

Technology-Based Character Education Through the “Moodle” Application

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Abstract—Distance learning or online learning is a challenge in implementing character education during this pandemic outbreak. Students become role models and figures who become role models. The use of digital technology in online learning also makes students vulnerable to being exposed to negative content which results in morality problems and character crises. This study aims to cultivate integrated character education in the distance learning process or online learning during the pandemic. This research is a classroom action research carried out in two cycles, each cycle consisting of 4 stages, namely the planning stage, the action stage, the observation stage, and the reflection stage. From the data analysis, it shows that the civilization of the character values of the discipline values by carrying out the task properly to achieve satisfactory results is growing rapidly with 28.57% while the lowest score develops consistently with only 19.63%. The implication of this research can be used as a reference in implementing character education in the distance learning process.

Keywords—technology, character education, Moodle

I. INTRODUCTION

Education is one aspect that determines the future of the nation. Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System (Law on National Education System) regarding national education objectives that must be used in developing education efforts in Indonesia. National education aims to develop the potential of students to become human beings who believe and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1].

Education is the process of changing the attitudes and behaviour of a person or group of people to mature humans through teaching and training efforts, action processes and educational methods [2]. Meanwhile, another opinion states that education can be interpreted as a process of changing the behaviour of students so that they become adult humans who are able to live independently. With the formulation of educational goals described above, it is used as a basic guideline in developing the nation's character education [3].

The character of the nation is now in the public eye. The spotlight is about various aspects of life, contained in various writings in print media, interviews, dialogues and speech degrees in electronic media. Problems that arise in society such as corruption, violence, sexual crimes, vandalism, mass fights, consumptive economic life, unproductive political life, and so on have become hot topics of discussion in the mass media, seminars, and on various occasions [4]. From the problems that have been mentioned, education is considered a preventive alternative because education builds a new, better generation of the nation. As a preventive alternative, education is expected to develop the quality of the nation's young generation in various aspects that can minimize and reduce the causes of various problems of the nation's character.

Character-based education has become the government's intention and commitment. Since Monday, May 2, 2011, the Government has delivered a speech by the Minister of National Education On the commemoration of the National Education Day (National Education Day), it proclaimed character-based education as a national movement while inviting all elements and components of the nation to immediately implement the concept of education at every level and path of education [5]. This policy was pursued with the aim of forming students or the next generation of the Indonesian nation to have a noble and noble personality, have superior and strong characters.

Education has been considered as the centre of excellence in preparing human's excellent characters. This belief drives every single person to be ready to face the global challenges. This belief also becomes the foundation for the world to say that Indonesia will be a very strong nation in all sectors in 2045 or 100 years after its Independence Day [4].

The Indonesian nation is currently at a crossroads, not knowing where to go. Meanwhile, the swift waves of globalization continue to hit the joints and cultural values of the nation. So that changes in behaviour and culture that are sometimes unfavourable often occur in society [6]. Therefore, creating a generation that is superior and has character is the right investment choice to determine the future of the Indonesian nation. Only with qualified, superior, and characterized human resources the Indonesian nation will be

able to face global competition and competition, continue development, overcome crisis, political, economic, global crises, multidimensional crises that always threaten and haunt the Indonesian nation. Culture is the result of human creation, taste, initiative, and work that can be enjoyed and appreciated. He grows and develops during society both in the form of products (hardware) and local wisdom (software) [7]. Whereas character is the nature, temperament, behaviour, and personality which becomes human character in interacting with others. Therefore, cultural and character education must be given to the generations from an early age, especially the younger generation who are literate in Information and Communication Technology (ICT). The younger generation who are not only smart in brain, but also smart at heart, emotional and spiritual.

Educators are expected to be able to change the old paradigm in teaching, namely conveying as many lessons as possible with a new paradigm that emphasizes efforts to help students to be more able to understand, understand, or master the concept of solving a problem. Departing from the meaning and thinking as described in the background above, we conduct research and development of a learning model that is more effective, and suitable in helping educators to further improve student learning outcomes, improve the abilities and competences of students, without leaving elements pedagogical, by combining visual-based learning with the use of information technology as a learning aid [6]. This learning model offers a pleasant learning atmosphere where students carry out learning activities using the Moodle application which can be accessed anywhere if students get signal data from a smart device. In this learning model, students are invited to practice fostering curiosity, responsibility, honesty, and activeness of students [8].

II. METHODS

This type of research is Classroom Action Research, which is a practical research aimed at improving and improving the quality of learning and helping empower teachers to solve learning problems in schools [9].

Classroom action research is a form of research that is reflective by taking certain actions to improve and improve learning practices in a professional class [9].

III. RESULTS AND DISCUSSION

A. *Early Reflections on the Learning Process*

The initial stage of this research was to conduct an initial reflection by observing the results of the September 2020 students' monthly test results with an average value of 6.89 and classical learning completeness of 57.14%. The learning outcomes are still low.

Then the discussion and interview were held with the class teacher regarding the low monthly test scores, with the aim of checking the causes of low student learning outcomes in PGSD Student Samudra University. The cause of the low PGSD

Student Samudra University is because (1) learning is still teacher-centred, (2) monotonous learning methods in distance learning, (3) learning has not internalized the values of character development so that the values student character values have not developed.

B. *Cycle 1*

Based on the data from the observation of student character in the implementation of learning meeting 1 and meeting 2, it is obtained the presentation value of the development of cycle character values which will be presented in the table

Based on the data in the table, it shows the percentage of indicator development and character values as follows:

- Being able to say the name of Allah when learning begins and until the learning process ends and carrying out religious orders according to their respective beliefs (Religious) shows 7.14% of 28 students have reached the level of culture consistently, 48.21% of 28 students reach the level developing, and 44.64% of the 28 students reached the visible level.
- Able to carry out tasks well with a full sense of responsibility to achieve satisfactory results (Curiosity, responsibility, discipline, creative) shows 14.28% of 28 students have reached the level of culture consistently, 42.85% of 28 the students reached the beginning stage of development, and 42.85% of the 28 students reached the visible level.
- Able to show the attitude of completing the evaluation without depending on other people, speaking in accordance with the actual situation (Honest) shows 8.92% of the 28 students have reached the level of culture consistently, 41.06% of the 28 students reach the level of starting to develop, and 49.99% of the 28 students reached the visible level.
- Able to communicate well, so that being a member in a group that can motivate other group members (Friendly) shows 12.49% of the 28 students have reached the level of culture consistently, 48.21% of the 28 students reach the level of starting to develop, and 39,28% of the 28 students reached the visible level.

C. *Cycle 2*

Based on the data from the observation of student character in the implementation of learning in meeting 1 and meeting 2, the presentation value for the development of character values in cycle II is obtained which is presented in the table

Based on the data in the table, it shows the percentage of indicator development and character values as follows:

- Being able to say the name of Allah when learning begins and until the learning process ends and say greetings and pray before learning begins (Religious) shows that 24.99% of 28 students have reached the level of culture consistently, 66.06% of 28 students

reach the level developing, and 8.92% of the 28 students reached the visible grade.

- Able to carry out tasks well with a full sense of responsibility to achieve satisfactory results (Curiosity, responsibility, discipline, creative) shows that 28.57% of 28 students have reached the level of culture consistently, 48.21% of 28 the students reached the beginning stage of development, and 23.21% of the 28 students reached the visible level.
- Able to show the attitude of completing the evaluation without depending on other people, speaking in accordance with the actual situation (Honest) shows that 19.63% of the 28 students have reached the level of culture consistently, 51.78% of the 28 students reached the initial stage of development, and 28.57% of the 28 students reached the visible level.
- Able to communicate well, so that being a member in a group that can motivate other group members (Friendly) shows that 24.49% of the 28 students have reached the level of culture consistently, 60.71% of the 28 students reach the initial level of development, and 14, 28% of the 28 students reached the visible level.

Judging from the results of observations of the development of character values, it appears that the fifth-grade students of PGSD Student Samudra University have seen the development of the character values that have been determined. In accordance with the objectives, character education has a mission to improve the quality of implementation and educational outcomes in schools.

The noble goal of character education will have a direct impact on student achievement. [9]. This is confirmed again by the results of Berkowitz's study showing an increase in the motivation of school students in achieving academic achievement in schools that define character education. Therefore, the fifth-grade students of PGSD Student Samudra University, when teaching researchers have tried to instil character education from moral knowing, moral loving and moral doing, and the results are addressed as follows:

- Being able to say the name of Allah when learning begins and until the learning process ends and say greetings and pray before learning begins (Religious) experiencing a consistent development of culture from 7.14% to 24.99%.
- The development of character values carries out tasks to achieve satisfactory results (curiosity, responsibility, discipline, creativity), which has increased from 14.28% to 28.57% of 28 students.
- Development of character values that indicate honesty (honest values), namely the percentage of students who have consistently reached the level of culture from 8.92% to 19.63%.

- The development of character values can communicate well (friendly values), namely the percentage of students who have reached the level of being cultured consistently from 12.49% to 24.99% of the 28 grade V students of SDN Meurandeh Kota Langsa.

The use of active learning through method, where learning can be presented concretely with given problems, then students find their own solutions by doing practical exercises in accordance with the rules that have been conveyed in developing character values during group discussions by planting friendly values, in line with this opinion that success in school lies not only in intelligence, but in character, namely the ability to work together, the ability to socialize, concentrate and the ability to communicate [10].

From the results of the research that has been carried out, it is found that learning by implementing the Moodle application further improves the quality of the learning process both in terms of teacher activities and student activities so that there is an increase in student learning outcomes and student character development [11]. The Moodle application makes the learning process more enjoyable, and students become more active, in accordance with the opinion that students are involved in the group then the learning process involves all individuals, so the students' learning abilities and development will be better, with the Moodle application, the weaknesses -the disadvantages of the previous method can be overcome [12].

Moodle is a web-based learning media application program. An application that allows students to interact with teachers in online classes. Classes where they can access learning materials that have been provided by previous teachers. Learners can also interact with other learners through Moodle.

The existence of Moodle allows us to build a learning system with the concept of E-Learning (electronic learning) or Distance Learning (Distance Learning). Learning system that is not limited by space and time. Teachers can provide learning materials anywhere. A learner can also follow from anywhere without having to be present in one place. They can follow at home, office, internet cafe (internet cafe) even while traveling with a laptop or tablet supported by an internet connection,

Through online technology, it is possible for individuals to filter and control content, easily create new content (personal publishing), and quickly communicate and distribute information with peers through online social networking services.

IV. CONCLUSION

From the results of classroom action research on the application of the Moodle application in carrying out character education in distance learning, conclusions can be drawn, among others:

- Improve the quality of the learning process, namely the activities of teachers and students to achieve the "Good" category.
- Developing character values shows the results of developing the highest character values, namely carrying out tasks to achieve satisfactory results (curiosity, responsibility, discipline, creativity), while the most difficult character indicator to develop and the lowest is the development of character values. which shows an honest attitude (honest value).

ACKNOWLEDGMENT

The authors thank LPPM and PM, Samudra University. We would also like to thank colleagues for supporting and providing helpful advice and corrections to this research

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