Application of E-Learning Learning Media with Schoology on Character Education

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Abstract

Strengthening Character Education (PPK) is an attempt by the government to improve the national education system. Character is the main foundation that is most important for achieving educational goals. Improving the education system is also done by improving the curriculum used by schools. The 2013 curriculum is currently in force by making changes to the content standards and assessment standards. Schoology is a site that combines social networking and LMS, so that with Schoology, we can interact socially while learning. The research objective is to applymedia E-Learning learning with Schoology towards strengthening character education (PPK). The research method used is quantitative experimental research. The sample in this study consisted of 30 students of SMP Negeri 1 Kota Langsa. Data collection is done by measuring character education. The results of this study are 66.93% religious character, social care character value 71.20, discipline character with 74.93 value and responsibility character value 72.53. The conclusion of this study is very high religious character.

I. Introduction

The development of information technology that is able to process, package, display, and spread learning information both audiovisually and multimedia, for example by developing E-Learning to support the learning process, so learning is not only focused on learning resources, media, and other tools. Sanaky (2013: 239) explains that E-learning is a learning process that is facilitated and supported through the use of information technology and the internet. E-learning learning is in accordance with the government's recommendations not to learn face-to-face but distance learning. Sedana with the opinion of Darmawan, 2014:

That is why E-learning learning will be carried out using schoology. In schoology the use of the term course (subjects) and groups is different (Amiroh, 2013). Schoology learning is software that is used to create web-based online learning materials and manage learning activities and their results (Sutirman, 2013). One LMS that can be used is Schoology is a site that combines social networking and LMS, so that with Schoology, we can interact socially while learning.

According to Aminoto and Pathoni (2014) also explained that Schoology is a web page in the form of a social web that offers learning just like in the classroom for free and is easy

to use like Facebook. According to (Amiroh, 2013) mentioned several advantages of schoology, including: a) Schoology provides more choices of resources than that provided by Edmodo. b) Schoology can accommodate the type of questions (question bank) that will be used during the quiz. c) Schoology provides attendance attendance facilities that are used to check student attendance. d) Schoology also provides analytical facilities to see all student activities on each course, assignments, discussions and other activities prepared for students.

Application media E-Learning learning with Schoology will shape a character in students. This causes during the co-19 pandemic the students did not learn face to face, but learned online. So what about the character that happens to students in the online learning process. Even though we know that the learning assessment process is done by assessing the character of students.Character education has a goal of instilling value in students and renewing the order of life together who better respect individual freedom. In addition, character education aims to improve the quality of the implementation and results of education in schools that lead to the achievement of the formation of the character and noble character of students as a whole, integrated, and balanced in accordance with graduate competency standards (Samani and Hariyan-to , 2011: 42-43). Zuchdi, et al (2010) also argue that character learning is not only through certain fields of study, but is integrated into various fields of study.

However, in reality there are still various problems found at school that will be used as research sites including the lack of teacher competence in implementing E-learning based learning, student achievement that does not achieve the KKM value and strengthening character education.

That is why a solution can be found is to conduct various coaching in conducting research in the field of education.

Based on the explanation above, the purpose of the research to apply is born media E-Learning learning with Schoology towards strengthening character education (PPK) in SMP Negeri 1 Langsa City.

II. Review of Literatures

In terminology, meaning the character forward by Thomas Lickona. He said the character is "a reliable inner disposition to respond to situations in a morally good way." Then he added, "so conceived Character has three interrelated parts: moral knowing, moral feeling, and moral behavior" (Lickona, 1991: 51). According to Lickona, noble character (good character) includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refer to a set of knowledge (cognitives), attitudes (attitudes), and motivations (motivations), and behavior (behaviors) and skills (skills).

From the above it is understood that the character is identical to the character, so the character of the values of universal human behavior that covers all human activities, both in order to relate with God, with himself, with others, as well as with the environment, which manifests itself in the mind, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. From this emerged the concept of character education concept character (character education).

The next, Hill (2002) said: "Character determines someone's private thoughts and someone's actions done. Good character is the inward motivation to do what is right, according to the highest standard of behaviour, in every situation". Character education teaches habitual ways of thinking and behaviors that help individuals to live and work

together as a family, community, and state and help them to make decisions that can be accounted for. Characters that become mold as in The Six Pillars of Character issued by the Character Counts! Coalition (a project of The Joseph Institute of Ethics).

Six types of characters are as follows:

a. Trustworthiness, the shape of the character that makes a person: integrity, honesty, and loyalty

b. Fairness, shape the character that makes a person have an open mind and do not like to take advantage of others.

c. Caring, the shape of the character that makes a person have a caring attitude and concern for others and the social conditions of the neighborhood.

d. Respect, the shape of the character that makes a person always appreciate and respect others.

e. Citizenship, the shape of the character that makes a person aware of the laws and regulations as well as care for the natural environment.

f. Responsibility, the form of the character that makes a person responsible, disciplined, and always do things as good as possible.

The terminology character education began to be introduced since the 1900's Thomas Lickona considered who carried, especially when he wrote a book entitled The Return of Character Education and then followed his book, Educating for Character: How Our School Can Teach Respect and Responsibility. Through these books, he western world aware of the importance of character education. According to character education, Ryan and Bohlin, contains three main elements, namely knowing the good (knowing the good), loving kindness (loving the good), and do good (doing the good) (Lickona, 1991: 51). Character education is not merely to teach what is right and what is wrong to the child, but more than that character education inculcate the habit (habituation) of the good that students understand, able to feel, and want to do good. Character education is a mission similar to moral education or moral education.

Logically, experts agree that character education is the responsibility of adults (see for example Center for the 4th and 5th Rs, 2003; Damon, 2002, p. ix; Wynne & Ryan, 1997, p. 1). But there is no full consensus on how it is to be defined, practiced or evaluated. Berkowitz (1998) has documented this lack of consensus. While the term historically has referred to the duty of the older generation to form the character of the young through experiences affecting their attitudes, knowledge, and behaviors, more recent definitions include developmental outcomes such as a positive perception of school, emotional literacy, and social justice activism. There are sweeping definitions of character education (e.g., Character Counts' six pillars, Community of Caring's five values or the Character Education Partnership's 11 principles) and more narrow ones such as those used by the specific programs described in the following paragraphs. Character education can be defined via relationship virtues (e.g., respect, fairness, civility, tolerance) or performance virtues (e.g., diligence, self-discipline, effort, perseverance) or a combination of the two (anonymous reviewer comment). The State of California has included some character education criteria into the application process for its statewide school recognition program and in the process has created its own character education definition. Other states and districts have undoubtedly done the same. Each definition directs the practice of character education. To complicate the picture even more, most character education initiatives either are not yet objectively evaluated, or those evaluations tend to focus only on their own specific program's character-related outcomes. It is unusual to find evaluations relating character education programs to academic outcomes.

But over the past five years some evidence of the relationship between character education and academic learning has begun to emerge.

Other elementary school programs that focus on student social attitudes and behaviors have academic effects that surface only in middle and/or high school. The Child Development Project, one of the most widely studied character education programs, found little evidence of academic gain during its elementary school initiative (Solomon, Battistich, Watson, Schaps, & Lewis, 2000). However, in follow-up studies of middle school students (through 8th grade) who earlier had attended CDP elementary schools, those students who attended CDP program schools in elementary school had higher course grades and higher academic achievement test scores than comparison elementary school students (Battistich & Hong, 2003). Similar effects were reported for longitudinal follow-ups of middle and high school students participating as elementary school students in the Seattle Social Development Project, a longitudinal study to test strategies for reducing childhood risk factors for school failure, drug abuse, and delinquency (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Hawkins, Guo, Hill, Battin-Pearson, & Abbott, 2001). No such positive academic effects were found at the elementary level during implementation of the Seattle project (Hawkins, Catalano, Morrison, O'Donnell, Abbott, & Day, 1992). Evaluations of Positive Action (PA), a comprehensive school reform program, resulted in a similar pattern of delayed academic gains (Flay & Allred, in press), although an evaluation in 13 of its participating elementary schools in two states did reveal significant gains for PA schools on the Terranova and Stanford Achievement tests (Flay, Allred, & Ordway, 2001).

There is evidence as well of the impact of character education on secondary school students' academic gains. The Teen Outreach Program (TOP) seeks to prevent problem behaviors by providing supports for adolescents. From a national sample of 25 high schools, an evaluation of TOP (Allen, Philber, Herring, & Kupermine, 1997) has revealed a significant decrease in course failure for students randomly assigned to its program as compared to control students. Also, an unpublished study of the Community of Caring (COC) in six high schools (Balicki, 1991) reported that COC 9th grade students showed significantly higher gains in school grades as compared to non-COC students. A second unpublished study on the COC reported similar effects (Scriba Educational Services, 1998-1999).

Finally, case studies of successful individual school character education initiatives have been reported. For example, many National Schools of Character, such as Columbine Elementary School (Character Education Partnership, 2000) report significant academic gains during the implementation of character education.

III. Research Methods

This study adopted a quantitative approach using survey methods. Quantitative research that is a type of survey is a quantitative study that uses questionnaires as research instruments. The questionnaire is a sheet that contains a list of questions or statements with a structure determined based on existing variables (Prasetyo and Jannah, 2014: 143).

The research was carried out in SMP Negeri 1 Langsa City. While the number of samples used was 30 students of class VIII SMP consisting of 1 class. Data collection techniques are using a questionnaire (questionnaire).

IV. Discussion

The results of this study are our initial observations of the research location in SMP Negeri 1 Kota Langsa. Cultivation of character education in SMP Negeri 1 Langsa Cityimplemented integrated into the vision and mission of the school and implemented in the learning process. To find out the results of this study, it is found in the graphic picture below.
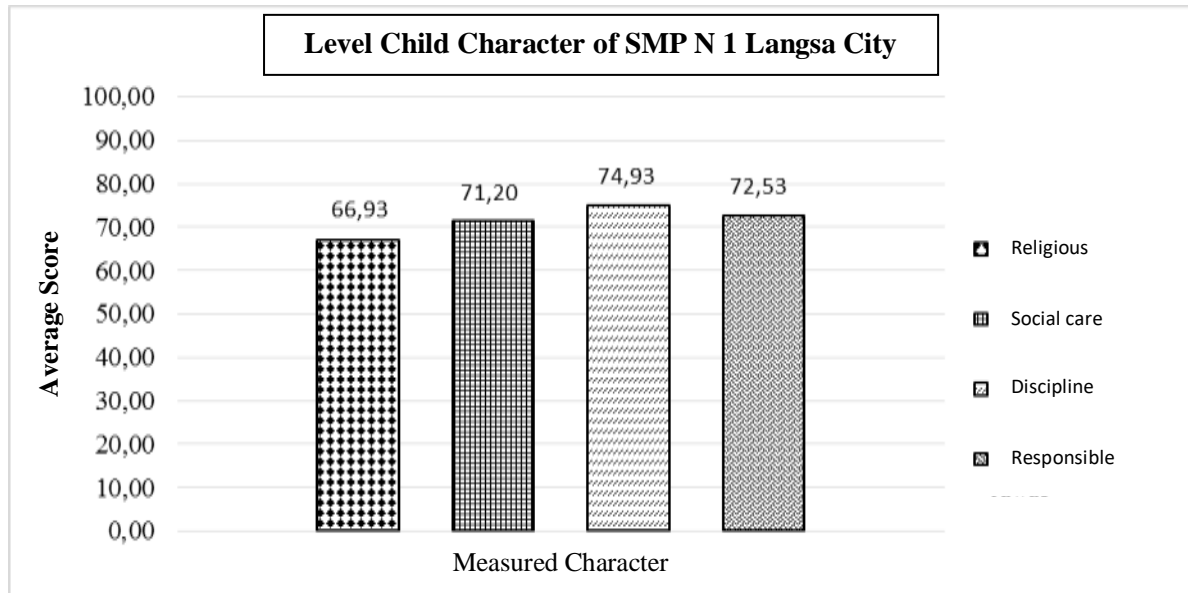

Figure 1. Percentage of Character Scores for Langsa City 1 Junior High School Students

Based on the graph above explains the application of E-Learning learning with Schoology to the strengthening of character education (PPK) in SMP Negeri 1 Langsa City consisting of four student characters namely religious characters with a value of 66.93 expressed sufficient, social care characters expressed well with a value of 71, 20, the character of discipline is stated good with the value 74.93% and the character of responsibility is stated to be good 72.53 of the four characters that are more dominant are the character of discipline. This causes that during the co-19 pandemic online learning to form students is more disciplined in character, because the online learning process has a time limit in doing the assignments given by his teacher.

The results of this study are supported by opinions Sulistiani and Sukirno (2016) show that the implementation of edmodo-assisted blended learning models can increase student motivation. An increase of 6.8% based on a questionnaire of 74.22% in the first cycle and 81.09% in the second cycle. While research conducted by Joshua, et al (2015) explains that the implementation of e-learning using Schoology has a big role in providing motivation to learn in students.

Also related to Ardi's research (2017) that by using schoology can save time and money in delivering assignments, accessing learning resources easily, experiencing new learning resources and utilizing digital media for learning. Rusman (2014: 351) also states that one of the advantages of e-learning is that students can study or review teaching materials or materials at any time and anywhere when needed, because teaching materials or materials stored in the e-learning media are used, where in this research the media used was Schoology media.

V. Conclusion

The results of the study can be concluded that the four characters call discipline characters that are more dominant with a value of 74.93%, it can be stated that E-learning with schoology is well implemented in online learning.

Thank-You Note

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