mobile phones) to support a teaching-learning process. To support education, gadgets have positive and negative functions. Positive functions, among others: Gadgets have functions and benefits that are relatively following their users. The functions and benefits of gadgets, in general, include (1) Communication functions. Through gadgets, human knowledge is increasingly widespread and advanced. In ancient times humans communicated through the mind, then developed through writing sent by post. Now the era of globalization, humans can communicate easily, quickly, practically, and more efficiently by using mobile phones; (2) Social functions. Gadgets have many features and applications that are just right for us to be able to share news, news, and stories. So that utilization can add friends and establish distant relatives without having to use a relatively long time to share, and (3) Educational function. Along with the development of the times, now learning is not only focused on books, through gadgets, but students can also access various sciences without being limited by time and space. Various information about education, politics, general science, and religion, can be obtained online, without having to bother going to a library that might be far away to reach (Wahyu et al., 2020).

As long as using gadgets (hand phones) intelligently to access information or data in supporting the learning process, a gadget will have

a positive function. On the contrary, it tends to be destructive when used carelessly. The use of gadgets among young children is not always in line with educational goals. Some child behaviors related to this gadget that teachers and parents should watch out for are: (a) When preoccupied with gadgets children lose interest in other activities, (b) Childs no longer like to hang out or play outside the home with peers, (c) Children tend to be defensive and angry when there are efforts to reduce or stop using games, and (d) Children dare to lie or steal time to play gadgets. These behaviors are a sign that they need help in stopping their activities by being addicted to playing with gadgets (Eka Setiawati, Elih Solihatulmillah, Habib Cahyono, 2019).

The use of gadgets for children needs to be considered by teachers and parents at home. Although all PAUD and elementary schools in Denpasar City and Badung Regency do not introduce PAUD and SD childhood with their handphone, outside of school the children play it. The children use their parents' handphones or are deliberately bought by their parents so that the children can play alone and not bother their parents as informants reveal, a young mother who has children in PAUD in the following Denpasar City. "Now we can't escape from the handphone. Friends who have early childhood and elementary school children let their children play as much as they want. They think if their children play on their handphones, they no longer feel bothered by accompanying or playing with children. Most students' parents have not been aware of the negative effects of gadgets used by children" (Niasih, 32 years old, interview on May 30, 2020).

Since it's too comfortable to play mobile, children lose their learning time. A new orientation is needed in children learning process from an early age according to the industrial revolution era challenges today. Entering the industry 4.0 era, Indonesian next-generation people are faced with challenges, they must become a superior generation, ready to compete in the global world. At this time only a nation that has an excellent child will be able to compete. Therefore, Indonesian people must prepare the next generation of people who are excellent, strong, and have character. Only through the world of quality human education can be realized. The era of education influenced by the industrial revolution 4.0, among others, is characterized by the use of digital technology in the learning process known as the cyber system.

Following the challenges of the 4.0 era, character orientation education is expected able to form creative, innovative, and competitive generations. This can be achieved by optimizing the use of technology as an educational aid that is expected to be able to produce outputs that can follow or change times for the better. Without exception, Indonesia also needs to improve the quality of graduates following a working world and digital technology demands. Education 4.0 is a response to industrial revolution 4.0 needs where people and technology are aligned to create new opportunities creatively and innovatively. The new learning vision must be able to encourage students to learn, not only the skills and knowledge needed, but also, they must be able to identify the learning skills source and knowledge they have (Davidson & Goldberg, 2009).

The next generation of nations must-have soft skills and hard skills to be able to compete with other developed nations in the world. They must be players according to the time's challenges. In general, personality traits or characteristics of the Indonesian people's future generation have been outlined in Law Number 20 the Year 2003 concerning the National Education System (Law on National Education System) which states that "national education functions to develop and shape the dignified character and civilization of nation to develop the nation life, aims to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible (Article 3, Law No. 20 / 2003).

Character education implementation as mentioned in Law No. 20/2003 includes four psychosocial processes, namely, "thought process, heart process, sports, and feeling/intention process". Values derived from thought processes namely, smart, critical, creative, curious, open thinking, oriented to science and technology, productive, and replicative. The values that come from heart processing namely, Honest in faith and piety, responsible, empathy, willingness to sacrifice, and patriotism. Furthermore, the value derived from sports, namely, tough, clean and

healthy, disciplined, sportive, enduring, friendly, cooperative, competitive, and cheerful. Values derived from taste/intention are caring, friendly, polite, neat, comfortable, mutual respect, mutual tolerance, helpfulness, cooperation, prioritizing public interests, dynamic hard work, and persistence (Krishnan, 2008).

In today's digital era, developing childhood characters needs a new orientation. Educational orientation in character shaping of early childhood in the 4.0 era today includes thought process, feeling/intention, sports, and heart-shaped to create individuals who have healthy, intelligent, honest, and integrity characters, caring, tough, independent, nationalist, and religious (Craft, 2012), (Sukaris, S.S. Hartini, 2019). The Balinese millennial generation must be good at organizing themselves and be ready to compete globally. The Balinese millennial generation must take an active role, and become players (subjects) according to their respective interests and talents, including participating in the Balinese arts and culture development that gave birth to them.

B. Early Childhood Character Forming Strategy

Early childhood is the most important period for the development of a child's personality. Early childhood (1-8 years) is a period of children's development who are very sensitive as well as special so this age range is often called the golden age. At this time all aspects of intellectual development, namely intellectual, emotional, and spiritual intelligence have experienced extraordinary development that will influence and determine subsequent development (Nozen et al., 2019), (Hwang et al., 2020). When children on the golden age all information will be absorbed quickly. They become reliable imitators, they are smarter than we think, smarter than they appear, and will be the basis for their character, personality, and cognitive abilities.

Children from an early age tend to be familiar (friendly) using gadgets or digital technology nowadays. They can access data and any information that is in cyberspace (the internet), both positive and negative information for the formation of the character of the next generation. Here, we need to realize that digital media (internet) existence is not only able to change or strengthen opinions, attitudes, and behaviors, but has become one of the agents of socialization in creating and shaping one's attitudes, values, behaviors, and perceptions about social reality. Information from the internet can affect the behavior of the wearer. For children under five, digital media can influence motor development, physical development, neurological development, cognitive development, moral development, language development, and social development (Eka Setiawati, Elih Solihatulmillah, Habib Cahyono, 2019).

From a previous explanation, it is known that there are several child behaviors related to this gadget that teachers and parents must watchful. Among children's behaviors who are held hostage by gadgets are: (1) when the preoccupation with gadgets children lose interest in other activities; (2) children no longer like to hang out or play outside the house with peers; (3) children tend to be defensive and angry when there are efforts to reduce or stop using games; and (4) children dare to lie or steal time to play gadgets (Marifah, 2019). Some tendencies of this child's behavior are also found among PAUD and elementary school students in the areas of Denpasar City and Badung Regency.

As regulated in MPMBS, education in schools must be synergistic with education in the household and community environment where students are grown. Teachers in schools with parents of PAUD and elementary school students need to work together synergistically in the educational process to shape children's character in the digital era (4.0) today. Based on the analysis of field data and the reality of children in today's lives who are not separated from gadgets (handphones), then some strategies are needed in shaping the character of early childhood (see Table 1).

Table 1 Early Childhood Character Forming Strategy
Source: Compiled from field findings (L. Sudiyono and N. Karmini, 2020).

No.	Problem	Solution Strategy	Explanation

1	Through gadgets (mobile phones), children are given a variety of online games with exposure to foreign cultural values	Cultivate traditional values is needed so that children are not uprooted from the culture that gave birth to them	The cultivation of traditional values is carried out by folklore delivery. • Involve children in art and cultural activities, and traditional games.
2	Children roam in cyberspace which tends to be negligent with their learning tasks	Assistance role required: • The teacher gives instructions for accessing educative concepts (including ruang guru website) • Parents ensure that children have enough time in the learning process	Teachers and parents need to facilitate and ensure that children access the internet following their development.
3	As a result of being seized by gadgets, children become alienated, engrossed in their world, and lacking in socializing with their peers	Giving open space so children can play and socialize with their peers	Joint activities are needed, including: • Outdoor family recreation • Family gathering - children can socialize minimally with their relatives
4	Through children's gadgets sometimes difficult, and confused determining the figure of their idol.	• Teachers and parents must provide references for idol figures. • Adult role models are needed as a reference for children's behavior	• Exemplary figures/idols can be taken from puppet figures or national heroes.
5	Through gadgets, children play online games and get to know the hedonistic and consumptive culture, away from religious teachings. They are given lessons and practices about Balinese Hindu culture and religion •	Lessons and Practices about Balinese Hindu culture and religion, among others, manifested in the practice of speaking and dressing in Balinese clothes every Thursday, and on important days for Balinese Hindus. •	The habit of saying greetings oom swasti astu and doing praises of his trisandya while at school •

Save the next generation from the negative influence of media, namely individualistic foreign cultures by instilling traditional values. Through gadgets or handphones, children are treated with a variety of audio-visual information, including online games with exposure to foreign cultural values. The influence of sing culture is so dominant that it affects the attention, knowledge, thoughts, and even the soul, the personality of the child. They will be more familiar with various foreign cultures that are seen, and felt, through the audio-visual gadget that they hold, They will be more familiar with various foreign characters in cartoon animation films such as power rangers, Naruto, and so on rather than knowing the figure of the Gatot kaca figure in a traditional performance for example. Children will be drugged by online games, from snake and ladder games and other traditional games. The habit of children who dominantly access gadgets with exposure to

foreign cultures need to be responded to by introducing them to their own national culture. It is necessary to cultivate traditional values so that

child's brain memory early recognizes their parent's and ancestor's cultures early on.

Figure 1 Cultivation of Tradition Values for PAUD Children through Dance
(Source: Kumara Loka Panjer-Denpasar Kindergarten)

Following the expert's direction that children are a period of learning while playing, then teaching concepts provided such as arts and culture and traditional games, as well as the delivery of folklore can be taken. Children's personality traits can be built through traditional games. According to (Klimmt, C., Hefner, D., & Vorderer, 2009) the game is a form of human self-adjustment that is very useful, helping children master anxiety and conflict. The game becomes a tool for children to explore to get new things (novelty), full of surprises and oddities. Traditional games are cultural activities to meet the needs for movement, art, society, and culture that are carried out creatively without coercion.

Traditional games that are explored from the culture itself contain noble educational values. Traditional games that are performed in groups can lead to democratic attitudes and behavior among the children involved (Rokhman et al., 2014), (Purkey, S. C., & Smith, 1983), (Agboola & Tsai, 2012). Among the traditional games of the Balinese

Hindu community is the Meong-meongan game (see Figure 2). This game is effective enough to be used as a medium for child socialization in the neighborhood of peers (Sueca, I. N., & Karmini, 2020), (L. E. Rahmawati, A. Niasih, H. Kusmanto, 2020).

"Meong-meongan is a traditional Balinese play form that has a collective form of movement and singing with the main character being a cat chasing a mouse. Meong-meongan game has meaning in shaping the personality traits of elementary school-age children. Meong-meongan games also have benefits in training the sensory and motor development of children; training mentally and developing self-confidence; socializing directly with peers; establishing high togetherness, and practicing solidarity between people (Relin, Rasna I.W, 2018).

Traditional values need to be instilled in children from an early age so that later they will still be Indonesian children. For children to have a national character, the effort to package arts and

culture, folklore, and traditional games into the present digital system becomes a challenge for education and IT experts. The use of digital media (handphones, laptops, Ipad) can properly be used as PAUD and elementary education media (Donohue, C., & Schomburg, 2017), (Zevenbergen, R., & Logan, 2008).

Figure 2 A Meong-meongan traditional game in Elementary School Students
(Source: https://ibnuasmara.com)

Assistance is a necessity so that children continue to have their learning time. The majority of informants stated that children now tend to drift into cyberspace and neglect their learning tasks. Mobile phone facilities and the provision of opportunities for children to access cyberspace tend to take up a child's productive learning time. Learning assignments (homework) given by teachers in schools are ignored, so many parents do homework for their children. This tendency needs to be corrected. Teachers at school and parents of students at home must provide mentoring roles so that children use cell phones proportionally. Teachers at school need to provide instructions so that the child can index educational concepts, especially following the learning process on the "Ruang guru" site for example. While parents at home must also ensure that children have enough time in the learning process.

Policies to schools should not bring cell phones is positive, so children continue to concentrate on learning in school. Parents at home must be able to accompany their children so that they can use digital media (mobile) constructively and educatively. To shape the character of the child's personality, teachers at school and parents at home must intervene to supervise and assist their children in utilizing these digital gadgets or technologies. Efforts to shape PAUD and elementary school students' character include four psychosocial processes. Therefore, the character education process of elementary students is not only the responsibility of the school but also requires a parent's active role at home and other related parties. However, character education success in schools is the success of students in shaping personal character, as well as the success of teachers in shaping student character. Shaping a student's character based on religious culture can be done with several models, covering habituation, exemplary, fostering discipline, gifts and punishments, and participatory learning (Sueca, I. N., & Karmini, 2020).

Teachers in schools not only teach but also educate by directing students to be polite in acting and dealing with others in the community, giving examples of good behavior. The teacher's task is indeed teaching knowledge, but it must be avoided learning that only knows the concept but can utilize the concept to live in society. In line with the challenges of the industrial revolution 4.0 era, teachers are required to master expertise, and the ability to adapt to new technologies and global challenges.

Teachers must be able to aim their students to use the internet intelligently, and able to prepare new literacy orations in the education field. Old literacy that relies on reading, writing, and mathematics must be strengthened by preparing new literacy, namely data, technology, and human resource literacy. Data literacy is the ability to read, analyze and use information from data in the digital world. Then, technological literacy is the ability to understand mechanical systems and technology in the world of work. Whereas human resource literacy, namely the ability to interact well, is not rigid and characterized. Teachers must be able to develop the various potentials of their students (Purkey, S. C., & Smith, 1983), (Freeman, 2014). In line with the challenges of the industrial revolution 4.0 era, teachers are required to master expertise, and the ability to adapt to new technologies and global challenges.

Besides study time that is stolen, children who are taken from their daily lives with cell phones, become private individuals, tend to be selfish, less socializing, and isolated in solitude. Children no longer like to hang out or play outside the home with peers. This is certainly not healthy for psycho-social development. To anticipate this, efforts should be made to provide sufficient open space so that children can interact and play with their peers. This can be done by each family, among others by doing recreational activities in open spaces together, or deliberately conducting family gathering activities/relatives, so that children can socialize with a minimum of close relatives.

"Teachers urinate standing up, children urinate running" is an expression, of how children need wise role models from teachers or adults. They tend to imitate adult behavior or the behavior of their idols, including copying the consumptive behavior and glamor style of a television artist (Eka Setiawati, Elih Solihatulmillah, Habib Cahyono, 2019). Spontaneous various information presented in the audio-visual gadget makes children confused about determining their idols, so they experience uncertainty and do not have enough references in their development. Ideally, parents should be able to provide examples for their children. Teachers and parents can introduce children to role models/idols who are worthy of being role models. The idol figure, among others, can be taken from puppet figures or national heroes. Parents are expected to be able to motivate and encourage according to what is said by ki Hajar Dewantara namely "Ing Ngarso Sung tulodo, Ing Madyo Mangun Karso, Tut Wudi Handayani" (in front able of giving an example in the middle being able to encourage, behind as a supporter).

It must be realized that in the current digital era the source of information, data, and knowledge does not come from teachers or parents, but rather digital media (internet) has provided anything that can be accessed by children online, anytime anywhere. Therefore, in today's digital era, students' parents must also be technology literate. They must be able to direct and assist their children in using the internet. Make sure that children do not drift into digital games that have the potential to damage children's learning hours. Parents must be able to act as a companion and facilitator who determines the character shape of the next generation.

Through the gadget in their hands, the children are busy playing online games, getting to know the hedonistic and consumptive culture, far from Balinese cultural values and religious teachings (Balinese Hindu religion). To balance the exposure to this virtual world information, kindergarten and elementary school children are given lessons and practices about Balinese Hindu culture and religion, which are manifested in the form of Balinese language practice and Balinese dress every Thursday, and important days for Balinese Hindu people. Efforts to build awareness of "Hindu culture and religion" from an early age are very important so that religious character is firmly embedded in this next generation.

Figure 3 Participants in the traditional clothing competition to the temple in Denpasar 2019 (Source: balitribune.co.id)

In addition, kindergarten and elementary school students are also accustomed to saying greetings oom swasti astu every time they meet other people and do "puja trisandya" while in school. They are also involved in a series of Hindu religious ceremonies that are held in the school environment. In addition to praying in front of Hyang Widi Wasa (God Almighty), TK and SD students in Denpasar City and Badung Regency are introduced to the values of Sathya (loyalty/honesty), dharma (virtue), Shanti (peace), and ahimsa (without violence). Important values that need to be developed through Hindu religious education are autonomy, skills, democratic awareness, creativity, competitiveness, aesthetics, wisdom, morals, dignity, dignity, and pride. Hindu religious education must also instill the importance of hard work, sportsmanship, readiness to compete, as well as cooperation, and self-discipline (Geriya, 1990).

Educational orientation in the current digital era is not limited to touching the cognitive dimension but must also be able to touch the affective and psychomotor dimensions. Curriculum development must elaborate on students' abilities dimensions of life skills, the ability to live together (collaboration), and think critically and creatively. The learning process needs to prioritize 'soft skills and train hard skills, and life skills according to students' interests and

talents. To achieve the current digital age skills, learning trends and best practices must also be adjusted, one of which is through integrated learning or blended learning, namely how to integrate the use of technology in learning that enables appropriate learning for each PAUD and elementary student 9 Donohue, 2017), (Zevenbergen, R., & Logan, 2008). With the blended learning approach, children's characters shaped according to the nation's culture can be pursued, among others by introducing folklore and traditional games to the children concerned.

The role of families, teachers, and surrounding communities is very important in improving early childhood character as a successor to the nation. The family as the main and first place for students to live their lives should supervise and guide lovingly, decisively, and carefully. The teacher's role in building students' character is increasing, complex, and heavy. The teacher is not only teaching good character concepts but how to guide students since they are in PAUD and SD able to implement them in their daily lives. Teachers also as role models must apply good character to themselves. The surrounding community also plays a role in supervising and motivating early childhood development in their environment (Setiawati, 2020), (Freeman, 2014).

V. CONCLUSIONS

Following the challenges of the digital age, a new orientation in shaping early childhood character in the digital age is necessary, because the use of gadgets (handphones) on children has the potential to interfere with their social-psychological development normally. The orientation of the formation of early childhood characters includes thought, exercise, sports, and heart care to create individuals who have healthy, intelligent, honest, and integrity characters, caring, resilient, independent, nationalist, and religious.

Strategies in shaping early childhood characters are carried out by; a) Conducting socialization and acculturation of traditional values, including introducing understanding and examples of character's basic values through folklore, traditional games, and cultural arts; b) Teachers and parents intensively accompany children in utilizing gadgets. Besides limiting the use of gadgets, children are chosen to educate

according to their mental development and physical growth, and c) Give examples according to learning concepts that are suitable for these PAUD and elementary school children's character shaping. To ensure the use of educational gadgets, students' parents need to accompany their children in accessing the internet to support (physical) growth and mental of children development.

NOVELTY

Efforts to establish children's character from early childhood and elementary school age in Bali based on Balinese cultural traditions and values can be further developed because it has been supported by the policy of the Bali Governor (Number 79 Years 2018) in maintaining custom clothing according to the Balinese Hindu community cultural traditions. Based on this policy, PAUD and elementary school educational institutions in Bali actively participate in preserving Balinese cultural traditions, including by requiring school members to always wear traditional clothes and use Balinese every Thursday.

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