



THE IMPLEMENTATION OF “CATUR GURU” AS THE BASIS OF CHARACTER EDUCATION IN ELEMENTARY SCHOOL

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ABSTRACT

Purpose – This scientific paper aims to discuss a special approach of character education in elementary school, which covers both its urgency and implementation.

Methodology – The data collection was carried out through document studies, observations, and in-depth interviews with teachers, parents, and socio-cultural experts. The data were analyzed qualitatively using pedagogical theories and Bourdeau’s theory of social action.

Findings – The result showed that intensive character education is essential for elementary school students, since they are still at their golden age, which would promote the effectiveness of its implementation. Character education, for elementary school students, can be implemented based on the concept of *Catur Guru*, including developing the students’ character to respect; *Guru Rupaka* (parents), *Guru Pengajian* (school teacher), *Guru Wisesa* (government), and *Guru Swadyaya* (God Almighty).

Significance – These four dimensions of Guru (the teachers of life) must be introduced synergistically in order to build the character of elementary school students in their house, school, society, and also their living environment. Character education was also expected to direct the students’ creativity, critical thinking, communication, and collaboration, toward kindness and peace. Other implications for educational purposes were also discussed.

Keywords: character, moral, education, catur guru, elementary school

INTRODUCTION

In the progress of a nation is fundamentally determined by the existence of the quality education. The quality of education can be seen in two ways, i.e., by referring to the process of education and outcomes of education. The process of education is called quality if all the components of education are involved in the educational process itself. Factors involved in the educational process are various inputs, such as teaching materials, methodologies, school facilities, administrative support & infrastructure and other resources as well as creating a conducive atmosphere. Meanwhile, the quality of education in the context of educational outcomes refers to the achievements of the school at any given time (Suryosubroto, 2004: 210).

Education needs to be developed according to the dynamics of the times. Entering to the industrial era 4.0, it is expected that the education world is able to produce Indonesian human resources who are ready to compete in the global world. At present, only nations who have superior children are able to compete. That’s why, Indonesian nation must prepare future generations who are superior, strong, and have character. The education world can only be recognized by the human with quality. The education era, that is influenced by the industrial revolution 4.0, among others, characterized by the use of digital technology in the learning process, known as the cyber system.

The educational challenges in the era of the industrial revolution 4.0 in Indonesia are no longer just talking about the classic problems, i.e., equalization and fulfillment of access, but also, educational infrastructure is talking about the quality of graduates who are able to compete with the development demands. Educators are required to be able to adapt with era, required to understand technology as well so that they can adjust with students, don't let students enter the digital era 4.0 while teachers are still struggling in the 3.0 era. If this situation continues, for sure, the condition is going to be so cripple that the meeting point between teachers and students will no longer exist (Ristekdikti. 2018).

In order to build the character of the next generation, not only providing them the professionalism and skills according to the future challenges (era 4.0), but also must be based on the cultural and religious values of the Indonesian people who gave birth to them. The next generation must understand the history and culture of their nation, in addition to live and implement the religious teachings. For this, efforts to build the character of the next generation must be done through the character education process based on religious culture. Religious culture is social values or overall behavior patterns related to human reason in doing good habits in their lives (Fathurrohman, 2016).

According to the National Education System (Law No. 20 of 2003), the scope of education in Indonesia includes early childhood education, elementary education, secondary education and higher education, which is entirely a systemic entity. Early childhood education and elementary education have an important role in the education phase to prepare the future generations of the nation. Children in primary education are included in the golden age that determine them once they are adults, both in terms of physical, mental and intelligence (Rokhman, et al, 2014). This golden age is the age when character education is required to prepare the future quality generations for the nation.

In order to build the character of the nation, character education for the next generation is very important. Character education is considered urgent by the Indonesian government. In the Nawacita articulated by the Working Indonesia Cabinet (2014-2019), it is stated that there are several character traits that every Indonesian should have. These character traits are emphasized once again in Perpres 164 No. 87 of 2017 concerning Strengthening Character Education which mandates the national education system to instill several character traits, i.e., religious, honest, tolerance, discipline, hard work, creative, self-directed, democratic, curiosity, loyalty, love the nation, respect, communicative, peace loving, keen on reading, and caring for the nature.

Character educators can be developed for elementary school (SD) children who are in the stage of growth and development, both physically and mentally. Experts say that early childhood education, including those who are still in elementary school, is very important considering the potential intelligence and the basics of a person's behavior, that are formed at this age range. Children are not miniature humans, because of the learning methods for children that must be adapted to their development. Basically, children love to learn, as long as it is done in a fun way of playing. Through play, children acquire and process information about new things and practice through existing skills. Playing is adjusted based on the level of development of the child's age (Mulyadi, 2004).

In order to build a superior generation, a strong generation that is able to compete in the future, requires a proper character education process. Efforts to build future generation character have a higher meaning than moral education, because character education is not only about right-wrong problems, but how to instill habits of good things in their daily life (Mulyasa, 2012). Character is a person's natural character in responding to situations morally, which is manifested in concrete actions through good behavior, honesty, responsibility, respect for others, and other noble character values. Character is the totality of personal traits that are inherent and can be identified in the individual's unique behavior, in the sense that specifically these characteristics distinguish between one individual with another, then the character is very close to the individual's personality (Mulyadi, 2004).

In order to build character education for early childhood who are in elementary school, the role of teachers in schools is very important. They can provide knowledge and guidance so that students are prepared to face the challenges of this increasingly competitive era. The role of parents at home is not less important. They have a responsibility in the seeding process of social norms and cultural values that need to be upheld in the local community life. Character education of elementary school children must be synergized with character education that takes place in the family environment, because the family has an important role in the process of socialization and cultural (enculturation) values of the social life (Giddens, 2003).

In order to shape the personality traits of the next generation since elementary school, a synergistic collaboration is needed between teachers at school, parents at home, and the government that prepares policies and facilities to support education. In this connection, the Balinese Hindu community has a principle of education based on local wisdom, i.e., the concept of *catur guru*, that includes: teachers in schools (*pengajian teacher*) and parents (*rupaya teacher*), government (*wisesa teacher*) and Hyang Widi Wasa (Swadyaya teaches) who provide guidance for human life through their sacred teachings (Anggreni, 2018). In this regard, the Amaka scientific paper discusses: (1) Why is character education urgent for elementary school students? How is the implementation of “*catur guru*” in shaping the character of these elementary school students?

It is expected that this publication will provide theoretical and practical benefits. Theoretically, the results of this study are expected to provide benefits for the development of scientific repertoire, especially those related to early childhood character education based on local wisdom (*catur guru*). Furthermore, practically, the results of this research can be used as a reference for developing character education for the next generation of the Indonesian nation. introduction, authors should state the objectives of the work at the end of introduction section. Before the objective, authors should provide an adequate background, and very short literature survey in order to record the existing solutions/method, to show which is the best of previous researches, to show the main limitation of the previous

researches, to show what do you hope to achieve (to solve the limitation), and to show the scientific merit or novelties of the paper. Avoid a detailed literature survey or a summary of the results.

According to the topic being studied, there are a number of publications that discuss about the educational orientation in the digital era related to character education for the next generation. In this regard, Delipiter Lase (2019) wrote a publication entitled “Education in the Industrial Revolution Era 4.0”. He said that changes must be made in schools so that human resources produced by various educational institutions can compete and contribute globally. Through literature study and content analysis, the author explained that current and future curriculum development must complement students’ abilities in academic dimensions, life skills, the ability to live together, think critically & creatively and invisible skills such as interpersonal skills, global thinking, and media & information literacy. The curriculum must also be able to shape students with an emphasis on the STEM field, referring to ICT-based learning, internet of things, big data and computers, as well as entrepreneurship & internships. Apart from teachers having teaching & educational competences, media literacy, competence in globalization, competence in future strategies, and counseling, they also need to have a technology-friendly attitude, collaborative, creative & risk takers, have a good sense of humor, as well as teaching holistically. Schools and teachers need to consider the open and online learning in order to decide how to deliver education and learning.

Rokhman, et al. (2014) through an article entitled “Character Education for Golden Generation 2045” said that when education becomes the part of the process of building superior human characters, it means that they are ready for the global change. Fundamentally, Indonesia is going to be a strong nation in all sectors by 2045 or 100 years after the independence of Indonesia. This situation is supported by the potential economic growth of Indonesia, developing into the seventh best country in the world by 2030. In that context, the Indonesian government believes that the development of

the nations' next generation will be able to make Indonesia a strong nation by 2045 if the Indonesian education process reflects several important values to build them into a young generation with national character.

Setiawati (2017) wrote a publication entitled "Character Education as a Pillar of National Character Building". It is concluded that character education is interpreted as value education, manners education, moral education, behavior education, which aims to develop students' abilities to make good & bad decisions, maintain kindness, manifest and spread goodness in everyday life wholeheartedly. Quality characters need to be formed and nurtured from early age. There are several aspects that greatly influence in order to build the character of children, such as family, community, friends, school environment, etc. Many experts say that failure to build the character in a person from an early age, creates a problematic personality in adulthood. Noble morals do not automatically once humans are born, but requires a lengthy process through the caregivers.

Character education for elementary school students requires competent teachers. In this regard, I Nyoman Sueca (2020) wrote an article entitled "Teacher Pedagogic Competence in Student Characters Development Based on Religious Culture (Case Study of Four Elementary Schools in Gianyar-Bali)". It is concluded that the level of pedagogic competence of elementary school teachers, studied in implementing Character learning for students, is quite high. They have succeeded in carrying out character education for students based on religious culture in their school environment. The success of teachers in building the character of the student is reflected by the academic achievement of the elementary school students whom they nurtured. The average academic achievement of the elementary school students studied - for the subjects related to religious culture, i.e. the values of Religion, History, Social Science, PPKN, and Arts & Culture are quite high, i.e. 7.5 and above. This reflects that students' understanding of religious culture is quite high (adequate). In an effort to build student characters based on religious culture, several models can be done, including: habituation, exemplary, disciplinary development, and participatory learning.

Education is not only the duty of teachers at school, but also parents at home, and it requires the role of the authorities (government). In this regard, Ni Made Anggreni (2018) wrote an article entitled "Bentuk Ajaran Catur Guru Di Sekolah Dasar Negeri 11 Sanur Kecamatan Denpasar Selatan Kota Denpasar". It's been concluded that the teaching style of Catur Guru at SDN 11 Sanur is manifested by devotion to Catur Guru, i.e. as follows: a) Devotion to Guru Rupaka is manifested by students by adapting to their family situation; b) Devotion to Guru Pengajian is manifested by students by doing devotional services by greeting and giving respect to the teacher before starting the class; c) Devotion to Guru Wisesa is manifested by students by following the literacy program developed by the Education Authorities; and d) Devotion to Guru Swadhyaya is manifested by performing puja Tri Sandhaya, praying before starting class, and praying together during major religious holidays.

Several publications related to social guidance and character education have a different focus and scope of discussion from this scientific work. However, some of these studies provide valuable inspiration to draft the publications that discuss the implementation of "catur guru" in character education for elementary school students at Gianyar-Bali regency.

METHODS

This research, which examines the implementation in character building of the next generation of elementary school students at Gianyar Regency, applies a qualitative approach. A qualitative approach is a research strategy that produces information or data, that can describe social reality and various related events in people's lives.

For purposive sampling, four Public Elementary Schools (SDN) have been selected as research samples, i.e.: SDN No. 1 and SDN No.2 from Lodtunduh Village, along with SDN No. 1 and SDN No. 3 from Sukawati Village. The location selection for this research is based on the following considerations: (1) these four primary schools are located at the center of tourism areas which have adequate school facilities; (2) applying

the “catur guru” concept, i.e. the four dimensions of the teacher as a comprehensive education system based on local wisdom of the Balinese Hindu community; (3) supported by professional educators / teachers; (4) supported by the school principals and all residents study local elementary school.

During the process of collecting research data, several techniques were applied, including: (1) document study, i.e. by studying references from reading materials hard copy, as well as documents from the internet regarding character education of elementary school students/children; (2) observations about the implementation of character education in schools, and (4) in-depth interviews with 10 informants who are principals, teachers, guardians of elementary school students as well as observers & representatives of officials at the Gianyar Regency Education Office. All data collected were analyzed qualitatively descriptively using pedagogical theory and Bourdeau theory of social action.

RESULTS AND DISCUSSION

The Urgency of Character Education for Elementary School Students

Elementary school students, who are still at an early age, are strategic targets for character education, because they are at their golden age. The character education approach for elementary students must be flexible, as per their growth and development. According to Mulyadi (2004), children are very happy to learn, as long as it is done in a fun way of playing. Through games, children acquire and process information for new things and practice them through the skills, they are interested in.

Character education for elementary school students needs to be oriented towards future challenges. They need to be prepared to become the next generation of the nation, facing the competitive era in the future (Industrial revolution). The industrial revolution 1.0 was marked by the use of manufacturing-based machines that occurred at the end of the 18th century (in the years 1750-1850), the 2.0 industrial revolution was marked by the mass production with electric powered machines occurred in the early 19th century, the 3.0 industrial revolution was marked by the information technology and electronics for automation production that occurred at the beginning of 20th century, and the 4.0 industrial revolution was marked by online integration with industrial production, to increase the efficiency of industrial processes (BKSTI, 2017).

Entering to the industrial era 4.0, the next generation of the Indonesian nation is going to face challenges, they must become the superior generation, ready to compete in the global world. At present, only nations who have superior children are able to compete. Therefore, Indonesian nation must prepare future generations who are superior, strong, and have character. The education world can only be recognized by the human with quality. The education era, that is influenced by the industrial revolution 4.0, among others, characterized by the use of digital technology in the learning process, known as the cyber system.

In accordance with the challenges of era 4.0, Education orientation of character education is expected to be able to form a creative, innovative, and competitive generation. These can be achieved by optimizing the use of technology as an educational aid which will hopefully produce output that can mold or change the times for the better. With no exception, Indonesia also needs to improve the quality of graduates according to the labor world and the demands of digital technology. Education 4.0 is a response to the needs of the 4.0 industrial revolution, in which people and technology are aligned to create new opportunities creatively and innovatively. The new learning vision must be able to encourage students to learn, not only the skills and knowledge required, but also, they must be able to identify sources to learn their skills and knowledge (Fisk, 2017).

The future generation of the nation must have soft skills and hard skills in the future, to be able to compete with other developed nations in the world. They must perform according to the challenges of the times. In general, the personality traits or characteristics for future generations of the Indonesian nation have been outlined in Law

Number 20 of 2003 concerning the National Education System (Law Sisdiknas) which states that “National education has the function to develop and shape the character & civilization of the nation with dignity in order to educate the intellectual life of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, having a noble character, healthy, knowledgeable, competent, creative, independent, and become a responsible democratic citizen” (Article 3, Law No. 20 / 2003).

The implementation of the character education, as stated in Law no. 20/2003 covers four psychosocial processes, i.e.: “literacy, ethics, kinesthetic, and aesthetics”. The values that come from literacy are; intelligent, critical, creative, curious, open-minded, science-oriented, productive, and reflective. The values that come from ethics are; Honest in faith and piety, responsible, empathetic, willing to sacrifice and have a patriotic spirit. Furthermore, the value that comes from kinesthetic are; tough, clean & healthy, disciplined, sporty, resilient, friendly & cooperative, and compassionate & cheerful. The values that come from aesthetics are; caring, friendly, polite, neat, comfortable, respectful, tolerant, helpful, mutual cooperation, prioritizing public interests, dynamic hard work and persistence (Damiyati, 2013: 24).

Building the character of elementary students requires four psychosocial processes, i.e.: literacy, ethics, kinesthetic, and aesthetics. Therefore, the process of character education for elementary school students is not only the responsibility of the school, but also requires the active role of parents at home and other related persons. However, the success of character education in schools is the success of students in personal character building, as well as the success of teachers in building the character of these students. Building the character of students based on religious culture, can be done by several models, which includes: habituation, modeling, fostering discipline, reward & punishment, and participatory learning.

Character education of elementary school students as a next generation, needs to be carried out according to the challenges of the current generation of digital era (4.0). The next generation, who are currently studying at the elementary school level are classified as the generation Alfa (born on or after 2010). Generation Alfa are children born from the millennial generation, they grow up interacting with various artificial intelligence technologies (artificial intelligence) and robots that are like humans (Augusto et al., 2018).

Academically, character education is pursued by educational institutions (schools) through various kinds of relevant subject matters, both intra and extracurricular activities. Among the intracurricular subjects that support the character building of elementary school children are religion, national history, civics, social science and cultural arts. Furthermore, extracurricular activities, that support the character building of students are arts & culture activities, youth Red Cross (PMR), and scouts. The principles of extracurricular activities include: (a) individuals according to the potentials, talents and interests of each student; (b) voluntary, (c) active involvement of students, (d) fun; (e) build the enthusiasm of students to work well and to succeed; and (f) for the benefit of society (Norken, 2012: 97). Several social science (intracurricular) and extracurricular subject matters are very important in the education process of elementary school students as stated by two teachers, as below.

“Education that encourages the next generation to be able to master digital-based science and technology (Iptek) is indeed necessary and important, so that in the future they can compete with other developed nations in the global world. However, mastering science and technology is not everything. What is even more important is that elementary school children - as the next generation - must understand the history of their nation, not forgetting the cultural traditions of the nation that gave birth to them. Therefore, lessons in social science, history, civics and arts & culture with local - national content are very important, so that they do not forget their identity as Balinese people, as part of the Indonesian nation (Ida Ayu Resi, age 54, religion teacher at SDN 2 Lodunduh, interviewed on 2 May 2020).”

“Efforts to trigger intellectual skills through various kinds of intracurricular

subject matters are indeed important for elementary school students, but extracurricular subject matters are also important in shaping student character. Through extracurricular activities in the form of scouts, for example, children (elementary school students) can learn to organize, train leadership, learn discipline and co-operation with others (I Nyoman Sangkreb, age 56, extra scout teacher at SDN 1 Lodtunduh, interviewed on 2nd of May, 2020)."

In addition to social science, character education for elementary school children also involves strategic Hindu religious education materials. Hindu religious Education has a reference to cultural values in structuring legal aspects. The values themselves are complex and stages starts from the level of ideal values, instrumental values, till operational values. At the ideal level, Hindu religious education refers the empowerment for independence and excellence. At the instrumental level, important values that need to be developed through Hindu religious education are autonomy, skills, democratic awareness, creativity, competitiveness, aesthetics, wisdom, morals, dignity, dignity and pride. At the operational level, Hindu religious education must instill the importance of hard work, sportsmanship, readiness to compete, as well as co-operation and self-discipline (Geriya, 1990).

In a comprehensive manner, the effort to build the character of elementary school students, can be pursued through an educational process, carried out synergistically by the four main educators who are in as per the *catur guru* concept. In the teaching of Hindu religion, the concept of "*Catur Guru*" includes: (1) *Rupaka Teacher*; (2) *Pengajian teacher*; (3) *Wisesa Teacher*; (4) *Swadyaya Teacher* (Anggreni, 2018).

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail (Ahmadjayadi, 2003). Please highlight differences between your results or findings and the previous publications by other researchers. Tables and Figures are presented center, as shown below and cited in the manuscript.

Implementation of *Catur Guru* in character building of Elementary School Students in the Era 4.0

The next generation, who are now in elementary school, is entering the next generation or the digital generation. Bencsik, et al. (2016) divided six generation groups, i.e. (1) Generation Veteran (born 1926-1946), (2) Generation Baby Boom (born 1946-1960), Generation X (born 1960-1980), Generation Y (born 1980-1995), Generation Z (born 1995-2010), and Generation Alfa (born on or after 2010). Character education developed must be in accordance with the needs of the net generation (millennial generation) or digital native who have knowledge and skills with advanced information technology, which is very different from the previous generations (Bennett et al., 2008). Although, generations Y, Z, and Alfa are known as digital native or digital generation (born and raised in the internet era), each of these generations is familiar with the internet at different age levels. Generation Y as the first digital native generation got the internet in their adolescence and early adulthood, while generation Z got the internet in their childhood. Then the generations Y and Z gave birth to the generation Alfa, where they live in a world with rapid technological developments since birth. Generation Alfa are children born from the millennial generation, they grow up interacting with various artificial intelligence technologies (artificial intelligence) and robots that are like humans (Augusto et al., 2018).

Children are user friendly with today's digital gadgets or technology. They are able to access any data and information in the virtual world (internet), both positive and negative information for character building of the next generation. Here, it needs to be realized that the existence of digital media (internet) has not only changed or strengthened the opinions, attitudes and behavior, but also has become one of the socialization parameters in creating and molding a person's attitudes, values, behavior and perceptions of social reality (Nurudi, 2003). Information from the internet can affect the behavior of

the user. For toddlers, digital media influences their motor development, physical development, neurological development, cognitive development, moral development, language development, and social development (Santosa, 2015).

Children need the assistance of adult in order to use digital media constructively and educatively. Teachers at school and parents at home are obliged to get involved in supervising and assisting their children to utilize digital gadgets or technology. Building the character of elementary school children require a comprehensive approach, i.e. by applying the concept of catur guru (see Table 1).

Table 1

Implementation of Catur Guru in Character Education for Elementary School Students

No.	Catur Guru Components	Character Education Values
1	Guru Swadyaya (The God)	<ul style="list-style-type: none"> . The source of all truth values . The supreme educator of life
2	Guru Wisesa (The Government)	<ul style="list-style-type: none"> . Policy maker . To facilitate the development of educational resources . Implement the regulations to control and assure educational sites (free from porno-action and pornography)
3	Guru Pengajian (School Teachers)	<ul style="list-style-type: none"> . Teaching knowledge and their examples . Teaching good life lessons that can be applied in daily life . Providing examples to students . Directing students to access educational sites
4	Guru Rupaka (parents)	<ul style="list-style-type: none"> . Instilling life values . As the first and foremost place for the students to live their lives . Motivating their children to study hard . Supervising and guiding their children with love, firm and care. . Assisting their children to access educational sites

Source: Field studies results (Sueca, 2020)

Digital media is an important source of character education for elementary school children. For character education, the concept of catur guru can be applied. The concept of catur guru referred in Hinduism contains four teachers as following. First, Swadyaya Teacher (Guru Swadyaya), i.e. Tuhan Yan Maha Esa/Sang Hyang Widhi Wasa (God Almighty), is the supreme teacher as a source of truth and life, human life guidance giver through the holy teachings that are sent down through revelations received by the great Rsi/holy people. Through carrying out all guidance with complete faith and avoiding all that is not allowed, will lead the people to the realm of liberation. Sradha and Bhakti gives birth to the power to learn their lessons, internalize themselves and to reflect the manifestation of good behavior, honesty, love, compassion, help, tolerance, respect, not to hurt, to stay away from violence and to protect The creation.

Second, Wisesa teacher (guru wisesa), the government with the responsibility of developing policies, including policies in the field of education. The government also has the authority to prepare educational facilities and resources, including teaching staff, educational facilities and infrastructure. The government is obliged to implement educational regulations, to minimize media or broadcastings that are not educational, including blocking pornographic sites and pornographic acts in cyber world that can potentially mislead the next generation.

Third, Pengajian teacher (guru pengajian), i.e. teachers at schools. Teachers at schools, not only teach, but also educate students to be polite in their acts while interacting with other people in society, and giving examples of good behavior. The duty of the teacher is to teach science, but should be avoided those learning that gives just the concepts, but

can utilize those concepts in the social life. Along with the challenges of the 4.0 industrial revolution era, teachers are required to master expertise, the ability to adapt new technologies and global challenges.

Teachers must be able to direct their students to use the internet intelligently, be able to prepare new orientation and literacy in the field of education. Old literacy that relies on reading, writing and mathematics must be strengthened by preparing new literacies, namely literacy for data, technology and human resources. Data literacy is the ability to read, analyze and use information from data in the digital world. Then, technological literacy is the ability to understand mechanical and technological systems in the labor world. Whereas, human resource literacy is the ability to interact well, not rigid, and have a character. Teachers must be able to develop the potentials of their students (Mukhlis, 2009; Kompri, 2015).

Fourth, Rupaka teacher (guru rupaka), i.e. parents of the student. Parents are the one, who plays the first and foremost role in instilling values, since the student was born, till he/she becomes an adult. Parents should not assign responsibility to teachers at school completely. Because the values instilled at home is equipped to be brought out of the house to interact with other people in the community. Parents are supposed to be able to motivate and encourage them according to what was said by ki Hajar Dewantara, i.e. Ing Ngarso Sung tulodo, Ing Madyo Mangun Karso, Tut Wudi Handayani (in front to set an example, in the middle to be able to provide encouragement, from behind as a support).

It needs to be realized that in today's digital era, the source of information, data and knowledge does not come from teachers or parents alone, but digital media (internet) has provided "anything" that can be accessed by children online, anytime, anywhere. Therefore, in today's digital era, parents must be technology literate as well. They must be able to direct and assist their children to use the internet. Make sure that children do not get dragged in playing digital games that can potentially damage the learning hours of the children. Parents must be able to act as companions and facilitators to determine the character building of the next generation.

Educational orientation in the current digital era is not limited to reach the cognitive dimension, but also able to reach the affective and psychomotor dimensions. Curriculum development must be elaborated on students' abilities in the life skills, the ability to live together (collaboration), and think critically & creatively. The learning process needs to prioritize 'soft skills' and to train 'hard skills', life skills according to students' interests and talents. To achieve today's digital age skills, learning trend and best practices must also get familiar, one of which is through integrated learning or blended learning, i.e. how to integrate the use of technology in learning that allows appropriate learning for each student in the class. "Blended learning" allows reflection on learning, one of the learning solutions in the revolution era 4.0. Blended learning is a combination of online-based learning along with face-to-face learning in the class, a combination of old literacy and new literacy: human literacy, data & technology literacy (Wibawa, 2018).

Educators and officials at the Gianyar Regency Education Office opine that the next generation who are in elementary school (SD) now, is the future generation, who needs the right character education material. In this regard, I Wayan Sadra (56 years old), Head of the Gianyar Regency Education Office, explained as below.

"Children who are in elementary school, are the next generation of the nation, who need digital literacy (4.0) which is developing today. They must be trained and accompanied to use gadgets to support their learning process. The learning curriculum at the elementary level needs to be developed in a way that is in line with the development of this digital technology. Character education for elementary school students needs to be supported by a curriculum package which is able to motivate and direct them to be critical, creative, and innovative according to the challenges of today's digital era. But, keep in mind, that children - as the next generation - must not only master technology, but also to become the young generation of Bali, become proud sons and daughters of the Indonesian nation, who owns and understand the traditions, arts & culture, religion and history of the nation (interviewed on 10th of May, 2020)."

The informant mentioned above is in line with Bhagawan Sri Sathya Sai Baba's (2000) aspiration that children's character needs to be built according to the goals of education, which include: the goal of knowledge is intelligence, the goal of civilization is perfection, the goal of wisdom is freedom, while education aims to shape the good character of a child. In addition, the statement of the informant above is also in accordance with the demands of the education of today's digital era. With the industrial revolution 4.0, the world is now experiencing changes that are increasingly fast and competitive. Educators generally have the opinion that the curriculum needs to be prepared in such a way that elementary school children should be ready to face future challenges. In this regard, there are several competencies that need to be developed in elementary school students. They need to have critical thinking skills, have creativity and have innovative abilities. Apart from these, elementary school students are also trained to have communication skills and abilities, the ability to cooperate & collaborate, and finally, it is expected to have self-confidence (M. Hafil, 2018).

CONCLUSION

Intensive character education is required for elementary school students, because they are still in the golden age. As per the National Education System Law (No. 20/2003), the character of Indonesian people is to build as a human having faith and fear of God Almighty, having a noble character, healthy, knowledgeable, competent, creative, independent, and becomes a responsible democratic citizen. Character education for elementary school students can be obtained with the implementation of "catur guru" concept, i.e., the four dimensions of the teacher as a comprehensive education system based on the local wisdom of the Balinese Hindu community.

The concept of catur guru includes swadyaya teacher, i.e., God Almighty, wisesa teacher (government), pengajian teacher (teachers at school), and rupaka teacher (parents at home). The four dimensions of the teacher (teaching) must be applied synergistically to build the character of elementary school students as per the current digital era (4.0). Although, teachers and parents of students are not the only educators, they become companions and facilitators, who determine the character building of elementary school students as a next generation. Besides being familiar with history, cultural traditions, and being trained to carry out their religious teachings, in today's digital era (4.0), elementary school students at Gianyar-Bali Regency are expected to be able to think critically, creatively, innovatively, skilled at communicating, be able to work together & collaborate, and have self-confidence.

Character education is not only limited to reach the cognitive dimension, but also able to reach the affective and psychomotor dimensions. Therefore, the delivery of subject matters to elementary school students should not only in the form of knowledge, but also needs to be included with real examples and their applications. Teachers at schools and parents at home are required to be able to direct and assist children (elementary school students), so that they can use digital media (internet) in order to support their growth (physical) and development of their intellectual, social and spiritual abilities.

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