

Analysis on Teacher's Social Action in Implementing Character Education to Digital Native Student in Surakarta City

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Abstract: Analysis on Teachers' Social Actions in Implementing Character Education to Digital Native Student in Surakarta City. Teacher's Social Action in Implementing Character Education to Digital Native Student in Surakarta City. **Objective of Research:** This research aims (1) to identify the teacher's attempt of inculcating character values to the Digital Native students having been exposed to information flow and technology, and (2) to analyze various attempts taken by teachers to inculcate the character values through Max Weber's rational action perspective. **Method:** Through research method using qualitative study, the author dug data through in-depth interview and observation on the teachers' attempt of particularly implementing character education at school. In addition, through learning process, the Project of Strengthening the Pancasila Student Profile can be chosen as a medium to inculcate the characters of Pancasila Student Profile inside the Digital Native students. **Finding:** The result of research mentions that the attempt taken by the teachers in inculcating character education is through learning process and beyond learning process. Beyond the learning process, the inculcation of character values is carried out through utilizing the Project of Strengthening Pancasila Student Profile. **Conclusion:** Every teacher's action in inculcating the character values contains rationality, goal, and consideration in choosing the method. The most prominent consideration is based on the educator's rationality to accommodate the rapid development of Digital Native students.

Keywords: digital native, character education, rational action, max weber.

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■ INTRODUCTION

The ability of using digital devices is a must for a student now. As we know, technology keeps developing and eventually generates a reality of new interaction (Silverina & Anderson, 2024). It is well established that the existence of technology becomes very important in school environment consisting of students and teacher to be used in relation to educational administration and learning activity needs, including improving the new generation's learning motivation, ability and

interest, and learning management system (Arkhipova et al., 2024; Bond et al., 2019). The benefit mostly perceived when the technology is used in learning activity relates to learning media and learning source currently connected to digital world. Even, digital devices used in the learning can shows the very big potency to enrich the diverse students' experience and mindset (Saputra, 2021; Tangkish et al., 2024).

The imperative that school should keep adapting to digital demand becomes very

important recalling that nearly all segments of life adopt technology in its sustainability, including in educational system. This involves the Z-generation students that are more familiar with the latest technology development and more curious with its use (Karthika & Alamelu, 2024). Such condition is also added to by the fact that children now studying at senior high school level are those born in Z-generation or the generations born after 2000 or called Digital Native generation. *Digital Native* is a term referring to the generation since born having been accustomed with living and surrounding by technology as the aid in their daily life activities (Juliane et al., 2017). Digital native generation is considered more superperiod in technology use. Viewed from demographic aspect related to age, the elementary school-age children in this era tend to adopt digital native characteristics (Sejati et al., 2019).

Children living in Digital Native era will think that the learning is important when the learning process is carried out using technology considered providing information more quickly and attractively. However, another consequence arising inside the students is Pancasila values starting to fade (Purba, 2024). The positive impact includes various themes: creating new ecological learning system, finding pleasure, improving self-development opportunity, and convenience in the quality of life. Meanwhile, the negative impact involves various negative impacts focusing on mental health, including addiction and depression, and hate speech made in social media (Liu & Lu, 2022; Thianthai, 2022; Thianthai & Tamdee, 2023). Another study mentions that the era of freedom and rapidly-spreading information makes many people worry about the students' character future (Huang & Yang, 2016). This importance of character education encourages many efforts in moral and character education. Therefore, more intensive character building and moral role modeling are very desirable, moreover if character education is faced with various

negative role models nowadays appearing continuously on mass media, including internet. Even the studies conducted showed that mass media, including internet often deliver very excessive negative information and message harmful to the youths' personal development, because mass media has long been dominated by commercial interest rather than the objective of education (Lee et al., 2013; Rindrayani, 2020).

Data from previous studies showed that the existence of technology exerts significant effect on the students' character. A study conducted by (Muslim et al., 2023) discovered that the presence of gadget makes students forget the time, neglect surrounding, and not respect others. Too much time spent for using gadget will make the students have no enough time to do other activities like learning and socializing with friends. In addition, the existence of technology also exerts some impacts: students have apathetic behavior, become a consumptive generation with poor social experience, and become individualists when they are in the classroom (Imawan et al., 2023).

The condition aforementioned encourages the school to make some policies aimed at equipping the students to anticipate the impact of rapidly-developing technology. It is important recalling that it becomes something important when it is connected to the reinforcement of character being the objective of Freedom Curriculum (*Kurikulum Merdeka*) today. The students' ability of using technology wisely needs to be synchronized with the reinforcement of appropriate character. The character education program in secondary school, particularly in senior high school, has not touches yet the heart of problem because the school has not been able to implement the management of character education well (Lintong et al., 2021). The Program of Strengthening Character Education shows that ethical education is very important to the successful golden generation (Wardani et al., 2023).

The development of adolescents' character through high-quality education in achieving Golden Indonesia in 2045 is the part of Indonesia's SDGs (Pasaribu et al., 2024). This initiative contains philosophical meaning that Indonesian students should be competent long life learners with strong character and behaving according to Pancasila values (Pusat Kurikulum dan Perbukuan, 2020; Rachman et al., 2024). Even in the era of Freedom Curriculum (*Kurikulum Merdeka*) implemented before, character education was embodied into the Project of Strengthening Pancasila Student Profile or called P5. The importance of P5, in a research conducted by (Solehuddin et al., 2024), shows that the implementation of policy concerning the Project of Strengthening Pancasila Student Profile has positive impact on the students' welfare. Cognitive, psychological, and social welfare dimensions indicate significant improvement. Additionally, such variables as students' hope, optimism, and cognitive engagement also correlate positively with the policy implementation. Previous studies showed that character education is important to implement, among others, by teachers.

Departing from the background written, character education is very important to provide particularly to Digital Native students. Each of schools, particularly teachers, of course have typical characteristics in implementing the character education existing and this will show their respective unique characteristics. It is important to dig the data of social action carried out by teachers, because many studies conducted so far focused more on the attempt taken by the schools as the implementer of policy. Therefore, in this research, the author focuses on the teachers' attempt as the implementer of learning process in relation to the implementation of character education through learning process both in and out of the classroom.

■ METHOD

Participants

The research conducted at Senior High School level in Surakarta was selected recalling that the Senior High School-age children have character very identical with the character of Digital Native students. Purposive sampling technique was chosen as the technique of collecting data by selecting informant according to the specified criteria. The criterion specified is the teacher of certain subject with material coverage relating to the material close to the society's life. The criterion was specified with an assumption that character and cultural values are close to certain learning material and relevant when they are taught concomitantly with material competency. The informants fitting the criterion are, among others, the teachers of Sociology and History, and the teachers responsible for the Project of Strengthening Pancasila Student Profile at school. Thirteen informants were selected consisting of 10 Sociology teachers who also responsible for P5 activity at school and 2 History teachers in Senior High Schools in Surakarta City, either Public or Private.

Research Design and Procedures

The research conducted in in 6-month period used a qualitative research method with case study approach. The qualitative method was selected to describe the results of field findings using the perspective chosen to extract the finding in depth (Denzin, 2011). A case study is selected to explore the uniqueness existing in a social setting or object being studied (Robert K Yin, 2005). Case study was chosen as the author wanted to identify educational practice typically and particularly relating to how the school implement the inculcation of character values at school. The procedure performed in this research refers to Stakes (1995) and Yin (2009) in (Cresswell, 2015) including, among others:

- a. Determining first the relevance of research theme to the case to be studied. In this case, the author determined case study based on an argument that the case chosen was limited to social setting of schools that can be identified clearly and aiming to get in-depth understanding on the case chosen, in this case the inculcation of character in digital native students carried out by teachers.
- b. Determining the case selected in focused manner, in this case the author focused on the teachers' attempt both in the learning process and out of the classroom related to the attempt of inculcating character education taken.
- c. Research data collection through observation, in-depth interview, and focus group discussion with informant selected according to the criterion.
- d. Conducting data analysis, starting with the aspect of case chronology occurring, and how the daily development is. In this research, the author preferred focusing on a small number of important problems or theme analyses, not to generalize but to understand the complexity of the process of inculcating character education carried out by teachers.
- e. The final interpretation is made by expressing the meaning of case chosen. In this stage, the author did interpretation through the selected perspective and then presented the result in the form of descriptive narrative.

Instrument

Data collection was carried out through in-depth interview, focus group discussion, and observation methods. Having collected the data in the field, data validation was carried out using source and method triangulation techniques. Triangulation technique was carried out by reading and then comparing the data obtained through interview with those obtained through focus group discussion and through observation.

In this research, the instrument used was in-depth interview guide, participatory

observation guide, written reflection sheet, and checklist of document analysis. Participatory observation guide was used to record the dynamic of school in using values believed in to organize a peaceful education at school. Observation note was made in detail to capture the context and circumstance occurring during education process in school environment. In addition to participatory observation guide, interview guide is designed to direct the process of interview with children or students, teachers, headmasters, and educational administrative staffs at school. This guideline includes several open-ended questions enabling the informants to share their experience, perception, and view on the research topic in detail.

Data analysis

Data analysis conducted using an interactive data analysis consisting of data collection, data reduction and data display processes. Data analysis conducted in this research involves:

- a. Creating and organizing file for the data obtained through observation, in-depth interview and focus group discussion.
- b. Reading entire transcription of interview, observation note and result of focus group discussion and making side notes to give code.
- c. Describing case and context in accordance with the focus of research.
- d. Creating themes in accordance with the result of code notes made.
- e. Using direct interpretation
- f. Generalizing the meaning that can be taken
- g. Presenting in-depth description on the case using narratives.

In the research process conducted, the author tested the data validity using triangulation technique. Data validity in this research involves the following criteria: credibility, transferability, *dependability* and *confirmability* (Ary et al., 2010).

- a. *Credibility*. Credibility in a qualitative research pertains to the truth of investigation's finding. To achieve credibility in this research, source and method triangulation techniques are used (Ary et al., 2010).
- b. *Transferability*. Transferability is the level where the findings of a qualitative research can be applied or generalized into other contexts or groups. In the attempt of achieving transferability, the author will carry out source triangulation to fulfill the generalization into other contexts or groups.
- c. *Dependability*. Some strategies were used to investigate *dependability*: using audit trail, replication logic, piecemeal replication, code recoding, inter-rater comparison, and triangulation (Ary et al., 2010). To test *dependability* in this research, method triangulation was used to get data compatibility.
- d. *Confirmability*. *Confirmability* in a qualitative research is as same as the concept of objectivity in quantitative research. Both of them relate to an idea of neutrality or the extent to which the research is free of bias in procedure and result interpretation. Method triangulation was selected in this research by comparing the data obtained through participatory observation with those obtained through interview and through document analysis.

In fulfilling the four criteria, the author used triangulation technique as the technique of validating data. Data validating technique used in this research was source triangulation by comparing the answer given by one informant with the one given by another. Method triangulation was also selected in this research.

■ RESULT AND DISCUSSION

The Activity of inculcating Character Education

The result of research shows that teachers have taken some attempts to respond to the Digital Native characteristics. One thing found in

the field relating to the character of children born in Digital Native era is that not all children can use their gadget well. In relation to technology, in this case *gadget*, the schools have different policies. Some teachers and schools believe that prohibiting the use of gadget is not the only way to control the students in the learning process. This is, of course, not without reason, recalling that the character of Digital Natives is very close to technology and sometimes even they will resist if they are prohibited from using technology. The use of gadget in learning process can be used as the learning media so that the learning is considered interesting to the students (Fitriansyah et al., n.d.). This does not stop at that point, recalling that teachers also should ensure that the students really use gadget for the learning process rather than for other purposes. It is these reasons that encourage some schools to apply the prohibition of using gadget in the classroom during the learning process.

Some schools accommodate the characters of students that have been accustomed with using gadget in daily life. The field data shows that gadget and digital device have been used widely in the learning process. In addition to the learning activity in the classroom, teacher also applies character education through the activity or the project of strengthening Pancasila Student profile. To make it easier, the author identifies the attempt of inculcating character education in Table 1.

The inculcation of character values is considered very important to give to the students in the era of very rapid information flow and technology development recalling that the characteristics of Digital Native children are always close to technology in all of their activities. Weber's perspective and theoretical concept are considered relevant recalling that in each of teacher's and school's action there is a rational consideration leading to an objective at the end. Through his theory, Weber assumes that human being can understand or attempt to understand his own intention through introspection process.

Table 1. Identification of activities in senior high schools in surakarta city

Manifestation of Character Education	Attempts of Inculcating Values
Critical reasoning	<ol style="list-style-type: none"> 1. <i>Outing class</i> by inviting the students to identify the process of registering the prospective participants of General Election (Indonesian: <i>Pemilu</i>) in General Election Commission. 2. The students are invited to appreciate others' choice (tolerance and appreciating other individuals' different choice). 3. The students are emphasized to keep polite in giving their voice in general election. 4. The students are invite to use social media carefully
Mutual cooperation	<ol style="list-style-type: none"> 1. The students are invited to utilize technology jointly by making poster through <i>Canva</i> media during the learning process through discussion using Project Based Learning model. 2. Working together to create creative poster in accordance with the theme of learning specified by the teacher.
Global Diversity	<ol style="list-style-type: none"> 1. Utilizing P5 activity in the school by inviting the students to identify the diversity within society, including among others the diversity the term of traditional costumes. 2. The students go to school wearing traditional costumes selected freely based on their agreement. 3. Stage (platform) for introducing a variety of traditional costumes they wear.
Creativity	<ol style="list-style-type: none"> 1. Inviting the students to find local wisdom existing around the school or their residence, for example in the Sociology learning with Local Wisdom material. 2. Utilizing P5 activity held by the school by bringing in an expert as resource person to make batik (<i>batik</i> business actors existing in Solo City, for example the ones coming from <u>Kampung Batik Solo</u>)
Independence	<p>The utilization of P5 activity themed Entrepreneurship is carried out in some stages:</p> <ol style="list-style-type: none"> 1. Identifying the form of entrepreneurship to be run. 2. Determining the design for marketing logo of product they have brought from home. The logo prepared by the groups will later be the identity of products they sell during P5 activity. 3. The students are encouraged to market their product through their social media. 4. Entrepreneurship activity has sustainable impact on the students in learning how to use social media for the process of marketing and selling their product.
Creative and critical reasoning	<p>The use of gadget in the learning process in the classroom is conducted in some ways:</p> <ol style="list-style-type: none"> 1. Using gadget during learning process to search for learning source and to produce creative work in the form of video, photograph, and poster related to learning material. 2. Reminding the students to keep careful in using social media well. 3. Determining and searching for good information to anticipate the effect of hoax.

4. Analyzing whether or not a news coverage is true or fake
 5. The students are also emphasized not to share anything easily on their social media.
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On the other hand, he can interpret others' deed in relation to the intention they use or putatively they use (Tony Rudyansjah; Pradipa Perdana Rasidi, 2020).

Education implemented by teachers in a school surely results in different consideration between one school and another. This is in line with Weber stating that social action is all human behavior having subjective meaning. There are two meanings contained within it, in which the meaning of action can be analyzed either concretely as the action has for each certain actor or ideally in relation to the subjective meaning on the part of the hypothetical actor. Weber assumes that something can be defined as a social action if it contains three elements. Firstly, the behavior performed has subjective meaning. Secondly, the behavior affects other behaviors. Thirdly, the behavior is affected by other behaviors. In Weber's social action, behavior arises due to the intervention of thinking process and meaningful action consisting of stimulus and response (Ritzer, 2012).

The inculcation of Pancasila Student Profile values implemented by the school is a rational action affected by school environment broadly. Values and norms enacted in a school encourage teachers and school to attempt to equip the children born in Digital Native era to keep knowing and undertaking what are permitted and what are not conforming to values and norms where they live. Weber thinks that social action is an action committed by an individual behind which there is an effect of values and norms enacted in the society and then certain objective or meaning to be achieved (Alfred Schutz/ : n.d.). Weber provides five characteristics why an individual's action is affected by external condition. The characteristics are:

1. An individual's action is a subjective action.
2. An individual's action is a real action that is mental entirely.
3. The individual's action can result from a situational condition repeated intentionally and in the format agreed collectively.
4. The individual's action is intended to one person or group.
5. The individual's action is affected by external condition (Johnson, 1986).

It is believed that as a rational action, teacher's action in the character inculcation can be classified into some rational action, according to Weber in (Johnson, 1986), consisting of instrumental rational action, value-oriented action, traditional action, and affective action.

Instrumental rational action

Instrumental rational action is the one based on the hope on the object's behavior toward environment and human behavior. The hope is used as an instrument in the process of achieving an individual's objective thought of rationally. This level is the highest type compared with the other three social actions. The instrumental rational type consists of consideration and option relating to the objective of action and what instruments are needed to achieve it. An individual is considered having various goals to be achieved. The desire is based on certain criteria that can help him/her choose one option among the goals he/she has. The instrumental rational action is determined by the expectation on the object's behavior in environment and on other human; this expectation is used as "condition" or "means" of achieving the goal pursued and taken into account rationally by the actor (Khalil & Marciano, 2021).

After the individual understand what his/her main ideal is, he/she will start to find a means to

be used to achieve the goal aforementioned. Many activities can be done: collecting information, and recording the possibility likely occurring and constraint or problem likely encountered in the environment (Lawang, 2004). Furthermore, the individual will try to predict the consequence of some action options. There are some considerations and therefore an option arises synchronized with the instrument that can describe an individual consideration on its effectiveness and efficiency. When the action has been committed, an individual will find out objectively something relating to the objective he/she wants (Lawang, 2004).

Considering the activities carried out, teachers of course made certain consideration relating to character education implemented. The first thing considered is the availability of facilities and infrastructures during the learning process including the optimization of P5 activity, one of which is the learning technology available at school. Through teachers' consideration in identifying and utilizing facilities and infrastructures existing, the character values will be expectedly inculcated strongly inside children. Furthermore, teachers hope that what is done is not merely a routine, but also implement the Pancasila values sustainably in their daily activities, particularly in school environment. This is as suggested by one of teachers in Senior High School, as follows:

"yeah... it is expected that P5 or characters taught are not only formality, but the students also actually understand and implement them at home or out of the school" (RD, A History Teacher 05/2024).

Value-oriented Rational Action

The value-oriented rational action is the one based on conscious belief in a distinctive value of an ethical, esthetical, religious behavior, and etc. regardless its successfulness level. In this type, there is an assumption that instrument is only an object used as conscious consideration and calculation. As shown by its name, this action

focuses on the value held tightly because the objectives wanted have been achieved in relation to individual values that are absolute in nature (Jones, 2016). This absoluteness is non-rational because an individual cannot predict objectively which goal he/she should choose. This absoluteness is also manifested into a commitment to certain values so that the rational consideration on utility, efficiency and etc. is irrelevant. In addition, individual does not take it into account when it is compared with alternative values. An individual will consider an appropriate instrument to achieve the values, but the values have been existent before (Lawang, 2004). The value-oriented rational action is reflected on the school's contribution to the implementation of character education in each of schools.

The importance of character to keep internalized into the school can be achieved, among others, through the disciplining activity implemented by teachers and school. This is confirmed by one of informants, as follows:

"In our school, SMA Al Islam 1 Surakarta, we firmly prohibit the students from bringing and using smartphone in the classroom. If teachers need smartphones to be used as learning media, they should apply for the memo to the corresponding school and will be permitted to use it in the specified time. It seems to be conventional, but this is how we discipline them in the expectation that they will not focus on their smartphone during the learning process" (WM, a Teacher of Sociology, 06/2024).

Through the disciplining process held, the school believes that the character of mutual respect will be achieved gradually. The informant's statement is different from what is conducted in other schools. This is as suggested by one of teachers, as follows:

"Yeah...the character of our children now is all related to technology, so if we prohibit them from using smartphone, it will

be difficult. This instead becomes a challenge for teachers to use gadget precisely and well. The example is, among others, that in P5 themed entrepreneurship I motivated them to make promotion through their social media. Or they also can make their brand label of their own product using smartphone. If it is done together, they will expectedly have the sense of mutual respect for fellow friends". (DI, a Teacher of Sociology 06/2024).

Strong and shared belief inside teachers in a school is a reason for the school to provide and to attempt to inculcate good character values in and out of learning process. One of important things also becoming the consideration relates to the risk of fading character inside the students born in Digital Native era today.

Traditional Action

Traditional action is the one based on how an individual's behavior is considered common as it has been performed usually. This action also belongs to the habit performed hereditarily (Handayani & Handayani, 2021). This type of action also belongs to non-rational social action because an individual will do an activity that has been usually done without plan or conscious reflection. The individual will validate the action through stating that he/she always behaves like that because it has been a habit for him/her. If the habit he does is also done by dominant group or community, the habit will also be supported and accepted just the way it is unquestionably (Jones, 2016). An individual will say that this action has been committed hereditarily and will be done continuously. One thing also found in the school activity relates to the reinforcement of character values and the inculcation of values and norms and anything related to morality in school. This is as suggested by a teacher, as follow:

"Yeah... the schools surely has likely different values, but they have the same objective, to create good character among the

students. For example, there is a school literacy activity, in which the students are allowed to use smartphones in P5 program" (RD, a Teacher of History, 05/2024).

Every school always has values and norms maintained continuously. However, the process of inculcating character value in the learning activity in the classroom and in P5 activity, for example, is less appropriate to be included into the classification of traditional action recalling that learning activity and P5 activity are an long organized activity involving preparation, process and output. Even after the *gelar karya* (work exhibition) activity is held, evaluation activity is carried out to evaluate and to optimize the next activities. This is in line with what Weber has suggested that in his view, this type of action has disappeared gradually because an individual uses more instrumental rational behavior (Lawang, 2004).

Affective Action

Affective action is the one based on an individual's emotional condition without intellectual reflection or conscious planning. An individual's explosive emotional condition such as love, anger, fear, or happiness will automatically be seen without reflection process. Such action is very irrational because inadequate logic consideration, ideology, and other criteria (Lawang, 2004). The four types of social action are considered as ideal types, according to Weber. Weber admits that not all actions will be included into the classification of all action, if any it will conform entirely to one of these types. The same behavior may be compatible to the different category of social action in different situation. This is dependent on the subjective orientation of the individual committing the action. Learning activity, either in or out of classroom, conducted in a school contains more elements of instrumental rational action and value-oriented action. The school aims to inculcate the character values into students, recalling that they are children living in

Digital Native era through P5 activity adjusted with the theme specified. The inculcation of character values are considered important to anticipate and to control the students in Digital Native era.

Character education has a very important objective also underlying the Freedom Curriculum (*Kurikulum Merdeka*) to provide character education through P5. This also underlies many studies on the urgency of character education. In addition to P5 activity, the learning process has big portion and is also important in internalizing character values into students through teachers. The selection of diverse learning methods through project based learning, problem based learning and case study is carried out not only as an obligation of method implementation. Additionally, the selection of method provides a big opportunity for students and teachers to comprehend the character values. The character values include cooperating in learning discussion, mutual respect for friends' opinion, practicing to think critically, learning to express opinion, and learning to give solution to the problems around the students. Besides, the the use of gadget wisely by teachers, for example, is an alternative way in internalizing the character values into digital students through using gadget to access learning media. This will indirectly give the students literacy on how to use technology wisely. Through these simple practices, the character values will expectedly grow inside digital native students both in and out of school.

■ CONCLUSION

The conclusion of current research is that the inculcation of character into Digital Native students is carried out through considering several things interpreted by Weber in rational action. Rational action arising more often belongs to the classification of instrumental rational action and value-oriented action. The result obtained is expected to give several practical benefits to the development and the optimization of character education existing in the schools, particularly at

Senior High School level, in Surakarta. Through the research conducted, schools can synergize with teachers to implement character education rather than merely normalizing the activity as the demand of Freedom Curriculum. The first benefit the author wants to deliver through this article is that teachers understand what and how are the characters of Digital Native students. Teachers' understanding on the character of Digital Native students is considered not only as a problem and a challenge, but also as an opportunity the schools and the teachers can utilize to develop the potencies existing inside the students. Several challenges related to technology, among others, can be captured by the schools as the opportunity and the challenge all at once in inculcating character values along with the so rapid technology development.

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