

Internalization of Character Values of the Millennial Generation in Schools

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Abstract

The millennial generation faces serious challenges in maintaining character values amidst the rapid development of technology and globalization. This phenomenon demands an active role from educational institutions, especially schools, in internalizing character values systematically and sustainably. This study aims to analyze the internalization of character values of the millennial generation in schools based on a literature review. The results of the study indicate that the approach through teacher role models, school cultural habits, integration of local wisdom, and utilization of digital media are effective methods in shaping student character. Positive cultural models have also been shown to increase students' internal motivation and disciplined behavior. With synergy between schools, families, and communities, the process of internalizing character values can take place optimally and form a generation that is not only intellectually intelligent, but also strong in moral and spiritual values.

Keywords: *Internalization, Character Values, Millennial Generation*

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Introduction

The development of the era marked by technological advances and the flow of globalization has had a major impact on the behavior and mindset of the millennial generation. This generation grew up in a fast-paced, open, and free environment, which on the one hand provides great opportunities for development, but on the other hand also has the potential to erode noble character values, such as honesty, responsibility, hard work, and social concern. There are several important tendencies on a macro scale as a form of consequence of the 21st century, namely: (1) The ongoing digital revolution which is increasingly extraordinary which changes the joints of life, culture, civilization, and society including education; (2) The occurrence of integration in various parts of the world which is increasingly intensive due to internationalization, globalization, multilateral relations, communication technology, and transportation technology; (3) The ongoing flattening of the world (the world is flat) as a result of various fundamental changes in the dimensions of human life, especially due to the globalization of countries, corporations, and individuals; (4) The rapid changes in the world that make the world seem to be running helter-skelter, space seems to be shrinking, time feels short, and obsolescence as something happens quickly; (5) The increasing growth of a knowledge society, information society, and network society that makes knowledge, information, and networks very important capital; (6) The increasingly clear phenomenon of the creative century along with a reactive society that places creativity and innovation as capital for individuals, companies, and society [1]

The placement of character education values and attitudes of Indonesian society has long been proposed in the realm of education. It's just that its realization is sidelined by positive assessments that are pragmatic so that assessments of attitudes oriented towards character values are sidelined. So that other dimensions such as aspects of cognitive ability, values, and attitudes, communicating, living side by side, habits of learning together, love of the homeland, healthy living habits, and so on are considered not so important.

Some principles of character value instillation are as follows: (1) Continuous from early childhood to high school and even college; (2) Integrated into the curriculum practically in every subject; (3) Character education is not as a subject in itself and not as a stand-alone material but as a value taken from the material taught in each subject; (4) The object is students, understanding, and implementation of values developed in educational units and levels, the goal is for students to actively actualize character values .[2]

Schools as formal educational institutions have a strategic role in shaping the character of students. Internalization of character values needs to be carried out systematically, continuously, and integrated into all school activities, both through classroom learning, extracurricular activities, and exemplary behavior from educators. This process is important to equip the millennial generation so that they are not only intellectually intelligent, but also emotionally and spiritually mature. Given the importance of character formation in facing the challenges of the digital era and the increasingly real moral crisis, internalization of character values in the school environment is an urgent need. Character education is not just an addition, but the core of the goal of national education to form people who are faithful, pious, have noble morals, and are able to contribute positively to community and national life.

Literature Review

The Importance of Internalizing Character Values in the Millennial Generation

Indicators of the millennial generation which are the characteristics or traits of the millennial generation concluded from several experts, in this study are as follows: a) Communication patterns are very open compared to previous generations b) Fanatical social media users and their lives are very much influenced c) by technological developments d)

More open to political and economic views, so they appear very reactive to environmental changes that occur around them. e) More trusting of content or information created by individuals (User Generated Content) than one-way information f) Less fond of reading conventionally g) Tend not to be loyal but work effectively.

The millennial generation, who grew up amidst the rapid development of technology and globalization, faces challenges in maintaining noble character values. Character education is crucial to forming individuals with integrity, tolerance, and responsibility. Islamic education, for example, plays an important role in instilling moral and ethical values that are essential for the formation of the character of the millennial generation who are tough and have noble character.

Basic Values in Character Education in Schools

According to the Ministry of Education and Culture there are 18 character values that must be developed at every level and educational unit in Indonesia. [1] In order to implement the movement to strengthen character education, it is crystallized into 5 basic values of character education, namely: First, religious values. It is a reflection of the attitude of faith in God Almighty which is manifested in the behavior of carrying out the teachings of religion and beliefs that are embraced, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, and living in harmony and peace with other religions. Religious character values include three dimensions of realization at once, namely the relationship between individuals and God, individuals with others, and individuals with the universe. Religious character values are shown in the behavior of loving and maintaining the integrity of creation. Overall, the sub-values contained in religious values include love of peace, tolerance, respect for differences in religion and belief, steadfastness, self-confidence, cooperation between adherents of religion and belief, anti-bullying and violence, friendship, sincerity, not forcing one's will, loving the environment, and protecting the small and marginalized.

Second, nationalist. Nationalist values are a way of thinking, behaving, and acting that shows loyalty, concern, and high appreciation for the language, physical environment, social, cultural, economic, and political of the nation, and places the interests of the nation and state above the interests of oneself and one's group. Other nationalist sub-values include the attitude of appreciating one's own national culture, preserving the nation's cultural wealth, being willing to sacrifice, excelling, achieving, loving one's country, protecting the environment, obeying the law, being disciplined, respecting cultural, ethnic, and religious diversity.

Third, independent. Independent character values are attitudes and behaviors that do not depend on others and use all energy, thoughts, and time to realize hopes, dreams, and ideals. Also shown by work ethic or hard work, tough, resilient, fighting spirit, professional, creative, courage, and becoming a lifelong learner.

Fourth, mutual cooperation. The value of mutual cooperation is a reflection of the act of respect, the spirit of cooperation and working together to solve common problems, establishing communication and friendship, and providing assistance and help to people in need. Other values of the attitude of mutual cooperation that need to be developed are inclusive, commitment to joint decisions, consensus, solidarity, empathy, anti-discrimination, anti-violence, and volunteerism.

Fifth, integrity. The last main value of strengthening character education is the value of integrity. It is a behavioral value that is based on efforts to make oneself a person who can always be trusted in words, actions, and work, has a commitment and loyalty to humanitarian and moral values. Sub-values of integrity include an attitude of responsibility as a citizen,

actively involved in social life, and consistency of actions and words based on the truth. With the following thought process.

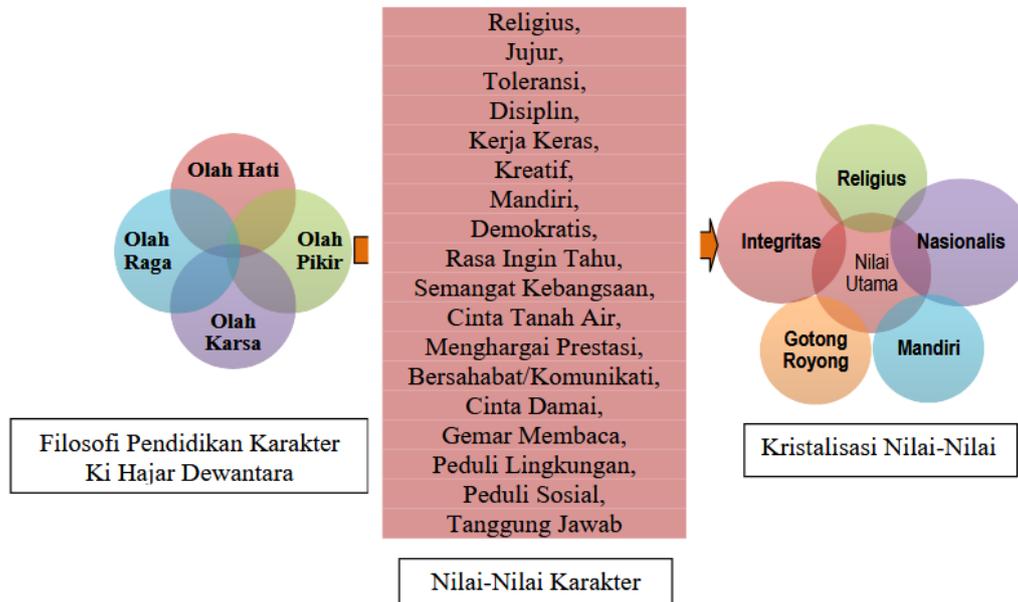


Figure 1. Concept and Guidelines for Strengthening Character Education

Meanwhile, in the Islamic perspective, there are 2 forms of character education values, namely: (1) Rabbaniyah values, which are fundamental religious values for human life that are very important to instill in children. Among the values are faith, Islam, ihsan, taqwa, ikhlas, tawakal, gratitude and patience. (2) Insaniyah values, which are human values that are manifested in real behavior. Among the values are silaturahmi, equality, fairness, good thinking, humility, keeping promises, broad-mindedness, trustworthiness, thrift and generosity.[3]

The process of internalizing character values in theory can be done through three stages, as follows: (1) Value transformation stage, namely internalization of values is done by delivering physical material through teaching in class, so that students know good and bad values.[4] The internalization process begins from the value transformation stage obtained by students when they hear their teachers directly inform them of the goodness of character values and the badness of not having these character values. Practically, teachers conduct one-way communication with students about what is good and bad. At this transformation stage, the process of accepting values occurs. Values are received by students by listening, seeing, and reading. Through the senses of hearing and sight, students gain knowledge about values, goodness, badness, and their benefits for life.[5] (2) The value transaction stage, namely the internalization of values is carried out through reciprocal communication and information understood by students through examples of actions carried out by teachers so that students can also respond to the same values. Next, after the value transformation stage, namely the value transaction stage. At this transaction stage, the process of responding to values occurs. Response means a reply or response, a reaction to stimuli received by the five senses. Basically, there are three responses given by students to the knowledge of values that have been received, namely accepting values, rejecting values, and being indifferent. (3) The transinternalization stage, namely the appearance of educators

in front of students is not seen from their physical appearance but rather from a mental attitude or personality that plays an active role.[4] The last stage of the internalization process is the transinternalization stage. At this stage, the internalization of values is carried out through a process that is not only verbal communication but also accompanied by mental attitudes and personality. [5] The internalization process when associated with human development, should be carried out gradually in accordance with its development. By carrying out internalization gradually, it will make it easier to understand the material given by the teacher to students, so that a good attitude will be created in the students.

There are several internalization methods that can be applied in schools with the aim of students having a solid personality and noble morals, including:

- (1) Modeling method,
- (2) Training and habituation method,
- (3) Lesson-taking method,
- (4) Advice-giving method,
- (5) Targhib wa tarhib method, and
- (6) Discipline method.[6]

Internalization of Character Values of the Millennial Generation in Schools

The instillation of character values is not only centered on the educational process of the younger generation, but the task also lies with individuals and the rationality of individuals within educational institutions. [7] The key to the movement to strengthen character education in each educational unit lies in how the three centers of education are connected, namely classroom culture, school culture, and family or community culture.

First, classroom culture. The process of internalizing the five basic values of character education that can be done in the classroom is related to curriculum management, classroom management, and the learning methods used. Regarding the internalization of character education values in terms of curriculum management, it is necessary to understand that the curriculum is needed so that the goals to be achieved can be directed according to the expectations set, namely the internalization of the basic values of character education in a complete and comprehensive manner.

Second, school culture. This tradition colors the quality of school life, including the quality of the environment, interactions between school residents, and the academic atmosphere. School culture is the organizational culture of educational institutions. The quality of school life that grows and develops based on the 5 main values of PPK (religious, nationalist, mutual cooperation, independent, and integrity). School culture also determines the formation of the quality of learning, working, and interaction between the principal, teachers, education personnel, students, and parents of students. An educational ecosystem that involves individuals, norms, regulations, and consistency of implementation. On the other hand, school efforts aim to support the formation of school branding (building a unique and special school image).

Teachers play a central role in internalizing character values through role models. Teachers' actions in providing examples of positive behavior, such as honesty, discipline, and responsibility, can influence students to imitate and internalize these values. Research shows that teacher role models are effective in shaping students' character in schools. [8] In the digital era, the use of technology and digital media is an effective means for internalizing character values. Teachers can use digital media to deliver interesting and relevant character

education materials for the millennial generation. However, challenges such as the lack of mastery of technology by teachers need to be overcome to maximize this strategy. [9]

Habituation through routine activities and school culture is also an effective strategy in internalizing character values. Programs such as "Jumat Berkah" in schools can instill religious values, nationalism, and mutual cooperation in students. This activity helps shape a strong, disciplined, and environmentally conscious character. [8] Integrating local wisdom into character education can strengthen students' cultural and moral identity. Values from local cultures, such as Batak, Sundanese, Javanese, Madurese, and Bugis cultures, can be implemented in formal education to instill noble values in the millennial generation. [10]

Third, family culture. The introduction of character education values occurs in the family since they are still in the womb. The family is the first environment where children learn about values, attitudes, and behaviors that will influence the formation of personality and character through good practices in the habituation process.

Character learning has a positive impact on strengthening the character of millennial generation students. Research shows that there is a significant influence between character learning and strengthening student character, with a contribution of 23.3%. This shows the importance of integrating character education into the school curriculum. [11]

Research Methodology

The method used is using a Literature review study (Library research). The data collection technique that we use in this study is by identifying various articles, journals, books or other sources, which contain the topic of discussion that we raise. The design that we do in this discussion, namely: choosing a discussion topic, investigating information, choosing a research focus based on information data, reviewing data from various sources, understanding reference article sources, making educational notes and making them into reports.

Results

1. Schools Play a Central Role Schools have a great responsibility in shaping the character of millennial generation students. Internalization of character values does not only occur through formal lessons, but also through school culture, teacher exemplars, and non-academic activities.
2. Teacher Exemplars are very Influential and act as role models. Students tend to imitate teacher behavior in everyday life. Therefore, teachers with strong character tend to succeed in instilling moral values in students.
3. School Culture Encourages Positive Habits A school environment that consistently implements a culture of discipline, responsibility, tolerance, and mutual cooperation can strengthen these values in students. Activities such as flag ceremonies, clean Fridays, and religious programs are very effective.
4. Integration of Local Wisdom Fosters Identity The use of local values in learning strengthens students' cultural identity while instilling noble values such as politeness, respect, and togetherness.
5. Utilization of Technology Still Needs to be Improved Digital media can be an effective tool for character education, but it has not been used optimally. There are still many

teachers who have not mastered technology or have not utilized digital platforms to build student character.

6. Positive Culture-Based Internalization Model is Effective A positive culture approach that focuses on discipline and autonomous motivation has been proven to be able to form consistent and internalized character in students.
7. Character Learning Contributes Significantly There is a strong relationship between the character learning process and strengthening student character. The more intensive character learning is carried out, the greater its influence on the formation of student character.

Conclusion

Internalization of character values in the millennial generation in schools is an important process that cannot be done instantly and requires a holistic approach, involving teacher role models, habituation through school culture, integration of local wisdom, and utilization of technology and digital media. These strategies need to be implemented consistently to shape the character of the millennial generation with integrity and ready to face the challenges of the times.

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