

## **Digital Media-based Character Education Model As A Learning Innovation in the Midst of A Corona Pandemic**

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### **Abstract**

Online learning or often referred to as online terminology becomes an alternative learning that is currently chosen, during the Corona pandemic. Alternative online learning in this pandemic, can be tangible to develop a character education model that still raises the creativity of media development. Digital media in the form of animation in learning aims to maximize visual effects and provide continuous interaction so that understanding of teaching materials increases. The character education model in Higher Education requires development. The long-term goals to be achieved in this study are as follows: produce a Cartoon Digital Media Based Character Education Model as a learning innovation amid Corona pandemic. The method is used in this study there was research and development. Data collection techniques used were Data and Source Triangulation, then analyzed using the Interactive Analysis Model. Indicators The success of this research is that the University of Slamet Riyadi Surakarta can support the strengthening of character education models as part of citizens' competencies in the field of Citizenship Education and comprehensive learning outcomes in order to produce graduates who have Strong Character to actively participate in solving the nation's problems responsibly and its implications for the field of Social Humanities and Education. And the novelty of this cartoon digital media-based character education model, provides its own innovation in responding to learning amid the Corona pandemic that is sweeping the world.

### **Keywords**

Character Education Model, Cartoon Digital Media.

## **Introduction**

Since a decree from the Ministry of Education and Culture was issued regarding the prevention and dissemination of Corona, all conventional learning activities began to be temporarily closed. Educational activities feel lockdown. Conventional learning system implemented by the education unit slowly eroded and replaced with a variety of online learning applications that can give space direct interaction between the lecturer with students without having to meet in person. However, even though online learning is carried out, of course there must be a learning innovation that still reinforces the character of students.

Character needs to be developed and proclaimed, in relation to the depletion of morality in the body of the younger generation. We will not let the young generation of this nation be increasingly damaged. So to overcome the problems of this nation one of them is to provide reinforcement for young people with character (Arthur, J; 2005). The character that needs to be boosted in order to improve the quality of the young generation so that the problems of this nation can be solved is to improve the character that has been sparked by the proclaimer, the character that is in accordance with our nation. The character that has been conceived by the founder of this nation is a character that is in accordance with the values of Pancasila, namely *Nation and Character Building* and is part of strengthening intellectual attitudes.

Media Animation in learning has the ability to be able to explain something complicated or complex to be explained with only pictures and words (Kessler, R. & Catherine. F: 2000). With this capability, animation media can be used to explain material that cannot be clearly seen by the eye, by visualizing the material described can be described. James Madison University's research (2006), shows the phenomenon that the curriculum with the "We the People..." learning package for a period of two years, namely from 1995 to 1996 and held in 12 states, then since then this learning package is distributed including throughout schools in American Samoa, the State of Colombia, Guam and Puerto Rico Haas, (Nancy: 2001). Good character is what we want for our children. What does good character consist of? A Greek philosopher named Aristotle defines good character as life by doing the right actions with respect to oneself and others. Aristotle reminds us of what we tend to forget today; life of goodness virtuous including self-oriented (like control themselves and moderation) as well as the kindness oriented other things (such as generosity and compassion), and both types are related goodness. We need to control ourselves, our desires, our desire to do good for others (Center for Indonesian Civic Education: 1999).

Character education is characteristically individual, character education needs to pay attention to self-potential owned by individuals or based on self-potential. According to Khan (2010: 14); Arthur, J. (2005), "Personal potential-based character education (individual) is education that does not only guide and foster every student to have intellectual competence, mechanical skills, productive, innovative, and character development". Character education based on self-potential, the desired goal is a change in attitude that was originally counter productive to being and creative. (Lickona, T: 2004; Bandura, A. (1971)).

College, has a fairly effective role for the formation of a permanent character continues to be done on an ongoing basis, which is supported by the entire community at the College. Furthermore, in line with the relevant research above, the researchers conducted a pre-survey of students who took the Citizenship Education course (March, 2019) found the following data: First, learning outcomes in Civics courses in Higher Education can develop and implement character education that sustainability that is in line with the University's Vision and Mission. Students in follow several activities socialization held Research Group still complain about almost 70 % model of character education that is applied on the campus are theoretical, learning, meaning that the power of creativity, the skills of citizenship and responsibility is still limited knowledge alone (*text book*), so that the achievement of the range between 30 %. Second, 73 %, the campus needs assistance in finding, implementing and evaluating the nation's character education model, it is hoped that the 27 % who have applied character education on campus can increase sharply to provide a basis of knowledge, skills, learning experiences that build social integrity and realize national character.

In research activities, the Pancasila Laboratory as its basic has carried out several studies related to the values of "Slamet Riyadi". The result is recommended that existence of "Slamet Riyadi" values need to be excavated and preserved and actualized and interpreted according to the context of the changing times, in the era of digital revolution. Because its existence is very much needed in the life of the nation and state. In addition, the Pancasila Laboratory was developed as a character education laboratory.

This study intends to further explore how to find Character Education Models Based on Cartoon Digital Media for Slamet Riyadi University Students as Strengthening "Slamet Riyadi" values. With expectations of application of the model of character education that the implementation can be managed well, and also as part of the monitoring and evaluation of the revitalization of laboratory functions in the activities of Tri Dharma universities, especially research activities in order to implement and

support the policies of character education in universities to sustainable policies formulated in quality documents at Slamet Riyadi University.

## **Literature Review**

### **1. Study of the Character Education Model**

Along den g an Creswell, JW. Plano C & Vicky L. (2007); Battistich, V. (2003), and Zubaedi (2011: 18) Character education in detail has five objectives:

First, developing the potential of the heart / conscience / affective students as humans and citizens who have universal values of the nation's character. Second, develop the habits and behavior of students who are praiseworthy and in line with the universal values and cultural traditions of the nation's religion. Third, instill the spirit of leadership and responsibility of students as the next generation of the nation. Fourth, develop students' abilities to become independent, creative, and national-minded human beings. as a learning environment that is safe, honest, full of creativity, friendship, nationality. Fifth, develop the environment of school life as a learning environment that is safe, honest, full of creativity, friendship, with a high sense of nationalism and full of strength.

In addition, character education has three (3) main functions. First, the function of forming and developing potential. Character education functions to shape and develop the potential of students so that they have good thoughts, good hearts, and good behavior in accordance with the philosophy of life of Pancasila. Second, the function of repair and strengthening. Character education functions to improve and strengthen the role of families, education units, the community, and the government to participate and be responsible for developing the potential of citizens and nation building towards a developed, independent, and prosperous nation. Third, the filter function. Character education serves to sort out the culture of the nation itself and filter out the national culture that is not in accordance with the cultural values and character of a dignified nation. (Carr, W: 2008); Trisiana, A. (2015); Trisiana, A. (2019); Trisiana, A. (2020).

Character education functions to separate the culture of the nation itself and filters the cultures of other nations that are not in accordance with the cultural values and character of a dignified nation. These three functions are carried out through; (1) inauguration of the Pancasila as the country's philosophy and ideology, (2) strengthening the constitutional values and norms of the 1945 Constitution, (3) strengthening the national commitment of the Republic of Indonesia, (4) strengthening the diversity values in accordance with the conception of Unity in Diversity, and (5) strengthening the excellence and

competitiveness of the nation for the sustainability of the life of society, nation and state in Indonesia in a global context.

## **2. Study of Cartoon Digital Media**

Cartoon Digital Media in Animation in learning that is used both in concept explanation and examples, in addition to static auto-run animation or activated via buttons, it can also be interactive animation where users (students) are given the possibility of playing an active role by changing the value or position of a part certain of the animation. The sequence of learning activities can include: looking at examples, doing practice questions, receiving information, asking for explanations, and doing questions/evaluations (Suwarna: 2007); Teacher Education: 2016). The following are some of the interests or advantages of cartoon animation media in learning :

- a. Cartoon Animation Media in learning is able to convey a complex concept visually and dynamically;
- b. Digital animation media can attract students' attention easily. Animation is able to convey a message better than using other media;
- c. Digital animation can also be used to help provide virtual learning;
- d. Media Cartoon animation in learning is able to offer a more enjoyable medium. Animation can attract attention, increase motivation and stimulate students' thinking that is more memorable;
- e. Visual and dynamic offerings provided by animation technology can facilitate the process of applying concepts or demonstrations. (Battistich, V: 2003); Haas, Nancy. (2001)

## **3. Study of Values of “Slamet Riyadi”**

The basic values developed by universities and faculties are derived from the soul and spirit of "Slamet Riyadi". Basic values include: Courageous and firm (*Assertive*); Careful (*Careful and calculation*); Discipline (*Discipline*); Honest (*Honest*); Cooperation (*Team work*); Concern with greater interest (*Greater interest*); Confidence (*Self confidence*); Unyielding spirit (*High-spirited*); Willing to sacrifice and Without ulterior motives (*Sacrifice and selflessly*).

## **Method**

This research include the type of research and development or *Research and Development (R & D)*. *Research and Development* stages according to Borg and Gall (1983: 775–776); Gall, M. D, Joyce. P. & Borg, W. R. (20 07) is the stage (1) of research and data/information collection about product development needs; (2) planning for developing

product development; (3) design / draft development products; (4) initial field trials (expert trials); (5) revision of the initial design development product; (6) initial field trials; (7) revisions to the product of field test results; (8) operational trials / field implementation tests; (9) revision of the final product; (10) dissemination and implementation.

Sukmadinata, Nana Syaodih. (2015); Creswell, JW. Plano C & Vicky L. (2007). With the chart explanation as follows:

Primary data in the form of information about *informants*, places and events (through *site inspection*). *Informants* consist of students, lecturers and stake holders related to character education. Secondary data in the form of various relevant documents from various institutions relating to the implementation of character education in Higher Education. Data collection techniques Data were collected using several methods, namely: Field observation with *participant observation*; FGD (*Focus Group Discussion*); In *-depth interview*; The documentary method (*documentary study*). The analysis technique that will be used in this qualitative research will be based on an Interactive Analysis Model (Miles & Huberman, 1992). According to this model in data collection researchers always make data reduction and data presentation continuously until a conclusion is made.

## **Results and Discussion**

### **1. Cartoon Digital Media Based Character Education Model**

Cartoons are depictions in the form of paintings or caricatures about people, ideas or situations that are designed to influence public opinion. Although there are a number of cartoons that work to make people smile, as well as cartoons published in newspapers. James. M. (2006); Ministry of National Education. (2010); Kessler, R. & Catherine. F. (2000)

Cartoons are interpretive images that use symbols to convey something quickly and concisely or something attitude towards people, situations, or certain events. His ability is very large to attract attention, influence attitudes and behavior.

Cartoons usually only capture the essence of the message that must be conveyed and pour it into simple drawings. Cartoons without detailed drawings using symbols and characters that are easily recognized and understood quickly (Yudhi, Muadhi: 2012). If the meaning of a cartoon hits, a large message can be presented concisely and the impression will be

long lasting to remember. Characteristics of Cartoons Good cartoons contain only one idea. Characteristics of cartoons using caricatures, exaggerated satire, symbolism and choice of humor. Humor often and often makes people laugh, especially in cartoons that contain political contradiction for newspaper readers. In some cases the use of cartoons in the political and social fields is used as a medium to personally attack high officials.

The power of cartoons to influence public opinion lies in their cohesiveness, simplified issues, and genuine attention that can be raised sharply through humorous images. There are certain qualities in choosing and Assessing Cartoons from effective cartoons. Knowledge of these qualities is very helpful in choosing cartoons for teaching purposes. In general it can be said that good cartoons only contain important things. Cartoons rely heavily on characterization keys for broad recognition of photographic details. Another physical character is the brevity of the description. Some cartoons don't even need information at all, because the paintings themselves convey ideas without the help of words. (Kevin. G: 2003)

Use of Cartoons for Learning a. For motivation In accordance with the character of an effective cartoon will attract attention and foster interest in student learning. This shows that cartoon materials can be useful motivational tools in class. Along with the age of technology, lecturers naturally know all fields, especially how to make a cartoon interesting, for example in terms of color and so on. Lecturers who don't know much about teaching techniques using cartoons can cause students to get bored quickly. If not used carefully, students will be more interested in cartoon drawings, not in the teaching that will be delivered by the lecturer. (Kirschenbaum, H: 1998); Chintya Janet, T. (2020); Sugiaryo & Trisiana, A. (2020).

Following this, is the Digital Cartoon Model, developed in Character Education, in Table 1, as follows:

**Table 1 Digital Cartoon Model, developed in Character Education**

| <b>NO</b> | <b>THEORY</b>                    | <b>BASIC COMPETENCES</b>   | <b>INDICATOR</b>  | <b>STORY / NARRATION</b>   | <b>CHARACTER</b>  |
|-----------|----------------------------------|--|---|--|---|
| 1         | Pancasila as a Philosophy System | The ability to implement ethical and legal norms based on Pancasila in accordance with the profession. | <ol style="list-style-type: none"><li>1. Explain the main position of Pancasila for the Indonesian state</li><li>2. Explain the meaning of each value in Pancasila</li><li>3. Make examples of norms based on Pancasila</li></ol> | The three University of Slamet Riyadi students chatted casually while eating | <ol style="list-style-type: none"><li>1. Courageous and resolute</li><li>2. Concern with greater importance</li></ol> |

|   |   |   |  |   |  |
|---|---|---|--|---|--|
|   |   |   | <p>values</p> <ol style="list-style-type: none"> <li>4. Distinguishing ethical and legal norms in state life</li> <li>5. Give examples of behavior that deviates from ethical norms and their sanctions.</li> <li>6. Give examples of behavior that deviates from legal norms and their sanctions.</li> <li>7. Demonstrating behavior in accordance with the professional code of ethics.</li> </ol> | discussing the Pancasila Philosophy.  |  |
| 2 | National Identity                             | The ability to support Indonesia's national identity.                                 | <ol style="list-style-type: none"> <li>1. Distinguish between national and national (ethnic) identities.</li> <li>2. Give an example of national and nationality identity.</li> <li>3. State Indonesia's national identity.</li> <li>4. Explain the process of forming Indonesia's national identity.</li> <li>5. Shows the behavior of citizens who support national identity.</li> </ol>           | The three University of Slamet Riyadi students worked on their lectures by discussing National Identity.  | A Nationality Identity that stands out compared to National Identity   |
| 3 | Rights and Obligations of Indonesian Citizens | The ability to display behavior that reflects the rights and obligations of citizens. | <ol style="list-style-type: none"> <li>1. Explain the meaning of citizens.</li> <li>2. Identifying who is an Indonesian citizen.</li> <li>3. Give examples of citizens' rights and obligations.</li> <li>4. Give examples of rights and obligations of the citizens of the state</li> </ol>  | The three University of Slamet Riyadi students while waiting for their lecture hours while watching TV, then discussed the rights and obligations of Indonesian citizens. | <ol style="list-style-type: none"> <li>1. Spirit of abstinence surrender</li> <li>2. Willing to sacrifice and no strings attached</li> </ol> |
| 4 | State and Constitution                        | The ability to show constitutional attitudes and behavior in national life            | <ol style="list-style-type: none"> <li>1. Explain the importance of the constitution for a country.</li> <li>2. Identifying the contents of the 1945 Constitution.</li> </ol>  | The three students were having lunch while chatting related to the Indonesian   | Willing to sacrifice and no strings attached   |

|   |                              |  |   |   |   |
|---|------------------------------|--|---|---|---|
|   |                              |  | <ol style="list-style-type: none"> <li>3. Give an example of constitutional behavior in state life.</li> <li>4. Give an example of constitutional behavior in state life.</li> <li>5. Showing anti-corruption behavior through anti-corruption education.</li> </ol>  | Constitution. Associated with the Corona outbreak that hit Indonesia and the World  |   |
| 5 | Democracy                    | The ability to display democratic attitudes and behaviors.   | <ol style="list-style-type: none"> <li>1. Explain the meaning of democracy.</li> <li>2. Differentiating democracy as a form of governance of the political system and outlook on life.</li> <li>3. Identifying democratic and non-democratic values.</li> <li>4. Give examples of democratic behavior and undemocratic behavior.</li> <li>5. Explain the importance of democratic education in a country.</li> </ol>  | The three students agreed to meet up and then talk about the issue of Democracy with excitement.  | Concerned with interests the greater one  |
| 6 | Rule of Law and Human Rights | The ability to support the promotion and protection of human rights in the rule of law in Indonesia. | <ol style="list-style-type: none"> <li>1. Interpret the meaning of the rule of law.</li> <li>2. Interpret the meaning of human rights along with examples.</li> <li>3. Linking human rights to the rule of law.</li> <li>4. Identifying human rights legal and institutional instruments in Indonesia.</li> <li>5. Showing examples of cases of human rights violations in Indonesia.</li> <li>6. Give an example of the role of citizens in the promotion and protection of human rights.</li> </ol> | The three students finished the midday prayer while sitting in the hall of the Universty of Slamet Riyadi mosque chatting in connection with the State of Law and Human Rights. | Willing to sacrifice and no strings attached  |
| 7 | Geopolitics                  | The ability to analyze the importance of Indonesia's territory as the nation's living space.         | <ol style="list-style-type: none"> <li>1. Explain the meaning, nature and position of Insight Nusantara.</li> <li>2. Mention the background of the need for Nusantara Insight</li> <li>3. Explain Archipelago</li> </ol>  | The three students sat relaxed while chatting related to Archipelago Insight and Regional   | <ol style="list-style-type: none"> <li>1. Careful.</li> <li>2. Honest</li> <li>3. Discipline</li> <li>4. Courageous and resolute</li> </ol> |

|   |             |  |  |  |   |
|---|-------------|--|--|--|---|
|   |             |  | <p>Insight as Indonesian geopolitics.</p> <p>4. Detailing the consequences that occur over the implementation of Nusantara Insight.</p> <p>5. Explain the importance of regional autonomy as the regulation of state life.</p>   | Autonomy in Indonesia.   |   |
| 8 | Geostrategy | The ability to analyze the nation's resilience in the midst of threats, challenges, obstacles and disturbances (ATHG). | <p>1. Reveal the history of the birth of the concept of national resilience in Indonesia.</p> <p>2. Detailing the factors that can influence national resilience.</p> <p>3. Give an example of threats to Indonesia today both from within and from outside.</p> <p>4. Shows Indonesia's participation in world peace.</p> | The three students ate lunch while discussing the Role of Citizens in the Survival of the Nation and the Nation. | <p>1. Careful</p> <p>2. Honest</p> <p>3. Discipline</p> <p>4. Courageous and resolute</p> |

## 2. The Amplifier 's Value – Value of “Slamet Riyadi” for Students in Midst of Corona Pandemic

“Slamet Riyadi” is the son of Solo, whose struggle for independence is not in doubt. At a young age he began his career as a non-commissioned officer of Kaigoen (Japanese Navy) “Slamet Riyadi” born in Solo, July 26, 1927, son of the pair Raden Ngabei Prawiropralebdo and Sutati. Slamet Riyadi's parents are palace servants at the Kasunanan Palace. He was born with the name Sukamto, but because he was born ill, he was taken care of by his uncle and changed his name to “Slamet Riyadi”.

In Javanese tradition it is believed that sick children are not believed to be cared for by their parents. This tradition is a local wisdom, symbolically, giving uncle's role to participate in parenting, especially the symbols of sharpening, caring and caring. The inclusion of “Slamet Riyadi” in the Japanese navy was perceived as a necessity, because in that way he was instrumental in getting *technical skills* to defend his own country. It could be because he is a Solo person and his parents are in the category of palace servants, taught by following the example of the protagonist Sunan Paku Buwana X when he views the political strategy of the Dutch government.

“Slamet Riyadi” as the battalion leader does not necessarily "become", he certainly received the training of his parents. Parental education indirectly explores *self* as a useful human being.

The basis of *self* in “Slamet Riyadi” embodied the values of *ethics, competency, and charisma*. These three values are framed in the *path of knowledge* and *path of love*.

It is therefore not surprising that as an adult “Slamet Riyadi” is accepted as a member of the Kaigoen Regiment. Therefore dismantling Slamet Riyadi's exemplary values from a psycho-history perspective needs to make his personality categories, both in terms of *logos, ethos, and pathos* (Nagel, 1978; Jencks, 1990; Abidin, Joebagio & Sariyatun, 2017; Trisiana, A. & Wartoyo, 2020).

The modernization and development of technology and informatics today has an impact on the attitude of our students who do not have the spirit of humanism. Our children face floating in modern sickness, and on the other hand they are busy looking for self-identity, but do not stand on the cultural dimension, and begin to lose moral values. And in the end our children become individualistic and selfish humans. Seeing the phenomenon of modernity and the development of technology and information today, what needs to be considered is to pass down Slamet Riyadi's ideal values as a process of learning *value of values*.

That is, the process of transvaluation of values is the process of reconsidering ideal values that are connected to build value strengthening to students to prepare to face the reality of a world that is "too limited and scrambling".

In such a world, high order thinking skills and characters that trigger wisdom are a *benchmark for* educational institutions. Many universities are in a hurry to internationalize, but their human resource *software* is not ready. Here is the problem currently being faced by some of our universities.

The extent to which exemplary values become very important when we start thinking about: (1) *self-interest* (feeling happy and not easily upset when criticized); (2) *sympathy* (love and feeling compassion for fellow citizens); (3) *morality* (feeling of mutual responsibility in the task); and (4) *religiosity* (willing to sacrifice energy for others). When we realize the importance of exemplary value, then do a search and introduce it in the process of learning activities. That way the example can be a source of reinforcement of character.

Strengthening value of “Slamet Riyadi” for students in the midst Epidemics Corona that described in Table 2, as follows:

**Table 2 Strengthening of “Slamet Riyadi” Values for Students in the Midst of a Corona Pandemic**

| NO | THEME   | VALUE of RIYADI SLAMET   | SETTINGS / PLACES           | STORY / NARRATION   | RECENT ISSUES   |
|----|---|--|-----------------------------|---|---|
| 1  | "Benefits of Learning Pancasila"  | 3. Courageous and resolute ( <i>Assertive</i> )<br>4. Concern with greater <i>interest</i> ( <i>Greater interest</i> )<br>5. Unyielding spirit ( <i>High-spirited</i> )<br>6. Willing to sacrifice and selfless ( <i>Sacrifice and selflessly</i> ).   | Mommy Canteen               | The three University of Slamet Riyadi students chatted casually while eating discussing the Pancasila Philosophy.   | The Existence of the Pancasila Ideology                               |
| 2  | "The Need for National Identity and its Benefits for the Nation's Children" | 3. Courageous and resolute ( <i>Assertive</i> )<br>4. Concern with greater <i>interest</i> ( <i>Greater interest</i> )<br>5. Unyielding spirit ( <i>High-spirited</i> )<br>6. Willing to sacrifice and selfless ( <i>Sacrifice and selflessly</i> ).   | Library room                | The three University of Slamet Riyadi students worked on their lectures by discussing National Identity.  | A Nationality Identity that stands out compared to National Identity  |
| 3  | "Rights and Obligations of Indonesian Citizens"                             | 1. Courageous and firm ( <i>Assertive</i> ).<br>2. Concern with greater <i>interest</i> ( <i>Greater interest</i> ).<br>3. The spirit of abstinence surrender ( <i>High-spirited</i> ).<br>4. Willing to sacrifice and selflessly ( <i>Sacrifice and selflessly</i> ).<br>5. Cooperation ( <i>Teamwork</i> )<br>6. Confidence ( <i>self confidence</i> ) | Lobby Building H            | The three University of Slamet Riyadi students while waiting for their lecture hours while watching TV, then discussed the rights and obligations of Indonesian citizens. | Fulfillment of Minority Rights  |
| 4  | "The Need for Citizens in Understanding the Constitution"                   | 1. Courageous and firm ( <i>Assertive</i> ).<br>2. Concern with greater <i>interest</i> ( <i>Greater interest</i> ).   | Foodcourt over Postgraduate | The three students were having lunch while chatting related to the Indonesian   | Outbreaks of Corona Virus Disease (Covid 19) and State Constitutional |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|   |   | <ol style="list-style-type: none"> <li>3. Unyielding spirit (<i>High-spirited</i>).</li> <li>4. Willing to sacrifice and selfless (<i>Sacrifice and selflessly</i>).</li> </ol>   |   | Constitution.   | Interventions.                           |
| 5 | "The Importance of Democracy Education"   | <ol style="list-style-type: none"> <li>1. Courageous and firm (<i>Assertive</i>).</li> <li>2. Concerned with greater importance (<i>Greater interest</i>).</li> <li>3. Unyielding spirit (<i>High-spirited</i>).</li> <li>4. Willing to sacrifice and selfless (<i>Sacrifice and selflessly</i>).</li> </ol>  | Front Lobby of Building A                           | The three students agreed to meet up and then talk about the issue of Democracy with excitement.  | Upheaval of democracy                    |
| 6 | "The Benefit of State Law and Human Rights Knowledge"                           | <ol style="list-style-type: none"> <li>5. Courageous and resolute (<i>Assertive</i>)</li> <li>6. Concern with greater importance (<i>Greater interest</i>)</li> <li>7. Unyielding spirit (<i>High-spirited</i>)</li> <li>8. Willing to sacrifice and selfless (<i>Sacrifice and selflessly</i>).</li> <li>9. Careful (<i>Careful and Calculation</i>).</li> <li>10. Honest (<i>Honest</i>).</li> <li>11. Discipline (<i>Discipline</i>).</li> </ol> | The Lobby of the University of Slamet Riyadi Mosque | The three students finished the midday prayer while sitting in the hall of the UNISRI mosque chatting in connection with the State of Law and Human Rights. | Law and Human Rights Enforcement         |
| 7 | "Insight into the Archipelago and Regional Autonomy in Indonesia"               | <ol style="list-style-type: none"> <li>1. Courageous and resolute (<i>Assertive</i>)</li> <li>2. Concern with greater importance (<i>Greater interest</i>)</li> <li>3. Unyielding spirit (<i>High-spirited</i>)</li> <li>4. Willing to sacrifice and selfless (<i>Sacrifice and selflessly</i>).</li> </ol>   | Auditorium Terrace                                  | The three students sat relaxed while chatting related to Archipelago Insight and Regional Autonomy in Indonesia.  | Weak Nationality Insights                |
| 8 | "The Role of Citizens in the Survival of the Life of the Nation and the Nation" | <ol style="list-style-type: none"> <li>1. Courageous and firm (<i>Assertive</i>).</li> <li>2. Concern with greater importance (<i>Greater interest</i>)</li> <li>3. Unyielding spirit (<i>High-spirited</i>)</li> <li>4. Willing to sacrifice and selfless (<i>Sacrifice and selflessly</i>).</li> </ol>  | Mrs. Tandur's Warung                                | The three students ate lunch while discussing the Role of Citizens in the Survival of the Nation and the Nation.  | National Resilience in Eastern Indonesia |

## Conclusion

During this Corona Pandemic, the world needs high order thinking skills and characters that trigger wisdom is a *benchmarking* of educational institutions. Many universities are in a hurry to internationalize, but their human resource *software* is not ready. Here the problem is currently being faced by some universities. Cartoon Digital Media can be used as an alternative learning media, which can be actualized and applied in learning, without forgetting character values. The character values are developed according to the characteristics of each tertiary institution which emphasizes the exemplary character of the background of the birth of an educational institution. Slamet Riyadi's values, became one of the founders at Slamet Riyadi University. The extent to which Slamet Riyadi's exemplary value becomes very important when we start thinking about: (1) *self-interest* (feeling happy and not easily upset when criticized); (2) *sympathy* (love and feeling compassion for fellow citizens); (3) *morality* (feeling of mutual responsibility in the task); and (4) *religiosity* (willing to sacrifice energy for others). When we realize the importance of exemplary value, then do a search and introduce it in the process of learning activities. That way the example can be a source of reinforcement of character that always requires creativity in learning.

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