Original Article

A Study of Communication Behavior in Private Spaces and Anticipation: Role of Teachers Based Character Education and Digital Literacy

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Abstract: This study aims to explain symbolic violence as a behavior of communicating among students, explain text signs and the context of symbolic violence based on the process of communication behavior among students and explain symbolic violence and anticipation of student behavior through the role of teachers based on character education and digital literacy. This research uses a qualitative approach. Data collection techniques use observation and documentation. Data analysis is done by organizing data, describing it into units, synthesizing, structuring it into patterns, choosing which ones are important and which ones to learn, and making conclusions. The results showed that acts of symbolic violence between students through private space communication were considered commonplace even though they realized that these actions were not justified. The violence is caused by feeling superior and thinking other students have shortcomings. In order to avoid symbolic acts of violence in the media, the role of the teacher in each teaching refers to character building. Digital literacy efforts are carried out in schools to shape character and anticipate violence for students when using digital media.

Keywords: Symbolic violence; Character education; Digital literacy; Communication behavior.

1. Introduction

Reading social changes among students, especially in the current era of digital culture, cannot be separated from behavior and communication systems that develop now (Tyner, 2014; Wood & Smith, 2004). The encouragement of association among students can change the pattern of interaction between them, dependence on the use of digital mass media causes changes in values through communication patterns built between students. One of the communication behaviors among students is the emergence of symbolic violence through message signs that interact between students (Cushion & Jones, 2006; Sengupta et al., 2022). This happens because communication in private spaces makes it free for students to convey verbal and non-verbal messages between them. Understanding symbolic power and violence undermines our understanding of the role of language as a system of symbols. In addition to acting

as a communication tool in understanding and conveying thoughts and feelings between people, language has a latent role that is often unconscious, namely as an exercise of power. Symbolic violence occurs through the medium of language which will later affect the way of thinking, working, and acting. As a social practice, language is the result of the interaction between social structure and linguistic habitus. The social universe for Bourdieu is a fighting arena, a battle of strength (Pribadi, 2016). Violence can also be defined as the principle of action that bases itself on the power to coerce another party without consent. In violence there is an element of domination over the other party in various forms: it can be physical, verbal, moral, psychological or even through images. Pierre Bourdieu in Rachman & Susan (2021) create the concept of symbolic violence that occurs in power differences between social actors, both individuals and groups. Such symbolic violence takes the form of gestures or body language, self-presentation, and lifestyle or identity. Digital infrastructure, online media, blogs and social media, have provided new spaces that can be used to spread symbolic violence.

The results of research related to symbolic violence stated that the habitus and environment of students have an influence on the use of social media among adolescents and are supported by capital or tools to access cyberspace. The existence of habitus and a supportive environment causes the emergence of symbolic violence carried out on social media or referred to as cyber bullying. Cyber bullying is obtained through direct attack and by proxy. Direct attract, which is in the form of direct messages / insults, ridicule, and threats. While by proxy is the taking over of the account. The impact of cyber bullying results in changes in attitudes and the emergence of exclusion towards victims (Burawoy, 2019). Other research related to the analysis of news texts using Pierre Bourdieu's theory of symbolic violence, shows that, symbolic violence can be seen in the form of media attributes (language, text, images, and video). But the use of these attributes can lead to the construction of the reality of crime news. So that readers are not aware if the news can lead to discourse carried out by the media. One example of construction carried out by the mass media in reporting rape cases. The media can lead readers if rape victims also have a hand in the case of crimes that occur in the victim himself. Through language, the media uses text that refers to the victim who wants to be taken by the perpetrator to a hotel until a rape case occurs. From these texts, the media eventually leads readers to form labeling or stigma against victims of crime (Gusnita, 2017).

Ria & Budiman (2021) stated the impact of using digital media can cause addiction for students themselves, as reinforced in an interview with Siska, a Madrasah Aliyah teacher who said that addiction to using smartphones and social media will have an impact on mindset, because when they are teenagers, they are easily influenced by everything on social media and this can have both positive and negative impacts. He added, students will not be separated from the digital world such as smartphones and social media, because of the desire to explore their knowledge by using social media and the internet. Education is basically an effort to improve abilities and knowledge and cultivate mental attitudes as an effort to give birth to a personality with character in oneself. In a character personality will give birth to character education that is able to apply moral and religious values. The existence of character education is very important to learn, especially in today's digital era, so that the nation's next generation has good morals and reflects the quality of the nation in the future.

Putri (2020) mentions that a sociology teacher at one of the Bengkulu City State High Schools explained that it is very important that character education is applied in the digital era at this time. According to him, Character Education is very important to learn, especially in the digital era, so that children can better understand values and morals. Currently, students are very familiar with the digital world. With this, one of the priorities is character education that has cognitive traits, moral or moral traits. The character attitudes and behaviors of adolescents in the era of digital culture cannot be separated from the behavior of adolescents themselves, research by Aji et al. (2019) obtained from interviews with school students that the tendency of individual traits has been symptomatic in adolescent life today, adolescents tend to be busy with the virtual world being explored, causing an impact on changing the character of the teenager himself such as shy, emotional, rude, individual and group-building behaviors.

Looking at some of the problems above, research studies are needed to find and identify student problems through language, signs or symbols that are part of the form of communication among students. This study tries to find out how student communication behavior through messages that are formed and can be categorized as symbolic violence. This research also tries to provide a broader context as an effort to read and understand social phenomena or events that occur among students and find anticipation efforts through the role of teachers through teaching character education and digital literacy. Theoretically, this research has the benefit of developing or complementing theories of symbolic violence, especially in the study of communication behavior in private spaces. Practically for educators and the government, providing identification of the picture of character education and digital literacy problems. For teachers in the field of journalism and communication, it can be used as teaching material on character education studies and digital literacy so that it can increase the understanding and competence of lecturers, students or students.

2. Materials and Methods

This research uses a qualitative approach. Qualitative research methods are often called naturalistic research methods, because the research is carried out in natural conditions (neutral setting). Qualitative research methods are

research methods based on the philosophy of post positivism, used to examine the natural condition of objects (as opposed to experiments) where researchers are the key instruments, data collection techniques are triangulated (combined), data analysis is inductive or qualitative, and research results emphasize meaning rather than generalization (Sugiyono, 2018). Data collection techniques use observation and documentation. In this observation, researchers carry out data collection techniques by making direct observations of the object of research. Documentation, researchers document a collection of text, signs or symbols in a digital context. The systematic online documentation process utilizes the capture or screenshot feature through smartphone devices to obtain verbal language symbols used by students in their private chat rooms. Data analysis is used by organizing data, breaking it down into units, synthesizing, organizing it into patterns, choosing what is important and what will be learned and making conclusions that can be told to others.

3. Results and Discussion

3.1. Understanding Text Signs and Context Symbolic Violence of Communication Behavior among Students

Symbolic violence is an act that uses mass media means to hurt hearts and harm the interests of others. The impact of symbolic violence is not directly physically hurtful, but it is very influential on a person's psychiatric condition and can last a very long time. According to Bourdieu (1991), symbolic violence is power that can be controlled from its purpose to gain recognition. That is, power (whether economic, political, cultural, or otherwise) that can be unrecognizable in its true form, its violence, or its arbitrariness. Symbolic violence works by concealing the violence that is possessed and becomes something that is accepted as "what it should be"." Which" according to Bourdieu it is doxa. The existence of doxa is obtained through a continuous naming process. Violence is defined as "treatment by coercion" in which there are elements of the enactment of the act of violence, both conscious and unconscious, including symbolic violence. Symbolic violence is indirect violence that generally goes through cultural mechanisms and differs from other forms of direct control and is often the target of sociological attention (Harefa & Suyanti, 2019). The phenomenon of symbolic violence among students has been regarded as normal and recurring among them.

From the results of the interview, rude speech or the tendency to use violence in a symbolic context is something that is considered normal among students, so it becomes a habit that is carried out and the environment among students makes them make symbolic violence a habit among them. The use of phrases that are symbolic violence is often used among students even though they realize that it is not good to do and talk about. This confirms that environmental influences among them reinforce the use of symbolic violence in addition to resentment among them. Acts of symbolic violence that occur between students through private space communication are also considered common, although they basically realize that these actions are wrong, moreover, the communication interactions carried out can be traumatic for those who experience it. On the other hand, there is an attitude carried out by students who commit violence feel that they have more power and consider other students to have shortcomings so that violence can occur. Referring to the acquisition of the information data above, it is in line with what was conveyed by Pierre Bourdieu where there is an area of dominance carried out by students as symbolic power.

3.2. Understanding Text Signs in the Practice of Symbolic Violence

Figure 1 shows that the text that appears is an interaction between students in communicating using WhatsApp media. Interaction is carried out when students dominate each other against those who also receive the message conveyed. The content of the conversation can be seen how the description of the message made is a word that is not appropriate to be mentioned by teenagers, even though in the private space norms and ethics the content of messages exchanged is beyond the limits of normality as a student, the written word refers to personal things of the human sex. Language is principally a social practice used by students in communicating, therefore language can also show a form of community identity in the use of language. The conversation between the students is speech through symbols that are integrated with the meaning conveyed through the integration activity.
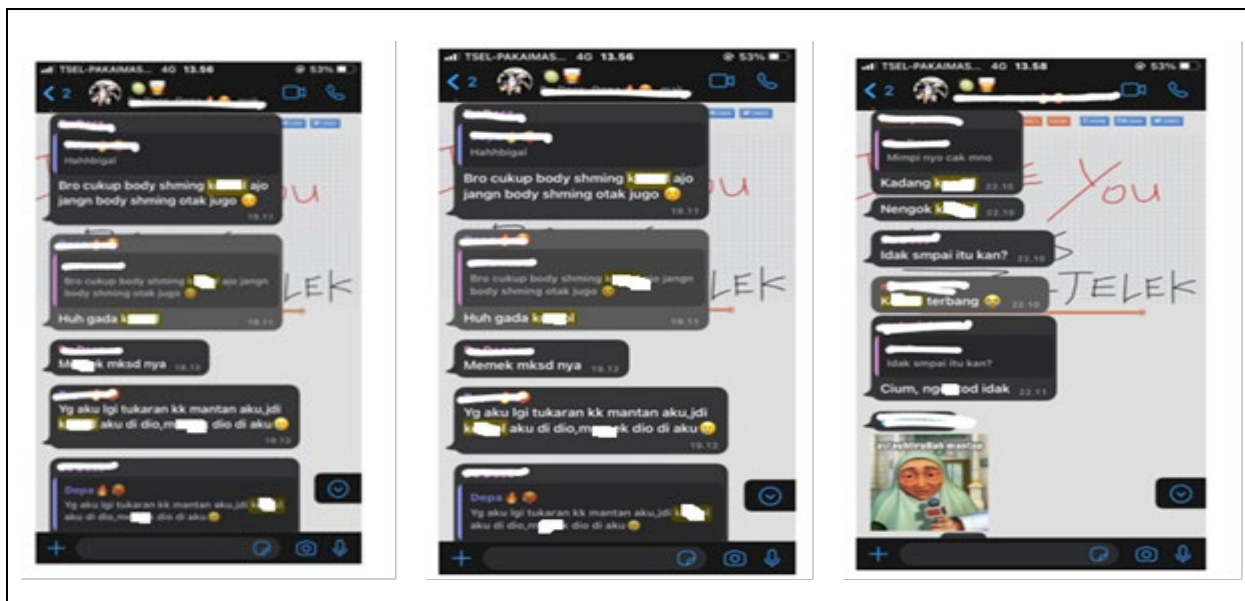
Figure 1. Screenshot of WhatsApp conversation between students

Data from conversational texts in WA spaces as above show how power relations between texts exchanged, symbolic violence intended in the text are carried out using vulgar words and sentences. Some words and sentences that are forms of symbolic violence can be seen in the following table:

Table 1. Words and Sentences used in the form of Symbolic violence

Types of symbolic violence
List words using animal name similes
List words with the pronunciation of words or dirty sentences in regional dialect
Mentioning or passing on abusive remarks or words
Mentioning or conveying pronunciation with reference to gender
Pronunciation of words tends to hurl insults
Pronunciation of words with a tendency toward abuse

Table 1 indicates that several things encourage symbolic violence carried out among students, including, first, an attitude of showing self-power, showing self-power here as stated by Bourdieu (1991) that the mechanism of symbolic violence explains how symbolic violence carried out is a process of dominating the dominated. The mechanism of violence is carried out through class control, in which case there are parties who have dominance in conveying messages in the form of texts exchanged through symbols and words when communicating in private areas. Second, it is a form of self-existence among students who tend to dominate or control the private space among other students who are members of the same interaction space so that there is something satisfied from those who convey messages to other students. The third is a form of entertainment that is considered normal because there are parties who feel that this is something that is naturally done, while from the results of the interviews it was found that there are parties who feel that the actions taken in the form of violence in the form of words, sentences or pronunciation conveyed in communication interactions are actions that are not liked and tend to have unpleasant effects on those who experience them. Putri (2020) stated that the fact of unequal forms of power (abuse of power) and hegemony where one party views itself as superior in terms of morals, ethics, religion, gender and age.

This kind of condition is one proof of the operation of symbolic violence and has an impact on the birth of real violence, be it economic, social, psychological, or even physical violence. In other words, symbolic violence has colored all the niches of human life and in every interaction and social relationship that is unbalanced or unequal, it can be ascertained that that is where symbolic violence takes place, such as: in political, social, economic, health, family, educational life, even in the realm of religious practice, symbolic violence is never spared. This understanding of symbolic violence also makes the process of subjugation where significantly there are parties who are unconsciously dominated so that they become objects of symbolic violence. This violence factor creates an attitude of power where its existence feels recognized around the environment so that it feels powerful and gets the satisfaction of oppressing weak individuals through certain symbols and language texts used.

3.3. Anticipating Student Behavior Through the Role of Teachers Based on Character Education and Digital Literacy

In terms of overcoming symbolic violence that occurs among students related to the development of the digital era like today, strengthening character education is carried out. character education is carried out in the form of instilling religious enthusiasm in increasing religious behavior which will have an impact on the behavior of the students themselves, which will foster moral attitudes, morals from the students themselves. Interestingly, character education is also carried out by teachers where they must also be able to set a good example to students in the form of time discipline, so that if the teacher is late then they are not allowed to enter. Character education is an important thing to do in schools. Involvement of school components is important in implementing character education. Therefore, it is important to strengthen the students themselves, by giving moral messages when meeting students in class, as well as teaching students what manners mean, and sharing experiences that can motivate students is part of building students' character so that they do not commit inappropriate actions. Character education is an important thing to do in shaping the character of students who live in the current digital era, especially the process of communication and interaction they do privately through the communication devices they have so that the role of the teacher in every teaching refers to character building where the main goal is to form good and moral character.

3.4. Character Education Efforts

Some of the main efforts implemented in each school in implementing character education for students include how students can obey and carry out the teachings of their respective religions well, have high tolerance for fellow humans regardless of their backgrounds, students can become someone who is honest, independent, responsible, disciplined, hard work, moral, ethical, care for the environment, and love the country. Kristiawan et al. (2017) state that character education for adolescents is carried out with the aim of shielding and controlling themselves so that they do not easily fall into negative characters. Adolescent education is a valuable moment to determine one's character after adulthood. Buchory (2014) provides an understanding of character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character through an emphasis on universal, values that we all believe in. Character education is ethical education plus, which involves aspects of knowledge, feelings and actions without these three aspects, character education will not be effective. Character education itself in this digital era is a challenge for teachers in schools, therefore several activities and efforts must be realized by developing values through every phase of school life. Students develop morals in the classroom community, interact in positive youth group relationships, use the principle of discipline as a tool to develop character, and build a democratic classroom, so that children will feel involved in making decisions to solve real problems in the classroom.

Character education in schools must be upheld and improved. Character education as it is today is most effective from parents because in principle teachers rarely meet with their students at this time where teaching and learning activities are also carried out at home, especially for almost two years implemented online. So, all the attitudes shown by parents at home determine the character of the child. Therefore, it is important for parents to know how to educate their own children. In an era where technology is increasingly advanced and sophisticated, it certainly has a big influence on children's character. Many children use their smartphones for 24 hours. By using this technological sophistication, many students' characters have declined because they spend a lot of time playing online games on smartphones rather than studying. Not only that, technological advances also change the mindset of students in a negative direction which can lead to crimes such as fraud and bullying on social media.." (Aji et al., 2019). Some of the efforts that can be made in Character Education can be seen in the following table:

Table 2. Character education efforts at school

Formation of groups with assistance through teachers as mentors every Friday by reading Quran verses while non-Muslims adjust according to their respective beliefs.
Giving advice or moral messages when meeting students in class, teaching students what manners are, sharing experiences that can motivate students.
Understanding how the character of the student is, then doing a teacher must be firm not harsh, then the next action is advising and instilling the importance of ethics and manners.
Students can obey and carry out the teachings of their respective religions well, and have high tolerance for fellow humans regardless of their backgrounds. Another indicator is that students can become someone who is honest, independent, responsible, disciplined, hardworking, moral, ethical, environmentally concerned, and love the country.
Providing an understanding of values to students, such as instilling honesty, courtesy, responsibility and so on. And also explain or show concrete evidence related to how to apply the values of character education in everyday life.

Providing an understanding of values to students, such as instilling honesty, courtesy, responsibility and to be able to appreciate diversity and differences that exist, they can appreciate differences in ethnicity, culture, religion, language, skin color and differences in opinion at that time can also be considered that the character education that has been taught is quite successful.

3.5. Anticipating Student Behavior through the Role of Digital Literacy-Based Teachers

Triyanto (2020) state the Digital Age can be considered as the development of an evolutionary system in which the circulation of knowledge is not only high, but also increasingly beyond human control, making the times in which we live more difficult to manage. The social implications of the Digital Age are huge and will increase as technology functions become more knowledge based. Understanding the digital age will help ensure that we build sustainable socio-economic relationships both with technology and with advanced knowledge aided by technology. The digital age has greatly changed the way we live and work by creating a knowledge-based society. Over time, the digital age will have the same impact on all areas of life including education. In an age where almost, everything has switched to digital, we certainly find a lot of information circulating on timelines but not all information is correct, even a lot of information is found that contains hoaxes or has a negative impact on the behavior of students. Therefore, digital literacy is very important to learn especially since students nowadays rely on the internet as the main source of information for personal and school use. That is why it is important to teach students how to evaluate the information to ensure its accuracy and strengthen students' behavior in interacting with online media.

Based on the results of the interview, it was found that digital literacy is not only for students but involves education personnel so that they can be wise in using digital media. Digital literacy is not just the ability to technically operate digital devices, master a set of digital tools, or be proficient in the software. However, it also includes competencies related to cognitive, emotional and social skills. Digital devices not only contain applications, but users are also dealing with information. Therefore, the ability to sort out information correctly, criticize, and communicate both directly and through social media is needed. Students in the use of digital media greatly affect the character of the students themselves, because students can learn about anything from the existence of social media, such as Facebook and Instagram, students who have not been able to distinguish between good and bad, they will swallow raw and imitate what they see so that it affects their character. Digital education is currently important for students, teachers, and even parents. The goal is none other than to provide education regarding the understanding of digital literacy which aims to minimize the negative effects of using digital media. On the other hand, the use of digital media is also important, especially when used for learning because it can facilitate the learning process. Digital literacy is an effort made to increase understanding in expanding the ability to use the media, and from the results of the interviews conducted, several digital literacy efforts are carried out at school, including as in the table below.

Table 3. Digital literacy efforts at school

Implement digital literacy by adding search engines and other resources, such as e-journals.
To achieve Indonesia 4.0, a multi-activity program is carried out, by holding a collaboration of government, private, community and academics to be able to realize digital-based education development for the better.
Using digital tools properly to avoid attitudes such as cyberbullying or bullying on social media due to differences in race, skin color, ethnicity, religion, related to SARA is often the target of bullying.   Attitudes such as cyberbullying or bullying on social media due to differences in race, color, ethnicity, religion, which are related to SARA
Fostering fast activity in keeping up with the times through technology but still improving the ability to read, analyze and use existing access as a positive way to increase knowledge.
Provide educational videos to students about the use of digital media such as participating in webinar activities about it
Make students aware of the importance of digital literacy by explaining about media content that should be avoided.

5. Conclusion

This study concludes that acts of symbolic violence that occur between students through private space communication are considered normal even though they basically realize that these actions cannot be justified. The results of the study state that the attitude carried out by students who commit violence is due to feeling that they have more power and consider other students to have shortcomings so that symbolic violence can occur. Character education efforts in schools are carried out to shape the character of students who live in the digital era as it is today, while to avoid inappropriate actions among students when students communicate in the media, the role of teachers in every teaching refers to character building where the main goal is to form good and moral values through activities that are religious, disciplined. Digital education is currently important for students, teachers, and even parents, the goal is

none other than to provide education about minimizing the negative effects of using digital media. On the other hand, digital literacy efforts implemented in schools as an effort to build character and anticipate violence for students when using digital media is to apply the use of digital media, especially when used for learning because it can facilitate the learning process and understanding to avoid students accessing negative content and interacting for things that can have a bad effect on students.

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