THE TRANSFORMATION OF MULTIMEDIA-BASED CHARACTER EDUCATION LEARNING IN THE ERA OF SOCIETY 5.0: A Case Study Of Madrasah Aliyah Pondok Pesantren Ar Rahman Palembang

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Abstract: The purpose of this study was to determine the Learning Transformation of Multimedia-Based Character Education in the Era of Society 5.0 and what the supporting and inhibiting factors in the application of Character Education Learning Transformation in the Era of Society 5.0 at Ar-Rahman Islamic Boarding School Palembang, This research includes using qualitative research methods. Data was obtained using interviews and observations. The data analysis techniques used in this study are data collection, data reduction, data presentation, conclusion drawing, and leveraging. The results of this study indicate that the implementation of multimedia-based character education learning transformation in the era of Society 5.0 takes place through the stages of habituation of students to behave well in the teaching and learning process using multimedia, practicing teacher advice, modeling good behavior exemplified by the teacher, and obeying the rules of the teacher in learning using multimedia. Supporting factors for implementing multimedia-based character education learning transformation in the era of Society 5.0 are school support, teacher support, students' willingness to learn using multimedia, and the existence of multimedia technology that students are familiar with. The inhibiting factors are the existence of bad people who deliberately damage the morals of the younger generation through bad applications, a less supportive environment, and the development of technology and communication that is growing rapidly.

Keywords: Era of Society 5.0; Multimedia Character; Learning; Education Transformation.

INTRODUCTION

Digital transformation, where Cyber Pedagogy is integrated with Cyber Technology to realize Cyber Education in the era of society 5.0, has changed the perspective of society today. The integration of the internet in education that utilizes technological sophistication in learning continues to be pursued. This technological transformation has brought a revolution in "traditional" education towards "modern" education, both in the learning process and in management (Wijaya et al., 2016). As a result, technological transformation in education must be adequately addressed, such as developing intellectual, emotional, spiritual, and physical intelligence or skills (Kistoro, 2014).

Educational institutions need quality data and information support to avoid obstacles and difficulties, especially in strategic decision-making. This situation ultimately fails educational goals. Therefore, educational institutions must have a good, precise, and accurate data collection system to provide good quality

services and as a basis for decision-making (Irawan, 2023).

Based on the government's decision to promote independent learning in 2021, the existing curriculum was changed entirely to ensure that the 4.0 education system can run well. An example is developing the "independent learning" concept focused on developing students' cognitive abilities. This means that students will be challenged to be able to think critically with good analysis. This ability is what students need in order to make wise decisions in solving problems. This is because the era of Society 5.0 is based on data technology; in other words, everyone can access information. Students who can only analyze some of this information will fail to make accurate analyses and conclusions. This will undoubtedly be a problem when students enter the industrial world that has adopted machine learning and Artificial Intelligence (AI) (Zaini, 2020).

Education in pesantren must prepare itself to welcome the 5.0 revolution. The times require pesantren to be open and enter the fast-paced information era. This is related to the problem being studied about digital transformation in the information technology concept in the era of society 5.0 at Ar Rahman Islamic Boarding School Palembang. Previous research that has similarities and differences with this research is as follows:

First, Faulinda Ely Nasiti and Aghni Rizqi Nimal Abdu explained that the development of information technology is currently penetrating all fields of community life, including education. In the Industrial Revolution 4.0 era, three literacies are needed: data literacy, human literacy, and technological literacy. Learning in the era of revolution 4.0 can apply hybrid/blended learning and case-based learning. Even education in the era of Society 5.0 allows students or students in learning activities to work side by side with robots designed to replace the role of educators. So, what about the education system in Indonesia? This paper examines the readiness of Indonesian education to welcome the era of Society 5.0. Thus, education activists and stakeholders get an overview of the urgency of the presence of technology in the era of Society 5.0 in the world of education.

This research uses a qualitative descriptive method. A descriptive study reveals events or facts, circumstances, phenomena, variables, and circumstances that occur when research occurs by presenting what happens. Thus, data collection in this study was carried out using several methods, namely observation, interviews, and documentation. Based on the research above, there are similarities and differences with the problem to be studied. The similarity is that both explain the era of Society 5.0 and use qualitative methods; the difference is the readiness of Indonesian education in era 5.0 while the researcher is the transformation of multimedia-based character education (Nastiti & Ni'mal'Abdu, 2020).

Second, Nanda Alfan Kurniawan, Education in Indonesia, continues to develop in line with changes in the era of civilization. The conditions offered by the era of society 5.0 have significantly impacted the implementation of education. Inclusive education is an essential concern in the era of Society 5.0 because it has the

unique potential to be developed. Educators in inclusive education have a more dominant social constructivist tendency than regular education teachers.

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Based on the research above, there are similarities and differences with the problem to be studied. The similarity is that both explain 5.0 era education and use qualitative methods; the difference is the paradigm of inclusive education while the researcher is the transformation of multimedia-based character education (Kurniawan & Aiman, 2020).

Third, Vania Sasikirana and Yusuf Tri Herlambang explained that the Industrial Revolution 4.0 in the field of education is a response to the needs of this revolution, where technology and humans are required to be in line in order to produce new opportunities with new and creative innovations. Learning independence is about the way of thinking; students must be trained to seek all knowledge using their minds, and the meaning of independence, according to him, is divided into three types, namely standing alone, which means that children are the masters of learning. The second is not dependent on others, meaning children do not depend on teachers or parents. Although there are no two, children are expected to be able to learn on their own.

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Based on the research above, there are similarities and differences with the problem to be studied. The similarity is that both explain 5.0 era education and both use qualitative methods; the difference is the Urgency of Independent Learning in the Era of the Industrial Revolution 4.0 and the Challenges of Society 5.0 while the researcher is a multimedia-based character education transformation (Sasikirana, 2020).

Fourth, Muhammad Candra Syahputra explained that hard work is trying seriously or persistently without giving up, never giving up in order to achieve success; the characteristics of hard work are diligence and tenacity, thoroughness and crema, discipline, respect for time, sincerity, working smart, never giving up, and patience.

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that both explain 5.0 era education and use qualitative methods; the difference is Lampung Local Wisdom-Based Character Education in the Society 5.0 Era while the researcher is a multimedia-based character education transformation (Syahputra, 2020).

Fifth, Mohamad Sukarno explained that character education shapes students' character or personality. It can be done to strengthen character education education by integrating teachers, parents, and other parties to welcome the era of society 5.0.

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Based on the research above, there are similarities and differences with the problem to be studied. The similarity is that both explain 5.0 era education and use qualitative methods; the difference is Strengthening character education in society 5.0 while the researcher is a multimedia-based character education transformation (Sukarno, 2020).

Furthermore, from the observations made by researchers that the transformation of Multimedia-based character education learning in the era of society 5.0 at PesantrenAr Rahman has been implemented not only as an administrative activity but also has been partially utilized in the teaching and learning process at the madrasah. Advances in information and communication technology at the Ar-

Rahman Islamic boarding school have encouraged many changes in the field of education that have resulted in a more effective and efficient learning concept. Information and communication technology can also pesantren, resulting in the concept of e-pesantren. E-pesantren provides students, ustadz, and pesantren managers with many benefits, including the flexibility of educational programs, Islamic propaganda, and study materials that can be made more interesting and memorable. Integrating information and communication technology in pesantren education will improve the quality of education in pesantren in the process of education and da'wah.

It is widely assumed that incorporating information and communication technology into education will accelerate computer literacy in Indonesian society. Keywords: e-pesantren and e-learning will become commonly used in the pesantren world. So that PesantrenAr Rahman can grow to its full potential and be suitably used. The pro

blem of this research is how the Learning Transformation of Multimedia-Based Character Education in the Era of Society 5.0 is applied at Ar-Rahman Islamic Boarding School Palembang? What are the supporting and inhibiting factors in the Character Education Learning Transformation in the Era of Society 5.0 applied at Ar-Rahman Islamic Boarding School Palembang?

METHODS
Research Type and Approach

The type of research used in this research is field research and uses qualitative research methods; field research is conducted by going directly to

the field to make observations, observations, interviews, or explore and research data (Kaelan, 2021). This case is about the Transformation of Multimedia-Based Character Education Learning in the Era of Society 5.0 Case Study of Madrasah Aliyah Pondok Pesantren Ar Rahman Palembang.

Meanwhile, qualitative research methods are a type of research whose findings are not obtained through statistical procedures or other calculation forms (Anselm & Juliet, 2013). Qualitative research emphasizes process analysis of inductive thinking processes related to the relationship dynamics between observed phenomena and always uses scientific logic (Imam, 2013). Furthermore, this research uses a case study research approach.

Data Collection Techniques
a. Interview

Interview is a dialogue conducted by an interviewer to obtain information from informants in a structured or unstructured manner. According to Guba and Lincolin, structured interviews are where the interviewer sets the problems and questions to be asked neatly. Meanwhile, unstructured interviews are interviews that are different from structured ones. Regarding questions and ways of responding, this type is more accessible in rhythm as in everyday conversation (Moleong, 2007). In this study, the researchers conducted interviews to make it easier to find the data needed in this study following the cases that occurred in the field. The informants in this study were students of class XI and class XII of IT Pondok Pesantren Ar-Rahman Palembang with the initials MN,

MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA and teachers of Pondok Pesantren Ar-Rahman Palembang with the initials EN Graphic Design and Multimedia Teacher, FR Web Programming Teacher and AF Akidah Akhilak Teacher.

In this study, the researchers used a type of structured interview whose questions were prepared in advance and based on the problems in the research design in the form of interview guidelines. This means researchers interviewed about the Transformation of Multimedia-Based Character Education Learning in the Era of Society 5.0 Case Study of Madrasah Aliyah Pondok Pesantren Ar Rahman Palembang. The form of the interview was an informal interview method. The relationship between the interviewer and the interviewee is in an ordinary and natural atmosphere, while the questions and answers go like ordinary conversations in everyday life (Moleong, 2007). In this research, the researcher will interview class XI and class XII students and teachers of Ar-Rahman Islamic boarding school Palembang. To find out how the Multimedia-Based Character Education Learning Transformation in the Era of Society 5.0 is applied at Ar-Rahman Islamic Boarding School Palembang and what are the supporting and inhibiting factors in the application of Character Education Learning Transformation in the Era of Society 5.0 is applied at Ar-Rahman Islamic Boarding School Palembang.

b. Observation

Observation is a deliberate, systematic observation of social phenomena with psychological symptoms for later recording (Joko, 2017). This technique

requires observations from researchers directly or indirectly. Some information obtained from observation includes space (place), actors, activities, objects, actions, events or events, time, and feelings. Researchers make observations to present a realistic picture of behavior or events, answer questions, and help understand human behavior and evaluation, measuring certain aspects of conducting feedback on these measurements (Juliansyah Noor, 2016). In this case, the researcher observes, sees, and hears what is in the field and collects and systematically according to the data that has been obtained.

Data Analysis Technique

The data analysis technique used in this research is a descriptive data analysis technique with the type of data in the form of oral and written information, which is not a number. The data is grouped to make it easier to filter which data is needed and which is not. After being grouped, conclusions will be drawn from the data. According to Miles and Huberman, qualitative research is carried out interactively through reduction, data display, and verification (Sugiyono, 2018).

a. Data Reduction

Reducing data means summarizing, selecting key things, focusing on important things, and looking for themes and patterns. Thus, the data that has been reduced will provide a clearer picture and make it easier for researchers to conduct further data collection and search for it when needed (Sugiyono, 2018).

b. Data Presentation

After the data is reduced, the next step is to display the data. Data presentation can be done in brief descriptions, charts, and relationships between categories, most often used to present data in narrative text in qualitative research (Sugiyono, 2018).

c. Data Verification

According to Miles and Huberman, the third step in qualitative data analysis is conclusion drawing. The preliminary results are still provisional and will be revised if insufficient evidence is discovered to support the next data-gathering step. If the conclusions put forward at an early stage are supported by valid and consistent evidence, then the conclusions put forward are credible. Conclusions can describe an object, a causal or interactive relationship, a hypothesis, or a theory (Sugiyono, 2018).

So that the data in qualitative research can be accounted for as scientific research, it is necessary to test the validity of the data. The data validity test that can be carried out is the credibility test or trust test of the research data presented by the researcher so that the research results are not doubted as scientific work is carried out.

RESULT

1. Transformation of Multimedia-Based Character Education Learning in the Era of Society 5.0

The transformation of multimedia-based character education learning at *Madrasah Aliyah* (MA) Ar-Rahman Palembang is a new change implemented in the curriculum of the Islamic Boarding School. Learning transformation is mainly

carried out by IT class students. Therefore, this study collected data through interviews with IT students, especially in classes XI and XII. The number of questions given was ten items, and they asked ten students. The interview results on the question, What do teachers do to instill good character in students? The answers obtained are as follows:

The teacher explains the characteristics of good behavior to students and says good behavior is important for every individual (MN, Personal Communication, 2023), especially Muslims (MAA and KUK, Personal Communication, 2023). The teacher tells students that good behavior will bring good back to us (AAR, RDE, and APS, Personal Communication, 2023). Teachers show good behavior with examples (NM, C, MRJ, and MIA, Personal Communication, 2023).

From the results of these interviews, it is known that the efforts made by teachers in transforming multimedia-based character education learning at MA Ar-Rahman are explaining, telling, and showing good behavior to students accompanied by examples and benefits. On the question, do all teachers instill good habits in students at school? Students answered that:

All teachers instill good habits in us (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023). Some teachers remind us always to do good to everyone in every lesson, but some sometimes depend on the learning situation in the classroom (AAR and KUK, Personal Communication, 2023).

From the results of these interviews, it is known that all teachers at

MA Ar-Rahman Palembang instill habits in students to behave well; the difference is only in the quantity of habituation carried out; some teachers consistently instill good habits in students every meeting and teachers who depend on the situation and conditions in the learning process. On the question, how do teachers instill good character in multimedia-based character education learning transformation at school? Students' answers are as follows:

Teachers explain good behavior in learning (MN and MAA, Personal Communication, 2023), give examples (KUK, Personal Communication, 2023), tell stories about good behavior (AAR, RDE, APS, and MIA, Personal Communication, 2023), show good behavior to students (NM and C, Personal Communication, 2023), and every class the teacher always reminds us to do good (MRJ, Personal Communication, 2023).

The results of the interviews above show that teachers instill good character in students in multimedia-based character education learning transformation by explaining, telling stories, showing good behavior, and reminding students always to do good in life. On the question, what do teachers do to give students examples of good character in learning? Students answered as follows:

Showing examples of good deeds and Islamic figures with noble character through video media, photos, and PowerPoint (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023).

The interview results explained that in providing examples of good character, what is the process in the transformation of

multimedia-based character education learning? Students answered as follows:

The teacher explains the subject matter using PPT, videos, and photos. There are questions and answers between students and teachers. The teacher gives assignments to find examples of good behavior on Google and social media and reminds them to behave honestly in completing assignments and using the internet for good content (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023).

From the results of the interview above, it is known that the teacher's process of training students to practice good behavior in learning starts from explaining the subject matter using PowerPoint, then conducting questions and answers, and ending with giving assignments to search for material using the internet through google and social media and reminding them to behave honestly in completing assignments, reminding them to use the internet on good content. On the question, what do teachers do to instill good character in students? The students' answers are as follows:

Making rules or making agreements to be agreed upon by students and teachers (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023). The interview results on the question, how to practice good behavior in transforming multimedia-based character education learning? The students' answers are.

Teachers apply discipline in completing assignments (MN, MIA, and APS, Personal Communication, 2023), discipline in learning in class (MAA, Personal Communication, 2023), reward students who pray on time (AAR and KUK, Personal Communication, 2023), require students to always greet each other such as saying greetings and shaking hands when meeting (RDE, Personal Communication, 2023), directing students to read often and memorize the Qur'an (NM, Personal Communication, 2023), and giving punishment if students violate the agreement, as well as using technology for good things and avoiding the use of technology in vain and doing robotic works for good purposes to avoid online gambling through robotic (C and MRJ, Personal Communication, 2023).

From the results of the interview above, it is known that the way teachers practice good behavior in the transformation of multimedia-based character education learning is to apply discipline in learning and completing assignments, giving gifts to students, requiring students to greet each other, directing students to read and memorize the Qur'an, giving punishment, using technology for good purposes, and avoiding the futile use of technology such as online gambling from robotic gyms. Students' answers to the question, do all teachers take the same actions? Then, the students answered.

Yes, all teachers apply the same rules, but some always and some only occasionally (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023).

From the results of the interviews above, it is known that all teachers apply clear and firm rules to familiarize discipline and use technology for good purposes. On the question, is the multimedia-based character education learning transformation integrated into the

subject matter? Students' answers are as follows:

Yes, it is (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023). All teachers at MA Ar-Rahman Palembang integrate character education in multimedia-based learning materials. How can character education be integrated into one or more subject matter in each multimedia-based subject?

The students' answers are as follows: Teachers teach students to make graphic design, animation, robotics, web programming, and mathematical logic for good purposes and prohibit using them for bad things (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023), giving assignments using the internet by directing them to work honestly because Allah SWT is always watching (MN, MIA, APS, MRJ, C, and KUK, Personal Communication, 2023), reminding students to look for and view good videos and reject harmful viewing (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023) and looking for free digital books as a form of gratitude (MN, MIA, APS, MRJ, C, and KUK, Personal Communication, 2023). Using internet technology to find references (NM, MAA, AAR, and RDE, Personal Communication, 2023).

From the results of these interviews, it is known that the way to integrate character education in one or more subject matter in each multimedia-based subject at MA Ar-Rahman is that the teacher teaches multimedia subject matter to students and reminds them to use it for good purposes, reminds them always to be honest in completing assignments, it is

good to watch good videos to avoid watching videos that violate Islamic teachings, using technology as a sense of gratitude. Furthermore, Ar-Rahman said that Ar-Rahman strives for changes in multimedia-based character education learning in IT skills classes majoring in science by:

Teachers teach graphic design, animation, robotics, web programming, and mathematical logic for good purposes, prohibit using bad things, and give assignments using the internet by directing honest behavior, looking for and viewing good videos, and rejecting bad viewing. Searching for free digital books as a form of gratitude. Using internet technology to find references (MN, MAA, KUK, AAR, RDE, APS, NM, C, MRJ, MIA, Personal Communication, 2023).

2. **Supporting and inhibiting factors in the implementation of multimedia-based character education learning transformation in the era of Society 5.0**

The application of multimedia-based character education learning transformation in the era of Society 5.0 is very important, considering the development of technology, especially multimedia, is very fast. Children, teenagers, and even adults are familiar with technology, especially gadgets with various applications, so improving student morals must also be adjusted to the habits of students in their daily lives. However, implementing this multimedia-based character education learning transformation is more challenging than expected due to several factors that hinder and support it. The results of interviews submitted to teachers who teach

multimedia, web programming, and moral creed show that the teacher's answers are almost the same.

Factors that support the implementation of multimedia-based character education learning transformation in society 5.0.

The community, in this case, students, is familiar with the internet and several media related to the internet, as well as applications and gadgets, making it easier to explain the material to students (EN, Personal Communication, 2023).

The supporting factors are students' familiarity with technology, the availability of multimedia facilities in our school, and school support for learning (FR, Personal Communication, 2023).

Our children are used to gadgets and learning technology and are also happy with learning using technology; multimedia teachers and other teachers are supportive, so it is easy to teach character education in the subject matter (AF, Personal Communication, 2023).

From this data, it is known that the factors that support implementing multimedia-based character education learning transformation at MA Ar-Rahman are that students are familiar with multimedia, learning facilities, and school support. Teachers are qualified to implement multimedia-based character education. On the question of why this happens, the teacher's answer is:

Because of support from the school, teachers, and students' willingness (EN, Personal Communication, 2023). Because students have a strong will, schools facilitate infrastructure, and teachers are qualified to teach (FR, Personal Communication, 2023). Because we need technology in this modern era,

while noble deeds must be maintained, the term is that students are expected to master technology and have faith and piety, which is shown by good behavior earlier (AF, Personal Communication, 2023).

From the results of the interview above, it is known that several factors support the implementation of multimedia-based character education learning transformation in Society 5.0, namely the support of all parties, the willingness of students to learn multimedia, the times that encourage students to need technology, and the obligation to have noble character as religious people taught in Islamic teachings.

Factors that interfere with the implementation of multimedia-based character education learning transformation.

Many applications contain harmful content, violate religious teachings, and have violent content that directly affects student behavior (EN, Personal Communication, 2023).

The bad behavior of the environment, the spectacle on the internet media, YouTube, or social media that is bad and easily accessible to students affects student behavior, and we must continue to remind our children to choose only good and honest content when opening the internet (FR, Personal Communication, 2023).

The bad behavior of society and content on the internet with various strategies affect the younger generation (AF, Personal Communication, 2023).

From the results of these interviews, it is known that the factors that become obstacles in the implementation of multimedia-based character education

learning transformation are much harmful content and violated religious teachings that are easily found on internet media, YouTube applications, or social media and affect student behavior, bad behavior of the community and the environment around students. On the question of why this happens, the teacher's answer is:

The inhibiting factors can occur due to cultural acculturation, the development of technology and communication, and misinterpreted tolerance (EN, FR, and AF, Personal Communication, 2023).

From the results of these interviews, it is known that there are inhibiting factors in the application of multimedia-based character education learning transformation at MA Ar-Rahman Palembang because the influence of technology and communication cannot be avoided, even though this, besides bringing good benefits to society, also brings terrible things that harm the nation's generation. Examples of detrimental things are the acculturation of foreign cultures to native cultures, excessive freedom, and tolerance that students misinterpret.

DISCUSSION

The transformation of multimedia-based character education learning for students in the era of Society 5.0 is carried out continuously and pleasantly for students through the attitude of teachers in instilling good character in their students. Aspects of character education that can be applied include the components of knowledge, awareness or willingness, and action to implement values, both to the creator, self, fellow human beings, the environment where they live, and their daily homeland (Fadilah et al., 2021).

Knowledge of good deeds through teacher explanations and behavior from Islamic stores exemplified by the teacher. Cultivation of awareness of good behavior in students and practice in everyday life.

Character education can be implemented by instilling habits, providing exemplary examples, and practicing continuously in teaching and learning activities in IT classes. It can also be carried out by integrating into one or more subject matters in each subject (Fatimah, 2019). Based on the results of the interviews, it is known that all teachers at MA Ar-Rahman Palembang instill character education in students through explaining the material, telling, modeling, and practicing good deeds to students, especially in the learning process that takes place using multimedia. The interview results correspond with the observation data that the process of transforming multimedia-based character education learning is that first, the teacher explains the material through PPT and displays videos and photos of Islamic figures to students. Students listen to the material explained by the teacher. After finishing, the teacher invites students to ask questions; if no one asks, then the teacher asks questions to be answered by students.

Implementing the transformation of character education learning using multimedia at MA Ar-Rahman Palembang is supported by multimedia learning facilities by the school so that it can be implemented continuously and periodically for all students. This is important to apply to face the era of society 5.0, which is increasingly familiar with digital and multimedia technology, which is always growing rapidly. Hence,

as the nation's generation, students need certain abilities to face this era. In the era of society 5.0, there are six basic literacy skills that students and teachers must have, including (a) data literacy, namely the ability to analyze, the ability to read, and use big data or information in the digital world; (b) technological literacy, namely understanding the working methods of machines and technology applications (artificial intelligence, engineering principles, coding, machine learning, biotech); and (c) human literacy, namely communication, design and humanities (Pattiasina et al., 2022).

Based on the findings of previous research, it is known that character education learning can use strategies, namely, (1) formulating policies to build independence in students is done through learning independence, organizing themselves, and managing time; (2) independence in the learning process teachers use assignment strategies to train independent students, utilize learning resources, make learning contracts, and integrate independence character education in the teaching and learning process in class, and (3) related to the obstacles experienced by schools in transforming character education to train student independence is the lack of consistency of parents and the existence of several teachers who have not integrated independence character education in the learning process (Wuryandani et al., 2016). , 2016).

Other findings show that the implementation of character education by instilling the character of disciplined students is carried out through nine policies, namely making character education programs establishing school

rules and class rules, performing Dhuha prayers and Dhuhur prayers in congregation, making affective posts in each class monitoring the disciplinary behavior of students in the dormitory through daily activity notebooks providing affective messages in various corners of the school involving parents involving the school committee and creating a conducive classroom climate (Wuryandani et al., 2014).

In addition, integrating national character values into the learning curriculum can be done through three stages: introducing national character values to students, implementing, and evaluating. Each stage can improve good character according to the formulation of basic competencies of character education in schools (Ghufron, 2010). This is supported by findings that conclude education is considered the best place to prepare agents of national change that bring prosperity to others. Educational institutions are no longer a place for knowledge transfer but for forming attitudes, behavior, character, and youth leadership. Thus, it is feasible to reflect on some of the basic values and characteristics of the Indonesian nation and cultivate them in the entire young generation in the form of national character building through education, a continuous teaching and learning process (Rokhman et al., 2014).

Supporting and inhibiting factors, based on the results of the interviews that have been presented, it is known that the factors that support the implementation of multimedia-based character education learning transformation at MA Ar-Rahman are that students are familiar with multimedia, learning facilities, and school

support. Teachers are qualified to implement multimedia-based character education. The existence of several factors that support the implementation of multimedia-based character education learning transformation in Society 5.0 is the support of all parties, the willingness of students to learn multimedia, the times that encourage students to need technology, and the obligation to be noble as religious people taught in Islamic teachings.

In addition, the implementation of character education learning is influenced by inhibiting factors because the influence of technology and communication cannot be avoided, even though this, besides bringing good benefits to society, also brings terrible things that harm the nation's generation. Examples of detrimental things are the acculturation of foreign cultures to native cultures, excessive freedom, and tolerance that students misinterpret.

Based on the results of previous research, it is known that the forms of parental involvement include parent associations, open communication between parents and teachers, home visits, scheduling parents to teach in class, and accompanying children at home. Findings were also obtained regarding the obstacles experienced in involving parents in implementing Ki Hadjar Dewantara's character education (Apriliyanti et al., 2021). Furthermore, the implementation of character education learning transformation has an impact on the implementation of student learning, namely increasing students' concentration in learning, learning discipline, fostering responsible attitudes, and obtaining smooth implementation of learning and

pleasing students. In addition, the transformation of character education learning impacts student learning, namely increasing students' concentration in learning, learning discipline, fostering responsible attitudes, and obtaining smooth implementation of learning and pleasing students. Good advice given by teachers to students in the learning process can be well received by students so that they behave well. The transformation of character education learning using multimedia in the era of modern society 5.0 positively impacts students' formation and improvement of good behavior.

CONCLUSIONS

The study's findings may be summarized based on the data and discussion, namely, In the era of society 5.0, the implementation of multimedia-based character education learning transformation occurs through the stages of habituation of students to behave well in the teaching and learning process using multimedia, practicing teacher advice, modeling good behavior exemplified by the teacher, and obeying the teacher's rules in learning to use multimedia. Supporting factors for implementing multimedia-based character education learning transformation in the era of Society 5.0 are school support, teacher support, students' willingness to learn using multimedia, and the existence of multimedia technology that students are familiar with. The inhibiting factors are the existence of bad people who deliberately damage the morals of the younger generation through bad applications, a less supportive environment, and the development of technology and communication that is growing rapidly. The impact of the

implementation of multimedia-based character education learning transformation in the era of Society 5.0 for students is to increase the ability to do good, familiarize good behavior in life through discipline in worship and completing assignments, train students' honesty and responsibility, make students focus on learning, and improve learning outcomes in certain subjects.

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