

Modification of Character Building in Online Learning

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ABSTRACT

Efforts to apply character values useful for students can be obtained from science with the help of an educator such as parents, teachers, and lecturers. This study aims to find out how character education during the covid-19 pandemic. This study used a qualitative descriptive method with 14 teachers as respondents who were interviewed directly by the researchers. The results showed that during the pandemic, the implementation of character education was reflected in the learning steps that had been outlined in the lesson plan. There is a modification in the implementation of character education during the pandemic. Teachers provide moral messages on the sidelines of online learning, sending proverbs, pictures, and short videos containing advice for students in accordance with attitudes that must be instilled according to the curriculum. This modification of the implementation of character education can be applied to online learning.

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1. INTRODUCTION

Education is very important for children, especially character building. Character building is a system that instils character values in students, which contains components of knowledge, individual awareness, determination, and the willingness and action to carry out values, both towards God, oneself, fellow humans, the environment as well as the nation, so that good character will be realized (Suwartini, 2017). Along with the times, various problems arise regarding character building such as how to communicate with fellow humans, which is getting worse, loss of respect for parents and teachers, promiscuity, etc. These problems raise the assumption that education in schools has not been able to properly shape students' character. In fact, according to experts, this is not something new in Indonesia. But so far, there have been no optimal results regarding children's character building (Maharani & Mustika, 2016). Factors that influence character building can come from within oneself or from outside oneself.

The character of students must be formed, trained and managed in stages. Character education will be successful if the educational environment is sustainable and harmonious. The learning process in schools is more applying moral and character building that is limited to text in the form of books. Good character includes caring and actions based on ethical values and cognitive, emotional, and

behavioural aspects of moral life (Asmani, 2011). In addition, character education is also a form of student personality which is expected to be the main element in building the character of Indonesian children who are pious and able to compete in the future (Rawana. et al., 2011).

Indonesia focuses more on intellectual or cognitive development alone in formal education, while non-academics have not been considered. Character or other terms that are morals, ethics, or morals that exist in children are the difference between individuals from one another. The sign of a moral human being as an individual creature can be seen in their honest, trustworthy, fair, responsible and other behaviour, as well as social beings in their relationship with society, such as honesty, respect for fellow humans, responsibility, harmony, solidarity, social solidarity and etc (Wantu, 2020). Character building is not just teaching what is wrong and what is right. However, instilling good habits so that students are able to behave and act according to the values of their good character.

There are 18 values of character education in Indonesia, namely religion, honest, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communication, love peace, love to read, care environment, social care, responsibility, (Ngamanen, 2014). If students have these 18 characteristics, they would not pave the way for a very big success, considering that in the current era of globalization, creative and innovative students are very much needed and able to adapt themselves to increasingly sophisticated technological developments.

Several research results reveal that a person's success can be seen from his ability to cultivate himself and others which are called a soft skill. Even 80 percent of success is achieved by children with good character. This implies that the character building of students is very important to be improved (Masnur, 2011). Instilling character values in students, as formulated in the 2013 Curriculum, is the first step to improving the goals of education in Indonesia (Adisusilo, 2012). Likewise, the cultivation of character education turns out to be able to educate students who are superior in terms of knowledge, emotionally intelligent, and strong in personality (Darmayanti & Wibowo, 2014).

2. METHODS

This research uses a descriptive qualitative research method. The approach taken in this research is to seek information about the implementation of character education for students from 14 junior high school teachers in Bangkinang as character guidance teachers who are determined randomly. The questions given to several teachers were about how character education was carried out in the school. Researchers conducted interviews with junior high school teachers in Bangkinang, namely 8 female teachers and 6 male teachers, to obtain unified data and conclusions.

Data collection was carried out at the informant's house and at school. This research was carried out by asking questions, seeking informants and making arrangements for when interviews could be conducted. The time of the research starts from December 03, 2021 to January 10, 2022. The data collection technique in this study is by in-depth interviews with informants directly until the data collected is complete in the form of documents and voice memos. The qualitative data analysis technique is inductive and consists of 4 components: data collection, data selection, data presentation and conclusion drawing. The data collected will be compared in order to draw the right conclusions. The following are interview guidelines in this study:

Table 1. Grid of character education implementation interview instruments

Variable	Dimension	Indicators
Character Building	Basic Concepts of Character Building	1. The concept of character building 2. Basic of character building 3. The purpose of character building
	Character values	Character Building Indicators: 1. Religious; obedient attitudes and behavior in carrying out religious teachings.

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2. Honest; behavior that shows itself as a person who can always be trusted in words, actions, and work.
 3. Tolerance; attitudes and actions that respect all differences.
 4. Discipline; actions that demonstrate orderly behavior and comply with various rules and regulations.
 5. Independent; attitudes and behaviors that are not easy to depend on other people in completing tasks.
 6. Communicative; actions that show pleasure in talking, socializing, and cooperating with others.
 7. Responsibility; attitude and behavior of a person to carry out his duties and obligations.
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3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

Schools are places or facilities that are very effective in developing a learning agenda as well as implementing character education nationally for students because schools are a second home for students. That is, the implementation of character education carried out by a school has a very large role in determining the success of character education. In principle, the implementation of character education for students in schools is not regulated in a standard and absolute manner. However, the most important thing is how these character values arrive, are understood, embedded, and are expected to become permanent behavior in each student. The results of the study have also described the application of Character Education in one of the junior high schools in Bangkinang. For more details, here are the results of interviews with five teachers in one of the junior high schools in Bangkinang who were used as informants to find out the implementation of character education there.

Based on the results of data analysis, teachers in one of the junior high schools in Bangkinang understand well the meaning of character education. This is based on the following interview excerpts:

The manuscripts of interviews with five informants about: What is Character Education?

Informant 1: The nature, character, habits that exist in students in everyday life.

Informant 2: Education that must be applied such as discipline, responsibility, cooperation, tolerance, and being social with each other.

Informant 3: The way we shape the character of students in a better direction, that character has characteristics, for example greeting or greeting the teacher when meeting.

Informant 4: Forming students so that they can participate in achieving learning goals not only in science but also in daily life.

Informant 5: Familiarize students to behave well.

The information above shows that in the view of the teachers at SMPN 3 Bangkinang, character education is education that is applied to students to have discipline, responsibility, cooperation, tolerance, and social character with each other. Character education given in schools will shape the character of students in a better direction that has characteristics, for example, greeting or greeting the teacher when meeting. Students will have good qualities, character, and habits in everyday life. The characters taught to students in schools are as follows:

Table 2. Character Values

No.	Values	Description
1.	Religious	Attitudes exist in students to be obedient to their god, carry out the commands of their god, live in harmony with fellow believers of other religions and be pious.
2.	Honest	Behavior that is very important for a student to have because students must always be trustworthy, trustworthy and not lie in everything.
3.	Tolerance	Mutual respect for each other, respect for differences in ethnicity, religion, race, ethnicity and other differences that are different from themselves
4.	Discipline	Orderly behavior towards all existing regulations and become accustomed to it so that the discipline is embedded in themselves.
5.	Hard work	Behavior that does not know giving up in achieving dreams, someone who is tough, strong and always optimistic about his goals.
6.	Creative	Able to produce something new from an existing object and then change the object to be more interesting than before.
7.	Independent	Do not depend on others to solve problems or existing tasks.
8.	Democratic	Think critically, act fairly, and be selfless.
9.	Curiosity	Has a high curiosity, always wants to learn something new so that his knowledge is wider.
10.	Spirit of nationality	Putting the interests of the nation above the interests of oneself and others.
11.	Love the homeland	The embodiment of affection or love for the homeland, having a sense of respect, respect, loyalty to the place of birth. Loving the culture you have, preserving the environment and preserving the natural wealth in the country.
12.	Appreciate achievements	The attitude of giving respect, appreciation for the work of others. Be polite and do not underestimate the efforts of others.
13.	Communicative	Speak in kind and polite words get along well, do not say anything that offends other people. Able to convey opinions or thoughts to others so as to invite people to answer or respond to these opinions.
14.	Love peace	Acting or speaking that does not invite the anger of others which will later cause disputes between fellow humans. Be a mediator when in an argument, not provoke or exacerbate problems that trigger bigger problems.
15.	Like to read	Having a habit of reading books in his spare time, always taking the time to read books, news, magazines that he thinks are useful for himself and others
16.	Environmental care	Actions to prevent damage to the environment and invite others to care about the surrounding environment so that the environment is maintained and always beautiful
17.	Social care	The attitude of helping each other, providing assistance to people in need, not mocking and putting others down, defending what is right and doing social services.
18.	Responsibility	An act of one's responsibility for his actions, one's awareness of his work in the family, school or community environment.

Source: Kemendiknas (Putry, 2018)

Excerpts of interviews with five informants regarding the purpose of Character Building implementation, as follows:

Informant 1: Telling students that education is not only a transfer of knowledge but also must shape the character of students so that when students are in the midst of society, students already have character and can be well received by the community.

Informant 2: So that future students have a character so that wherever students are, they already have good character or have noble character.

Informant 3: Shaping students' morals to be better, polite, polite and of good character so that later they will be carried over to the community and family.

Informant 4: So that students can do how they should behave and act as desired.

Informant 5: The goal is to form a successor with noble character and high discipline. The most important thing is discipline. If students have high discipline, students will certainly not waste time, energy and others for things that are not important.

From the interview above, the purpose of implementing character education is very clear to the teacher. This is aimed at the formation of noble character, which has high discipline in students. Discipline is very important because high discipline will shape the character of students who do not waste time, energy and others for things that are not important. In addition, character education aims to shape the character of students so that when students are in the community, students already have character and can be well received by the community. Better student morals, politeness, courtesy and good character so that later it will be carried over to the community and family, and so that students can do how they should behave and act as desired. Therefore, it is important to implement character education in schools. The application of character education in schools can be incorporated into the learning process such as several subjects, one of which is Citizenship Education (Herdiansyah et al., 2021).

Excerpts from interviews with five informants about: Is character education important when learning online?. The teachers stated the following:

Informant 1: Important, because it is an integral part of the curriculum used.

Informant 2: Important, because character will shape a person's character. Even though we must continue to apply character education to students in online learning.

Informant 3: Important, because character education shapes students' ethics, and teachers are more comfortable in delivering material.

Informant 4: In online learning, it is difficult to implement character education because it does not carry out physical communication.

Informant 5: It is important, although not being able to meet face-to-face, character education must still be applied to students so that students can still behave like an educated child.

Based on the interview excerpt above, it is very clear that teachers agree on the importance of character education, especially in online learning during the Covid 19 pandemic. This is reasonable because character education is an integral part of the curriculum used in Indonesia. The educational process aims to shape the character of students even though in online learning, character education must still be applied to students. With character education, teachers try to shape the ethics of students, especially in online learning it is difficult to apply character education because it does not carry out physical communication and cannot meet face to face, character education must still be applied to students so students can still behave like an educated child.

Excerpts from interviews with five informants about What things need to be prepared to implement character education in online learning? As follows:

Informant 1: Detailed and effective lesson planning, especially learning steps, starting from saying greetings, reading prayers, and conveying moral messages to students.

Informant 2: Prepare learning materials, learning time, facilities and infrastructure, for example, smartphones and internet quota.

Informant 3: Especially teachers must prepare learning materials that are in accordance with the characteristics that must be taught to students according to the curriculum. Teachers must set an example for students and then school, prepare rules for character education and give sanctions to students who violate them.

Informant 4: In addition to teaching materials, the characters to be taught must also be arranged in the lesson plans. As in the prayer activity, from here, we can see the character of the student, whether he will follow the teacher's orders or not.

Informant 5: The first is of course, a means of communication. Then as a teacher first say hello, guide the students to pray and don't forget to convey a moral message to the students. The delivery of moral messages online is expected to be absorbed by students and applied in their lives.

From the interview excerpt above, there are several things that teachers must prepare in implementing character education for students during the pandemic. In addition to preparing learning materials, time, facilities, and infrastructure, teachers prepare detailed and effective lesson plans. Most importantly, the teacher must prepare learning materials that are in accordance with the character that must be taught to students according to the curriculum. Teachers must set an example for students and then school prepare rules for character education, and give sanctions to students who violate them. Teachers convey moral messages online in the hope that they can be absorbed by students and applied in their lives. Teachers or schools must also carefully prepare learning activities in schools, especially with regard to character education that is packaged in an interesting way so that it is not boring and is well received by students (Massie, 2021) ..

Excerpts from interviews with five informants about: How is character education implemented during a pandemic?.

Informant 1: Giving advice on the sidelines of online learning. Sometimes I send proverbs that match the attitude that must be instilled in students.

Informant 2: I deliver material that contains character education. So students learn the material and understand attitudes according to the curriculum. Moral messages are conveyed in each lesson.

Informant 3: Varies, I use pictures and short videos that contain advice for students. Sometimes use pictures that I share in online learning.

Informant 4: I give advice and moral messages at the end of each lesson.

Informant 5: Give examples and advice that is relaxed and with character. My students enjoy listening to the advice that I pack with stories.

Based on interview excerpts, teachers have their own creativity in delivering character education to their students. Giving advice on the sidelines of online learning, sending proverbs that are in accordance with the attitudes that must be instilled in students. The teacher delivers material that contains character education. Moral messages are conveyed in each lesson. In addition, the teacher uses pictures and short videos that contain advice for students. Sometimes using images presented in online learning.

Excerpts of interviews with five informants about Expectations desired by the implementation of character education during the pandemic.

Informant 1: To produce children who are knowledgeable and also have imtaq (faith and piety) and are based on the characters that exist in our nation.

Informant 2: Students become disciplined, both to themselves, their time, and their families, then students can become people who are responsible for their environment, and students become independent.

Informant 3: Students have good character and noble character, and can become a good habit in their community.

Informant 4: So that students can have good character

Informant 5: So that in the future students can become successors with character, character, discipline, having a sense of responsibility and having a high sense of tolerance.

Based on the interview excerpt above, it is very clear that teachers have a noble goal in carrying out character education for students, especially during the pandemic. With character education, it is expected to form students who are knowledgeable and have noble character, discipline, responsibility and have a high sense of tolerance. Students are expected to be the nation's successors with character in the future.

Excerpts of interviews with five informants about: Is character education during the pandemic applied to students in line with expectations?

Informant 1: Almost, because there are still some students whose characters still need to be changed or improved.

Informant 2: Not yet, because at this time, the character of the children is much declining, both socially, disciplined, socially and others.

Informant 3: Not 100% but it has been done step by step, it can be said that it is still 60%.

Informant 4: Still not, because we also have to assess it gradually and cannot immediately say that the child has no character.

Informant 5: It's still far away, because nowadays, students have very little respect for each other, not to their peers to older people, there are still many children who can't respect each other.

Based on the information above, the teacher stated that the character education during the pandemic that was applied to students was not as expected. It is reasoned that there are still some students whose character still needs to be changed or improved, besides that nowadays, there is a lack of mutual respect for students, not to their peers to older people, there are still many children who are less able to respect each other.

Excerpts from interviews with five informants about: Are there any difficulties or obstacles when applying character education to students during online learning?

Informant 1: There are no significant difficulties, but sometimes there are some students who make unethical comments, but as a teacher, they must warn students not to repeat and not act like that again.

Informant 2: The difficulty is that some children like to procrastinate when doing assignments, which means that students are less disciplined.

Informant 3: The difficulty is that it is difficult to communicate with students because there is no face-to-face learning, after that some students also do not have communication tools.

Informant 4: Of course, there are obstacles, because this is also a rural area, so students only hang out with people who are only around them.

Informant 5: Of course there is, because they cannot meet face-to-face and cannot directly apply this character education.

The interview excerpt above shows that teachers have difficulty in carrying out character education during the pandemic. The pandemic condition forced teachers and students to not be able to meet face to face directly became an obstacle, and teachers had difficulty communicating with students. Sometimes there are some students who give unfavorable comments, but as a teacher, they must warn students not to repeat and not act like that again. There are some children who like to procrastinate when doing assignments, it means students are less disciplined.

Based on the explanation above, a teacher at one SMPN 3 in Bangkinang stated that the importance of implementing character education during a pandemic for students. This is not just fulfilling the duties and responsibilities in order to carry out the curriculum that has been charged, but the cultivation of character values is a counterweight to the knowledge possessed by a student. Character

values are one of the efforts in forming students as a whole (holistic), namely developing students from the physical, emotional, social, creative, and intellectual aspects optimally (Beachum, Floyd D., 2015). The hope is that with these character values students can use their knowledge for positive things (Muslich, 2013).

4. CONCLUSION

A teacher at one of the SMPN 3 in Bangkinang has carried out character education in online learning during the COVID-19 pandemic, although the results have not been maximized and not all students have carried out character education well. Character education is planned in the learning steps that have been outlined in the lesson plan. The implementation of character education is realized by providing moral messages on the sidelines of online learning, sending proverbs, pictures, short videos containing advice for students in accordance with attitudes that must be instilled according to the curriculum. The teacher delivers material that contains character education. Sometimes using images presented in online learning. Many difficulties are faced by teachers in carrying out this character education, but it is a challenge for every teacher to produce students who have a sense of responsibility, character and can be useful for the surrounding environment and for the nation and country.

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