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Character Building Through Online Learning Using A Mobile Gadget At A Junior High School In Medan, Indonesia

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A B S T R A C T S

This study aims to find out what influences students' character building. In addition, this study examines the various problems faced by students, teachers, and parents during the pandemic in relation to the policies decreed by the Ministry of Education, Republic of Indonesia, regarding application of online learning as the most effective way to solve problems during the covid-19 pandemic. This research also provides solutions to overcome the problems that raised, namely the roles of gadget which can shape the character of students so that the implementation of education is better. This is considering that the benefits of character education are not only for students as individuals, but they are as a group as well as their families, social environment, and their future.

A R T I C L E   I N F O

1. INTRODUCTION

Education is one of the important factors in supporting human life (Chen, 2012). Education is one of the basic needs in determining human life to become a person of noble character. The purpose of education is essentially to humanize humans, change attitudes and behavior and increase knowledge to realize the quality of human life for the better (Chusna, 2017). Education is not a process that is regularly organized, planned, and uses learned methods and is based on rules that have been agreed upon by a community of people (the State), but rather is a part of life that has been going on since humans existed. Education can be considered as a process that occurs intentionally, planned, designed, and organized based on applicable rules, especially legislation made on the basis of community agreement. Education as a deliberate action and process is a symptom of society starting to realize the need for efforts to shape, control, and regulate humans in the ways that society wants (Fakhruddin, et al., 2014).

Throughout its history, throughout the world, education essentially has two goals, namely helping humans to be smart and smart (smart) and helping them become good human beings (good). Making humans smart and intelligent, may be easy to do, but making humans to be good and wise people seems much more difficult or even very difficult. Thus, it is very reasonable to say that moral problems are acute problems or chronic diseases that accompany human life anytime and anywhere.

The Covid-19 pandemic has changed human mobility, including family routines. Children are forced to study at home because schools are closed. Due to the implementation of physical distancing, children are also not recommended to play with their friends outside the house. The policy issued by the minister of education Nadim Makarin aims to break the chain of the spread of covid 19. As a result, education is also affected, and has changed the offline learning process to online, and this of course requires new media (technology) to support teaching and learning activities.

The electronic learning system (e-learning) makes it very easy for students to learn without direct interaction (Jethro et al., 2012). The presence of gadgets as a media to support the learning process is very much needed for the implementation of the system (Keller & Cernerud, 2002). Accompanied by the internet, the sophistication of gadgets to access various kinds of information will be faster and easier. The learning process between teachers and students will also be more interactive. Gadgets are a form of realization of ubiquitous computing (ubicomp) where the technology allows the computing process to be integrated with various human daily activities with an unlimited range in one area or a scope area (Purwanto et al., 2021). But on the other hand, the positive impact that plays a major role in supporting the success of education during a pandemic, gadgets also have a negative impact in various fields, both social, economic, educational, and in particular on the formation of the character of students during a pandemic (Makkawaru, 2019).

The background in our research regarding character education for students at the Medan city junior high school during this pandemic was due to the emergence of our anxiety about the character of students on the effectiveness of education and the magnitude of the influence of gadgets in the formation of students' character. Because the character of students greatly affects the success of learning. Where are the character problems that we formulate such as online education problems, students' ethics and morals towards teachers, students' reactions to assignments that are deemed excessive and difficult for students, and several other problems that we have classified (Noguera, 1995). And the research that we did aims to examine what the reasons and backgrounds of the respondents were involved in the

problems that we have classified. Additionally, we would like to find solutions to the problems of the character of students in education.

Based on the aforementioned research studies, it can be seen the influence that arises in using gadgets (Amiel & Reeves, 2008). In fact, in the introduction above, there are positive and negative impacts in the use of gadgets on the formation of the character of students. Lack of use of gadgets properly and correctly can have a high influence on the formation of student character so that it may result in decreased student achievement. Seeing conditions like this, the authors conducted a literature review by looking for some relevant research results and direct interviews with the relevant respondents. Therefore, the author's goal is to review whether the influence of using gadgets can affect the formation of the character of students.

2. LITERATUR REVIEW
2.1. What is Pragmatic?

Pragmatism comes from the word pragma (Greek) which means action, action. Pragmatism is a philosophical school which holds that the criterion for the truth of something is whether something has use in real life. Therefore, the truth is relatively not absolute (fixed). A concept or regulation does not provide any use for a particular community, but it proves useful for the community (Atkinson & Coleman, 1992).

There are several categories included in the usefulness in education according to the flow of Pragmatism are as follows: The most powerful feature of pragmatism is the strong thinking about the concept of usefulness, the meaning of this usefulness is more determined on the usefulness of science, not metaphysical things (Kaushik & Walsh, 2019). So, in pragmatism knowledge does not always have to be identified with belief, but becomes a separate thing. Truth that is considered necessary to be believed for pragmatists is always a personal matter and does not need to be reported to the public, while things that are considered necessary to be known must always be reported to qualified and impartial observers. So that the truth in pragmatism is always relative and casuistic. A truth that is seen as valid and useful, at one time can be forgotten. Likewise, the existence of gadgets has a big role in shaping the character of students during the pandemic. It is proven that the existence of gadgets is very necessary to help education during a pandemic because of the government's policy on social distancing to break the chain of the Covid-19 virus, one of which is online learning.

2.2. What is Character Education

Character education is something that absolutely must be implemented because basically all teachers as educators have the same goal in shaping the nation's character. Character education does not necessarily become the responsibility of moral education or character and Pancasila education (Roeser & Peck, 2009), but becomes the responsibility of all fields of study. Therefore, when implementing the 2013 curriculum, the balance of the learning domain between cognitive, affective and psychomotor becomes an absolute output as part of national character education.

Character is a person's character, or morals obtained from internalization with his environment (Ikhwan et al., 2019). A person's character will be good if it is based on moral and ethical values that apply and are agreed upon in society. Character emphasizes the importance of three components of good character, namely moral knowing or knowledge about morals, moral feelings or feelings about morals, and moral actions or moral actions (Abdullah et al., 2019). Good character will appear after the three character components can be fulfilled in students. Furthermore, (Santika, 2020) states that character is a combination of

morals, ethics, and morals. Morals focus more on the quality of human actions, actions or behavior or whether those actions can be said to be good or bad, or right or wrong. On the other hand, ethics provides an assessment of good and bad, based on the norms that apply in a particular society, while the moral order emphasizes that in essence humans have embedded beliefs in which both (good and bad) exist. These factors are interrelated and support each other in shaping a child's personality [1=2]. Character education has three main functions. First, the function of the formation and development of potential. Character education shapes and develops the potential of students to think well, have a good heart, and behave in accordance with the Pancasila philosophy. Second, the function of repair and strengthening. Character education improves and strengthens the role of the family, education unit, community, and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. Third, the filter function. Character education sorts out the nation's own culture and filters out other nations' cultures that are not in accordance with the nation's cultural values and dignified national character (Musianto, 2002). Thus the formation of this nation's character must involve the synergy of the three components of education, including informal, formal and non-formal education.

Facing the challenges of the era that is currently entering the era of the industrial revolution 4.0 which is full of advances in digitalization technology, such as gadgets (Ajmain et al., 2019). Therefore, planting and strengthening the nation's character is very vital and urgent. The development of individualistic, hedonic, materialistic values and so on is a bad impact of the current of globalization and the 4.0 industrial revolution. If this is allowed, it will have a bad influence on the survival of the nation's life which no longer reflects the values of the nation's personality. We further explained that there are four basic reasons why the education system in Indonesia needs to emphasize character education, these reasons are:

(i)   Because many families (traditional and non-traditional) do not carry out character education;
(ii) Because the school's role is not only aimed at forming smart children, but also good children;
(iii) The intelligence of a child is only meaningful when it is based on goodness;
(iv) Because forming students to have strong characters is not just an additional task for teachers, but also the responsibility attached to their role as teachers

With integrated character education in the learning process, this signifies meaningful learning, namely capabilities that are useful for the lives of participants, both for the benefit of further learning and contributing to problem solving in the community.

The Ministry of National Education (2011) has identified eighteen characters that must be able to be implemented by teachers in the learning process, including:

(i)   Religion is an obedient attitude and behavior in carrying out the teachings of the religion he adheres to, as well as being tolerant of other religions.
(ii) Honesty is an attitude that can be trusted in words, actions
(iii) Tolerance is attitudes and actions that respect differences in religion, ethnicity, race, opinions, attitudes, and actions of others
(iv) Discipline is an action that shows orderly behavior and obeys various applicable rules and regulations.
(v)   Hard work is an attitude and behavior that never gives up in an effort to achieve goals
(vi) Creative is thinking and doing something to produce new things from something you already have

(vii)   Independent is an attitude and behavior that is not easy to depend on others to complete the tasks given

(viii)   Democracy is a way of thinking, behaving, and acting that assesses the rights and obligations of himself and others equally

(ix) Curiosity is an attitude and action that always seeks to know more deeply or to know new things.

(x) The national spirit is a way of thinking, acting, and having insight that places the interests of the nation and state above personal and group interests.

(xi) Love for the homeland is a way of thinking, acting, and having a national perspective always loyal to the homeland.

(xii)Appreciating achievements are attitudes and actions that seek to produce achievements or achieve success and appreciate the success of others.

(xiii)   Friendly/communicative are attitudes and actions that are open in establishing relationships and communicating with others,

(xiv)   Peace-loving is an attitude and action that prioritizes mutual peace and tranquility,

(xv)Love to read is the habit of providing time to read or dig up information through reading media for the benefit of himself and many people.

(xvi)   Caring for the environment is a way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups.

(xvii)   Social care is the attitude and action of wanting to help other people and communities in need. And

(xviii)   Responsibility is the attitude and behavior to carry out their duties and obligations as well as possible.

2.3. Online Learning Concept

Online learning, or in a network, is a translation of the term online which means being connected to a computer network (Hrastinski, 2009). In other words, it is learning without face to face directly between teachers and students, but is carried out through the internet (online) from different places. The Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture in teaching teachers technical instructions for improving the competency improvement program for online learning mode teachers in 2016 explains the learning approach to teachers. Online mode learners have the following characteristics:

(i) Requires learners to build and create knowledge independently (constructivism);

(ii) Learners will collaborate with other students in building their knowledge and solving problems together (social constructivism);

(iii) Forming an inclusive community of learners;

(iv) Utilizing web media (websites) that can be accessed via the internet, computer-based learning, virtual classes, and or digital classes;

(v) Interactivity, independence, accessibility and enrichment.

The advantages of online learning include:

(i) Learning does not require a classroom, because the learning process takes place from home or remotely. Students in their respective places or environments that can create a learning atmosphere with existing internet facilities.,

(ii) Teachers do not need to face to face directly in front of the class, because what is used is a computer facility that is connected to the internet.

(iii) Unlimited time means that learning can be done anytime, anywhere according to the agreement as long as the environment and facilities support the implementation of the online mode learning process. Therefore, this online learning mode can be said to be more efficient and effective if the superstructure and infrastructure are well-available.

Superstructure can be interpreted by the author as a policy that leads to the implementation of online learning, including the understanding and readiness of students and teachers in the implementation of online learning. Readiness of students include:

(i)   Skills in using technology and information and communication, these are basic points for students in the implementation of online learning who must be able to use technology so that they can be maximized in the learning process.
(ii) Independent learning without having to be supervised by parents,
(iii) Attitude, which is manifested by the behavior of students in seriousness in following each stage in the online learning process.
(iv) Responsibility is the attitude and behavior of carrying out tasks as well as possible in the implementation of learning in accordance with the direction of the teacher.

The role of the teacher in the online learning process is also very vital, the first being to make students a learning activity because the teacher must make the basis of a constructivist approach that makes students the subject of learning. Second, mastering ICT and updating information, third, creating an interactive, inspiring and fun learning atmosphere, fourth, providing evaluation and feedback after the learning process takes place. Broadly speaking, the components that must be prepared by the teacher as infrastructure are the availability of an internet network, preparing learning strategies, preparing learning content (effects, images, audio, video and simulations), providing a learning management system (google classroom, zoom, jitsi, webex, etc.). Basically, the success of the online learning process requires synergy between the government, education units, teachers, students of course the role of parents and the environment of students, to be able to support the success of the online learning process.

The focus of this research is junior high school students in the city of Medan who are still classified as teenagers. Because the age of teenagers from 13-15 years is still classified as an unstable age with rapidly changing emotions. It is also said that adolescence is a critical period with a high level of sensitivity to both thoughts and feelings. In character education at this stage, students tend to look for models or role models who are used as role models or good characters and are used as references to live life in the future. In this development, teachers must be able to identify the needs and learning strategies used, especially in national character education. Because basically, apart from the components of good character stated by Likona, character is also related to attitudes, behavior, motivation, and skills that must be understood by teachers. Where in this pandemic era gadgets have a big role in shaping the character of students, because all information, knowledge and so on are in the world of technology with gadgets as the medium.

3. METHODS

This type of research is Field Research or Field Research through a qualitative descriptive approach. This research was conducted by direct observation in the field to reveal more specific problems. As stated by Toto Syatori Nasehudin and Gozali Field Research, namely

research that is directly carried out in the field or in real life specifically what is happening (Utami & Suwarno, 2019).

Researchers use a phenomenological approach, where this study examines the influence of smartphone media (gadgets) on character formation in junior high school student learning in the city of Medan during the pandemic. The phenomenological approach views human behavior, what they say and what they do, as a product of how people interpret their own world. This research was conducted in North Sumatra, precisely in one of the junior high schools in Medan City. There are 2 kinds of data in qualitative research, namely primary data and secondary data. The researcher uses purposive sampling. Purposive sampling is a technique of taking informants with certain considerations (Wang et al., 2019).

This study used several data collection techniques, including: Interviews were conducted with students, teachers, and parents. observation techniques, and documentation techniques. observations made by researchers, as well as online data searches. To test the validity of the data that has been collected, the researcher uses a source triangulation technique, which is studied and studied in depth to then do data reduction and draw conclusions.

4. FINDING AND DISCUSSION
4.1. Definition of Gadget

Gadget is a term in English which means a small electronic device with various special functions. Gadgets in a general sense are considered as an electronic device that has a special function on each device. For example computers, cellphones, games, and others. Gadgets have functions and benefits that are relatively suitable for their use. The functions and benefits of gadgets in general include (Chusna, 2017): Communication, Social, and Education.

With all the conveniences contained in these gadget features, it makes human activities easier. Indonesia is a country with quite a lot of gadget users. From statistical data, the results of the 2016 Indonesian Internet Service Providers Association (APJII) survey, users of gadgets, especially computers or laptops, showed that the number of internet users in Indonesia in 2016 was 132.7 million users or about 51.5% of the total population of Indonesia. of 256.2 million.

Ownership of gadgets that tend to be easy, as well as prices that are relatively affordable for all people, make everyone an active gadget user. The intensity of using gadgets quite often can affect the people around the gadget users. such as children, who can be affected by their parents who are active users.

4.2. Use of Gadgets as a tool for character building of students

From the results of research and field findings that we found, and also made ourselves part of the research sample by acting as students in the participant method. The tendency of children to use gadgets can come from environmental and family influences. The environment where the child is also supports the child to use gadgets. Unfavorable family conditions, such as busy family members, make children turn their attention to their parents' gadgets. For example, children don't want to play outside with their friends, or parents don't allow it for some reason, then gadgets are a mainstay alternative to make children stay quiet or feel at home. Gadget users who also come from children and teenagers, do not understand the proper use of gadgets. They need assistance and understanding from parents, teachers, and the surrounding environment who not only provide knowledge in the form of spoken words,

but also with real examples in the form of actions. Children who are actually still in the process of observing and imitating can be directed in a positive direction.

The effect of using gadgets on teenagers can be seen from the developments experienced by children in their development from the past to the present. This can be seen from our research on junior high school students at a school in the city of Medan on Friday, October 1, 2021. Our research focuses on the social development of children. Based on the research conducted, it was found that the children who were the samples of our study, these children are users who intensively use gadgets. After researching, it turns out that the use of gadgets has no effect on the social behavior of students where we judge from the attitudes and behavior of respondents to the interviews we conducted and how to answer which we feel is very good. In conclusion, this research is more directed to the use of gadgets that have a positive impact, and it has no effect on children's social behavior.

What is considered the most prominent is the attitude or behaviors of children. Apart from changes in behavioral attitudes, health factors are also the next cause that causes a child's character to change. In conclusion, the most influential role is found in parents. When parents have a full share in providing supervision, the use of gadgets in children, as well as the negative factors can be minimized. Based on our research, it is also about the use of gadgets in forming the character of junior high school students. The family as the first place that children see, as well as early high school as a formal institution that also supports the formation of this character, are the focus of this research. The use of gadgets that result in an attitude of dependence, has an impact on the character of a child. A child's character that is not fully formed can change when a child sees something new, or he is affected by the surrounding environment. The environment that currently uses gadgets makes a child's curiosity increase. Initially the child observes, then the child tries to use it, until he becomes a user of the gadget himself. Actually the use of gadgets in early childhood can have a positive or negative impact. On the one hand, children can learn through interesting audio-visual media so that it is easier for children to understand what they want to know. On the other hand, lack of supervision of children can have a negative impact. One of them is the formation of their character.

Gadgets always go hand in hand with online learning because gadgets act as media in it. Like, LCD, laptop, and DVD player as learning media. The main goal is to introduce today's technology, namely gadgets. Another goal is to teach about new things on certain themes, for example on the work theme. The teacher introduces the children to various jobs that can be encountered every day. One of them is a doctor. Then the teacher asked one of the guardians of students who have a similar profession to fill the inspiration class. Filling the class certainly involves the use of gadgets. With the aim of education, the gadget in the form of a laptop becomes an audio-visual medium that can support learning, so that the delivery of educational information can be easily understood by children and is more interesting, such as through videos and animated images.

We also classified our questions in the research, namely there were 6 questions asked, the understanding of parents about character education, most of them understood and understood it. That the parents of one respondent understand and understand theoretically is not enough. In practice, sometimes parents forget that gadgets can be two swords. First, it can educate children, which on the other hand can have a negative effect on children. This can be seen when questions are asked about how often children use gadgets. Respondents in our study were children who became users, or intensive gadget users. Although the time span for children is given restrictions, in fact it still affects the formation of children's character.

The following are the results, where there are several children whose use of their gadgets at home tends to be more frequent. This turns out to be able to affect the child's behavior, which is finally able to shape his character. What is seen by the child, is not immediately filtered out. They fully accept what they see and hear.

(i)   Children quite often watch tv, and use cellphones. Changes in attitude, the child becomes less focused, and less motor movement.

(ii) Children are allowed to play with cellphones, to reduce playing time with friends who tend to be rebellious. So that children can stay at home, cellphones are a reliable solution.

(iii) Children are often allowed to play with their cellphones, because the mother has to take care of her younger siblings. Cell phones are first aid. However, as a result, children tend to be addicted / dependent.

(iv) Its use is quite long in a day, and this affects the child's focus on something. And it can form a child's habit of being addicted to gadgets

(v) often uses gadgets, and he won't stop if his parents don't stop him. So when it is fun, he is less social.

(vi) Its use is quite intensive. Because when parents take their gadgets, they will be angry.

Based on the results above, the average child uses gadgets intensively. This results in a change in the character of the child. Where children become less attention or focus when parents are talking to or asking for help with something. In addition, what the child sees and hears on the gadget is immediately asked by him to the parents. In fact, previously the child did not have such an attitude.

Characters that need to be formed and developed in children, there are five things that can be grouped. Among others are the characteristics of moral and religious values, social emotional, cognitive, language, and physical motor.

4.3. Children's character in the field of developing Moral and Religious Values

This stage consists of two levels. Starting with the pre-conventional stage, children begin to learn morals from their interactions with the environment. At the conventional stage, children's actions are oriented towards social expectations/rewards. Children will act morally to be considered good by society. His actions are done to be appreciated by others. In this field of development, children will form their character when the family environment provides real examples through worship activities that can be observed by children, so that children are moved to follow them. Furthermore, at school, children through teachers get other real examples through the act of giving to others as the simplest action. So that little by little the child will know that the good actions he does will make him accepted in the surrounding environment.

4.4. Children's character in the socio-emotional field

In this field of development, the character of a child who was previously an individual can become someone who can interact with the environment. Where when coming from or just leaving home, the child does not yet and only knows his family members. So when he arrived at his school, he had to deal with new friends, new teachers, and a new environment. When a child's character is an active gadget user, of course, it will have difficulty adapting to the new environment. He tends to be introverted, and prefers to be alone. In addition, his emotions are also not well controlled. For example, when he is angry, he can become a scary person when he expresses his emotions. Or when sad, he will be very quiet and do not want to mingle with his friends.

4.5. Character in the field of Cognitive development

Cognitive means thinking. Early childhood actually already thinks through their imagination or fantasy power. He sees something new, and can immediately imagine it with what he understands himself. When children intensively use gadgets, their cognitive will be formed on what they see and hear on the gadget. For example, when he uses a gadget to operate a game. So what was on his mind that something should be done like in this game, or in that game. When it happened like this, then he would act like this character who did this action, so he would win the match. That's the thing that popped into his mind, based on the cognitive he received from using his gadget. So that the character that is formed is, he becomes the most capable among other people, or feels bored with things about other knowledge that he sees directly around him. Because he feels he can just look through his gadget.

4.6. Characters in the Language field

This field is the most vulnerable, in the formation of early childhood character. Why is that? Because gadgets that provide a variety of interesting and fun content for children, do not necessarily use good and correct language. In today's digital world, not everything is censored. Like pictures and sound, not all bad things are exposed to the sensor. As a result, children who do not get supervision in using gadgets, their characters are formed in terms of language which is like adults. He became a precocious child. In addition, his intonation tends to be louder and sometimes makes words that are inappropriate for children his age. When a child is asked, where did he get these words from? He replied, "I got it from watching ... on youtube." Or "I finished playing this game, this guy (name of the character in the game) talks like this, it's cool." Children certainly do not know which words are good and which are not, because they still need guidance to be directed by giving real examples, through good and right words.

4.7. Characters in the Physical-motor field

Children who use gadgets intensively have less motoric movement. The center of movement is only his fingers, the senses of sight, and hearing. When children are focused on using gadgets, the energy that is fully used is the hands. Other body parts that should be given a stimulus too, so that he becomes a more active child are not being used. For example, when a child is called by his mother or father to do something or is asked for help, a child who is busy using a gadget will certainly feel lazy to move, respond by moving but rather slowly, or even not moving from his current position. Why is that? Because the child already feels that his position is sitting or lying on a mattress or chair, is the best position. With only this position, he can do various things in cyberspace with his gadget. So why did he do more movement, and make him tired. The child's character will be a child who tends to be lazy to move more, or expend his energy even if only a little. For example, to take something, he will choose to ask others for help even though he can actually do it himself.

Based on the five areas above, excessive use of gadgets can bring up character in children. These characters include: 1. Individualist; 2. Emotional; 3. Lack of focus; 4. Language that is not appropriate for his age. If you look at Erickson's theory, he focuses his studies on the psychosocial development of children. He mentioned that in stage II at the age of 2-3 years, namely autonomy vs shame and doubt, children do not want to be completely dependent on others. Children begin to have desires and wills of their own. At this time, parents need to provide controlled freedom, because if the child is too controlled / dictated, the child can grow a sense of always being anxious, doubtful, and disappointed (Sunardi, 2017).

From the results of our research, we can provide an evaluation with the help of Erickson's theory and the reality in adolescence that their character needs to be formed. One way is through habituation behavior. For example, children are given time to play with their friends so that they do not give children the opportunity to play gadgets. In addition, there is a need for consequences from parents and teachers, that when at certain times children are not allowed to use gadgets, parents also do not use them. This will make the child's character become someone who is consistent and disciplined. He learned to imitate the attitude of his parents and teachers, when they said something not to be done by him, his parents and teachers did not do it either. So there will be a sense of trust in others, and he is used to being consistent in what he does. That in every thing he does, there is a risk and he must be prepared with the consequences.

Children's character can be formed through habituation, which is exemplified by parents and teachers. Real examples in the form of actions, will be more striking to children so that children can know firsthand that good habits will also have a good effect on the environment around us. While bad habits, there is also a good influence for yourself and the environment. Children who are still imitating the habits of adults, especially their parents and teachers, will have a character according to the habits they see, receive, and get. Habituation that sometimes parents and teachers are not aware of, of course, needs to be done carefully. Because if we accidentally do an action that tends to be unfavorable, for example yelling at a child in a public place, then the seed of character that is formed is that the child will become an emotional person. Because he is used to being yelled at in public, which makes him embarrassed. In him will arise anger, shame, sadness, and disappointment. So it is not uncommon for him to become an emotional person later, when the negative habit continues (unconsciously).

In addition, the need for parenting activities to parents. Character building in children is not only the task of an educator at school. But also parents, who are the first teachers for their children before entering school. When a child gets good and appropriate stimulation at school, but in the end at home it is not continued through habituation in daily life, or even left alone, then the character of the child that is expected to become a good generation cannot be realized. In essence, the participation of parents and teachers is needed in the formation of children's character. Through intensive parenting activities at school, providing knowledge about children's development, and always collaborating with teachers, in providing stimulus to children about positive activities.

4.8. Program for Using Gadgets in Shaping Students' Characters

In addition to assistance from external parties such as parents, teachers and the environment for the formation of the character of students. In this pandemic period, we can see the positive side of gadgets and we can use them to shape the character of students through previously planned programs with the aim of shaping the character of students in a positive direction so that they are able to develop potential that can support them in education and socially. As;

4.9. Creating videos or posters that contain motivational quotes or scriptures of various religions

This type of motivation is intrinsic learning motivation, which comes from outside the teacher, even parents must take part in this program. where teachers and parents learn to produce works that are interesting and can touch their hearts. Spiced with the right words

about their hearts. In this case, teachers and parents must understand the problems and personality of students.

4.10. Using appropriate and varied learning methods

Online learning education tends to be boring for some students, even some teachers also feel it. Because their space in recognizing and supervising students is hampered. In fact, through education, character formation plays a major role in it. The program we recommend to solve this problem is to diversify online learning methods. Like making ice breaker for students, namely an introduction with a joyful situation (fun for students) this aims to melt the atmosphere between the relationship between students and teachers. Educators must also be proficient in the use of technology to support learning activities. So that educators can use a variety of learning media for educators to use to deliver their material, such as Audio, Visual, and Audio-Visual media. Such as multimedia learning videos with animations of various colors.

4.11. Creating non-formal study groups through social media groups

For some students, the formal subject matter they study continuously in education makes students bored, and it also supports their thinking because their knowledge is only limited to formal knowledge such as social studies, science, MM, Indonesian, etc. Therefore we have a suggestion in solving our problem, namely that students should also be given non-formal education (outside school lessons) it will be useful because it can add insight to students. Where non-formal education activities are carried out, such as dissecting books outside of school subjects, for example (Education Books for the Oppressed, Madilog by Tan Malaka, Das Kapital by Karlmarx, World Shopie and so on) by reading social books or others can make students more sensitive to their environment, it also makes students prefer to read rather than playing with gadgets which are just a waste of time. It is also possible to dissect world figures such as Biography of Soekarno, Tan Malaka, Adam Smith, Karlmarx for the purpose of imitating exemplary things in their actions and thoughts. In this program, we also recommend that every week or within a certain time the non-formal study group is able to complete one book to be discussed in online discussions.

4.12. Creating competition in online learning

The existence of competition in education can make students more active and progressive in their education. Because competition between students certainly makes students push themselves even better to get something. Of course, the role of the teacher in reviving this atmosphere is very large, the teacher must be able to propagate the spirit of the students so that the competitive atmosphere between students is more active.

5. CONCLUSION

Based on the results of this study, the use of gadgets in early childhood turns out to have an effect on the formation of their character. Where when the use of these gadgets is intensive, the characters formed in children tend to be in a bad direction. Conversely, when the use of gadgets is limited or even rare, a good character can be formed in children. This formation is definitely supported by the participation of parents and teachers, who can facilitate early childhood, so that the character of the next generation of the nation based on the noble values of Pancasila can be realized.

6. RECOMMENDATION

This paper entitled Character Building in Online Learning by Using Gadgets for Middle School Students in Medan City is expected to be useful for those who read it, especially for students who need complete information about the character of junior high school students online. We as writers realize that there are still many mistakes in writing and it is far from perfect, therefore the authors expect constructive criticism and suggestions from readers in order to improve our article. (Chen, 2012)

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