

Current social studies learning: Technology-based learning media for character education

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ABSTRACT Technology-based learning mediums should include character education to ensure that students' character and technical and academic skills are built. Character education in technology-based learning media will improve students' learning experiences, promote a holistic understanding, and produce a moral generation. This article focuses on optimizing the use of technology-based learning media as a contemporary learning tool for professional social studies teachers, its use in implementing student character education, and its role and challenges in using it. This qualitative descriptive employs a literature study to gather academic data on "Optimal Utilization of Technology-Based Learning Media in Contemporary Social Sciences Education for Character Development Towards Society 5.0." Scopus-indexed 2013–2023 academic publications were used for the literature analysis. This study technique synthesizes and analyzes literature to determine how technology-based learning media are employed in character education in current social studies education and how to prepare students for society. 5.0. This research examines how professional social studies teachers advance national education, how technology-based learning media can create a character-based, moral, and culturally rich educational environment that maintains and expands local cultural wisdom in students' character education, and how professional social studies instructors use technology-based learning media to develop students. The whole discussion in this article. Teacher information and technology literacy are needed to implement technology-based learning and address social issues. 5.0. Instilling active, creative, inventive, and critical thinkers requires a learner-centred strategy and practical instruction.

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1. INTRODUCTION

The era of Society 5.0 has indeed become a hot topic discussed worldwide, including in Indonesia. Society 5.0 is a concept of a future society based on innovative technology, where humans and technology work together to achieve social and economic progress. This concept emerged as a continuation from previous eras, such as Society 1.0 (society-based agrarian), Society 2.0 (society-based industry), Society 3.0 (society-based information), and Society 4.0 (society-based technology information). Realizing Society 5.0 in education needs a holistic approach to preparing students to become individuals who can adapt and develop in an era that continues changing quickly. The concept of Era Society 5.0 has significant implications for social studies (Science Knowledge Social) and demands the use of learning media-based technology as a tool for learning that suits your needs in this era. By adapting Social studies learning to the implications of the Era of Society 5.0, education can be more relevant and responsive to changing times. Using learning media-based technology will open new opportunities in presenting experiences and innovative and

valuable learning, allowing students to face challenges and opportunities in an era that continues this development. In applying learning media-based technology, educators and institutions of education need to take advantage of technology wisely and in balance and manage the impact of the positives and negatives, considering the needs and goals of learning.

Integrating educational characters in packaging learning media materials based on technology is essential to ensure that technology in learning focuses not only on technical and academic aspects but also on forming student character. Educational integration characters in learning media-based technology will help create a holistic, strengthening learning experience student learning and shape the generation of quality young people with good character. In addition, this approach will also help prepare students to face challenges and changes in the Society 5.0 era in a way that thinks and acts ethically, critically, and innovatively. Educational integration characters using media-based technology is a means of effective reinforcement in education character. Technology has become essential to life and learning in the digital era. However, re-

member that using media-based technology in education should also accompany elections with the right content, careful monitoring, and the right approach to get it done, giving a positive impact that aligns with the goal of education character. Apart from that, teachers' and institutions' education is a must to continue their role as facilitators and companions in the learning process so that desired values and character can be instilled well in students.

The purpose of writing this article is very relevant to the current topic discussed, namely the use of media learning-based technology as a contemporary tool for professional social studies teachers in implementing education students' character in welcoming the Era of Society 5.0. Here are the details of objective article writing: a) Know Utilization of Media-Based Learning Technology as a Contemporary Learning Tool for Professional Social Studies Teachers: This goal is to explore information about what learning media is. Based technology utilized by professional social studies teachers in the learning process. This research will give an outlook on the extent of technology used in teaching to fulfill the demands of contemporary inside education. b) Know Utilization of Media-Based Learning Technology as a contemporary learning tool in implementing student character education: This goal aims to investigate what learning media is. Based technology used to support and integrate education character in learning. This will explain how technology plays a role in forming student character in the Society 5.0 era. c) Identify The Role and Challenges of Professional Social Sciences Teachers in Utilizing Media Based Learning Technology as a contemporary learning tool in implementing character education for students in welcoming the era of Society 5.0: This objective aims to identify the role played by professional teachers of Social Sciences in using learning media based technologies and their challenges face in integrating technology in education student character. This research will explain how professional social studies teachers play their role as facilitators of innovative learning in the current era, which has changed.

By achieving these goals, this article is expected to donate constructive academic literature about the use of learning media-based technology and education characters in the Society 5.0 era, as well as give a practical guide for professional social studies teachers in improving effective and empowering learning to use for participants' education.

2. LITERATURE REVIEW

2.1 Media-Based Learning Technology

According to Atsani (2020), Learning media is recognized as a significant supporter of teaching and learning. The statement aligns with much research and views in the field of education. Here are some reasons why media learning is considered a factor Crucial support in the teaching and learning process: (1) Increases the attractiveness of learning, (2) Clarify Draft Abstract, (3) Supports Diverse Learning Styles, (4) Facilitates Independent Learning (5) Presents Contextual and Real Learning (6) Improves Retention and Comprehension of Material, (7) Encourage Collaboration and Interaction

However, it is worth noting that learning media is only effective when used wisely and according to the purpose of learning. Teachers need to choose relevant, adaptable

media, use it as needed by students, and integrate them well into the planned learning. Plus, technical support and training for teachers are also essential to ensure the use of learning media-based effective and successful technology in improving student learning.

Opinion Rusman (2019) regarding learning media that improves interaction between teachers and students and between students and the environment is very relevant in modern learning. Several supporting points of opinion These are: (1) Increase Teacher-Student Interaction (2) facilitate discussion and Questions and Answers (3) Improve Student Involvement (4) Facilitate Collaborative Learning (5) Present Interactive and Realistic Learning (6) Expand Scope of Learning.

By using learning media effectively, teachers can create a learning experience That is more interesting, interactive, and relevant for students. Interaction between teachers and students and between students in the learning environment can increase learning effectiveness and positively impact quality education.

2.2 Social Studies Professional Teacher

A statement from Rusman (2016:19) about teacher professionalism stated that teacher professionalism includes several important aspects, namely Conditions, Direction, Values, Goals, Quality Expertise and Authority, and Livelihoods. By making teacher professionalism a core in practice education, it is hoped that teachers will have awareness and responsibility to answer more towards their duties in forming a generation of young people who are qualified and ready to face the future. Teacher professionalism also demands a commitment to the constant development of the self, following development education and adopting the best practices in teaching and learning.

A statement from Yusutria (2017, p. 10) about teacher professionalism emphasizes two essential aspects: mastery of knowledge, knowledge and abilities management, and implementation strategies. By mastering knowledge and abilities management and implementation strategies, a teacher can more effectively teach and guide students. Professional teachers can convey lesson material in a more transparent, supportive, diverse style, Study students, create an environment for fun learning, and present experience meaningful learning for students. Mastery of knowledge and abilities management and implementation strategies become a strong base for teachers to be competent and dedicated educators in forming generational quality young people.

2.3 Education Character

A statement from Sukadari (2018:50) about education character emphasizes the importance of formation methods for thinking and behaving as students' characteristics typically are in various aspects of life. (1) Formation of Ways of Thinking and Behaving (2) Characteristics of Diversity Aspect Life (3) Integrity and Consistency of Values (4) Emphasis on Strengthening Quality Personality (5) The Importance of the Role of the Environment. Character building becomes an integral part of education, which aims to form students with integrity, responsibility, and strong moral ethics. With positive reinforcement values and forming good character, expected students can become good and give citizen contributions to the inner positive public.

2.4 Age of Society 5.0

Society 5.0 is a concept that emerged from Japan and describes a vision of a future society driven by innovative technology in the era of revolution industry fourth. In Society 5.0, humans are considered a "super-smart society" or a knowledgeable society. The statement from Nastiti and 'Abdu (2020) illustrates that Society 5.0 focuses on how humans can overcome social challenges and problems by utilizing various innovative technologies born in this era. Society 5.0 reflects How technology's role as a mover changes society and economics, with a vision that innovative technology can benefit the public.

3. METHOD

Election method descriptive qualitative approach studies literature is appropriate for this research. Can this research provide a deep understanding of the learning media through qualitative analysis of relevant literature? Based Technology is a tool for modern learning for professional social studies teachers. Additionally, approach studies literature is also possible for researchers to explore the connection between the use of learning media-based technology with education character and how matters are relevant to the Society 5.0 era. Using a descriptive qualitative approach to study literature, this research can give valuable insight into the use of learning media-based technology and the implementation of education character in the face challenges of the Society 5.0 era, which is that technology plays a vital role in achieving objectives more practical and relevant.

4. RESULTS AND DISCUSSION

4.1 Utilization Optimally based learning media technology as a contemporary learning tool for professional teachers social sciences

Utilization of learning media-based technology optimally as a tool learning for professional social studies teachers requires the right approach and effective strategy. Here are some steps and tips to maximize the use of media-based technology in social studies learning:

- a. Training and personal development: Professional social studies teachers must follow training and self-development regularly to improve technology use skills. Education about applications and tools relevant to technology will help teachers integrate technology better in learning Social Sciences.
- b. Drafting plan structured learning: Teachers must plan the use of learning media-based technology in a structured and planned way. Plan learning must cover objective explicit learning, relevant content, methods and tools and technology that will be used.
- c. Choose the suitable media: Choose learning media-based technology that best suits the purpose of learning and style—study student. Consider whether video, simulation, application or other platforms are suitable for effectively conveying lesson material.
- d. Curation content learning: Teachers can become curators of content learning-based technology by searching for quality resources in the IPS curriculum. Ensure the selected content supports objective learning and reflects the desired values and character.

- e. Get involved students actively: Use learning media-based technology to enable students in the learning process. Provide interactive assignments, exercises, or projects based on encouraging technology and active participation of students.
- f. Promote collaboration and discussion: Learning media-based technology can facilitate student collaboration and discussion. Use sharing platforms, knowledge, forums, or other communication tools to stimulate discussion and exchange ideas.
- g. Evaluation and reflection: Teachers must regularly evaluate the effectiveness of using learning media-based technology in social studies learning. Do reflection on successes, obstacles, and improvements that can be made to improve experience learning.
- h. Be a role model: As a professional social studies teacher, show a positive and enthusiastic attitude in using technology in learning. Be an example for students to adopt technology wisely and responsibly answer.
- i. Support technical: Ensure adequate technical support from school and institution education to overcome technical problems using learning media-based technology.
- j. Sustainability and adaptability: Keep going, develop yourself using technology, and adapt to technological developments. Technology Keeps developing, and teachers must follow the latest trends to stay relevant in learning.

By following these steps, professional social studies teachers can optimally utilize learning media-based technology and provide a learning experience that is more interesting, interactive and effective for students. Instructional Media technology has great potential to improve learning and empower students to become a generation of active, creative and innovative people facing the future.

4.2 Advantages of media-based learning technology

Instructional Media-based technology has much excellence, making it a very effective and innovative learning tool. Several superiority of learning media-based technology, among others:

- a. Interactive and exciting: Learning media-based technology can serve content learning interactively and engagingly by using multimedia elements such as images, video, animation, and sound. This makes learning more exciting and invites the active participation of students.
- b. Can accessed anytime and anywhere: As it is internet access, learning media-based technology can accessed by students anytime and anywhere. It delivers flexibility for students to learn according to their needs and schedules.
- c. Possible learning Mandiri: Learning media-based technology can allow students to learn independently. They can access source Power learning independently and according to each level of understanding and speed.
- d. Presenting experience deep learning: Technology such as virtual reality (VR) and augmented reality (AR) make it possible for students to experience learning profoundly and realistically, like visiting historical places or exploring the environment of nature.

- e. Integrate various media: Learning media-based technology can use various media on one platform. Teachers can combine text, images, audio, video, and animation to present information.
- f. Enrich experience learn: By using technology, experience Study students can enriched with access to various source Power supports, such as educational websites, e-books, and scientific databases.
- g. Makes collaboration and communication easy: Learning media-based technology allows students and teachers to collaborate and communicate efficiently through discussion forums, online study groups, or other communication tools.
- h. Tracking Efficient progress and evaluation: With the existing technology, teachers can more easily track students' progress and evaluate learning in a way that is efficient for the use of applications.
- i. Accommodate diverse style learning: Learning media-based technology can accommodate diverse styles of Study students, like visual, auditory, or kinesthetic learning.
- j. Push creativity and innovation: Uses technology in learning to push students to become more creative and innovative in presenting ideas and projects.

These advantages make learning media-based technology a valuable tool in improving effective learning, supporting style Study variety, and preparing students to face an increasingly connected world in a way technology. Education can become more attractive, relevant, and quality with appropriate technology.

4.3 Weaknesses of Media-Based Learning Technology

Even though technology is a learning medium, technology has many benefits; several weaknesses also need to be considered. Several weaknesses of learning media-based technology, among others:

- a. Limitations of access and infrastructure: Access to technology and the internet may be limited or unstable in some areas or environments. This can hinder students' chances of utilizing learning media-based technology.
- b. Disturbance was technical: Disruption, such as slow internet connection problems, damaged devices, or server disruption, can disrupt the learning process and reduce the effectiveness of learning media-based technology.
- c. Excessive dependence on technology: If learning media-based technology is used excessively, it can cause students to become too dependent on technology and reduce their ability to learn independently or interact directly.
- d. Lack of interaction direct social: Learning media-based technology tends to reduce interaction between students, teachers, and fellow students. Interaction: This direct social experience is essential in the skill development of social and emotional students.
- e. Quality inconsistent content: In the digital age, much content is available for learning online. However, the quality is not always consistent. Students may have difficulty sorting and choosing the right content, and can be unreliable.
- f. Lost focus and distraction: Learning media-based technology often can cause students to be tempted by

distractions like notifications on mobile phones, social media, or other websites, which reduces their focus on learning.

- g. Inability covers all types of learning: Learning media-based technology is more effective for some types of learning, like visual or interactive learning. However, there are several learning types, like kinesthetic, which may be less accommodated by media-based technology.
- h. Challenges in developing skills in digital literacy: The use of learning media-based technology needs skills in digital literacy from students and teachers. This challenge must be resolved to use technology effectively.
- i. Security and privacy: Technology usage can cause problems related to data security and privacy, primarily if not managed well. Teachers and institutions of education must ensure that student data and information are safe.
- j. Not suitable for all students: Some prefer learning traditional rather than media-based technology. Therefore, there needs to be diverse learning methods to fulfill the needs of diverse students.

Although there are several weaknesses, learning media-based technology is still becoming a valuable and innovative tool in education. Educators must understand this weakness and look for ways to overcome it by using technology to impact students' learning positively.

4.4 Types of Media-Based Learning Technology

Instructional Media technology covers various tools and applications used to support the learning process by utilizing technology. Here are some types of learning media Technology commonly used in education:

- a. Multimedia presentations: These are slide-based presentations, such as Microsoft PowerPoint, Keynote, or Prezi, that allow teachers to present information by adding multimedia elements, such as text, images, videos, and voice.
- b. Learning videos: Short videos or tutorials can be accessed online via YouTube or a dedicated learning platform, which help explain concepts or learning processes visually and interactively.
- c. Simulation and games educational: Applications and devices that allow students to participate in simulations or games help strengthen their understanding of the material lesson.
- d. Applications: Applications that can downloaded and accessed through mobile devices, such as smartphones or tablets, that provide source Power study, practice questions, and learning materials.
- e. Interactive whiteboard: A digital whiteboard that allows teachers to write, draw, and display content interactively on the big screen so students can directly participate in learning activities.
- f. Educational podcast: Audio or recording sound containing learning or discussion material about a specific topic, which students can access via online platforms or applications podcasts.
- g. Blogs and sharing platforms knowledge: An online platform that allows teachers and students to share knowledge, ideas, and experience learning through blogs, discussion forums, or electronic journals.

- h. Application learning language: Helpful app students study language unfamiliar with various features, such as exercise vocabulary, pronunciation, and language usage in daily situations.
 - i. Social media and video sharing platforms: Platforms like Facebook, Twitter, Instagram, and YouTube can be used as tools for sharing content learning and strengthening deep collaboration learning.
 - j. Reality (Virtual Reality/VR) and Reality Augmentation (Augmented Reality/AR): VR and AR technology allow students to experience learning in an immersive and interactive way by creating an environment that simulates or adds virtual elements to the real world.
- f. Monitoring development character with the application Supporter: Many application technologies can assist teachers in monitoring the development character of students, like applications to track progress personal, behavioural, or participation in based activities character.
 - g. Training Skills Social through technology: Learning media-based technology can be used for training Skills for social and emotional students, such as the ability to communicate, empathize, manage emotions, and resolve conflict.
 - h. Inclusive and diverse learning spaces: Learning media-based technology can help create inclusive and diverse learning spaces for students with various backgrounds. Teachers can use various reflective content of diverse cultures, religions, and values to enrich learning character.

Types of learning media based on this technology deliver flexibility and broad opportunities for teachers and students to access source Power varied learning and support a more enjoyable, interactive and effective learning process.

4.5 Utilization of media-based learning technology as a contemporary learning tool in implementing character education for participants educate

Utilization of learning media-based technology can become a tool for learning contemporary technology, which is very effective in applying student character. Technology media can strengthen values desired character in context education characters, help students understand essential values in everyday life, and develop social and emotional skills. Here are some methods use of learning media-based technology in application education character:

- a. Content education characters in digital media: Teachers can use learning media-based technology to present education-related content characters, like inspirational stories, motivational videos, or illustrative animations that are valued positively. Through content, students can better understand the values desired character.
 - b. Simulation and games educational: Technological media can use simulation and games as educational as possible for students to practice and experience directly how to apply values characters in various situations. For example, games-based roles can help students develop empathy, cooperation and responsibility.
 - c. Online discussion about Moral and ethical issues: Media technology allows students and teachers to participate in online discussions about relevant moral and ethical issues in society. Discussion of this kind can help students understand different perspectives and develop skills and critical thinking skills in the face of complexity.
 - d. Project activities-based value: The teacher can invite students to work on project-based marks involving media technology. For example, students can make videos or blogs describing values and characters applied in daily life.
 - e. Use of social media to advocate values character: Social media can become a platform to strengthen values character and help students advocate values in the social environment. Teachers can guide students in using social media in a way that gives responsible and positive answers.
- a. Integrate technology in the curriculum: Professional social studies teachers must be able to integrate technology into the curriculum in a strategic way. They can use learning media-based technology to convey subject matter in an exciting and relevant way for students.
 - b. Create an interactive learning experience: By utilizing learning media-based technology, teachers can create an interactive and fun experience for students. Using images, videos, animations, and simulations can help explain complex concepts with easier understanding.
 - c. Facilitate independent learning: Technology allows students to learn independently with access to various source studies online. Teachers can be a facilitators in guiding students to learn independently and develop Skills Study throughout life.
 - d. Push collaboration and creativity: Through learning media-based technology, teachers can push students to work together in groups, collaborate, and share creative ideas. This can increase Skills social skills and collaboration with students.
 - e. Provide bait-appropriate feedback and evaluation: Teachers can use technology to deliver bait timely and helpful feedback to students. Using tool evaluation-

Utilization of learning media-based technology in application education gives ample opportunities for students to learn and experience values and characters in an exciting and relevant way. Additionally, the use of technology can strengthen collaboration between teachers, students and parents in supporting the development of the student in a holistic way.

The role and challenges of professional social studies teachers in utilizing learning media-based technology to teach contemporary education the character of students facing the Era of Society 5.0.

The role of professional social studies teachers in utilizing learning media-based technology Role Teacher professional in the field of knowledge Social (IPS) is significant in utilizing learning media-based technology. Social studies teachers have duties and are not entirely responsible enough for creating innovative and relevant learning with the era to increase the quality of learning and outcomes. Study student. Following are several role important Teachers' professional Social Sciences in utilizing media learning-based technology:

based technology can help teachers track students' progress and identify areas that need repair.

- f. Develop students' digital skills: Teachers play an essential role in teaching digital skills to students, including digital literacy, skills to look for information in a way that is effective, and online security. This will help students become better prepared to face the increasing world challenges connected digitally.
- g. Look for source-relevant learning: Teachers must actively search for source-power learning-based technology relevant to the taught topic. This includes videos, articles, educational websites, and apps that can help enrich learning.
- h. Overcome the digital divide: Social studies professional teachers must be sensitive to the digital divide between students. They must look for creative ways to help students with disabilities access technology to participate in leveraging learning technology.
- i. Be a role model in using technology: Teachers must be role models for students who use technology wisely. This includes using technology for learning, collaboration, and communication with fellow teachers, students, and parents.
- j. Innovate in teaching methods: By utilizing technology, teachers can innovate in teaching methods. They can look for new ways to present material, invite students to participate actively and build an inspirational learning environment.

Through an active role in utilizing learning media-based technology, professional social studies teachers can create learning experiences that are more interesting, relevant, and effective for students. Applying technology wisely will help the present generation of young people who are active, creative, and ready to face increasing future challenges connected with technology.

4.6 Challenges for professional social studies teachers in utilizing learning media-based technology

Challenges for professional social studies teachers in utilizing learning media-based technology can cover various aspects. Several challenges other:

- a. Limitations Infrastructure and Access Technology: Not all schools or areas have adequate infrastructure and technology. The availability of device loudness, stable internet connection, and accessibility device technology can hinder teachers from optimally integrating learning media-based technology.
- b. Readiness and Competency Technology: Some teachers may not feel prepared or have sufficient knowledge of learning media-based technology. Sufficient and continuous training is needed to upgrade technology teachers to make good use of learning.
- c. Curriculum and Learning Standards that are Not Supported: Challenges others may originate from curriculum or standards incomplete learning support use of learning media-based technology. Teachers may feel limited in integration technology Because of limitations of rigid curriculum or standardized testing demands.
- d. Lack of Content In accordance: Selection of appropriate learning media and content that is relevant to the eye of social studies lessons might be a challenge.

Teachers need to identify and search for digital resources that are by the curriculum and can enrich social studies learning.

- e. Management and Preparation Material: Integrating technology into learning can require additional preparation time, such as searching for material online, adapting source power, or making custom content. Efficient time management It is vital that teachers use technology optimally without sacrificing other aspects of learning.
- f. Surveillance and Security Online: In dealing with learning media-based technology, teachers must ensure that using devices in class is productive and safe. Adequate supervision is necessary to prevent the abuse of technology or face potential cyber security issues.
- g. Interaction Social and Connectedness with Student: Use Technology in learning can influence social interaction in class. Teachers must ensure that technology is used to improve students' interaction and participation, not isolate them.
- h. Evaluation and Measurement Progress Student: Evaluating the progress and achievements of students in learning-based technology is also becoming a challenge. Teachers need to find methods effective for measuring the results of learning by considering the use of technology in the process.

This challenge is essential for professional social studies teachers to continue developing their ability to use technology, looking for professional training and development support, and collaborating with fellow teachers to share experience and resources Power. Plus, party schools and government support in providing infrastructure and adequate technology are also significant to support the successful application of learning media-based technology.

5. CONCLUSION

The utilization of learning media-based technology has become a tool for learning in the present that positively impacts professional social studies teachers in implementing education character, especially in welcoming the Era of Society 5.0. Technology integration in social studies learning can give various benefits: Increasing student involvement and participation, facilitating character education, enriching the learning experience, improving 21st-century skills, and facilitating measurement and evaluation.

However, professional social studies teachers face several challenges in utilizing learning media-based technology, such as infrastructure technology limitations, inadequate preparations, and lack of appropriate power. Hence, support from party schools, government, and related institutions is significant in dealing with this challenge.

With a good understanding of learning media-based technology and adequate adaptation capabilities, professional social studies teachers can make technology a practical and relevant learning tool to support application education character in welcoming the Era of Society 5.0. Technology is not the only thing that simply tool helps but can become a catalyst in inspiring and forming character students to become a generation ready to face an increasingly complex and technology-integrated future.

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