Strengthening Values and Norms for Information Technology Navigation in Grade IV Elementary School Students

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Abstract

Purpose: (1) Describes the reinforcement of values and norms as students navigate technology and information, (2) Explores the supporting and inhibiting factors for strengthening values and norms as students navigate technology and information, (3) Proposes a suitable solution to overcome the factors inhibiting the strengthening of values and norms as students navigate technology and information.
Methodology: This qualitative research employs a survey design methodology. Data collection encompasses in-depth interviews, observation, and documentation. The study involves school principals, teachers, and students as its subjects. To ensure data validity, triangulation methods such as data triangulation, incorporating source and technical triangulation, are employed.
Results: The findings indicate that values and norms significantly shape students' responses to advancements in information technology. Extracurricular activities and structured projects are pivotal in imparting valuable lessons to students. However, it is essential to recognise that all supportive elements can potentially hinder progress if not utilised to their fullest extent. Establishing a supervisory team to oversee the implementation of these practices emerges as a crucial initial measure to ensure program consistency. Moreover, initiatives involving educators, parents, and the wider community can foster emotional bonds and a shared sense of responsibility among stakeholders.
Applications/Originality/Value: This study is significant in integrating the reinforcement of values and norms within students' engagement with information technology, both within the structured curriculum and through extracurricular activities.

Introduction Section

In Indonesia, the educational landscape has witnessed a decline in adherence to values and norms, particularly noticeable among elementary school students. The consistent integration of values and norms into every lesson remains a concern, with sporadic implementation observed. The proliferation of gadgets, emblematic of modern technological advancements, appears to contribute to this phenomenon. Data from the Central Statistics Agency (BPS) in 2022 reveals a notable increase in cellphone ownership among Indonesians aged 5 years and above, standing at 67.88%, surpassing the 2021 figure of 65.87% and marking the highest recorded percentage in the past decade. Children, lacking adequate supervision and reminders regarding the importance of community core values, are particularly vulnerable to the negative impacts of technological advancements. As noted by Chusna (2017), these impacts may manifest as gadget addiction, diminished quality of social interactions, and compromised concentration and memory.

Aprilia (2022) underscores the potential for strengthening one's character through cultivating values and norms, encompassing knowledge, awareness, actions, and positive values aimed at refining one's character through genuine and commendable conduct. Mursalim (2020) posits that individuals and organisations can employ their values as guiding principles to regulate their behaviour, rejecting the notion that values are merely accepted teachings on right and wrong, extending to behaviour, attitudes, moral responsibility, manners, and morality.

Contrarily, Chatman et al. (2014) define norms as instrumental in delineating organisational frameworks, encapsulating the communal orientation within an organisation. They assert that by addressing inquiries targeting various norms prevalent among individuals or workers within a company, norms can serve as a metric to gauge the evolving culture of an organisation. Additionally, as elucidated by Chatman et al. (2014), unique norms represent standard characteristics embraced by multiple individuals within a group, consolidating individual identities into a collective organisational identity.

Contrary to the notion that advancements in information technology have had minimal impact on students' values and standards, a poignant example emerges with the discovery of an LGBTQ WhatsApp group among elementary school children. As the Ministry of Women's Empowerment and Child Protection (KemenPPPA) reported, several elementary

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school students in Riau utilised this platform on July 19, 2023, to exchange information within the Lesbian, Gay, Bisexual, and Transgender (LGBT) community. Data provided by the Indonesian Child Protection Commission (KPAI) projects 266 instances of physical and psychological violence, including bullying, for 2022. These figures starkly contrast with previous years, witnessing 46 bullying incidents in 2019 and 76 cases in 2020, according to KPAI's data bank. Such occurrences contradict Indonesia's foundational Pancasila principles, particularly those advocating for the existence of the Almighty God and the pursuit of a just and civilised humanity.

Jati et al. (2022) posit that suboptimal growth and development in children, as evidenced above, stem from a deficiency in instilling values. They advocate for a nuanced approach to achieve the desired outcomes of fostering individuals with exemplary behaviour ready to integrate into society. Echoing this sentiment, Haq (2016) delineates several approaches encompassing cognitive, affective, and psychomotor dimensions. A cognitive approach entails imparting an understanding of instilled values and norms to students, alongside elucidating the adverse effects of technology and information on these societal constructs. Conversely, an effective approach entails nurturing a positive attitude towards societal values and norms through direct experiences, such as engagement in social or religious activities, facilitating the internalisation of these constructs. Finally, a psychomotor approach focuses on developing students' social skills, including communication, cooperation, and empathy, within prescribed technological boundaries. Such an approach underscores the pivotal role of technology and information in fostering values alignment, thereby facilitating success in adhering to societal norms, as expounded by Sari and Puspita (2019).

Ratnawati (2020) advocates effectively integrating values and norms into education, emphasising a nuanced approach that acknowledges positive and negative impacts while aligning with students' developmental stages. Schools, particularly for children, are deemed the ideal milieu for nurturing the character of the golden generation, given the array of activities that intricately contribute to character development. The Indonesian government's involvement in revamping the curriculum to reinforce social values and standards is evident in Presidential Regulation (Perpes) Number 87 of 2017, reflecting the impetus of the Mental Revolution Movement. Character education, construed as the impartation of moral principles realised and applied in real-world activities, holds paramount importance, as posited by Sofiasyari et al. (2019). This echoes Maryadi's (2019) assertion that a curriculum tailored to local needs and culture fosters meaningful learning experiences. However, the inconsistency in implementing values and norms within the teaching and learning process, underscored by curriculum changes, necessitates adaptive learning approaches to comprehensively assess efforts to strengthen values and norms amidst technological advancements.

Research on fortifying values and norms within technology navigation parallels previous work, exemplified by Iskandar's (2022) study titled "The Importance of Strengthening Pancasila Character Education for the Young Generation in Overcoming Moral Degradation," which adopts descriptive literature methods. Iskandar's research underscores the significance of character education, delivered by parents and educational institutions, in combating moral degradation among the youth. Notably, character education enables students to reinforce positive norms in alignment with Pancasila principles. While Iskandar's research shares common ground with the current study in advocating for the fortification of values and norms to address youth issues, it diverges in its focus on analysing elementary school students' technological and informational navigation.

Previous research on fortifying values and norms within technology navigation is pertinent to Santika's (2022) study, "Strengthening Local Balinese Wisdom Values in Forming Pancasila Student Profiles," employing a qualitative descriptive approach. Santika's research highlights the significance of the independent learning curriculum in facilitating the application of local wisdom values and advocates for integrating these values into national character education. Moreover, it emphasises the pivotal role of formal education institutions in supporting and aligning local wisdom values to shape Pancasila student profiles, prioritising local community characteristics. While sharing common ground with Santika's study in implementing PPK to bolster values and norms, the present research uniquely integrates PPK into the elementary school curriculum to guide students' technology and information navigation.

Additionally, research on fortifying values and norms amidst technology navigation aligns with Ameliola & Nugraha's (2013) study on "Development of the World of Information and Technology for Children in the Era of Globalization," employing mixed methods. Their research underscores the centrality of information media and technology in modern human interaction, acknowledging their positive and negative impacts contingent upon individual usage appropriateness. Similarly, both studies underscore the pivotal role of parental guidance and supervision in navigating children's technology usage to ensure its focused and integrated application. However, the innovative aspect of the current research lies in its integration of values and norms to strengthen the cultivation of good character in children within the formal school learning context.

Research on fortifying values and norms within technology navigation resonates with Chusna's (2017) study titled "The Influence of Gadget Media on Children's Character Development," which underscores the pervasive influence of technology on children's social lives and cognitive development. Chusna's research highlights the necessity of fostering respect and societal manners to counterbalance the impact of gadget usage. While sharing similarities in discussing children's character development and values, the present research diverges by focusing on the optimised implementation of values and norms through formal education rather than parental guidance alone.

Similarly, Oktaviana's (2021) study titled "The Impact of Using Gadgets on Early Childhood Social Interaction from a Hadith Perspective" examines the adverse effects of excessive gadget usage on children's physical and psychological

well-being, emphasising the need for vigilant supervision and guidance. However, Oktaviana's research differs in its emphasis on the hadith perspective, while the current study adopts a broader scope.

Hence, the proposed research aims to explore the reinforcement of values and norms in learning contexts, specifically focusing on responses from school principals, teachers, and students regarding the integration of values and norms within information technology navigation. By conducting this study at SD N 2 Kuwiran, the research seeks to enhance the quality of education in Indonesia, particularly at the elementary level, by evaluating the impact of technology and information on students' values and norms.

Methodology

The research follows a qualitative approach characterised by verbal reporting and non-statistical analysis, as defined by Dimova et al. (2019). This methodology involves research subjects and items categorised into formal and material objects, each comprising two types. Bahri et al. (2021) assert that special data related to critical observations concerning the preservation of values and norms within technology navigation serves as the formal object in this study, while the principal, homeroom teacher, and fourth-grade students constitute the material objects.

Survey techniques and qualitative descriptive research methodology were employed in this investigation, consistent with Mawati et al. (2023). Qualitative descriptive research encompasses tasks, including event or social circumstance analysis. Utilising interview, observation, and recording methodologies, this research seeks to explore and assess the perspectives of students, teachers, school administrators, and other relevant stakeholders concerning the cultivation of values and norms for elementary school children's technology navigation.

In this research, primary data were obtained through interviews and observations, while secondary data were gathered by reviewing relevant documents and previous research on the topic, as noted by Saleh (2017). Given that qualitative data processing does not generate new information, the outcomes result in generalisations consistent with Saleh's viewpoint. Data triangulation is employed in the subsequent analysis stage to ensure data validity. Triangulation, as described by Sugiyono (2013), involves gathering information from various sources using the same method, aiding in uncovering the truth of an event and enhancing the researcher's comprehension of the findings. Technical and source triangulation are both utilised during data triangulation.

Data analysis encompasses collecting data through interviews, field notes, and documentation. According to Miles & Huberman (1992: 16), data analysis entails three concurrent activities: data reduction, which involves simplifying and transforming field data; data presentation, which involves organising information for better reader comprehension; and concluding/verification. As per Miles and Huberman, the initial step in the data analysis process involves data triangulation, which entails gathering information from multiple sources using the same methodology.
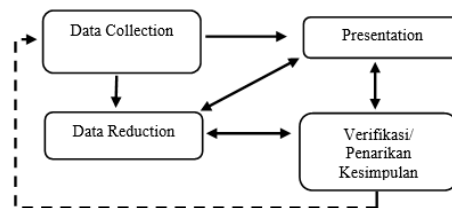

Figure 1. Data analysis

Results and Discussion

The research underscores that strengthening values and norms in education involves imbuing individuals with knowledge, awareness, actionable behaviours, and positive values to foster personal growth through genuine and commendable actions. The chosen research site, SD N 2 Kuwiran, situated in Hamlet III, Banyudono District, Boyolali Regency, Central Java, was selected based on its alignment with the prevailing field conditions and issues pertinent to the study's focus. Interviews conducted with school administrators, teachers, and students revealed ongoing efforts by educators to reinforce values and norms within learning activities. Employing a mix of interviews, documentation review, and on-site observation, researchers substantiated these findings, including direct observations of classroom activities. From the study's findings, several conclusions can be derived.

Implementation of strengthening values and norms in learning

Based on the studies, reinforcing values and norms has been integrated periodically within the classroom and extracurricular learning settings. The underlying objective is to instil strong character integrity in students, aligning with the Pancasila student profile. Establishing specialised programs encompassing structured activities can strengthen values and norms within schools. It can be done with involvement from all school stakeholders, including parents and the local

community, to ensure optimal outcomes. Recent initiatives in the reinforcement of values and norms have predominantly involved encouraging student discussions and providing motivational sessions aligned with societal values and norms before engaging in academic content. Insights gathered from interviews conducted with the principal, teachers, and select students at SD N 2 Kuwiran further illuminate these findings.

Table 1. Interview results

Informant	Responses
Headmaster	The school's vision and mission, aimed at empowering and maximising advanced human resources while achieving the Pancasila student profile, serve as the backdrop for implementing values and norms reinforcement within the new curriculum. With the current curriculum granting students learning autonomy, innovative approaches from teaching staff are crucial to eliciting diverse and engaging student responses. Optimised school facilities and infrastructure, including computer facilities, libraries, prayer rooms, and various extracurricular activities, serve as essential mediums for strengthening students' values and norms as they navigate information technology.
	Using existing facilities significantly impacts children's social development, evident in their willingness to greet and interact with others, share, and comply with parental rules regarding device usage at home. Beyond central government initiatives, collaborative efforts between the local community, parents, and schools are imperative to achieve desired outcomes, encompassing assistance for P5 projects, defensive learning, and tailored support activities. Schools must also coordinate with parents to reinforce values and norms for information technology navigation within the home environment.
Teacher	The integration of values and norms reinforcement into classroom learning and extracurricular activities aligns with the Merdeka curriculum, forming the foundation of the school's educational approach. Religious subjects and extracurricular activities such as scouting, dance, and P5 activities complement the reinforcement of values and norms in learning. Additionally, students are equipped with integrated information technology development to ensure they possess essential skills and avoid technological illiteracy, utilising tools like Chromebooks and undergoing AKM preparation training.
	In addition to school-based supervision, teachers actively engage with parents and the community to foster consensus on education and the importance of collaborative efforts outside of school hours. While not without challenges, continuous supervision and guidance are essential to ensure ongoing progress and improvement in children's behaviour.
	Contributions from various parties greatly influence the efficiency of strengthening the values and norms for information technology navigation. Synergy and cooperation from parents, educators, the community, and the government support achieving maximum results. High commitment from teachers, optimal implementation and supervision from various parties involved, parental concern in children 's education, and student's awareness of the importance of strengthening values and norms.
	Effective contributions from various stakeholders are pivotal in maximising the efficacy of values and norms reinforcement for information technology navigation. Strong synergy and cooperation among parents, educators, the community, and government entities are critical for achieving optimal outcomes. However, inhibiting factors may arise from weak teacher commitment, parental oversight, and student compliance with good values and norms. Addressing these challenges necessitates the establishment of supervisory teams, offering extracurricular activities that reinforce positive behaviours, and fostering emotional bonds and a sense of responsibility through collaborative activities involving educators, parents, and the community.

The study elucidates that SD N 2 Kuwiran has effectively integrated the reinforcement of values and norms into both classroom and extracurricular learning, aligning with the Merdeka curriculum, which serves as the cornerstone of the school's educational framework. Interviews with teachers and principals corroborate the school's multifaceted efforts to foster exemplary values and norms consistent with societal morality, as Ratnawati (2020) advocates. These efforts resonate

with the identified indicators and values: providing a life direction, instilling positive aspirations, guiding behaviour in accordance with societal morality, embodying personal beliefs, and arising from self-awareness.

Guided by its vision and mission of cultivating individuals with noble morals and adherence to religious and societal norms, the school recognises the necessity for comprehensive navigation to integrate values and norms reinforcement within information technology usage. Farlina (2020) defines navigation as the structural flow of a program designed to organise its elements. Navigation entails the systematic control and guidance of individual character development in the context of strengthening values and norms. It involves identifying desired values, traits, and behaviours and planning steps to facilitate their attainment. Strengthening values and norms cultivates individuals with moral integrity, ethical conduct, and positive interpersonal interactions. Navigation encompasses recognising and understanding societal values such as honesty, diligence, responsibility, and empathy.

Furthermore, it involves cultivating social skills like effective communication, teamwork, and cultural appreciation. In character education, navigation is a compass to help individuals comprehend and apply values essential for everyday life. Effective navigation in reinforcing values and norms entails employing strategies and learning methods conducive to developing robust and positive character traits.

Character development through the reinforcement of values and norms is evident in the perspective of SD N 2 Kuwiran's principal, who defines character education as the augmentation of values and norms vis-à-vis information technology. This concurs with the requirements outlined in the Ministry of Education and Culture's (2017) PPK, emphasising the cultivation of 21st-century skills to equip students for the competitive landscape of the Golden Generation 2045. Such programs facilitate holistic personality and life skills development alongside technological advancements, mitigating adverse impacts. This sentiment is echoed by the homeroom teacher, who underscores the integration of character values within the framework of strengthening values and norms for information technology navigation, aligning with expected outcomes and student profile achievements.

The planning process for such programs is imperative, as mandated by the Ministry of Education and Culture Regulation Number 22 of 2016, which ensures adherence to standard educational procedures. According to the Ministry of National Education (2016:18), character education programs must be meticulously integrated into the curriculum, from vision and mission statements to curriculum structures, educational calendars, syllabi, and lesson implementation plans (RPP). Effective program planning lays the foundation for achieving educational objectives and ensures alignment with stated goals.

The collaborative efforts of various stakeholders, including government bodies, society, educational personnel, and parents, are indispensable and require integrated synergy. Parents play a pivotal role as primary educators in shaping children's beliefs, resonating with the viewpoints of Wuryandani et al. (2014). Education's ultimate goal is to equip students with the skills and opportunities to contribute meaningfully to national development amidst a dynamic and competitive global landscape.

The burgeoning influence of information technology, particularly in the educational domain, underscores the need for institutions to adeptly integrate technological advancements to enhance educational quality, as Ameliola and Nugraha (2013) noted. Globalisation's impact is evident, with data from the Open Doors Report 2022 revealing a surge in international student enrollments, underscoring the significance of technological prowess in bolstering educational institutions' credibility. As emphasised by Marryono Jamun (2018), full integration of information technology is imperative for the education sector to thrive and advance quality standards.

Despite the concerted efforts to improve children's character education through reinforcing values and norms, their implementation still has shortcomings. According to Sujatmiko et al. (2019), successful implementation of strengthening values and norms as technology navigation hinges on supporting factors and obstacles to implementation. Building upon this perspective, Wuryandani et al. (2014) identify several potential supporting factors:

1. Teacher Dedication: Instructors' commitment significantly influences students' efficiency in developing values norms and navigating information technology through habituation activities. Teachers bear various responsibilities, including supervising morning routines and religious activities (although not universally), encouraging student participation in various activities, and setting examples within and outside the classroom.
2. Involvement of School Committees and Associations: Maximising the contribution of school committees and associations entails monitoring the implementation of habituation activities and seeking their support in the form of materials, services, and innovative ideas.
3. Parental Engagement: Parental concern is vital in supporting successful efforts to instil standards and values in children. Parents assist in increasing children's awareness fostering their participation in habituation activities. Moreover, parents may report any irregularities in their child's behaviour, allowing the school to address concerns promptly.
4. Student Awareness: The active involvement of students in habituation exercises is key to their success. As the focal point of these activities, heightened student awareness often motivates reluctant individuals to participate actively.
5. Adequate School Infrastructure: Adequate school infrastructure supports implementing values and norms development programs. Facilities such as classrooms, prayer rooms, audio systems, and other amenities are utilised in program implementation (Primasari et al., 2019)

Putri (2021) identifies several obstacles in implementing strengthening values and norms as a navigation technique:
1. Lack of Teacher Dedication: Students may lack seriousness in habituation exercises if teachers do not demonstrate dedication in implementing them.
2. Student Understanding: Some students may struggle to understand the implementation of habituation activities, leading to difficulties in maintaining order without supervision.
3. Parental Concern: A lack of parental concern can hinder student participation in habituation activities at school.
4. Inadequate Facilities and Infrastructure: Insufficient facilities and infrastructure, such as small prayer rooms and chapels, pose challenges to conducting activities effectively.

Andiarini et al. (2018) propose the following solutions to address these inhibiting elements:
1. Enhanced Monitoring and Training: School principals should monitor, supervise, direct, and train employees to ensure their dedication to implementing habituation activities. Regular monitoring and training sessions, both in classrooms and in official meetings, can reinforce the importance of these activities.
2. Establishment of Picket Schedules: To address students' lack of understanding and maintain order, schools can establish picket schedules. Employees and instructors assigned to these schedules patrol the area and supervise activities, supported by religious instructors and the Deputy Head of Student Affairs.
3. Parental Communication: Schools should communicate with parents regarding their children's behaviour. If a student's behaviour is deemed problematic, the school can notify the parents through the child's class teacher to address the issue.
4. Optimising Facility Usage: Despite limited facilities and infrastructure, schools can encourage the efficient use of existing resources. This may involve organising activities that utilise available facilities effectively.

Conclusion

The implementation of strengthening values and norms through the PPK program is integral to enhancing school quality and nurturing positive character traits in students. This process begins with carefully planning to integrate new curriculum changes, activities, and projects to reinforce values and norms. These planned activities are incorporated into both classroom instruction and extracurricular offerings. Students develop positive behaviours through these initiatives, such as greeting teachers respectfully before and after classes. Additionally, they learn to adhere to school culture norms, such as shaking hands when meeting teachers, following etiquette and rules for entering and leaving classes and school premises, and displaying courteous behaviour through practices like the 5S Culture (Greetings, Smiles, Greetings, Politeness, and Manners). Furthermore, various activities such as ceremonies, religious practices (BTA), extracurricular engagements like Scouts and Regional Dance, and P5 Activities reinforce these values and norms. By participating in these activities, students learn about societal expectations and develop essential life skills and character traits that contribute to their holistic growth and development.

Continued support from all stakeholders is essential to ensure the success of habituation activities and strengthen values and norms. However, while various elements like technology, school personnel, students, facilities, local communities, and parents contribute to this endeavour, they can pose challenges if not utilised effectively. To address this, establishing a supervisory team dedicated to overseeing the implementation of these activities becomes crucial. This supervisory team plays a central role in ensuring that values and norms are reinforced consistently and effectively. By monitoring and disciplining the implementation of these habits, the team helps maintain the program's integrity and addresses any possible obstacles.

Moreover, the availability of extracurricular activities is an invaluable resource for students to gain practical experiences and learning opportunities beyond the classroom. Engaging students in such activities fosters holistic development and reinforces the values and norms of formal education. Furthermore, involving educators, parents, and the wider community in these activities fosters emotional bonds and a sense of responsibility among all stakeholders. Collaborative efforts ensure that the values and norms promoted in schools are reinforced in various aspects of student's lives, both within and outside the educational setting.

Acknowledgement

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