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Student character value in online learning during the Covid-19 pandemic

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Abstract. The purpose of this study was to find out how the student character values in learning activities carried out during the Pandemic. This research is quantitative descriptive. The data was taken using observation and questionnaires and then analyzed with quantitative methods and then described to see how the student's character was seen from the indicators of honesty, hard work, discipline, communicative and responsible. The results of the study indicate that the value of student character during online learning is seen in the indicators of responsibility and discipline. While the indicators of honesty, hard work and communicativeness do not seem to get good results.

Keywords. Character values, online lectures, the covid-19 pandemic

Introduction

Good or bad human behavior is determined by the environment and the education that follows[1]. One of the goals of education is to shape the character of students to be better and have moral and ethical values. There are four pillars that are declared important to be implemented in the world of education, namely learning to know, learning to do, learning to be, and learning to live together.[2]. Learning to Know is a pillar that must be implemented in learning in schools because the essence of learning is to find out what has not been known so far. Likewise with Learning To Do, because with learning or education in schools, students can do something related to what they know. For Learning to Be and Learning To live together, it is necessary to say that it is the application of character education[3]. Character contains three competencies, namely knowing, wanting and doing so that in turn it will become a "habit".[4]. Character education itself is very important in learning, this is because it can form morals, have noble character, work together and have a spirit of tolerance among others.

The success of a person's life is not determined only by knowledge and technical ability, but is also determined by the ability to manage oneself[5]. This ability also includes character or soft skills. Soft skills are very important because they can be one of the important abilities that make someone look more prominent and professional than others. So that character education becomes very important to be developed in learning[6]. To develop these character values, it can be started from the simplest activities to the most complex activities in learning.

Indonesia is currently experiencing the Covid-19 pandemic which of course greatly disrupts learning activities in schools because face-to-face learning meetings are not allowed to

prevent the spread of the Covid-19 virus.[7]. This problem certainly has a big impact on educators because they have to prepare learning activities including teaching materials that are no longer face-to-face with students. Although learning is not carried out directly, learning activities must continue from the beginning to the end of learning, so the creativity of educators is very important in preparing everything or learning tools. Because learning activities are not carried out directly, the assistance of learning media and interactive teaching materials will be very helpful in the process of understanding students' material[8]. [9] state that interactive materials are superior to printed teaching materials. Interactive learning can make students more active and can motivate student learning because of the multimedia output that can display text, images, video, sound, and animation displays.[10].

Based on the results of observations made in previous lectures which were carried out using Hybrid Learning through canvas, students were not maximal in carrying out learning activities. This can be seen when students do lectures that are still off camera, do not submit assignments on time and are not serious in participating in lecture activities. In addition, it also appears that during group discussion activities, only some students are active, while others are passive. In addition, students are also less responsible for what is their duty. Even though the material or lecture material has been given before the learning activity begins, students when asked a question by the lecturer and asked to express their opinion or answer, These students tend to be silent and do not respond. So that learning activities are not running well and optimally.

Research conducted by [11] about learning with character-based mobile web states that the application of character building-based mobile web models in the teaching and learning process can improve students' character. Research conducted by [12] also stated that there is a practical contribution by showing that character building in the teaching and learning process can increase the level of students' noble character by providing a model for students' character. [13] more clearly conduct a study of character during a pandemic which states that there is a significant influence on online learning on character values. Based on the results of the study, it is said that character values are very important and have a significant influence in learning activities.

Character values are considered important to be developed because these character values will have a good impact on students (Manasia & Anggraeni, 2018). To overcome this, learning activities are needed that can explore some of the character values of students. The student character values that will be explored are how honesty, hard work, discipline, communicative and student responsibility in lecture activities. These character values can be explored by implementing learning activities that can make students work independently, work in groups and learning activities that require students to use various references or learning resources [15].

Character education in learning activities certainly cannot be separated from learning activities. As an educator, of course, you must be able to manage learning activities that can explore and instill all character values. Of course, without being influenced by learning activities carried out online or offline. The formulation of the problem in this study is how the value of student character in learning activities carried out during the Pandemic. With this research, it is hoped that it can help readers or other researchers in exploring the character values of students and can be used as a reference in carrying out further learning activities to maximize learning.

Methods

The research approach used is a combination of qualitative and quantitative methods. The research subjects were students who took the School-Based Management course at the University of Muhammadiyah Malang. The research steps carried out are starting from research planning, implementing actions, analyzing, and evaluating activities.

The data collection method used is observation and questionnaires. Observation is used to see how student activities are in learning, questionnaires are used to see student character values. The instrument used for data collection is by using student activity observation sheets and questionnaire sheets. The questionnaire used uses a Linkert scale assessment consisting of four indicators, namely 1 to strongly disagree, 2 to disagree, 3 agree and 4 to strongly agree. The questionnaire before being given was first validated to an expert consisting of two validators. After the questionnaire is validated, it is then given to students to be filled in according to what they have experienced.

Data analysis was carried out using two methods, namely qualitative methods and quantitative methods. The results of the questionnaire were analyzed by looking for the percentage of each category using quantitative methods. Furthermore, the results of the questionnaire were analyzed based on the results of observations obtained during learning activities using qualitative methods, namely by describing the results of the analysis and combined with the findings during the observation.

Results and Discussion

The results of instrument validation are presented in Table 1. The results show that the research instrument consisting of five character indicators is declared valid and can be used in retrieving research data.

Table 1. Validity of the Questionnaire Instrument

		Honesty	Hard work	Discipline	Communicative	Responsible
N	Valid	3200	3200	3200	3200	3200
	Missing					
Mean		4.00	4.25	4.70	3.55	4.07
Std. Deviation		.915	.523	.625	.680	.252
Sum		1200	1387	1255	1354	1590

From the validity results in table 1, it is obtained data that the instrument can be used to retrieve data related to student character values in learning during the pandemic period.

After validation is carried out, then data collection is carried out, namely observation of the implementation of learning. The results of observations related to the implementation of learning related to student character values are presented in Table 2.

Based on the results of the questionnaire analysis, the average percentage of student character values obtained during learning with online mode through canvas learning is obtained. The questionnaire was filled out by 88 students who attended school-based management lectures. The questionnaire contains the characters of honesty, hard work, discipline, communicative and responsible.

The honesty indicator gets a percentage of 68% agreeing and 17% strongly agreeing and 15% disagreeing, this indicator contains aspects of not cheating, telling real events and expressing feelings as they are during lecture activities. For the aspect of not cheating, 58% of students stated that during assignments done online, they did it alone, while 31% stated that students cheated when given assignments. As for the aspect of saying the actual incident, 76% of students stated that they were honest while 18% said they did not agree or were not honest. The aspect of expressing feelings as they are during lectures contains 79% of students agreeing and 20% disagreeing or being dishonest.

For the hard work aspect, the average percentage is 50% for those who agree, 40% state strongly disagree and 10% disagree, this indicator contains sincerity in doing assignments, often goes to the library in search of references, looks for information when left behind in material and trying to overcome difficulties without asking classmates for help. The results of questionnaires and observations showed that students were serious in doing the assignments and tried to find references when they couldn't do it and had difficulties. What most students do when they have difficulty completing assignments is to ask a classmate for help if there are questions that cannot be solved.

Discipline indicators contain aspects of focus during lectures, dress neatly during lectures, do not leave class or play truant and do not talk alone during lectures. The average percentage obtained on this indicator is 58% strongly agree, 22% agree and 20% disagree. For the results, those who disagree were dominated by the aspect of dressing neatly and not leaving the class. This can also be seen when lectures are held face-to-face through google meet. Namely students do not turn on the camera and students do not immediately respond when called. So that learning looks not conducive and not optimal.

The communicative indicator contains aspects of asking questions during lectures, speaking politely, and likes to work together. This indicator gets an average percentage of 45%

agree, 35% strongly agree and 20% disagree. Many agree aspects are found in the statement of always asking during lectures. Students tend to be passive when learning takes place and students who ask questions are only dominated by students who are active in their daily lives and have more abilities. Meanwhile, students who are not active in their daily lives also tend not to ask questions and remain silent when learning takes place. The cooperative aspect is dominated by strongly agree responses, this is because learning is more emphasized on group learning or cooperatively to explore the ability of cooperation and interaction between students.

The indicator responsible for getting an average percentage of 72% strongly agree, 18% agree and 10% disagree. This indicator contains aspects of always doing assignments, accepting risks in lectures, and preparing lecture materials before starting. This aspect is dominated by statements of always doing assignments and accepting risks, while preparing lecture materials is dominated by statements of agreement. This is because students always collect the assignments given even though some are often late and seem to get the same answer for some students. While in the aspect of preparing lecture materials, it is seen that only a few students do it. So that it is also seen in learning activities where only a few students respond.

With the results that have been described, it can be said that the character values of honesty, hard work and communicativeness do not look optimal if learning is done online. It can be said that if learning is carried out online, some students do not do their own work, students do not appear to be taking the lecture seriously, which is seen when students do not turn on the camera during lectures. So that the lecturer does not know what the students are doing during the lecture. In addition, with learning carried out online and carried out at their respective residences,

Indicators of discipline and responsibility get a high percentage in the statement strongly agree. This is because with online learning, the lecturer can confirm that if there are students who join the meet beyond the specified time limit, the student will not be able to join the lecture because the lecturer will not allow entry. Likewise for the collection of tasks through the system canvas. If there are students who exceed the specified time, the student will not be able to collect because it has been closed by the system.

Responsible indicators also get the highest average percentage because it will be very clear when students do not attend lectures and students do not submit assignments. So that students have their own responsibility to take part in lecture activities even though there are several factors that are also an obstacle or less than optimal if learning is done online.

The results of this study are supported by research conducted by [16] where in instilling character education during online learning, the role of the family is needed. So that the character values of students will be maintained properly and can participate in learning activities well. In addition, research conducted by [16] which suggests that student character values will still appear well when learning is carried out online if learning is carried out through portfolio-based multiple intelligences. [17] also confirmed that education, values, culture and character have a significant effect on students' mathematics learning achievement even though learning is carried out online learning, while learning outcomes are influenced by several other factors that also contribute during learning activities.

Conclusion

Based on the description of the results and the discussion that has been presented, it can be concluded that the value of student character during online learning can be seen in the indicators of responsibility and discipline. It is also influenced by the system in the media or system used. While the indicators of honesty, hard work and communicativeness do not seem

to get good results. This is because they are far from being monitored by lecturers because they are in their respective residences.

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