The Successful of Online Learning on Student Responsibility Characters During the COVID-19 Pandemic

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Abstrak

Kegiatan pembelajaran untuk mengembangkan karakter tanggung jawab di masa pandemi COVID-19 telah menimbulkan kesulitan bagi guru sebagai pembimbing mengajar dan siswa sebagai pelaksana pembelajaran. Masalah guru dan siswa secara tepat dan bijaksana membantu membentuk bentuk-bentuk karakter tanggung jawab yang memuaskan dalam pendidikan. Tulisan ini bertujuan untuk mengeksplorasi perilaku tanggung jawab siswa dalam pembelajaran dan menganalisis peran guru selama proses pembelajaran. Makalah ini didasarkan pada data yang dikumpulkan dari angket terbuka kepada 58 siswa SMA di Manado Sulawesi Utara, Pasirian Jawa Timur, dan Malang Jawa Timur. Pengumpulan data melalui wawancara dengan tujuh guru dan dua kepala sekolah. Analisis data menggunakan statistik analisis deskriptif dan teknik analisis kritis. Hasil penelitian menunjukkan bahwa guru yang responsif dan proporsional dalam menyampaikan pembelajaran telah berhasil mengembangkan perilaku bertanggung jawab terhadap siswa. Pemilihan model pembelajaran yang sesuai dan dukungan sekolah yang positif menjadi penentu keberhasilan proses pembelajaran tanggung jawab siswa. Tulisan ini menyarankan perlunya metode pengumpulan data yang lebih mendalam untuk memahami kasus secara komprehensif.

Kata kunci: COVID-19, Pendidikan Karakter, Pembelajaran Online, Tanggung Jawab Siswa, Peran Guru

Abstract

Learning activities to develop the character of responsibility during the COVID-19 pandemic have created difficulties for teachers as teaching guides and students as learning implementers. Teachers and students' problems appropriately and wisely help shape satisfying forms of responsibility character in education. This paper aims to explore student responsibility behavior in learning and analyze the roles of teachers during the learning process. This paper is based on data collected from open questionnaires to 58 students in senior high schools in Manado North Sulawesi, Pasirian East Java, and Malang East Java. Data collection through interviews with seven teachers and two school principals. The data were analyzed using descriptive analysis statistics and critical analysis techniques. The results showed that responsive and proportionate teachers in delivering learning have succeeded in developing responsible behaviors towards students. The selection of a suitable learning model and positive school support has become a determinant of success for the learning process of student responsibility. This paper suggests the need for a more in-depth data collection method to understand cases comprehensively.

Keywords: COVID-19, Character Education, Learning Online, Student Responsibility, Teacher Role

1. INTRODUCTION

There are two reasons why studying the character of responsibility in learning for students during the Covid-19 pandemic is essential in educational practices. First, the study of accountability in student learning will affect various academic aspects, such as learning motivation and learning achievement (Dewanthikumala, 2021; Hidayati et al., 2020). Second, teachers still experience difficulties in the online learning process, including developing the character of student responsibility (Rashid et al., 2021). These two reasons necessitate the

importance of studying the nature of responsibility on the student, including efforts to build it.

Student responsibility in learning is an important character to be developed. Several studies show that the level of student responsibility in learning is in the unsatisfactory category. This condition is characterized by the presence of various behaviors such as the habit of absence from school, not submitting school assignments or being late in submitting assignments, and violating various school rules (Alfath, 2020; Puspitasari, 2020; Yuliyanto et al., 2018). This condition necessitates the importance of the responsibility character development model for students. In the school, teachers and school principals have a very strategic role in the development process.

Furthermore, The impact of the COVID-19 pandemic in educational practice is implementing physical distancing and stay-at-home policies imposed on the entire community. These conditions affect the learning activities. Learning activities initially conducted face-to-face in schools shifted to online learning (on the network) from home (Rhim & Han, 2020). The teaching requires teachers to be creative and innovative in determining the learning model during the COVID-19 pandemic (Carrillo & Flores, 2020; Wahyuni et al., 2021). The activity is a transfer of knowledge and must include efforts to build student character to be responsible for learning (Köse, 2015). This opinion shows the importance of changing the role of teachers in teaching during the pandemic.

Character education is an activity carried out by humans in which there is an educational treatment from adults to the next generation. The goal is to shape the individual's continuous self-improvement towards a better life or obtain the central ethical values (Lickona, 1999). In Indonesia, the educational practice developed eighteen characters, including responsibility in learning (Pramestika et al., 2019). Implementing character education at Indonesia's primary and secondary education levels still leaves problems to be solved (Suminto & Mbato, 2020). One crucial factor in the success of character education is the teacher. Several experts have suggested this opinion, which states that the teacher is a significant factor in determining the success of the character learning process in schools (Lickona, 1997).

One of the essential life skills to be taught is the character of responsibility in learning (Taylor et al., 2015). Learning responsibility is an individual's awareness of taking learning tasks seriously and accepting the consequences (Syafitri, 2017). In online learning, a teacher must pay attention to developing the character of students' responsibility for their participation in the learning process and their tasks. In this online learning, teachers have to make students learn independently, listen to all directions, and respect each other (Sutarini et al., 2015). Based on the description, teachers shape student responsibility as teachers, mentors, and educators. The task becomes so extra in making the online learning process better and more meaningful. The research. found that the character of responsibility and independence was still not maximally formed in students (Sutarini et al., 2015). So, the absence of readiness in starting learning and students who do not do assignments on time to comply with the teacher's orders.

There is research on learning for students that were conducted under standard conditions before the outbreak of the COVID-19 pandemic (Lestari, 2018). This study tends to focus on research to develop responsibility through the learning process. This study elaborates on the categories of responsibility characters in learning while at the same time knowing the role of teachers and schools in their development efforts during the pandemic. This study explains that a conducive learning process is related to developing the character of responsibility in student learning. A conducive learning atmosphere depends on a healthy relationship between the principal, teachers, and students. This atmosphere will affect all

actors involved in the learning process to make the learning experience enjoyable for students.

Another previous researcher conducted research during pandemic situations (Hanik, 2020). This research state that schools can be a pleasant learning environment for both teachers and students when the built policies and systems consider the individuals' needs. Then the success of a learning process depends on the ability of the teacher to create a conducive atmosphere and build effective communication between teachers and students, which in turn will be able to foster positive character in students.

2. METHODS

This research is a mixed-method convergent approach characterized by a simultaneous data collection process between quantitative and qualitative (Creswell, 2014). Primary data is obtained from field studies that aim to get data about the character of learning responsibility in students and the factors that influence the phenomenon. The nature of responsibility is obtained through the results of an open questionnaire analysis given online to students. Factors that affect the level of responsibility in student learning are obtained from teachers and principals from the three schools. The three schools in question are Senior High School 1 Manado, North Sulawesi, State Vocational High School Pasirian, East Java, and Vocational High School Tumapel Malang, East Java.

The selection of cases regarding the learning process in developing the character of responsibility with three essential considerations. First, responsibility in learning is a crucial aspect to be developed, so research on this theme still requires much elaboration. Second, failure to establish the character will fail in other factors. Third, the loss of the learning process in creating these characters necessitates an alternative learning model that can be used as a solution. The three reasons for choosing responsibility for learning as an issue studied in this paper indicate the hope of finding solutions to problems in education and development that are solutive and innovative, especially in the implementation of character education for students at the advanced upper level.

Data were obtained from 58 students and seven teachers and principals. There are 2 data from students who were not analyzed because the answers given were incomplete. The data was obtained through questions in an open questionnaire through the google form facility and interviews conducted online. The questions posed to students consisted of 4 questions: what is the form of obedience to school rules?, what is the condition of seriousness in participating in learning during COVID-19? How are students' attitudes towards assignments given by the school? Moreover, how are students' commitments when they are late in submitting school assignments?. Questions to teachers and principals consist of three questions: What are the difficulties for teachers during online learning? What do teachers do to overcome these difficulties? Furthermore, how are the schools' efforts in carrying out the online learning process during the COVID-19 pandemic?

Data analysis was carried out through quantitative and qualitative analysis. The qualitative analysis technique is done by grouping the informants' answers based on the similarity of emerging themes. Furthermore, the composition was analyzed using quantitative methods by calculating the percentage of the character of student responsibility and the opinion of teachers and principals about online learning during a pandemic. Furthermore, the analysis that connects the student's surface with the teacher's activities in teaching is carried out through a critical and reflective in-depth analysis.

3. RESULTS AND DISCUSSION

Result

      The data were obtained from students, teachers, and principals in three senior high schools in Manado, Pasirian, and Malang. Complete data regarding the composition of the number of informants in Table 1.

Table 1. Description of Research Informants

School	Student		Teacher		Principle		Total	
	Man	Women	Man	Woman	Man	Women	∑	%
Senior high school, Menado, North Sulawesi	5	9	1	1	0	0	16	23.88
Public vocational secondary schools, Lumajang, East Java	8	15	1	2	0	1	27	40.30
Vocational secondary schools, Malang, East Java	8	13	1	1	0	1	24	35.82
Total	**21**	**37**	**3**	**4**	**0**	**2**	**67**	**100**

      Table 1 explains that female subjects are more than males, both students, teachers, and principals. The number of students at vocational high school Malang is more than in the other two schools. The principal is only represented by vocational high school Malang and public vocational secondary schools, Lumajang. This paper presents two types of data obtained from the field: data about the form of student responsibility in learning and data about the views, difficulties, and efforts of teachers and schools in improving the learning process for the character of duty during the COVID-19 pandemic. There are four essential findings to the nature of responsibility in students. The four findings were obtained from students through the following four questions, namely how the form of student obedience to school rules, how the condition of the seriousness of students in the learning process, how students' attitudes towards assignments given by the school, and how committed students are when experiencing delays in collecting duties. To get an overview of the four findings can be seen in Table 2.

Table 2. Student Responsibility in Online Learning

No	Question about	Finding	∑	%
1	Student obedience to school rules	Follow the teacher's directions	30	53.6
		Take lessons according to the schedule	20	35.7
		Go to class according to lesson hours	6	10.7
		Total	**56**	**100**
2	Student seriousness in the learning process	Study according to schedule	40	72.7
		Doing lesson assignments	10	18.2
		Be orderly in class	6	9.1
		Total	**56**	**100**
3	Students' attitude towards the assigned task	Complete the task well	36	64.3
		Prioritizing school assignments	12	21.4
		Diligently collect assignments	8	14.3
		Total	**56**	**100**

No	Question about	Finding	∑	%
3	A commitment of students when they are late in submitting assignments	Apologizing for being late in submitting assignments	15	26.8
		Confirming the delay	31	55.4
		Give a logical reason	10	17.9
		Total	**56**	**100**

Table 2 explains that four behaviors indicate a high responsibility character for students. First, students obey the rules set by the school. An example of his behavior is following the instructions suggested by the teacher. Second, students are serious about following the learning process. An example of behavior that is carried out is studying according to the schedule determined by the school. Third, students do the assignments given by the school with maximum results. Fourth, students are committed to submitting assignments on time and confirming to the teacher if there is a delay. The shape of the student's responsibility character is shown in Figure 1.
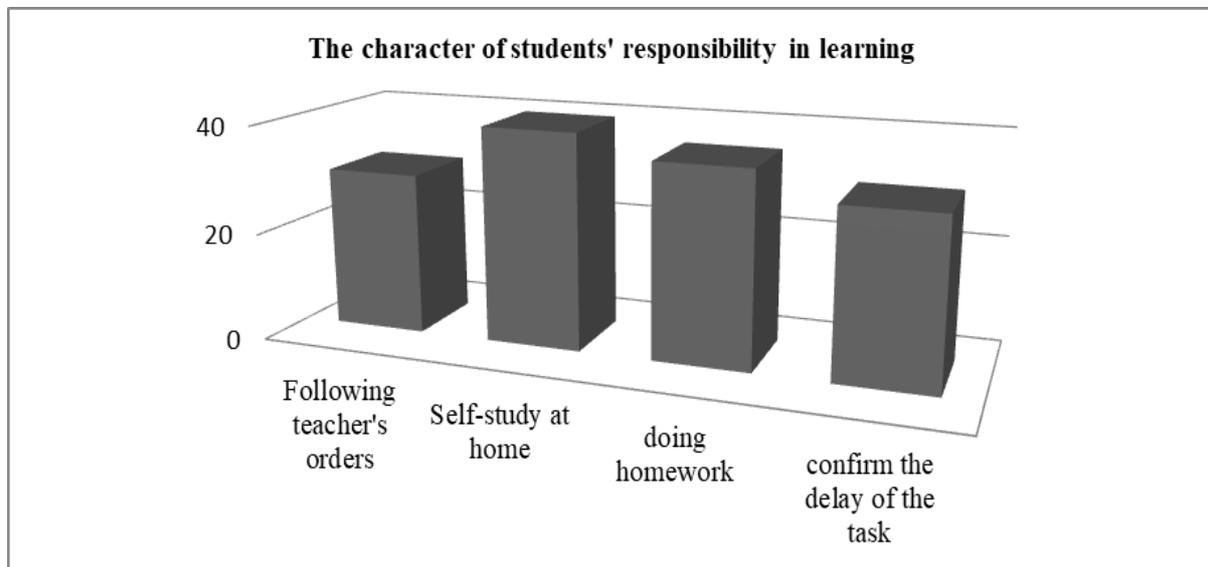

Figure 1. The Shape of the Student's Responsibility Character

Figure 1 explains four characteristics of the most dominant student responsibility during the learning process: following the teacher's directions, learning independently, doing assignments, and confirming task delays. Furthermore, four essential findings were found from the teacher, namely data on views of student responsibility, implementation of the ongoing learning process, difficulties in teaching student responsibility, and efforts made to overcome the challenges. Get a clear picture of the data in Table 3.

Table 3. Teachers and School Efforts in Learning Process

No	Question about	Findings	∑	%
1	Teacher difficulties in the online learning process	Limited network, so it is hard to monitor	6	85.71
		Low student motivation in learning	1	14.29
		Total	**7**	**100**
2	The teacher's efforts in overcoming difficulties	Communicate persuasively	6	85.71
		Make visits to students' homes	1	14.29
		Total	**7**	**100**

No	Question about	Findings	∑	%
3	School efforts in improving the quality of learning	Policies that encourage teacher creativity	5	71.43
		Adding school internet quota	2	28.57
		Total	**7**	**100**

Table 3 explains that the character of student responsibility is due to the teacher's efforts in overcoming the learning process, and the school supports these problems. This condition depends on the teacher's optimistic view of students. The data from the interviews inform that the characteristics of responsible students are those who have certain elements.
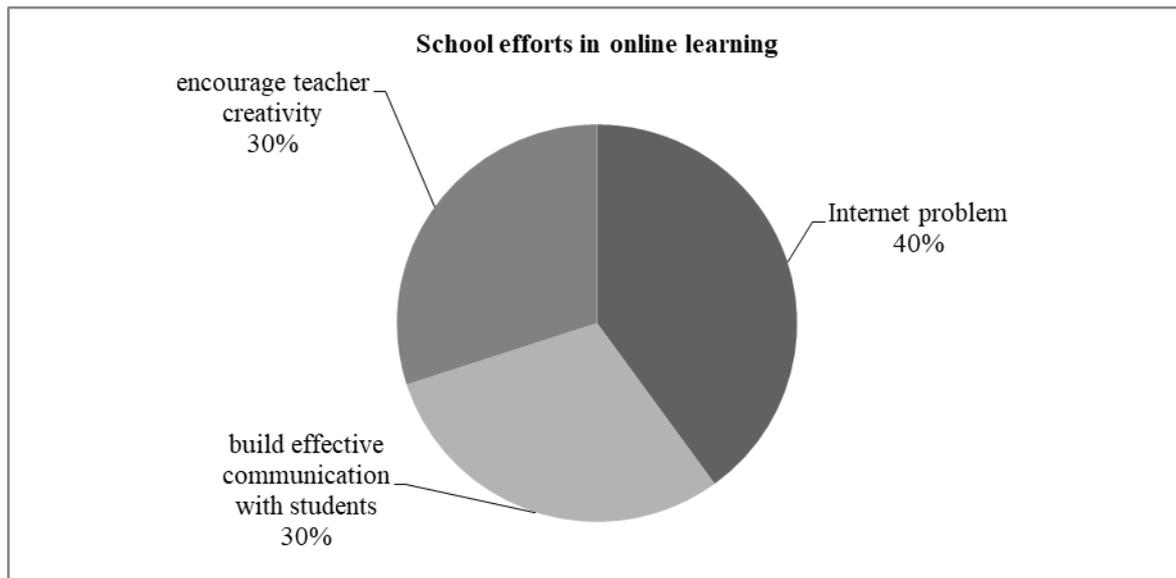

Figure 2. School Efforts in Learning the Character of Responsibility

Figure 2 explains that teachers and schools carry out three processes to develop students' character. Schools make policies that encourage teachers to behave creatively. This policy has implications for the ability of teachers to carry out learning so that when there is a problem, they can solve creative and innovative problems, including in the character learning process in schools during the COVID-19 pandemic.

Discussion

This study indicates that developing responsibility in student learning depends on the harmonious cooperation between the principal, teachers, and students. Principals who design programs well, especially in encouraging teachers to behave creatively, have made teachers creative and innovative in education. It results in positive behavior in the form of the growth of the character of responsibility in students. The symbols displayed are characterized by their respectful behavior to school rules, seriousness in learning, positive attitude towards assignments, and commitment to the assigned tasks.

The results of this study are in line with several previous studies which were able to describe the existence of three interrelated roles between school principals, teachers, and students in developing success in the character learning process. First, the principal tries to increase creativity in learning. The method provides opportunities for teachers to improve their scientific knowledge, create a comfortable physical environment, and optimize the use of technology (Almonacid-Fierro et al., 2021). Second, teachers develop creativity by innovating the learning process (Aziz & Mangestuti, 2018). Third, students try to learn

comfortably without any pressure but remain serious in doing the assignments given by the teacher (Aziz et al., 2020).

The teacher's role in developing students' character aligns with the character development theory, character development must involve three components that can be used as implementation references in the process and stages of character education: moral knowing, moral loving, and moral doing (Hornstra et al., 2015; Lickona, 1997). A suitable learning strategy to develop moral knowing is using learning resources sourced from teachers and educational facilities. The development of moral loving can be done through the interaction between students and students so that there is a process of mutual understanding between individuals. Moral doing learning is more effective by using an individual approach through mentoring, utilization of potential, and opportunities under the environmental conditions of students. The three learning strategies are designed systematically to take advantage of all values and morals by the potential and options available in their environment and social life.

Next, there are five models of approaches to learning to develop character, namely the inclusion approach, cognitive moral development approach, values analysis approach, values clarification approach, and action learning approach (Lickona, 1999; Ramdani, 2018). In the action learning approach, the teacher emphasizes efforts to provide opportunities for students to take moral actions, both individually and in groups. There are two objectives to be achieved from this approach, namely 1) providing opportunities for students to perform moral actions, both individually and collectively, based on their values; and 2) encouraging students to see themselves as individuals and social beings in association with others (Hidayati et al., 2020; Sutarini et al., 2015). The success of the character learning process during a pandemic has been demonstrated that conditions that are considered to be a problem in life turn out to be handled correctly and optimistically to produce a satisfactory product for various parties. (Dewi et al., 2021; Mustakim et al., 2020).

There are several studies have shown that self-confidence is a significant factor in the success of teachers in carrying out pedagogical responsibilities. One of them is research that states that sociologically, the success of the educational practice in developing the character of responsibility will have an impact on the lives of these students, and at a later stage, this success will be a provision for personality development, both academic and non-academic (Hettinger et al., 2021). It is also supported by other research that state the failure of the learning process in developing students' character has shown two essential meanings for education. First, education that only emphasizes teachers or school principals has become a heavy burden for both parties. Second, the harmonious collaboration model between teachers and students is an alternative for achieving educational goals (Febriani & Ghozali, 2020).

So far, studies that examine the process of learning the character of respondents have focused more on three tendencies. First, the research examines the nature of duty as a product of the learning process through a particular field of study (Pasani & Basil, 2014; Shabrina et al., 2020). Second, studies emphasize the role of teachers only in the learning process (Ardianti et al., 2017; Yuliyanto et al., 2018). Third, is a study that highlights the measurement of responsibility with a quantitative approach so that the data obtained is in the form of numbers (Budiani & Sholikhah, 2020; Febriani & Ghozali, 2020). This study differs from the three trends above because, in addition to examining the teacher's central role, this study has also revealed the importance of the principal's role, encouraging teachers to be more creative in the learning process.

The success of schools shown by the role of principals and teachers in developing the character of responsibility in students at the senior high school level has been the inspiration for three action plans as references in the character learning process. First, is the need to increase the insight and ability of the principal in managing the institution. Second is the need

for creative learning training and effective communication for teachers to carry out their roles optimally. The need for more intense assistance to students during the learning process takes place. The three action plans to realize the suitability and continuity of parts between school principals, teachers, and students.

Two aspects of the limitations exist in this study, namely the factors studied and research methods. The study found that learning in developing the character of student responsibility involves three important actors in the process, namely the principal, teachers, and students. These results leave one other actor, namely parents, whose role is no less critical in contributing to the success of the student character learning process. Further researchers should pay attention to the part of parents, especially in the context of online learning, where students are actually at home with their parents. Research on the COVID-19 pandemic required several health protocols to be met and adhered to by researchers. It resulted in some limitations in the data search process, especially when conducting field observations and interviews with informants. Further researchers need to use other methods that are more capable of revealing data more profoundly and comprehensively.

4. CONCLUSION

This study found an important finding current COVID-19 pandemic cannot become a barrier to achieving the character of responsibility in learning for students. This success is associated with the role of the teacher in overcoming various difficulties in carrying out the learning process. In addition, school support from the principal makes policies that support teachers' creativity in carrying out the learning process. The conclusion of this study states that educational practice is a series of a system associated with one another. In other words, the principal's policy will affect the teacher's behavior, and the teacher's behavior will affect the character of the students he teaches. This research produces a theoretical contribution to finding a learning model that connects the principal's policy, teacher teaching behavior and student responsibility behavior in learning. The model developed is a reinforcement of the system theory developed in the world of education. A system is a set of elements or components that interact for a purpose, which unite for a common goal. The existence of systems theory is not new in the world of education. It is not a rejection of traditional science but rather a new way of thinking so that problem solving will be appropriate to deal with increasingly complex problems. This study found a system of various interrelated educational components, namely the behavior of the principal as a policymaker, teachers as policy implementers, and students as subjects and objects of the policy.

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