IMPLEMENTATION OF DIGITAL ERA CHARACTER EDUCATION BASED ON EMOTIONALLY QUOTIENT AND SPIRITUAL QUOTIENT AT ATLANTIS PLUS JUNIOR SCHOOL

Mus Mulyadi

Islamic Education Management Doctoral Program Student, UMJ

musmulyadi0005@gmail.com

Abstract

The development of the digital era also contributes to the domination of the role of technology in the lives of students at school, making the implementation of character education increasingly difficult. The emergence of various effect cases due to decreased morality such as cases of violence, brawls, association freedom, life style and many other phenomena of moral decadence are forms of weakening character handling in the world of education so that the patterns and perspectives of students' lives tend to be pragmatic, transactional, hedonistic, materialistic and secularistic which causes the intelligence of the heart to decrease, less interested in spiritual values and tend to follow the style and taste of hedonism. This research was written in order to answer how the roles and functions of educational institutions encourage the implementation of character education in everyday life at schools. Educational institutions are required to reformulate and rearrange effective movements and steps in the framework of implementing character education in schools to respond to the challenges of the times in the

digital era in educational institutions starting from elementary and secondary levels, both formal and non-formal.

This research was formulated through a qualitative descriptive study approach based on Library Research (literary study). The results of this study indicate that implementing character education based on emotional and spiritual quotient is very important because it has a great impact on emotional calm and increases the enthusiasm for the spiritual life of students while at the same time has a positive effect on increasing the quality of learning that is more fun, creative, inspiring and full of meaning. In addition, students become inspired and motivated to apply Islamic character values in everyday life such as caring, courtesy, and honesty and responsibility where all of these are able to create a very positive climate in everyday life at school where all of that is very influential. towards increasing the morality and mentality of students as a provision for them to face future global competition.

Keywords: Implementation, Character Education, Spiritual Quotient, Emotionally, Digital Era.

نبذة مختصرة

الخلاصة: يحاول هذا البحث لإعطاء صورة عن مسألة تربوية بارزة وهي انحطاط أخلاق الطلاب في متنوع المؤسسات التربوية دينية كانت أو غيرها. فإن ظهور متنوع القضايا الاجتماعية كالقسوة والمشاجرة والاختلاط الحر وغيرها من ظواهر الأخلاق السيئة شكل من سوء التأديب الأخلاقي في المؤسسات التربوية، الأمر الذي يؤدي بالطلاب إلى اعتناق رؤية كونية برجماتية إباحية ومادية وعلمانية بحيث يطفئ بصيرة القلب والترغيب عن القيم الروحانية. وتطور العصر الرقمى يؤثر كذلك في سيطرة التكنولوجيا في حياة الطلاب سيطرة تزيد التأديب الأخلاقي تعقيدا وإشكالا. هذا البحث دراسة أدبية لإجابة كيفية الأدوار والوظائف من المؤسسات التربية لإحراض التنفيذ تربية الأخلاق في حياة المدرسة اليومية. فالمؤسسات التربوية مسؤولة لإعادة الحركات والخطوات الفعالة في تربية الأخلاق في المدرسة لإجابة تحديات العصر الرقمى في المئسسات التربية الإبتدائية أو الثانوية أو الشكلية أو الرسمية وغير الرسمية. وقد وصل هذا البحث إلى نتيجة تبين أن تنفيذ تربية الأخلاق بأساس الذكاء العاطفي والروحيي مهم لتحصيل اطمئنان عاطفي وإنهاض الحياة الروحية للطلاب ولرفع جودة التعلم الأكثر إسعادا وابتكارا وإلهاما ومعاني.

الكلمات الاسترشادية: التطبيقة، التربية الأخلاقية، الذكاء العاطفي، العصرة الرقمية.

Introduction

In the Era of the Covid 19 Outbreak, almost all educational institutions were shocked by the Covid situation which made it impossible to carry out the learning process offline, almost all educational institutions were considered not ready to take part in online learning, both teachers, students and parents,

whether they liked or disliked online learning almost more or less 2.5 years with the online learning. The most difficult challenge is how to build student character when learning is carried out in an online concept, how difficult it is to shape student character when the teaching staff does not meet students directly.

The next challenge is how to build a paradigm and shape the character of students, so that morals can be used as a foothold in every step, encourage students to implement knowledge in the realm of practice, so that the quality of human resources born from each graduate does not only have academic abilities, but also has emotional and spiritual quotient.

Building emotional and spiritual quotient is of course the main responsibility of education actors or teacher, without this ability students will lose their spirit and handle in knitting the future, in the field of work, for example, not only intellectual intelligence is needed, but emotional and spiritual quotient is also needed which makes one's personality more dynamic, creative and responsible, those who have emotional and spiritual quotient will be stronger to survive and compete as well as have emotional resilience.

However, there are not many educational institutions that focus on character building, even if there are more to meet teaching standards where the government has previously required all learning instruments to have character education content for all students. Character education is seen more as a complement to the many subjects, character education is not given priority and is often only superimposed on religious and moral subjects. In other words, good character education must involve good knowledge (moral knowing), good feelings (moral feeling), and good ethics (moral behavior) to form a manifestation of the unity of behavior and attitudes of students (Mulyasa, 2013).

Likewise in the realm of implementation, character education is more theoretical and less emphasis on the implementative level, not infrequently awards are only given to those who have excellence in intellectual intelligence, those with good behavior, are honest, responsible and have a high attitude of courtesy sometimes If you don't get proper appreciation from the school, then how can the moral quality of students get better if character education is always left with other education.

In fact, in school institutions we often encounter various problems related to the character of students, which is indicated by student misbehavior, such as bullying behavior, lack of discipline of students in obeying school rules, and lack of courtesy in students when communicating with teachers or someone older. This is a sign that students are currently experiencing a moral decline which is worrying and one of the effects of globalization. The formation of the character of students in the digital era has many challenges and problems that must be solved by educators.

Character concepts and theories may be easy to do because their characteristics are the same as 'transfer of knowledge', but in practice they have a higher level of difficulty. The author's hope in carrying out the implementation of the character of students is formed to have positive emotions, thinking skills, sensitivity, mental and physical health. It also strengthens the role of the teacher and cannot be replaced by technology, even though technological developments are increasing rapidly (Guarcello, 2020). This is because educators shape students to have a sense of competence (sympathy, empathy, attention, sensitivity); morals (attitudes, habits, obligations); thinking (critical, creative, problem solving); socializing (cooperation, mutual cooperation, mutual assistance); and act (discipline, help each other, obey the rules).

So, how is the implementation of character education in the digital era? This study aims to describe the implementation of character education in the digital era based on emotional quotient and spiritual quotient in the Atlantis Plus Junior School. The indicator of this research is the discovery of the concept of education in the digital era based on emotional quotient and spiritual quotient which consists of several aspects, namely: definition, concept study, implementation study and assessment study. It is hoped that after this study, educators and students at Atlantis Plus Junior School can easily apply character education in the digital era.

Theoritical review

Character building

The concept of education describes the integration between spiritual intelligence, emotional intelligence, social intelligence, intellectual intelligence, and kinesthetic intelligence. The pattern of education described is to practice good deeds, or familiarize oneself with the truth, so that noble moral values are "embedded" (internalized) in the value system in the heart and habituated, then carried out by the five senses (by hands). Learning that is oriented towards accepting noble moral values through intelligence or thinking skills which are then stored in the value system in the heart. Therefore, in educating students, it is mandatory to build competencies that integrate a single unit of thought, attitude.

In the current phenomenon, human existence is often measured by "having" (whatever material it has) and "doing" (whatever has been successful/unsuccessful) rather than the existence of the person concerned "become". For this reason, education must be able to instill from an early age that a person's existence is far more important and certainly not the same as

what belongs to him and what he has done. Because humans are not only owners of wealth and also carry out certain functions. Humanist education emphasizes the importance of preserving human existence, in the sense of helping humans to become more humane, more cultured, as fully developed human beings (Broadbent & Poon, 2015).

Character education is the cultivation and development of good character values based on personal and social virtues, the values of virtue that apply in social life that have been agreed upon in writing and orally. Character education is an effort to educate students' understanding so that they are able to behave well in accordance with applicable norms. With character education can produce a person who is responsible for every decision he makes.

As the most important aspect of character building, education must be able to encourage students to take the ascent of man. Therefore, in the child there are two essential drives; namely the urge to defend oneself in an external environment characterized by rapid change, as well as the urge to develop oneself or the urge to learn continuously, in order to achieve certain goals. When students are able to balance these two essential drives, they will become individuals with mature character. From the maturity of this character, the quality of a person is measured.

In educational institutions, character has five objectives in detail, namely first to develop the heart/conscience/affective potential of students as human beings and citizens who have national character. Second, developing the habits and behavior of students who are commendable and in line with universal values and cultural traditions of a religious nation. Third, instill the spirit of leadership and responsibility of students as the nation's successor. Fourth, developing students' abilities to become independent, creative, and national-minded human beings. Fifth, developing the school life environment as a

learning environment that is safe, honest, full of creativity, friendship, and with a high sense of nationality and full of strength.

Research conducted by Marzuki, 2021 concerning Strategies for Strengthening Character Education in Indonesia in the Era of the Industrial Revolution 4.0 at Junior High Schools in Yogyakarta, namely SMPN 1 Bantul; SMPN 1 Sewon Bantul; SMPN 1 Pandak, Bantul. Subjects included students, teachers, education staff, parents, and community leaders through interviews, observation, documentation and Focus Group Discussions (FGD) showing that the strengthening of character education in schools in the era of the industrial revolution 4.0 was carried out well. Several programs were improved and followed up such as clean and healthy living behavior, this lifestyle can be improved by holding 7K competitions between classes by prioritizing class and environmental cleanliness. Second Lesson Study, this program is carried out with several model teachers every semester to improve the quality of learning so that it will have an impact on increasing student learning achievement. The three literacy programs by developing reading corners in the class of students. The fourth is art appreciation which is a means of developing artistic potential with farewell activities in June or student camps. In line with the law, education must be oriented towards achieving intellectual skills without neglecting emotional-spiritual skills. The fourth is art appreciation which is a means of developing artistic potential with farewell activities in June or student camps. In line with the law, education must be oriented towards achieving intellectual skills without neglecting emotional-spiritual skills. The fourth is art appreciation which is a means of developing artistic potential with farewell activities in June or student camps. In line with the law, education must be oriented towards achieving intellectual skills without neglecting emotional-spiritual skills.

From the various descriptions above, there are efforts that are carried out in a structured and planned manner to instill good values in students and those around them, so that character building does not only transfer knowledge. The cultivation of character education requires the process and role of the involvement of all parties, for example at the level of educational institutions or foundations, school management, role models from teachers, positive support from families, the community environment and students. Thus, character education is interpreted as the formation of values, manners, morals which aim to develop students' ability to make good and bad decisions, maintain good behavior and the ability to implement it in everyday life.

Digital Education

Education in general and specifically experienced rapid and dramatic changes from time to time. This change was made as a response to the rapid changes in technology and information that demanded education to be able to produce graduates with abilities appropriate to the times. Related to that, Trilling and Fadel (2009) argue that education must always move in line with the progress of the times. Education must continue to move dynamically with the times. In the digital era, students are different from previous students. Children in the digital era (especially children born after adopting digital technology) tend to be more open, think aggressively, and want to gain freedom, and learn quickly because all information can be accessed easily.

The rapid development of information and communication technology has had a massive impact on the world of education from conventional education to a more open education. The educational process will be more two-way, competitive, multidisciplinary and more productive. Digital technology has encouraged the formation of a new teaching and learning process, resulting in a new paradigm in the teaching and learning process and also in the

management of education. Thus, learning today is learning about the future, so that education must be organized in accordance with the demands of global challenges. The learning process must develop rapidly and must be supported by digital technology. However, in this digital era, the integration of technology and education is needed to be able to revolutionize the teaching and learning process.

The hope to implement digital transformation in improving education must start with understanding how people start learning in the digital era, educators who create new learning environments. The use of digital technology in improving the quality of education relies on students as the digital generation, educators and education staff.

Emotional Quotient

The term "Emotional Quotient" was first raised in 1990 by a psychologist "Peter Salovey" from Harvard University and "John Mayerdari" University of New Hampshire to prove emotional qualities that seem important for success. Citing the opinion of Cooper and Sawaf (2005: 172), Emotional Quotient is the ability to understand, feel, and effectively mobilize strength as well as emotional quotient for a basis of human energy, influence, relationships, and information.

Emotional quotient is strongly influenced by the environment which can change at any time. Therefore, the environment, especially parents in the children's phase, is influential in forming emotional quotient. Emotional Quotient (EQ) skills are not the opposite of Intelligence Quotient (IQ) skills or cognitive skills, but the two interact dynamically, both at the conceptual level and in the real world. In addition, EQ is not so influenced by heredity.

Meanwhile, another opinion (Goleman, 2002) in his book, Emotional quotient is a person's ability to manage his emotional life with intelligence and maintain emotional harmony and expression through self-awareness skills, self-control, self-motivation, empathy and social skills. In this study, Daniel Goleman concluded that his understanding of emotional intelligence is the ability of students to recognize their own emotions, manage their own emotions, motivate themselves, have empathy for others and have the ability to build relationships (cooperation) with others.

Based on the explanation above, the writer can conclude that emotional quotient is an important part of cultivating character for students. Because emotional quotient is a condition of a person who can manage emotions in himself, so that he can respect the feelings of himself and others. In this case also himself as a social being trying to be able to accept, assess, manage and control the emotions of himself and others around him. To be able to foster ideal emotional intelligence in students, the role of educational institutions is needed. Schools are required to play their role and responsibility to instill and develop good values and help students shape and build their character with good values.

Spiritual Quotient

Spiritual quotient is self-awareness as a context or life force that arises in an ever-growing awareness and gives meaning to life, body, mind and spirit. This intelligence is more than a person's mental ability and spirit, but awareness of the relationship with self-transcendence, other humans, nature and all creatures (Yazdekhasti, Erfan & Nazari, 2015). In a natural state, for us humans to wonder about basic things like how did we come here, who created

us, where are we going in life, and so on. This spiritual quotient is used to address these and other issues related to human identity. Act based on intent, purpose and deep values. This intelligence can reach the deepest place of human in meaning and value.

In recent decades the concept of spirituality and its application in the world, especially in the Western world has become very important, concepts such as God, religion, spirituality, and others are considered a private matter. However, currently it is a research or scientific study and academic debate in the field of humanities (Fattahi & Farhangi, 2006). Dahalan, et al (2009) define spirituality as the antithesis of material or non-material aspects. Spiritual elements are spirit (*al-ruh*) and soul (*al-nafs*) directly from Allah. Al-Ghazali believed that humans have four spiritual domains: spirit, heart, soul and *alaqi* (reason). Faith, piety and morals are described by (Muhammad, 2004) as spiritual intelligence. Furthermore, he defines it as submission under the realm of religion and sincerity in charity service under the domain of morality.

Islamic studies according to (Ad-Dzakiey, 2004) the spiritual realm includes knowing God, feeling God's presence and supervision, preaching, perseverance, honesty, wisdom, gratitude to Allah and feeling humiliated for committing acts that show sin, where all of those criteria are the realm of faith , worship, and morals. Spiritual quotient is related to the individual's intrinsic strength to have a sincere heart. Someone with a sincere heart has a great desire to act in a way that benefits both now and the future (Rahman & Shah, 2015). Prophet Muhammad SAW said about the importance of a sincere heart, as follows:

"where in Adam's body there is a lump of flesh in physical form which actually refers to a pure heart. If the heart is good the whole body is good and if the heart is bad the whole body is bad too."

Based on the description above, spiritual quotient is defined as the ability to maintain good relations with Allah SWT and other humans within the framework of *amar ma'ruf nahi munkar* (orders of good and prohibition of evil). Having a good and honest soul allows one to refrain from engaging in activities that are prohibited by law and religion. Individual Islamic spiritual quotient develops when a person has endurance, gratitude, interest, good perception, honesty, good connections, trust in God, sincerity and piety.

Discussion

This research includes qualitative research with a type of description and library research. This research study is more focused on the implementation of character education in the digital era based on emotional and spiritual quotient in Atlantis Plus Junior School. By using management analysis which includes four basic elements: (1) Environmental analysis; (2) Formulation of strategy; (3) Implementation; (4) Evaluation. Further discussion with theological basis, philosophical basis and theoretical basis. The findings from this study are moral degradation which is immediately overcome, especially in the era of globalization with the stronghold of character education. The existence of a demographic bonus is a very big advantage for the Indonesian people. For this reason, the importance of a strong character that can be attached to the soul of every student. Educational studies reflect on the Western education system which focuses on the cognitive side of humans only compared to other aspects of intelligence, in which the system is less concerned with improving humanist and spiritual character. Educational balance is very necessary for the cooperation of the brain and heart (mind to mind) which creates a spiritual and humanist character. If the orientation is prioritized on education that is meaningful and able to create success in human

survival. If the orientation is prioritized on education that is meaningful and able to create success in human survival.

Environmental Analysis

Table 1. Atlantis Plus Middle School Profile

VISION	MISSION	SCHOOL OBJECTIVES
Realization of Excellent, Creative, Independent Schools and Responding to Global Challenges.	1. Educate human resources with character and have a sense of empathy, ethics and full responsibility.	a. Increase the faith and piety of students to God Almighty.
	2. Prepare students to have English skills.	b. Develop the potential of students to become citizens who are noble, knowledgeable, capable, creative, independent, polite, intelligent and disciplined.
	3. Prepare graduates who are exclusive with the ability to think analytically and critically to act in a changing global environment.	c. Develop the potential of students so that they have a national insight to understand and appreciate the cultural diversity of the Indonesian nation.
	4. Creating high quality, religious, character, professional and independent human resources.	d. Develop the potential of students to have concern for the environment by actively participating in maintaining and preserving it and utilizing natural resources effectively and efficiently.

	5. Building a business center to develop entrepreneurship to face global economic challenges.	e. The creation of meaningful learning outcomes. f. A minimum of 80% of graduates are accepted at the best high schools and vocational schools. g. Carry out various religious practices.
		h. Accustomed to making directional planning, working hard with optimal results.
		i. Have a high exemplary attitude, creative and innovative.

Strategy Formulation

The strategy formulation stage is a very important process for the basis of character education implementation. This is because it involves the formulation of the vision, mission and goals of the school which will be continued through the preparation of activity programs, budgeting and standard operating procedures. Policies at Atlantis Plus Junior School have shown and have a strong commitment to implementing character education by building a conducive school system or culture. In addition, policies have been established in the implementation of education that must support the achievement of the school's vision and mission. What is very important is the school curriculum which is unique as the development of the national curriculum. Through a typical school curriculum, it is hoped that it can strengthen character education efforts based on emotional quotient and spiritual quotient for students.

Strengthening character education, Atlantis Plus Junior School develops a religious curriculum as an effort to understand Islamic beliefs. It also stipulated the importance of cultivating a caring attitude or empathy for students towards the surrounding community, determining efforts to optimize religious activities in schools to foster student morals, making Atlantis Plus Junior School an environmentally friendly, clean, green and healthy school and establishing Standard Operating Procedures. As a reference in implementing various activities at Atlantis Plus Junior School that lead to character building.

Atlantis Plus Junior School's policy in efforts to strengthen character education is by determining the use of learning methods: quantum learning, project-based learning, discovery learning and remedial teaching methods as well as enrichment arranged in the Atlantis Plus curriculum. In developing teaching and learning activities that are guided by the theory of multiple intelligences, intellectual intelligence, emotional intelligence, and spiritual intelligence. In spiritual guidance students are designed and implemented with various religious activity programs to enhance learning activities in class.

Implementation

At the implementation stage are activities to realize plans and formulations in implementing digital era character education based on emotional quotient and spiritual quotient at Atlantis Plus Junior School. On the other hand, when the current generation is facing chronic problems in terms of character, there is often a split personality or a very powerful social pathology. This image occurs because there is no connection between the mind and the mind. These three intelligences (intellectual, emotional and spiritual quotient) become a

meaningful discovery so that the integration of the three intelligences (mind, emotion and heart) steps vertically to try to reach the realm of God. This integration will be able to bring up future generations who are not only intellectual (IQ),

Therefore, everything that forms the basis of theory and policy to achieve the vision, mission and goals of the school, can then be set forth in various school activity programs and implemented properly and get adequate budget support, school community parties and clear implementation.

Table 2. Implementation of Character Education at Atlantis Plus Junior School

PILLAR	APPLICATION	IMPLEMENTATION	TIME
Religious, Obedient attitude and behavior in carrying out the teachings of the religion they adhere to, tolerant of the implementation of other religious worship, and living in harmony with adherents of other religions.	▪ Celebrate religious holidays ▪ It has facilities that can be used for worship. ▪ Provide opportunities for all students to carry out worship.	▪ Duha prayer at the mosque. ▪ Muroja'ah. ▪ Tadarus Surah Al Kahf and Cult. ▪ Pray before and after class. ▪ Muharram Celebration. ▪ Birthday of Prophet Muhammad.	Tuesday - Friday Tuesday - Thursday Friday Monday - Friday July 2022 October 2022

| **Honest,** Behavior based on efforts to make oneself a person who can always be trusted in words, actions and deeds. | ▪ Provide facilities for finding lost items. ▪ Transparency of financial reports and regular school assessments. ▪ Carry out pickets according to schedule. ▪ Provide online suggestion and complaint boxes. | ▪ Place for announcements and records of lost items and announcements from picket teachers. ▪ Transparency of financial reporting and assessment to the government and all interested parties. ▪ The homeroom teacher compiles a picket list for each class and it is carried out at the beginning of each lesson. ▪ Don't cheat when taking exams. | Every Learning

Even Semester

Monday - Friday

Every Exam |
| **Tolerance,** Attitudes and actions that respect differences in | ▪ Respect and provide equal treatment to all school members without | ▪ The same service for all school members. ▪ Services for children with special needs, in collaboration with | Every Learning |

religion, ethnicity, ethnicity, opinion.	distinction of ethnicity, religion, race, class, social status, economic status, and special abilities. ▪ Providing equal treatment to stakeholders regardless of ethnicity, religion, taste, class, social status, and economic status.	clinical psychology in Depok and Puspaga.	Every Learning
Discipline, Actions that show orderly behavior and comply with various mutually agreed school rules and regulations.	▪ Have a record of attendance. ▪ Give awards to disciplined school members. ▪ Have school rules. ▪ Enforce the rules by giving fair sanctions and points for violators of school rules	▪ Recapitulation of the attendance list of students by picket teachers. ▪ Dissemination of school rules to all school members. ▪ Habit of obeying the rules. ▪ There is a recapitulation of borrowing and returning records for learning media by students.	Monday - Friday July Every Learning Every Learning

	▪ Provide learning tools/media.		
Democratic, Ways of thinking, behaving, and acting that value the rights and obligations of himself and others.	▪ Involve the school community in every decision making. ▪ Creating a school atmosphere that accepts differences. ▪ The election of the OSIS board of directors is open.	▪ Make class decisions together through deliberation and consensus. ▪ Election of class management is open. ▪ OSIS selection. ▪ Implementing dialogical and interactive learning models	Every Learning and other School Activities July (Even of Semester) August Every Learning
Creative & Independent, Think and do something to produce new ways or results from something you already have.	▪ Creating situations that foster the power to think and act creatively. ▪ Creating situations that build student independence.	▪ MPLS ▪ LDKS ▪ Say hello ▪ Art Performance (Atlantis Talent Day) ▪ *Class* Meetings	July August December

Evaluation

The next stage of strategy formulation and implementation is evaluation. This is necessary to study and determine whether the digital era character education program based on emotional quotient and spiritual quotient at Atlantis Plus Junior School is successful or failed. Through evaluation (assessment) activities, feedback is expected to be able to formulate further strategies. In this regard, Atlantis Plus Junior School integrates regular monitoring and supervision activities to receive teacher performance feedback from various perspectives. Evaluate teacher performance to get feedback whether the teaching and learning process guidelines are applied correctly or not, especially when using the quantum learning method, project-based learning,

Evaluation is also carried out by students towards teachers, aiming to measure how much satisfaction students have with teacher performance and school services. A good assessment must be able to see the success of the strategy. School institutions must be able to see an increase in customer satisfaction (students and parents), increased attention from the surrounding community, better school financial conditions which will have an impact on improving school facilities and infrastructure.

The purpose of this last stage is the evaluation process to find out information as feedback which can then be used as a basis for consideration in further development. This is as revealed by Dunn, 2015 that in general the term evaluation can be equated with appraisal, rating, and assessment, words that express efforts about the value or benefits of policy outcomes.

Comparison with relevant previous research findings, several things are considered to have similarities, as follows: (1) the essential planting of core values in character education based on religious teachings; (2) implementing the order in stakeholder management in daily life at school as a habituation process; (3) alignment of the emotional quotient and spiritual quotient in the

implementation of school programs which will have an impact on students' habituation in the community environment; (4) the importance of a conducive school environment for the character development of students.

Conclusion and Closing

The conclusions from the findings and discussion regarding the implementation of character education in the digital era based on emotional and spiritual quotient are as follows:

1. Observation in the Atlantis Plus Junior School environment, they have implemented character education and have carried out a SWOT analysis, taking advantage of their strengths and weaknesses, and recognizing the opportunities and challenges they face.

2. Formulation of an implementation strategy by formulating the school's vision and mission and creating a generation that is resilient, entrepreneurial and competitive in facing global challenges based on faith and devotion or religious values.

3. The application of character education is in the form of intra-curricular, extra-curricular and co-curricular learning programs based on religious values and the uniqueness of the school.

4. Control is carried out periodically by stakeholders starting from Foundations, Local Government Supervisors, School Principals, Educators, Education Personnel, Parents and Students.

5. Evaluation that functions to control through daily, weekly, monthly and semester monitoring of the course of learning activities.

6. There are four aspects in the management process of implementing character education, namely (1) leadership aspects; (2) aspects of the

learning process; (3) aspects of facilities and infrastructure; and (4) environmental aspects.

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