



Volume 2	Issue 3	March (2023)	DOI: 10.47540/ijqr.v2i3.770	Page: 217 – 222
----------	---------	--------------	-----------------------------	-----------------

Changes in Student Character after Distance Learning during the Covid-19 Pandemic at SMAN 15 Bulukumba

Siti Hajar¹, Ridha Ichwenty Sabir¹, Nurfadila MY.², Kaharuddin¹

¹Universitas Muhammadiyah Bulukumba, Indonesia

²Universitas Muhammadiyah Makassar, Indonesia

Corresponding Author: Siti Hajar; Email: sittihajar@gmail.com

ARTICLE INFO

Keywords: Covid-19, Distance Learning, Student Character.

Received : 06 January 2022

Revised : 18 March 2023

Accepted : 20 March 2023

ABSTRACT

This research is motivated by changes in the implementation of learning from face-to-face learning to distance learning through the use of digital technology and then changing back to face-to-face learning. Alternating the implementation of learning also influences the character of students. This research aims to provide an overview regarding changes in the character of independence, discipline, and politeness of students after distance learning during the Covid-19 pandemic at SMAN 15 Bulukumba. This research is a type of qualitative research using a case study research approach. While data collection will be carried out through observations and interviews which are then analyzed qualitatively through several activities in the form of data reduction, data presentation, and conclusion. The results of this study show that the independence of students after distance learning during the Covid-19 pandemic has increased, the discipline of students has decreased, and the politeness of students after distance learning during the Covid-19 pandemic at SMAN 15 Bulukumba has also decreased. So it can be concluded that there were changes in the character of independence, discipline, and politeness of students after distance learning during the Covid-19 pandemic at SMAN 15 Bulukumba.

INTRODUCTION

The Covid-19 pandemic has drastically transformed various aspects of life throughout the history of human life. Since *the World Health Organization* determined the status of the coronavirus or Covid-19 from an epidemic to a pandemic, life order has become limited with various regulations in place. There is a severe disaster in the world with the emergence of a pandemic which significantly impacts all sectors of human life (Llamera, 2021; Jowarder, 2023). Tremendous changes are unavoidable in the economic, social, and cultural fields, and education is no exception (Obi, et al., 2020). Various adjustments were made to continue the educational process at this time. Based on an appeal from the government, which encourages citizens to stay at home or *stay at home*. Each individual is expected to reduce mobilization or not carry out activities outside the home except for important things.

One of the regulations imposed by the government to limit community mobilization is known as Large-Scale Social Restrictions. This regulation, it limits various activities in the fields of religion, economy, and education. The education sector has also been affected by this pandemic. All levels of education from basic education, and secondary education, to tertiary institutions cannot carry out face-to-face learning in schools. This is one of the efforts to break the chain of transmission of the Covid-19 virus. Online learning or online learning is the recommended solution during this pandemic (Das, 2021). But after Covid-19 spread in Indonesia, the government closed schools and stopped the face-to-face learning process, especially schools that were in the red zone of the spread of this virus. With the Circular of the Minister of Education and Culture Number 4 of 2020 regarding the Implementation of Education policies in the Emergency Period of the Spread of Covid-19 and

the Circular Letter of the Secretary General of the Ministry of Education and Culture Number 15 of 2020 Guidelines for Implementing Learning from Home in the Emergency Period of the Spread of Covid-19 clarifies the procedures for implementing distance education (Gunawan, 2020).

The spread of the Covid-19 pandemic virus in Indonesia in July 2021 is still relatively high. Quoted from one of the old online news outlets, merdeka.com reported that positive cases of Covid-19 in July reached a new record and continued to increase. This makes the government continue to carry out restrictions with the Implementation of Restrictions on Community Activities with various regulations. Apart from that, with the mass vaccination efforts of all Indonesian citizens, especially educators and education staff. All of this is an effort to slow the spread of Covid-19.

Distance learning through an online learning system provides its own challenges for all elements involved in it. Teachers, students, and parents must carry out their respective roles for the sake of the ongoing educational process to achieve the learning objectives that have been set. The key to the success of this learning is that there is a maximum collaboration between educators, students, and parents or guardians of students. Implementing learning is undoubtedly different from the learning that is usually carried out. Learning activities involve two-way relationships or interactions between educators and students or students in an academic unit, which is a learning component that functions as a facilitator, moderator, and educator (Jagtap, 2016; Goodyear, et al, 2019; Fussell & Truong, 2022).

Online learning is the only best solution during a pandemic by considering health and safety, but the education process continues. During this pandemic, the face-to-face learning process was replaced with online learning or an online system, which experienced many obstacles. Implementation of online learning has challenges for students and teachers, including parents/guardians of students. According to Mulyani (2020), sectors that hinder the process of implementing distance or online learning are the economic conditions of students, geographical conditions as a cause of network stability, and mastery of technology that supports the implementation of online learning, which is still relatively low.

Another problem besides implementing online learning is related to the character of students. Character education is the creation of a school environment that helps students develop ethics and responsibility through models and teaches good character through universal values (Santika, 2020; Suwarno, et al., 2021). In general, character education is mainly carried out by teachers through face-to-face learning by directly providing a stimulus in the form of exemplifying good behavior to students. During the pandemic, teachers had to work extra because they had to control students remotely so that students learned cognitively, affectively, and psychometrically. After conducting interviews and brief observations of the online learning process with the teacher and several students of SMAN 15 Bulukumba, information was obtained that there were many differences in the students' characters between face-to-face learning and online learning. Things that seem to have changed are students' independence because some students seem lazy to do assignments, so the discipline of students also decreases. Based on these problems, it is necessary to analyze them further so that they can be used as analytical material to overcome various problems in the future. So that by carrying out this research, this research aims to provide an overview related to changes in the character of independence, discipline, and politeness of students after distance learning during the Covid-19 pandemic at SMAN 15 Bulukumba.

METHODS

This research is a type of qualitative research using a case study research approach. Qualitative research is a research method carried out in natural conditions that contain value and meaning (Mithhar, et al., 2021). This research was conducted at SMAN 15 Bulukumba in July-August 2022. This study's data sources or informants were students and teachers at SMAN 15 Bulukumba as key informants and parents of students as supporting informants. This informant will provide information related to changes in students' character in terms of independence, discipline, and self-confidence possessed by students of SMAN 15 Bulukumba. The data collection will be carried out through observation and interviews. The data obtained is in the form of field data contained in sentences from the observation sheets and interview transcripts

(Ningi, 2022). The results of the data that have been collected will be analyzed qualitatively through several activities in the form of data reduction, data presentation, and conclusion. This analysis was carried out to achieve the research objectives that had been planned previously.

RESULTS AND DISCUSSION

Online learning brings many changes in the implementation of learning. Policies made by the government regarding the implementation of distance learning or study at home have resulted in the educational affairs of students, which were previously mostly handed over to teachers and school authorities, are now handed over to parents. This confuses parents, especially parents who have various busy jobs. The situation of these participants greatly impacted the learning process of students. Information was obtained that the lack of assistance to children greatly impacted the character of students which was then carried over to face-to-face learning after online learning which was carried out during the pandemic. The results of the interview and observation data are more detailed regarding changes in the character of students after online learning or distance learning during the pandemic will be presented in the following discussion.

Changes in the Independent Character of Students after Distance Learning during the Covid-19 Pandemic

Before the pandemic hit the world, including Indonesia, learning was carried out face to face with learning and coaching carried out in the school environment directly by the teacher. This online learning has had many impacts on the world of educators, both positive and negative impacts. One of the characteristics or behaviors that get a positive impact from distance learning is the independent character of students. When learning at school students can be accompanied directly, then during the pandemic learning is carried out remotely or online by utilizing various technological platforms. This is a challenge in itself for students regarding independence because various things must be done alone such as participating in learning from home without further direction from the school but doing it with self-awareness.

The results of interviews with teachers revealed that students during the distance learning

period were required not to depend on the teacher's explanation but had to study the material themselves to do the assignments given by the teacher. The explanation from the teacher is only an introduction to understanding the learning material. Likewise, interviews with students at SMAN 15 Bulukumba revealed that students studied on their own from home, in fact very rarely had parents accompany them because parents were busy working and taking care of other things at home. These things make the independent character of students increase during distance learning. This is in line with research conducted by (Prananto, 2019) which results that the application of online learning is considered effective in breaking the chain of transmission of Covid-19 and creating independent learning for elementary school students.

Based on the results of observations carried out at SMAN 15 Bulukumba in the 2022/2023 academic year, face-to-face learning has been held but still pays attention to health protocols so that unwanted things do not happen. It can also be seen that the independence of students is still carried over from distance learning. For example, when students are given assignments, they can independently find their learning resources, such as on the internet, YouTube, and various other learning resources.

Changes in the Disciplinary Character of Students after Distance Learning during the Covid-19 Pandemic

Character education in face-to-face learning is carried out by giving direct examples, giving appreciation, and leaving moral messages during the learning process (Current, et al., 2022). But this changed during in-person distance learning. In distance learning, students are required to be more disciplined because there is no direct assistance from the teacher or from parents, especially the age of students who are already at the senior high school level. The results of interviews with teachers regarding student discipline revealed that some students were late for online classes or did not even attend them. It was confirmed by students that the lack of discipline in students sending assignments or taking part in online learning was one of the causes of the difficulty in accessing the internet network at home. This is one of the most common obstacles encountered in the distance learning

process that utilizes digital technology, all of which require access to internet network data.

The lack of stringent rules and regulations for distance learning due to the various obstacles encountered forced the various learning regulations to be relaxed. One of them is related to the collection of assignments. But this also has a negative impact on the character of the child's discipline. This relief makes children easy on the tasks given and prefers to do other things. The thing that has the most influence on the discipline of students is that students prefer to use technological devices such as cell phones and laptops just for fun, such as playing social media. The lack of control by teachers and parents has an increasingly negative impact on student discipline. The results of this study are in line with those conducted by (Ardiansyah, 2021) showing that student discipline in learning during the Covid-19 Pandemic Era at SD Inpres 5/81 Kampuno, Barebbo District, Bone Regency, namely the level of student discipline has not been maximized in participating in learning.

The observation results show that the decline in the disciplinary character of students is carried over to the face-to-face learning process held by SMAN 15 Bulukumba. This can be seen from the delay of students following the learning process. After confirming with the students, it turns out that this indiscipline is because they are used to studying at home which does not require them to prepare quickly for school. This requires special attention from various parties so that it does not continue. According to (Zakaria & Rachmat, 2022) which reveals that there needs to be cooperation between teachers and parents of students to re-emphasize student discipline both in learning and other daily activities. This synergy is very important so that the bad things that happen during distance learning during the Covid-19 pandemic can be minimized, including the indiscipline of students in the learning process.

Changes in the Polite Character of Students after Distance Learning during the Covid-19 Pandemic

Online learning has had positive and negative impacts on children's character. Change after change in various lines of life, including the implementation of education. One of the most visible is the character in terms of decreased politeness of students. The implementation of

Distance Learning and Learning from Home (PJJ-BDR), which among other things is managed through online access, has been going on for a long time. Various dilemmas are faced by educational units, parents, and society. One important thing that is very worrying is the weakening of the character of students while implementing PJJ-BDR. So far, educational units and schools have tried their best to strengthen character education. Character is a special personality that drives and drives and differentiates one individual from another (Setyawatiningsih, 2020; Upe, et al., 2021).

The results of interviews with teachers at SMAN 15 Bulukumba revealed that there was a decrease in the character of manners during distance learning during the Covid-19 pandemic, for example, a lack of respect for teachers in teaching *online*, it was seen that there were students who fell asleep or lay down while the teacher was teaching, there were also students who are eating, even leaving the devices used in virtual meetings so that students do not answer the teacher's questions, only join in a zoom meeting but are left behind, do not heed parental orders with the excuse that they are studying even though they are not, shout when calling the teacher, talk to themselves when the teacher while teaching and other behavior that is not polite to both teachers and parents. In addition to the cases above, many bad influences come from social media (Khan, et al., 2021; Zarzycka, et al., 2021). Many behaviors or language are inappropriate to convey but are considered normal by students because of the influence of social media.

The results of this study are in line with research conducted by (Nabilah, 2020) which revealed that in the implementation of distance learning which was carried out during the Covid-19 pandemic, there were new problems that emerged from the politeness side of students in attending class. Many students tend to do things that violate decency norms, for example sleeping during class, playing social media, eating, etc. The politeness level of students has decreased compared to when offline learning was carried out.

This has also carried over a little into face-to-face learning in post-distance learning schools. It can be seen that many students use social media even though learning is in progress. In addition, 5S behavior is also not visible in the learning process at

school in the form of smiles, greetings, greetings, politeness, and manners.

Therefore the school environment needs to give emphasize as a form of character recovery for students. The cooperation of all parties is needed so that things like this can be resolved immediately. One example is providing material related to manners in the learning process, examples of students who have manners, the benefits of manners, the impact that occurs if they do not have manners, and *sharing* experiences with students so that they don't only get material, but they can understand and apply it because there are examples and experiences from each student. In addition, teachers need to be role models that students can imitate and emulate.

CONCLUSION

Based on the explanation of the results of research related to changes in the character of students such as the character of independence, discipline, and politeness of students after distance learning during the covid 19 pandemic at SMAN 15 Bulukumba it turned out to lead to positive changes and changes in a negative direction. The conclusions are as follows: (1) Independence of students after Distance learning during the Covid-19 pandemic at SMAN 15 Bulukumba has increased in a positive direction as seen from the independence of students in learning and doing assignments without full assistance from teachers and parents; (2) Student discipline after Distance learning during the Covid-19 pandemic at SMAN 15 Bulukumba has decreased, this can be seen from the large number of students who are late for school and late for assignments. This is due to being carried away by the practice of distance learning which is always given the convenience and longer time to complete assignments; (3) Politeness of students after distance learning during the Covid-19 pandemic at SMAN 15 Bulukumba experienced a decline; this can be seen from the lack of application of 5 S (smile, greeting, greeting, polite and polite) to school residents, especially to teachers and other education staff.

REFERENCES

- Ardiansyah. (2021). Discipline in Student Learning in the Era of the Covid-19 Pandemic SD Inpres 5/81 Kampuno, Bone Regency. *Pps UNM*, 1(1), 1–16.
- Curren, R., Barber, Z., & Ryan, R. M. (2022). Moral Character Education after Covid-19: An Interview. *Philosophical Inquiry in Education*, 29(1), 59–64.
- Das, K. (2021). Digital Technologies on Mathematics Education at the Covid-19 Lockdown Situation in India. *Indonesian Journal of Innovation and Applied Sciences (IJIAS)*, 1(2), 95-104.
- Fussell, S. G., & Truong, D. (2022). Using virtual reality for dynamic learning: an extended technology acceptance model. *Virtual Reality*, 26(1), 249–267.
- Goodyear, V. A., Parker, M., & Casey, A. (2019). Social media and teacher professional learning communities. *Physical Education and Sport Pedagogy*, 24(5), 421–433.
- Gunawan, B. (2020). Juridical Analysis of Distance Education in the Perspective of Human Rights in the 1945 Constitution of the Republic of Indonesia during the Covid-19 Pandemic in Indonesia. *Human Rights Journal*, 11(3), 387.
- Jowarder, M. I. (2023). The Covid-19 Impacts on the Livelihoods and Mental Well-being of Rickshaw Pullers in Bangladesh. *Indonesian Journal of Innovation and Applied Sciences (IJIAS)*, 3(1), 38-44.
- Khan, M. N., Ashraf, M. A., Seinen, D., Khan, K. U., & Laar, R. A. (2021). Social Media for Knowledge Acquisition and Dissemination: The Impact of the Covid-19 Pandemic on Collaborative Learning Driven Social Media Adoption. *Frontiers in Psychology*, 12.
- Llamera, B. B. (2021). Socio-Economic Impact of Covid-19 Pandemic and Its Implication on Education. *International Journal of Qualitative Research*, 1(2), 79-86.
- Mithhar, Agustang, A., Adam, A., Upe, A. (2021). Online Learning and Distortion of Character Education in the Covid-19 Pandemic Era. *Webology*, (18), 566-580.
- Mulyani, S. (2020). Application of Problem Based Learning Methods to Improve Science Learning Outcomes During the Covid-19

- Pandemic. *Navigation Physics: Journal of Physics Education*, 2(2), 84–89.
- Nabilah, AJ (2020). *Polite Culture in Distance Learning (PJJ)*. November, 0–11.
- Ningi, A. I. (2022). Data Presentation in Qualitative Research: The Outcomes of the Pattern of Ideas with the Raw Data. *International Journal of Qualitative Research*, 1(3), 196–200.
- Obi, S. E., Yunusa, T., Ezeogueri-Oyewole A. N., Sekpe, S. S., Egwemi, E., & Isiaka, A. S. (2020). The Socio-Economic Impact of Covid-19 on the Economic Activities of Selected States in Nigeria. *Indonesian Journal of Social and Environmental Issues (IJSEI)*, 1(2), 39–47.
- Prananto, IW (2019). Learning Independence of Elementary School Students during Online Learning. *Journal of Basic Education Innovation*, 1(5), 25–30.
- Santika, IWE (2020). Effectiveness. *Indonesian Values and Character Education Journal*, 3(1), 8–19.
- Setyawatiningsih, K. (2020). Application of Discipline Character Education and Student Responsibilities at SD Negeri 3 Giritontro Academic Year 2018/2019. *SHEs: Conference Series*, 3(4), 987–991.
- Suwarno, S., Durhan, D., & Muhaimin, M. (2021). Implementation of Covid-19 on Character Education. *Journal of Social Science*, 2(3), 312–319.
- Upe, A.; Ibrahim, Z.; Arsyad, M.; Sumandiyar, A.; Jabar, A. Strengthening of social capital through penta helix model in handling Covid-19 pandemic. *Int. J. Pharm. Res.* 2021, 13, 4243–4248.
- Zakaria, AM, & Rachmat, M. (2022). Strengthening the Disciplinary Character of Students After the Covid-19 Pandemic (Case Study at Muhammadiyah Secang Vocational School). *Journal of Dynamics*, 3(1), 83–93.
- Zarzycka, E., Krasodomska, J., Mazurczak-Mąka, A., & Turek-Radwan, M. (2021). Distance learning during the Covid-19 pandemic: students' communication and collaboration and the role of social media. *Cogent Arts and Humanities*, 8(1).