



## **Character Education in E-Learning From Theoretical Perspective**

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### **Abstract**

The activity of transferring knowledge from knowledgeable people to ordinary people is an activity in the world of education. In the transferred knowledge, there are manners that need to be considered. Such as: not being pushy when inviting and teaching knowledge, not using violence in teaching, and not being hasty in teaching it. However, in reality, there are still many knowledgeable people and ordinary people who pay little attention to manners in sharing their knowledge. So it takes learning that focuses on adab. In education there is character education to produce good manners to knowledgeable people and lay people. Character education is a conscious effort to guide, foster and direct in the right direction in accordance with social and religious values to form a good personality. In teaching there are many adjustments to the times. Where in this day and age, there are many emerging social media and access that makes it easier wherever the place and time. So that character education can be done online in teaching to produce good media manners for educated people. Attract the attention of researchers to conduct research in reading literacy from scientific journals. By raising the title "Character Education in E-Learning from Theoretical Perspective". To provide scientific information about online learning activities in character education.

Keywords: Education, Manners, Character Education in E-Learning from Theoretical Perspective



## Introduction

The reason is that education itself is a process of fostering the mastery of knowledge, technology, skills, art and morals (character) for human improvement in terms of competitiveness as individuals who can then contribute to the empowerment of local communities, to the people of their nation and then continue to society as a whole. Making education an effort to foster human abilities to make it an increase in competitiveness in the mastery of knowledge, technology, skills, art and morals (character). Character is the values that underlie human behavior based on: religious norms, culture, law/constitution, customs and ethics. Placing character as the basic values of human behavior in accordance with the provisions that apply in society. Thus character education is an effort to develop character which includes good habits and enthusiasm by producing students to become responsible and mature individuals. To be able to foster students who have character or noble character in schools requires the role of teachers and principals in character building.<sup>1</sup>

The existence of the teacher's role in character building comes from the demands of society for teachers to develop character for students that can be applied to their daily lives. According to Agus Wibowo, (2013: 40) explaining character education expressed his opinion that: "Character education is education that is used to instill character and develop character in students, so that students have noble character who can apply it in their daily life at home, school as well as in society". Character education is also a variety of forms carried out by teachers to influence their students. In this case, the teacher helps in efforts to shape the character of students. These characters include: religious attitude, honest, democratic, love of the motherland and so forth. From here, the existence of character education is needed by educational institutions that are integrated in all aspects of school life. So that the formation of Akhlakul Karimah is in accordance with Al Qur'an and Sunnah Rasulullah Shallallahu 'Alaihi wa Salam.<sup>2</sup>

In addition to the role of the teacher, there is also the role of the principal in building the character of students. According to Mulyasa (2012: 71) in his opinion, "school principals must be able to mobilize human resources in relation to planning and evaluating character

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<sup>1</sup>Ajmain, Marzuki. *The Role of Teachers and Headmaster in Character Education of Student of SMA 3 Yogyakarta*. Socia: Journal of Social Sciences. Vol. 16, No. 1. 2019 year

<sup>2</sup>Salsabillah Salmaa Azka, Dinie Anggraini Dewi, Yayang Furi Purnamasari. *The Role of the Teacher in Realizing Character Education*. Journal of Tambusai Education. Vol. 5, No. 3, p. 7165. Year 2021



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education; curriculum development; Learning Activities; management of personnel, learning facilities and resources; school finances; student services; relations with the community; and the creation of a school climate". In terms of process, according to Mulyasa (2012: 67) explains what is done by the principal, including "pushing to realize the vision, mission, goals and objectives of the school through school programs that are carried out in a planned and gradual manner". In terms of the leader's function, the principal has the responsibility of "having: personality; knowledge of educational staff; school vision and mission; and communication skills" (Mulyasa, 2011: 115). Where as an educator "the principal must have the right strategy to increase the professionalism of the education staff in the school; creating a conducive school climate; provide advice to school members; provide encouragement to educational staff; as well as implementing interesting learning models such as *moving classes and team teaching* ; and holding accelerated programs for students with intelligence abilities above average" (Mulyasa, 2011: 98).<sup>3</sup>

With the role of the principal and teacher in character building, it makes it easier for educational institutions to implement character education in educational institutions. The implementation of character education itself started from several superior private schools in Indonesia which were independent in 2010, starting from kindergarten, elementary school, junior high school and high school and vocational school, which had started implementing character education in their institutions before the government had the desire to implement character education for schools in Indonesia. In 2011 the government began to participate in implementing character education in almost all of Indonesia with the integration of character education into subjects, self-development programs, and school culture.

With the government making guidelines in the application of character education developed from integration. Making education not only integrated into fields of study or subjects but also integrated and developed in self-development and school culture. This means that the government is starting to pay attention to the existence of character education,

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<sup>3</sup>Afriadi. *The Role of the Principal in the Implementation of Character Education in Junior High Schools in Sindue District* . Catalog Journal. Vol. 5, No. 1. January 2017



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where this education was initially applied in superior private schools as a guide for developing and integrating self-development and school culture.<sup>4</sup>

The implementation of character education in educational institutions with guidelines and coaching efforts from the government, the efforts of school principals to teachers, are not always in a wearing condition in their implementation. Indicated by an outbreak of COVID-19 or Corona Virus which was found in China in December 2019. Corona Virus is a virus that causes sufferers to experience mild symptoms such as: nausea, cough, fever and dry cough; to the severity of the symptoms themselves, sufferers can experience *Middle East Respiratory Syndrome* (MERS) and *Serve Acute Respiratory Syndrome* (SARS), (Ministry of Health, 2020). To reduce the risk of spreading the Corona Virus, the government implemented a *Work From Home* (WFH) system or work from home and also a distance learning system for students to students studying at universities. So that the teaching and learning process must be an adjustment to the situation. Where the learning process itself is an interaction between teachers or lecturers with students or students with their environment. In this interaction there are many influences, with internal factors from within the individual and external factors that come from the environment. Marquis & Hillgrad (Suyono & Hariyanto, 2016: 12) states that "learning is a process of seeking knowledge within a person that occurs through learning, training, etc. so that changes occur in a person". In Law Number 20 of 2013 it is also explained that learning is a process of interaction between students, educators, learning resources and the learning environment. Where educators themselves must be able to meet the qualifications according to the level of students being taught, the lessons being taught and other instructional provisions. In addition, educators must master learning resources and learning media in order to achieve the learning objectives.

With the opinion of (Susanti, 2020) Eggen & Kauchak (2012) states that a good educator is the most important factor in the learning process, even more important than the curriculum used, classroom settings, class size, school facilities and infrastructure. Good teaching consists of mastering the material presented, understanding the characteristics of students, being able to design learning and presenting it for further material. From there, it means that teachers must have skills in designing effective and efficient learning. On other

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<sup>4</sup>Lubis Rifai Rahmat, Miftahul Husni Nasution. *Implementation of Character Education in Madrasah Ibtidayah*. JIP: PGMI Scientific Journal. Vol. 3, No. 1, p. 17. Year 2017



matters which relate to learning interactions: writing is still considered as a process, which indicates that the teacher provides real and directed guidance that can improve students' writing skills. Shows that learning is the core of the educational process. With the quality of education describes the quality of learning. Online learning and working from home for educators are changes that must be made to continue to be able to teach students and students in tertiary institutions. The purpose of online learning is a process to help students learn well. Where this learning process is experienced throughout the life of human life and applies wherever and whenever (Suardi, 2018). The purpose of this distance learning or online learning is so that the quality, relevance, equity of access and expansion of education can increase. This distance education is carried out with good guarantees and in accordance with the needs of educators and students and is also one of the mechanisms for expanding higher education.

The Distance Learning Program is a concept used during the Corona Virus Pandemic by schools and universities to carry out the teaching and learning process indirectly. This incident occurred as a result of the change in the teaching and learning process from face-to-face to a Distance Teaching and Learning Program that had to be carried out by schools so that educational goals could be carried out effectively and efficiently. This happened due to the COVID-19 Pandemic, school activities must continue with the teaching and learning process. By changing it in the form of a Distance Teaching and Learning Program it is a challenge for every school and university to continue to carry out its educational goals. The COVID-19 pandemic opened up new perspectives and habits regarding the learning process which ideally involve educators, students and parents. This change in learning situation, which so far has focused more on the role of the teacher, has begun to shift to situations where parents and teachers share roles in facilitating student learning.<sup>5</sup>

## **Research methods**

### **Library Research Methods**

There are several definitions of this literature research. Mirzaqon. T, and Purwoko (2017) put forward several definitions of library research from several researchers, including:

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<sup>5</sup>Fitriya Devi, Ina Magdelana, and Nur Fauziah Fadillahwati. *The Concept of Online Learning in the Era of the COVID-19 Pandemic*. Cerdika: Indonesian Scientific Journal. Vol. 1, No. 3, p. 183. March 2021



1. Library research is a study used to collect information and data with the help of various materials in the library such as: documents, magazines, books, historical stories and so on (Mardalis: 1999)
2. Literature research is a study that studies various reference books as well as the results of similar previous studies which are useful for obtaining a theoretical basis for the problem to be studied (Sarwono: 2006)
3. Literature research is a data collection technique by studying books, literature, notes and various reports related to the problem to be solved
4. Literature research is theoretical studies, references, and other scientific literature related to culture, values, and norms that develop in the situation under study (Sugiyono: 2012).<sup>6</sup>

#### Research Objectives with Library Studies (Library Research Methods)

Using literature study requires time for writers and researchers to conduct research in studying some of the references found. So it takes time and effort that is done carefully. This process is important, to increase the credibility of the writings that are compiled. Making a literature study has a purpose in carrying out this research method, including:

1. Find a problem or topic discussed

Writers or researchers by reading books or scientific articles in their spare time will get used to doing literature studies. Where this can help writers or researchers find more topics.

2. Looking for relevant information

In this case the writer will be assisted by a literature study in finding relevant information after getting the topics discussed.

3. Review relevant theories

After getting the relevant information needed by the author on the topic of his writing, then a literature study can present theories related to the topic discussed.

4. Search and get a theoretical basis

With the theoretical studies available in the literature, the theory presented can be a theoretical/scientific "reference" for writing related to the topic discussed.

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<sup>6</sup>Sari Milya. Library Research ( *Library Research* ) in Science Education Research. Research Journal of Science and Science Education. Vol. 6, No. 1. Year 2020



5. Deepen the knowledge and understanding of the author

With the theoretical studies presented, there is a theoretical/scientific "reference" related to the topic being discussed. This is to be able to deepen the author's knowledge and understanding of the topics discussed.

Among the above objectives, the purpose of the literature study in this study is to find relevant information, examine (scientific) theories relevant to the information found, obtain scientific "reference" related to the information obtained by the author. In accordance with the title "Character Education in Online Learning" which was examined by the author in this study.<sup>7</sup>

## Results and Discussion

### Results and Discussions

The Concept of Character Education (Character Education Concepts)

Character education is a term that is increasingly getting recognition from the people of Indonesia. With the perceived inequality of educational outcomes seen from the behavior of graduates of formal education. Inequality results in education from this behavior, including: corruption, the development of free sex, brawls, robbery, and unemployment of high school and high school graduates. Everything feels stronger when the country is hit by a crisis which until now has not been able to move on from the crisis it is experiencing.<sup>8</sup>

Where character education itself actually has a higher meaning than moral education. Because character education is not just teaching what is right and what is wrong. For that reason, character education can be said to be character education (moral education) plus; education to measure morals which does not only involve aspects of knowledge (cognitive) and feelings (feeling) but also actions (action). Where there are no three of these aspects, character education will not be effective. Making character education visible with an emphasis on good habituation so that students can understand, feel, behave well, know the good (knowing the good), loving

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<sup>7</sup>Library Studies\_ Definition, Objectives and Methods - Deepublish.html book. Accessed on July 14 2022, at: 10.20 WIB

<sup>8</sup>Tsuuri, Sofyan. November 2015. Opportunity Character *Education in Building Nation's Character* . Print. 1. Jember: IAIN Jember Press





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the good (loving the good), and doing good (doing the good). So that noble character can be engraved into a *habit of mind, heart and hands* (Megawagi, 2007c).<sup>9</sup>

Character education itself consists of two words: namely character and education. The definition of *character* itself is taken from English and also Greek, namely *Character*. The term was originally used to denote the impressive part of two coins (pieces). Where this term is then used to signify two things that are different from each other, and finally it is also used to mention the similarity of qualities in everyone that distinguishes other qualities. According to the Poerwadara Minta dictionary, character is defined as character, character, psychological traits, morals or manners that differentiate between people.

Character itself tends to be equated with *personality* or personality. Where people who have the same character with people who have personality. Where both are interpreted as the totality of values that a person has that directs him as a human being in living his life. The totality of these values includes: character, morals, manners and other psychological characteristics. This is in line with what was conveyed by Shimon Philips, where the character itself is defined as a set of values that lead to a system that underlies the thoughts, attitudes and behavior displayed. Certain behaviors or behaviors in a person, attitudes or behavior based on certain values will display the character they have. The definition of character above shows the meaning of character which consists of 2 meanings, the first meaning: someone shows how he behaves. Where the behavior is a manifestation of character. With an example: if someone behaves dishonestly, greedily, and cruelly, of course someone who behaves like this will manifest bad behavior/character. If someone behaves honestly, likes to help others then someone who behaves manifests good behavior/character. Where this first sense describes behavior as a manifestation of character. While the second meaning, namely: the term character is related to

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<sup>9</sup>Suwardani, Putu Ni. October 2020. "QUO VADIS" Character Education: in Knitting the Hopes of a Dignified Nation . First Print. Denpasar: UNHI Press





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*personality*. A person can only be said to have character if his behavior is in accordance with moral rules.<sup>10</sup>

While education itself means the process of changing the attitudes and behavior of a person or group in an effort to mature humans. According to Wahyudin, education is *humanization* (efforts to humanize humans), namely efforts in order to help humans (students) to be able to live in accordance with their human dignity (Wahyudin, 2009). WS Winkel in his book entitled *Teaching Psychology*, defines education as assistance given by adults to adults, for him to reach maturity (Winkel, 1983). The government in RI Law Number 20 of 2003 provides a definition of education, which reads: education is a conscious and planned effort to create a learning atmosphere and teaching/learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for him (Ministry of National Education, 2003).<sup>11</sup>

Character education is education to shape one's personality through character education, where the results are seen in a person's behavior. Namely the form: good and honest behavior, responsibility, respect for the rights of others, hard work and so on (Thomas Lickona, 1991).<sup>12</sup>

In addition, according to Ratna Megawati, who was quoted by Imam Muchali and Muhajir, said that character education is an attempt to educate children to be able to make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment. According to Elkind and Sweet quoted by Heri Gunawan that character education is also a deliberate effort to help understand human care for moral values. According to Ramli, character education has the same essence and is the same as moral education or moral education. With the aim of

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<sup>10</sup>Nugraha, Agustin Syafitri. *Basic Concepts of Character Education*. AL MUNAWWARAH: Journal of Islamic Education. Vol. 8, No. 2, p. 89-90. September 2016

<sup>11</sup>Hendriana Cinda Evinna, Arnold Jacobus. Implementation of Character Education in Schools through Example and Habituation. *Journal of Indonesian Basic Education*. Vol. 1, No. 2, p. 26. Sept. 2016

<sup>12</sup>Ainissyifa, Hilda. Character Education in the Perspective of Islamic Education. *Garut University Education Journal*. Vol. 8, No. 1. Year 2014



forming a child's personality so that he becomes a good human being and becomes a good citizen.

Character education in the context of education in Indonesia is value education. Where this value education is education with noble values originating from the Indonesian National Culture itself in order to foster the personality of the younger generation. Based on *the grand design* developed by the Ministry of National Education, psychologically and socio-culturally in the formation of character in individuals is a function of all individual human potentials (cognitive, affective, conative and psychomotor) for the context of socio-cultural interaction (in the family, school and society) where this lasts a lifetime. This character configuration can be grouped into 4 parts, including: heart exercise (spiritual and emotional development); thought processing (intellectual development); sport and kinesthetic (physical and kinesthetic development); and taste processing (affective and creativity development). The four parts one in this group cannot be separated from one another, where they are interconnected and related.<sup>13</sup>

#### Character Education on E-Learning

The use of technology in this online learning system is the impact of COVID-19. Where this has a positive side and a negative side. The positive side of this online learning is: freedom from students' ideas that do not appear during direct learning. The freedom of students who do not appear when direct learning occurs is due to: reluctance, fear or even not having good verbal skills. Also, online learning opens access to less than optimal education. Getting an education that is not optimal is due to remote areas where there is a lack of access to be able to experience education directly.

Online learning requires personal responsibility, independence and persistence. Because in online learning there is less *control* (supervision) outside of self-monitoring. This online learning activity for students makes students have to download and read material independently, answer quizzes/questions and complete

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<sup>13</sup>Julaiha, Siti. *Implementation of Character Education in Learning*. Journal of Science Dynamics. Vol. 14, No. 2, p. 227-228. December 2014



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assignments independently. It is hoped that this writing will be able to provide understanding to teachers and students about the importance of optimizing the management of involvement and independence in online learning to bring success in learning.<sup>14</sup>

By starting with the researchers conducting research related to "character education in online learning". The first comes from Setiawan (2021) explaining about character education during the COVID-19 Pandemic requires the role of parents of students. Where the role of students in online learning is quite central and plays an active role in educating children after the role of the teacher. Online learning requires parents of students to play an optimal role in character building during distance learning which is carried out from home. Here it shows the family in the effective scope of implementing character education for their children to form the character of students who are independent, responsible, and develop their skills and knowledge. In order to remain able to be a child who has good character in personality to create harmony and progress in life.

Akhwani and Romdloni (2021) expressed their opinion that the method used by teachers during the COVID-19 pandemic was online. By delivering learning through the application, which consists of: WhatsApp Group (WA Group), office 365 and classroom. In teaching and learning activities in class generally consist of: introduction, core and closing. Where character education is contained in the school's vision and mission, which then the teacher evaluates character education for their students.

Where this character comes from the sources of values used in the implementation of national character education in schools, namely: Religion, Pancasila and culture. The values of character education consist of: Religious; honest; tolerance; discipline; hard work; creative; independent; democratic; curiosity; spirit of nationality; love for the motherland; reward achievements; communicative; love peace; like to read; environmental care; social care and responsibility. This character education is carried out continuously through habituation and exemplary.

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<sup>14</sup>Purnawanto, Teguh Ahmad. *Character Education in Online Learning* . Journal of Scientific Pedagogy. Vol. 16, No. 1. Year 2021



Furthermore, according to Prastitasari (2021) explains that character education is instilled in two ways: the first way is by integrating with subjects and the second way is by teaching certain subjects for character education material. Even with the limitations of the COVID-19 Pandemic, teachers still teach and instill character education in students. Then according to Prabandari (2020) explains the model used to implement character education, namely: 1. Implementation in learning activities; 2. Implementation of activities in activities outside of learning.

And according to Rachmania & Ghuffron (2019) explaining the disciplinary character education of students is carried out by the teacher by giving examples to students about the importance of character education, especially disciplinary character. There are two factors that hinder character education, namely: internal factors and external factors. Where the internal factors that hinder character education are the factors of the students themselves and the external factors that hinder character education are family and the environment.<sup>15</sup>

## **Conclusions**

Character education consists of two words, namely Character (English and Greek) and Education itself.

Character education in the context of education in Indonesia is value education. Where this value education is education with noble values originating from the Indonesian National Culture itself in order to foster the personality of the younger generation

Character Education in Online Learning is the impact of the COVID-19 Pandemic. Where in this case there is the use of technology to still be able to carry out learning even though not directly. By having a positive side and a negative side.

Character Education in Online Learning requires the role of both parents of students to build character while distance learning is carried out from home.

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<sup>15</sup>Astridewi, Sastika. Character Education in Online Learning. Proceedings of Batch 1 National Seminar: The Fate of Character Education in the Online Learning Period in the Freedom to Learn Amal Foundation Frame. Attack, May 17, 2022



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Character Education in Online Learning has resulted in a change in the teacher's method of teaching his students. By using various applications that can establish communication and interaction between students and educators, which is then used to evaluate character education in students.

Character Education in Online Learning requires sources of value to be taken in carrying out character education. By continuing to do it continuously through exemplary and habituation.



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