

## The Role Of Teachers In Influencing Character Values In The Digital Era In Students Of State Elementary School 2 Boal

Annisa Yuliana<sup>1</sup>, Ramlafatma<sup>2</sup>, Zulkieflimansyah<sup>3</sup>

Universitas Teknologi Sumbawa<sup>1,2,3</sup>, Indonesia

---

### Article Info

#### Article history:

Accepted: 16 January 2026

Publish: 27 January 2026

---

#### Keywords:

The Role of Teachers,  
Character building,  
Digital Age,  
Character Values,  
State Elementary School 2 Boal.

---

### Abstract

*The development of the digital era presents unique challenges in instilling character values in elementary school students. The role of teachers is crucial in guiding students to utilize technology wisely and foster positive character. This study aims to describe the role of teachers in instilling character values in the digital era among students at SD Negeri 2 Boal and identify supporting and inhibiting factors in its implementation. This study employed a qualitative approach with a descriptive design. Subjects included teachers, students, and parents selected purposively. Data collection techniques included observation, semi-structured interviews, and documentation. Data analysis employed the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing. The results of the study indicate that teachers have a strategic role in instilling character values through role models, habituation, integration of character values into the learning process, providing positive reinforcement, and utilizing digital media as an educational tool. The character values instilled include religiousness, nationalism, independence, cooperation, and integrity. Supporting factors for the implementation of character instillation include a positive school culture, habituation programs, the use of digital learning media, and parental support. Meanwhile, inhibiting factors include low parental supervision of gadget use, the negative influence of social media, limited digital resources, and differences in student backgrounds. This study concludes that teachers play a crucial role in instilling character values in the digital age. Character education will be more effective if implemented consistently and supported by strong collaboration between schools, parents, and the community.*

*This is an open-access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)*



---

### Corresponding Author:

Annisa Yuliana

Universitas Teknologi Sumbawa

Corresponden Author: [annisayulianaspd@gmail.com](mailto:annisayulianaspd@gmail.com)

---

## 1. INTRODUCTION

Character education is the primary foundation for shaping students into moral, responsible individuals capable of living harmoniously in society. Education is not only oriented toward cognitive development but also plays a crucial role in fostering students' attitudes, values, and behaviors as whole human beings (Lubis & Hasanah, 2024). At the elementary school level, character education holds a particularly strategic position because students are in the early stages of development, where values, attitudes, and habits begin to form and have the potential to persist into adulthood (Anggraini & Helsa, 2025).

In line with national policy, strengthening character education is a crucial part of the Indonesian education system. The Character Education Strengthening Program (PPK) emphasizes the internalization of religious, nationalist, independent, cooperation, and integrity values as core values that need to be developed in an integrated manner throughout learning activities and school culture (Ministry of Education, Culture, Research, and Technology, 2021). Implementing these values is expected to shape students who are not only academically intelligent but also possess strong personalities and Pancasila-based character.

However, the development of the digital era brings new challenges to the implementation of character education in elementary schools. The use of digital technologies such as gadgets, the internet, and social media has significantly influenced students' behavior patterns, communication methods, and social interactions (Rahmadani et al., 2025). On the one hand, digital technology offers significant opportunities to support creative, innovative, and digital literacy-based learning. On the other hand, uncontrolled technology use can have negative impacts, such as exposure to age-inappropriate content, cyberbullying, decreased communication ethics, low social empathy, and increased individualistic attitudes in students (Nofridasari & Hidayati, 2025).

These conditions demand the strengthening of adaptive and contextual character education, keeping pace with current developments. Character education in the digital era can no longer be conducted conventionally but must be integrated with the realities of students' digital lives. In this context, teachers play a highly strategic role. Teachers function not only as transmitters of subject matter but also as role models, guides, and facilitators in instilling character values in students (Hasibuan & Ritonga, 2025). Through daily classroom interactions, teachers can integrate the values of discipline, responsibility, honesty, mutual respect, and the wise use of technology into the learning process.

Various recent studies have shown that the success of character education in the digital era is largely determined by teacher role models, consistent practice, the integration of character values into learning, and the support of a positive school culture (Lubis & Hasanah, 2024; Anggraini & Helsa, 2025). Furthermore, collaboration between schools and parents is also a crucial factor in monitoring students' use of digital technology to ensure it remains within the expected character values (Rahmadani et al., 2025).

The phenomenon of suboptimal internalization of character values is still prevalent in elementary schools. Behaviors such as low discipline, inter-student conflict, teasing, and dependence on digital games indicate that character education has not been fully implemented effectively. A similar situation was also found at SD Negeri 2 Boal. Based on initial observations, some students exhibited a lack of discipline, frequently engaged in minor conflicts, and a dependence on digital games, influenced by minimal parental guidance regarding device use.

Based on these conditions, a more in-depth study of the role of teachers in strengthening character education in the digital era is needed. Therefore, this study focuses on analyzing the role of teachers at SD Negeri 2 Boal in instilling character values in the digital era, the strategies used in its implementation, and the supporting and inhibiting factors in implementing character education in the school environment.

## **2. METHOD**

This study used a qualitative approach with a descriptive design. This approach was chosen because the study aimed to deeply understand the role of teachers in instilling character values in students in the digital age, based on phenomena occurring in the school environment.

The research was conducted at Boal 2 Public Elementary School in Sumbawa Regency. The location was chosen based on the consideration that the school faces various challenges in developing student character, influenced by the development of digital technology. Furthermore, the school has implemented various character development programs, making them relevant to the research focus.

The research subjects consisted of teachers, students, and parents directly involved in the educational process at SD Negeri 2 Boal. Informants were selected using purposive sampling, which involves selecting informants based on specific considerations, such as involvement in learning activities and student character development.

Data collection techniques were conducted through three methods: observation, interviews, and documentation. Observations were conducted to observe student behavior, teacher-student interactions, and the implementation of learning activities and character building at school. Semi-structured interviews were conducted with teachers, students, and parents to gather information regarding the role of teachers, the character values instilled, and supporting and inhibiting factors in their implementation. Documentation was used to supplement the data in the form of records of school activities, character-building programs, and other supporting documents.

Data analysis was conducted using the Miles and Huberman interactive model, which includes three stages: data reduction, data presentation, and conclusion drawing. Data reduction involved sorting and simplifying data relevant to the research focus. Data presentation was presented in narrative form to facilitate understanding of the research findings. Conclusions were then drawn to obtain a comprehensive overview of the role of teachers in instilling character values in the digital age.

To ensure the validity of the data, this study uses triangulation techniques, namely by comparing data obtained from various sources and data collection techniques, so that the research results can be scientifically accounted for.

## **3. RESULTS AND DISCUSSION**

The results and discussion section contains the research findings and their scientific discussion. Write down the scientific findings obtained from the research that has been conducted, but they must be supported by adequate data. The scientific findings referred to here are not the research data obtained. These scientific findings must be explained scientifically, including: What are the scientific findings obtained? Why did this happen? Why is the variable trend like that? All of these questions must be explained scientifically, not just descriptively, and if necessary, supported by adequate scientifically based phenomena. Furthermore, comparisons with the results of other researchers on similar topics must also be explained. The research results and findings must be able to answer the research hypothesis in the introduction.

## **4. CONCLUSION**

### **4.1 The Role of Teachers in Instilling Character Values in the Digital Era**

The research results show that teachers at Boal 2 Public Elementary School play a crucial role in instilling character values in students amidst the evolving digital era. Teachers serve not only as transmitters of subject matter but also as role models, guides, and controllers of student behavior in daily life, both within the school environment and in the use of technology.

The first visible role is that of the teacher as a role model. Teachers demonstrate behavior that reflects character values such as discipline, responsibility, courtesy, and honesty. The teacher's manner of speaking, behaving, and interacting with students serves as a direct example for students to emulate. This role model serves as the primary foundation for developing positive student behavior, including more judicious use of devices and digital media.

Furthermore, teachers also play a role through habituation. At SD Negeri 2 Boal, teachers instill in students the habit of praying before and after class, being polite to teachers and peers, maintaining cleanliness, and following school rules. These habits are implemented consistently so that character values are ingrained in students' daily lives.

Teachers also integrate character values into the learning process. In teaching and learning activities, teachers incorporate values such as cooperation, responsibility, and honesty, for example, through group assignments, discussions, and assessments that encourage students to avoid cheating. In using digital media, teachers guide students to utilize technology as a learning tool, not just for entertainment.

#### **4.2 Instilled Character Values**

The character values instilled by teachers at SD Negeri 2 Boal include five core values: religious, nationalist, independent, cooperation, and integrity. Religious values are instilled through the habit of praying, mutual respect, and behavior that reflects good morals. Nationalist values are fostered through flag-raising ceremonies, singing the national anthem, and instilling a love for the nation and state. Independence is instilled by accustoming students to working independently and taking responsibility for the work assigned. Cooperation is developed through group work and joint activities. Meanwhile, integrity is instilled through honesty, discipline, and consistency in action. These values are not only conveyed verbally but also practiced in various learning and school activities, including the use of digital media.

#### **4.3 Supporting and Inhibiting Factors**

The research results show that several factors support the implementation of character education at SD Negeri 2 Boal. These factors include a positive school culture, regular character development programs, the use of digital learning media, and collaboration between teachers and parents in fostering student behavior.

However, there are also inhibiting factors, namely, low parental supervision of gadget use at home, the negative influence of social media and digital games, limited technological facilities that support character learning, and differences in students' family backgrounds that influence their attitudes and behavior.

#### **4.4 Discussion**

The findings of this study indicate that the role of teachers is crucial to the success of instilling character values in students in the digital age. Teachers serve not only as transmitters of academic material but also as role models whose behavior is observed and imitated by students in their daily lives. Teachers' exemplary behavior in being disciplined, responsible, honest, and

wise in using technology is a key foundation in shaping students' character. When teachers are able to demonstrate consistency between words and actions, character values are more easily internalized by students.

In addition to role models, ongoing habit-building strategies have also proven effective in shaping positive student behavior. Habits such as praying before and after lessons, implementing classroom rules, cultivating mutual respect, and directing the use of digital media for educational purposes help students develop positive habits that reflect character values. Consistent habit-building will shape students' character not only within the school environment but also in their daily lives outside of school.

Integrating character values into the learning process is another important strategy that supports the success of character education. Teachers link subject matter to character values such as responsibility, cooperation, independence, and honesty, so that learning is oriented not only toward cognitive achievement but also toward the formation of attitudes and behaviors. This approach aligns with the concept of character education, which emphasizes that character values must be embedded contextually and integrated into all learning activities, rather than taught in isolation.

In the digital era, the challenges of character education are increasingly complex, driven by rapid technological developments and students' increased use of devices. Teachers are required to possess not only pedagogical and professional competencies, but also digital literacy competencies. Mastery of technology is crucial for teachers to utilize digital media as an educational learning tool while simultaneously guiding students in using technology positively, critically, and responsibly. Thus, technology becomes a supporting tool in strengthening character values rather than a threat to character development.

However, teachers' efforts to instill character values cannot be optimal without support from the family environment. The findings of this study indicate that collaboration between schools and parents plays a crucial role in addressing the negative impacts of technology on students' character development. Parents are responsible for supervising and guiding device use at home, while schools play a role in providing guidance, education, and fostering positive habits within the school environment. Synergy between teachers and parents will create alignment in the values received by students, enabling the internalization of character to be more effective and sustainable.

Thus, the results of this study confirm that successful character education in the digital age requires professional, adaptive, and virtuous teachers, as well as collaborative support from parents and the surrounding community. Character education cannot be achieved instantly; it must be a consistent, planned, and contextual process to develop students with strong character and the ability to face the challenges of life in the digital age.

## **5. ACKNOWLEDGMENTS**

The author would like to thank the principal, teachers, and students of SDN 1 Boal, Sumbawa Regency, for their cooperation and support throughout the research process. He also thanks the supervisor and colleagues in the Master of Innovation Management Study Program at Sumbawa

University of Technology for their guidance, input, and support, which enabled this research to be completed.

## 6. BIBLIOGRAPHY

- Afri Mardicko (2022). Belajar dan Pembelajaran. *Jurnal Pendidikan dan Konseling*. Vol.4 No.4.
- Ali Nurhadi & Amin, S.(2020). Urgensi Analisis Kebutuhan Diklat dalam Meningkatkan Kompetensi Guru PAI dan Budi Pekerti. *Islamic Management: Jurnal Manajemen Pendidikan Islam*. Vol.3, No.2: 83-100.
- Ali Nurhadi. (2020). Implementasi manajemen strategi berbasis pembiasaan dalam menanamkan dan menumbuhkan karakter religius siswa. *al-Afkar, Journal for Islamic Studies*. Vol. 3, No. 1
- AR Nizar, ASZ Putra, AC Al-Fawwaz (2025). Strategi Pengembangan Karakter Siswa Sekolah Dasar di Luar Jam Sekolah: Peran Guru dan Orang Tua dalam Era Digital. *journal.unusida.ac.id*.
- Arsyad, Azhar. (2013). Media Pembelajaran. Jakarta: Rajawali
- Arsyad, Azhar. (2019). *Media Pembelajaran*. Jakarta: Rajawali Press.
- Bandura, A. (1986). *Social foundations of thought and action*. Upper Saddle River. New York: Prentice Hall.
- Bronfenbrenner, U., Morris, P. A (1979). *The Ecology of Developmental Processes*. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *dalam Handbook of Child Psychology: Vol. 1: Theoretical Models of Human Development*. New York: Wiley.
- Dalimunthe, Reza Armin Abdillah. (2015). Strategi dan Implementasi Pelaksanaan Pendidikan Karakter di SMP Negeri 9 Yogyakarta. *Jurnal Pendidikan Karakter*. Tahun V, Nomor 1: Hal 102-111.
- Dewi, Kurnia I.U. (2020). Peran Guru Dalam Meningkatkan Keterampilan Membaca Pada Siswa Kelas II SD. *Social, Humanities, and Education Studies (SHEs): Conference Series*. 3 (4). Hal 458– 462.
- Dinia Khairani., dan Elpri Darta Putra. (2021). Analisis Implementasi Lima Nilai Karakter Pendidikan pada Kegiatan Pembelajaran di Sekolah Dasar. *JURNAL BASICEDU*. Vol. 5 Nomor 4
- Eka Kurniati. (2025). Pengaruh Model Pembelajaran SAVI terhadap Penguasaan Kosakata dan Keterampilan Menulis Peserta Didik Fase C Kelas V Sekolah Dasar. *Jurnal ONOMO: Pendidikan, Bahasa dan Sastra*. Vol 11 No. 3.
- Eka Kurniati., Haifaturrahmah, & Syafruddin Muhdar. (2025). Peran guru sebagai teladan dalam membangun budaya positif di lingkungan sekolah dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*. Volume 10 Nomor 04
- Fiqri Kukuh Rahma Linda. (2020). Pendidikan Karakter Dalam Pembelajaran Sekolah Dasar. Workshop Nasional Penguatan Kompetensi Guru Sekolah Dasar. *SHEs: Conference Series* 3 (3) 2222- 2226
- GA Haidar, H Maulani. (2025). Peran Guru Pendidikan Agama Islam Dalam Membina Karakter Siswa di Era Digital. *IHSAN: Jurnal ... - ejournal*.
- Heinich, R. *et al.* (2002). *Instructional Media and Technologies for Learning*. 7 edition. New Jersey: Prentice Hall, Inc.
- Helen Sulfia. (2021). Strategi Guru Menanamkan Nilai Karakter Peserta Didik Di Madrasah.Ibtidaiyah Nurul Azhar Kabupaten Musi Rawas Utara. Program Pascasarjana Institut Agama Islam Negeri (IAIN) Curup. *Dinamika Penelitian*, Vol. 16, No. 1.
- Imroatus Sholihah. (2024). Strategi Penguatan Pendidikan Karakter Di Era Digital Melalui Pembelajaran Akidah Akhlak. Eteses. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

- Isbadrianingtyas, N. Hasanah, M., Dan Mudiono, A. (2016). Pengelolaan Kelas Dalam Pembelajaran Tematik di Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian dan Pengembangan*. 1 (5), 901-904.
- Juhji. (2016). *Peran Urgan Guru Dalam Pendidikan*. Studia Didaktika 1(1). Hal 56.
- Kemendiknas. (2010). *Panduan Pendidikan Karakter di Sekolah Dasar*. Jakarta: Kemendiknas.
- Kemendiknas. (2011). *Panduan Pembinaan Pendidikan Karakter Melalui Pengembangan Budaya Sekolah Di Sekolah Dasar*. Jakarta: Kemendiknas.