

Character Education for Adolescence as A Predictor of Social Sensitivity in The Digital Era

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Abstract. Nowadays, the development of technology takes the people to the digital era. Millennials adolescence use gadget for communicating, searching information, doing business, and even education courses. The digital era has both positive and negative impact. One of negative impact is lack of social sensitivity which has begun to decrease because they prefer to communicate using gadget by social media than face-to-face. Excessive use of gadget in adolescence will be potentially weaken their social skill. Social sensitivity is used for people to interact each other in community. Parents who teach their children with character education will enhance their social sensitivity. Therefore, character education plays important role to control their attitude in the digital era. This study aims to determine the effect of character education given by family for adolescence towards the emergence of social sensitivity. Participants in this study were 261 adolescence in the age range 10 – 19 years old. The result revealed that character education gave effective contribution of 6,7% towards the emergence of social sensitivity.

Keywords: adolescence, character education, digital era, family, social sensitivity

1 Introduction

Technology is growing rapidly nowadays. Everybody uses internet to do anything. Nowadays, millennials adolescence use gadget for communicating, searching information, doing business, and even education courses. The APJII (2017) conducted survey and revealed that internet user in Indonesia were 143,26 million people. Based on APJII's survey, most internet user are teenagers aged 13 – 18 years old. The survey showed that teens in millennial generation depend on gadgets. The gadget facilitates people to communicate through virtual world such as WhatsApp, line, Facebook messenger, and also gives comments on Instagram social media, Facebook, twitter, and paths, so that social interactions between them occur indirectly. The digital era now began to shift the culture and adolescence who have gadget prefer to focus to access social media and interact with the virtual world than the real world. They are more concerned with the number of likes or comments on social media. Direct social interaction becomes less as the effects of social media development. Excessive use of gadget causes adolescents do not care about situations

that occur around them. They were reluctant to help or show concern whether verbal or non-verbal. Currently, the social sensitivity of adolescence began to decline as the negative impact of the digital era. Adolescents who are sensitive to the social environment will not prioritize their personal interests, they will be responsive, dare to act, dare to admit their mistakes, and also be responsible for their behavior. Tondok (2012) defined social sensitivity as the ability to react quickly and precisely to the situation.

Social sensitivity part of social skills that must be trained early through the smallest scope of individuals. So, the family has an important role in every child's growth both from cognitive, affective, and social. According to Berkowitz (2002) families, (especially parents) have a power to influence good character in children. Therefore, character education is believed to be something that can enhance social sensitivity in adolescents in the digital era. Character education intends to shape character based on values or norms in society (Kurniawan, 2015). The values given consist components of the aspects of knowledge, feelings and actions for oneself, society and the nation (Afandi, 2011). The existence of character education given by parents to adolescents is expected to be able to increase the ability of children to interact socially in the digital era. As mentioned above, digital era has the negative impact to social sensitivity. This skill begins to decline and affect social ability to interact with another. On the other hand, character education can influence and even be predicted to improve social sensitivity. Based on that problems, this study aims to determine the effect of character education for adolescence towards the emergence of social sensitivity

2 Literature Review

2.1 Social sensitivity

According to Tondok (2012) social sensitivity is defined as a person's ability to react quickly and precisely to the social situation around them. Adolescence who have a social sensitivity can be responsive to the situation around them. They are trying to suit their attitude by norms in community that contain the concept of good, bad, inappropriate, or acceptable (Anggraini, 2015). Adolescents who are sensitive to social situations can read the situation and react appropriately to understand the situations that occur around them. They will try to be brave, be responsible for their actions, respect others, show empathy and sympathy, and also share with others. Ningrum (2015) said that social sensitivity is an act that appears within the individual to feel the situation either happy or sad. If adolescents no longer care about their surroundings, they will more concern about them self and their appearance on social media, this can be the indicator of weaken social sensitivity in adolescence.

Davis (1980) proposed three components to measure social sensitivity, namely perspective-taking behaviors emphasize non egocentric, fantasy, and empathic concern.

Davis (1980) believes that perspective-taking as the tendency of individuals to take another person's perspective. Fantasy, described as the ability of individuals to change themselves imaginatively both in feeling and action through imaginary characters from novels, movies, or games (Davis, 1980). While empathic concern, is part of social sensitivity as an individual's ability to reflect feelings of warmth and sympathy related to caring for others (Davis, 1980).

2.2 Character education

Character education is defined by Lickona (Sudrajat, 2011) as a deliberate attempt to make individuals understand, pay attention, and do the ethical values. Ethical values are important thing to be taught to children from early age. Berkowitz (2002) believes that families have an important role in develop character education in childhood. Giving character education to children is a planned effort carried out by various parties to build character based on values or norms in the community (Kurniawan, 2015). Additionally, Raharjo (2010) said that character education teaches the moral dimension and social environment as the basis for the formation of a quality generation. Character education is not only carried out by families, but also carried out together and sustainably in the education field, and social environment.

To understand moral education, Lickona (Sudrajat, 2011) suggest the moral education component into three main parts, namely, moral knowing, moral feeling, and moral action. Moral knowing as a form of moral knowledge, Lickona (Sudrajat, 2011) believes that individuals who have moral knowledge become the main foundation before individuals act. This moral knowledge is based on moral awareness, knowing moral values, being able to take other people's perspectives, moral reasoning, decision making, and self-knowledge. Lickona (Sudrajat, 2011) said moral feeling is part of the feeling to behave based on conscience, self-esteem, empathy, loving the good, self-control and humility. While moral action is part of the application of individual moral knowledge. Lickona (Sudrajat, 2011) believes to understand what drives a person to act morally, three things must be seen, namely competence, will and habits.

3 Method

Subject in this study were adolescents in the age range of 10-19 years. Data is collected by purposive random sampling to match the characteristics of this study. The correlation and regression techniques are used in this study. Correlation techniques used to determine the relationship between independent and dependent variables, and linear regression technique is used determine the effective contribution given by the dependent variable to the independent variable.

3.1 Sample

As mentioned in the table 1, the sample in this study was 210 adolescence. Based on Santrock (2011) adolescence is from 10 years old to 22 years old. In this sample we found adolescence with an age range of 10-19 years. The majority of the characteristics in this study were girls with 159 (75.7%) subjects and boys with a total of 51 (24.3%) subjects. Based on age, the majority of the research subjects were in the age range of 14-16 years with a total of 124 subjects (59%), followed by the age range of 17-19 years with a total of 82 subjects (39%), and the lowest were subjects with ages 10 - 13 years with 4 subjects (1.9%).

Table 1. Sample description

		Age			Total
		10 – 13	14 – 16	17 – 19	
Gender	Girls	3	92	64	159 (75.7%)
	Boys	0	32	19	51 (24.3%)
Total		3 (1.4%)	124 (59%)	83 (39.5%)	210 (100%)

3.2 Measurement Tools

3.2.1 Social sensitivity scale

Social sensitivity scale is composed and modified from three components by Davis namely perspective taking, fantasy, and emphatic concern. The scale consists of 12 items with each item in each component. Social sensitivity scale used Likert model 'scale that moves from very inappropriate to very appropriate. Examples of items on this scale are like "Saya mudah menangis ketika melihat kejadian yang mengharukan". Validation scor measured by coefficient total-aitem correlation. Azwar (2015) suggests the minimum score of validity is rit 0,30 as satisfying aitem. Based on that score, the validity score (rit) on this scale moves from 0.417 - 0.639. realibility score measured by internal concistency with the reliability score for this scale (α) is 0.781, means reliable enough to used for research purpose (Periantalo, 2015).

3.2.2 Character education scale

Character education scale is composed and modified from three components of education character by Lickona namely moral knowing, moral feeling, and moral action. The scale consists of 7 items using a Likert model 'scale that moves from very inappropriate to very appropriate. Examples of items on this scale are like "saya mempertimbangkan akibat dari perilaku yang saya lakukan". Validity score measured by coefficient total-aitem correlation. Azwar (2015) suggests the minimum score of validity is rit 0,30 as satisfying aitem, and validity score (rit) on this scale moves from 0.377 - 0.620 and the reliability score (α) is 0.530. Urbina (Periantalo, 2015) suggest that for reasearch purpose this scale can not be used because reliability score (α) is below 0,60, means not reliable to be used for next

research.

4 Results

4.1 Correlation analysis

Bivariate correlation analysis is used to determine correlation between independent variables and dependent variables. The results of the Pearson correlation analysis can be seen in Table 2. Table 2 showed that coefficient correlation is 0.435 with a significance level of $p < 0.01$. It means that there is a positive relationship between character education and social sensitivity. A positive relationship on the correlation can be interpreted that there is possible correlation between character education and social sensitivity in adolescents.

Table 2. Coefficient correlation analysis

		Character Education	Social Sensitivity
Character Education	Pearson Correlation	1	.435**
	Sig. (2-tailed)		.000
	N	210	210
Social Sensitivity	Pearson Correlation	.435**	1
	Sig. (2-tailed)	.000	
	N	210	210

** . Correlation is significant at the 0.01 level (2-tailed).

4.2 Regression Analysis

To determine the effective contribution of independent variables on the dependent variable, we used regression analysis. Table 3 revealed that F score = 48,423 with the significant level of $p < 0,001$, it means this model assumed to be linear regression analysis. Determinan correlation can be seen on R Square score of 0.189. These results indicate that character education made an effective contribution of 18,9% in the emergence of social sensitivity, and another 81,1% influenced by other factors.

Table 3. Regression Analysis

Model	R	R Square	Anova Analysis	
			F	Sig. F
1	.435 ^a	.189	48.423	.000

a. Predictors: (Constant), character education

Based on the table 4, the regression equation can be interpreted that if there is no character education, then consistent score of social sensitivity owned by adolescence is

22.665. Meanwhile, if character education increase 1% it will increase social sensitivity by 23.525. The regression equation can be seen below :

$$Y' = a + b X \rightarrow Y' = 23.665 + 0.860 X$$

Table 4. Coefficients

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	22.665	3.559		6.368	.000
	Character Education	.860	.124	.435	6.959	.000

a. Dependent Variable: Social Sensitivity

Based on the result the t – test above, it can be seen that t score of 6.959 with a significance value $p < 0.001$, it can be interpreted that the hypothesis in this study is accepted that character education affects social sensitivity in adolescence. According to Berkowitz (2002), when children get older, school becomes more influential to give character education than family. Children will easily absorb moral learning but adolescence nowadays face digital era where the influence of exposure to mass media, peer group, and community to behave morally. Therefore, mass media, peer groups, and community, as logical factors that cause character education is less a determining factor in the emergence of social sensitivity in adolescents.

4.3 Comparative Analysis

T test and is used to find out the differences in each subjects' characteristics. Based on gender, there was no significant difference in character education ($p > 0.05$), but there was a significant difference in social sensitivity ($p < 0.05$). The mean difference showed that girls have a higher ability than boys to be socially sensitive (Table 5).

Table 5. T test Analysis

		Social sensitivity	Character education
T test		5.117	1.706
Sig.		0.000	0.092
Mean based on	Girls	48.5912	28.8491
Gender	Boys	43.0196	27.7451

Based on age groups (Table 6), both character education and social sensitivity were not found significant differences ($p > 0.05$).

Table 6. ANOVA Analysis

		Social sensitivity	Character education
F test		2.677	2.858
Sig.		0.071	0.060
Mean based on	10 – 13 years old	40.5000	27.2500
Age Group	14 – 16 years old	47.8790	29.0645
	17 – 19 years old	46.5976	27.9146

5 Conclusion

Based on result above, we found that character education has positive correlation with social sensitivity. Character education gave 18.9% effective contribution to social sensitivity. Girls have better social sensitivity than boys, and based on age group not found significant differences both on character education and social sensitivity. For future studies, we suggest to consider form of character education that fit to the adolescences in the digital era and also consider other variables such as peer groups, mass media, and community.

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