

Survey on the Character Formation of UIN KHAS Jember Students During Online Learning

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Abstract

Since the outbreak of the corona virus, especially in Indonesia, it has had impacts and changes in various aspects including in the field of Education. This is a concern and a separate problem in the learning process, because learning should be a complex activity. The formation of the character of students is one of the main essences of national education goals. Therefore it is necessary to conduct research on the effect of online learning on the formation of student character. This study aims to find out how online learning influences the character formation of biology education students at Kiai Haji Ahmad Shiddiq University Jember. The results of the study show that online lectures have an effect, namely students have a lack of self-confidence, which is caused by a lack of mentality during the lecture process. So that it can make lectures not take place effectively.

Keywords: *Character Formation; UIN KHAS Jember; Online Learning*

Introduction

The effectiveness of the educational process is inextricably linked to the formulation, implementation, and support of policies on a continuous basis. Because education is the fundamental capital of progress, it is the primary objective of any nation. This is also consistent with the objective of building the Unitary Republic of Indonesia, as stated in the 1945 Constitution's Preamble, paragraph IV, including "To Educate the Life of the Nation." Because the nation's founding fathers recognised that education is the most important weapon for altering the nation's culture in a more positive direction, the nation's educational system is based on democratic principles (Santika, 2020).

According to Law No. 20 of 2003, education is the conscious and deliberate effort to create a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills required by themselves, society, nation, and country. Consequently, the effectiveness of a learning process is contingent upon the instructor, the facilities, the environment, and of course the students' own will or drive to actively develop their potential. So that, in line with the mandate of the law, the goal of education, which is to prepare a generation that is competitive and has the personality or character of the country, may be ideally attained (Ayu & Prima, 2021).

The objective of education is to produce a full generation, which includes academic intelligence, a positive attitude, and the necessary life skills to function in society. In carrying out the learning process as part of the educational process, it is the responsibility of the teacher to develop balanced cognitive, emotional or attitude, and psychomotor outputs. Therefore, the obligations and role of the teacher in the learning process are extremely important. The teacher must be able to act as a facilitator and identify all the advantages and disadvantages of the learning models that will be applied in order to truly create an effective learning environment, because "teaching is essentially an effort to create conditions or environmental systems that support and enable the learning process" (Sardiman, 2011).

The government created a guideline on how to utilize online and offline learning during the Covid-19 epidemic. Online learning utilizing virtual media such as Google Classroom, Zoom Meeting, Webex Meeting, and Google Meets is one of the new regulations that students throughout the globe are required to follow.

The advent of online teaching and learning practices in all schools and postsecondary institutions has produced societal disquiet, particularly among teachers and educators. The issue at hand is the character education of students who are very weak during the implementation of online learning, given that students, both students and students, have begun to disregard etiquette towards teachers, such as being polite in front of the teacher, listening attentively, and refraining from engaging in other activities during the learning process. (2021, Fatimah and Ushfur) Character education is the construction of a school atmosphere that aids in the development of students' ethics, sense of responsibility, and good character via the teaching of universal principles. It is not novel to discuss the problem of character education among kids and college students again. Long before the epidemic, instructors and the general public had seen firsthand the difficulties surrounding these youngsters, including as school fights, drug usage, sexual assault, and incidences of pornographic film distribution. With learning that is conducted outside of the school setting, in this example via online learning that is distant in nature, instructors have additional obstacles in creating a learning environment in an attempt to build the ethics, duties, and character of the students. Because one of the strategies for evaluating character education is direct observation by the instructor, who examines the emergence of new or altered student attitudes. Not to mention the hurdles encountered by instructors in adopting online learning, such as knowledge of technology, internet network limits, and advances in incorporating character education into online learning, which seemed to be thriving prior to the Covid-19 outbreak. (Maunah, 2015) Then, what about the character development of pupils in the current online learning process? Can online learning systems alter students' personalities? Observing the influence of online learning on the building of student character during a pandemic has been the focus of scholars. Because it may be argued that pupils with good character would increase the

quality of national education in the long run. Therefore, research on the influence of online learning on the development of student character is required. This research intends to determine how online learning effects the character development of Kiai Haji University Achmad Shiadiq Jember biology education class of 2020 students.

Research Methods

The purpose of this qualitative descriptive study is to uncover the characteristics of students engaged in online education. The research subjects were fifth-semester Biology students at UIN KHAS JEMBER. This study's data were collected using a character development instrument with ten indicators to explore the kids' character: self-confidence, motivation, responsibility, effort, initiative, strong will, affection, collaboration, critical thinking, problem-solving abilities, and focus. The tool used a Likert scale. During online learning, instruments are used to collect data or information pertinent to evaluate the character of pupils. Using the SPSS software and descriptive statistical analysis, the data were analyzed. According to Anderson (2001), character is part of the emotional domain, for which observation and self-report techniques are employed to gather data, with the idea that the only person who understands the affective state (character) of another person is that person himself.

Result and Discussion

From the acquired study data, it can be stated that, as a measure of self-confidence, 39.3% of students felt less confident while online learning when expressing an opinion, providing a response, etc. When online lectures occur, this might occur due to a lack of attitude on the part of students. This demonstrates that online lectures will decrease students' confidence throughout the lecture process. This indicates that online lectures might have a negative effect on student self-confidence, since just five participants in this research reported having self-confidence.

Then, 57.1% of students disagreed, according to the findings of a poll on markers of focus on goals during online lectures, that when the content presented in online lectures is difficult to comprehend. With these data, it can be shown that the content presented by lecturers during online lectures is difficult for students to comprehend. The statistics from the survey findings are shown in table 1.

TABEL I
Percentage of Students' Character Improvement

Aspects	Positive Respons	Description
Self-confident	39,3%	Agree
Concentrate on the goal	57,1%	Not agree
Cooperation	39,3%	Not agree
Responsibility	35,7%	Not agree
Effort	39,3%	Not agree

Problem solving ability	42,9%	Fairly Agree
Affection	46,4%	Agree
Tolerance	39,3%	Not agree
Initiative	39,3% dan 39,3%	Fairly Agree and Agree
Strong will	35,7%	Agree

39.3 percent of students disagreed that they could have productive group discussions during online lectures as an evidence of cooperation in online education. This indicates that group collaboration during online courses is not proceeding well. It is possible that one group member is not contributing to the completion of the group work, or that one member is less engaged in discussions during group presentations.

The accountability indicator reveals that 35.7% of students disagree that online lectures may foster a responsible attitude toward individual or group work. This demonstrates that during online lectures, neither individual nor group tasks are the responsibility of students.

Business indicators for online learning showed that 39.3% of students disagreed that online students were attentive and focussed when lectures began. This indicates that when online courses begin, pupils are not engaged on the lecture. The usage of google meeting, zoom, and even wa grub in online lectures would cause students to lose concentration and attention on the lecture application. Occasionally, they concentrate on different applications rather than online courses.

The findings of the indicator of problem-solving during online learning revealed that 42.9% of students strongly agreed that during online lectures, students were able to answer questions from lecturers when quizzes were administered prior to the commencement of online lectures. This is due to the fact that many online students do not comprehend the topic when it is presented. Consequently, not all students are able to answer questions posed by instructors during online lecture hours and, of course, during lectures.

Indicative of fondness during online lectures is the percentage of pupils with agree replies, which is 46.4%. This demonstrates that the typical student is kind and affectionate toward his peers. There are, however, kids who are both apathetic to their friends yet possess a sympathetic inclination toward them.

Regarding signs of tolerance during online lectures, 39.3% of students who responded disputed that they had tolerance when their peers did not contribute to group projects. Because if they show tolerance for peers who do not contribute to group work, the youngster will continue to not contribute to group assignments.

Indicators of initiative during online lectures get responses of 39.3 percent strongly agree and 39.3 percent agree. Because students have an initiative-based approach to problem-solving during online lectures, these findings demonstrate a balance between agreed and very agree responses. The indication of a strong will, based

on the responses of 35.7% of students, indicates that students attending online lectures have a strong desire to do so.

Conclusion

Based on all the measured indicators, it can be concluded that in an online learning environment, students' Confidence, Motivation, Responsibility, Effort, Initiative, Strong Will, Affection, Cooperation, Critical Thinking, Problem-Solving Abilities, and Concentration on Goals cannot be explored to their full potential. Its may be investigated since it is not supported by various external aspects that define this character. Among them, there was a sudden cessation of the internet network, preventing students from predicting the signal network to access the internet, which made it more difficult to follow the course of study even with an online system. Then, in online learning, instructors or instructors are supposed to supply students with desire and passion so that they may engage in learning despite different constraints. This is consistent with Santika's (2020) assertion that the components that educators must prepare as infrastructure for online learning include the availability of an internet network, the preparation of learning strategies, the preparation of learning content (effects, images, audio, video, and simulation), and the provision of a learning management system (google classroom, zoom, jitsi, webex, etc.) In essence, the success of the online learning process involves collaboration between the government, educational units, instructors, students, as well as the role of parents and the environment for students in order to be successful. In addition to the above described components, form character in the learning viewpoint cannot be isolated from classroom strategy selection. The more specific the selected method, the more the transformation of values into people and eventually society will be strengthened and accelerated.

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