DESIGNING E-CHARACTER ONLINE: AN EXAMINING ON INDONESIAN UNDERGRADUATE STUDENTS

Nani Barorah Nasution[1], Nasrun[2], Erwita Ika Violina[3]
[123] Universitas Negeri Medan, Medan
Correspondence E-mail: [1]nani.barorah@gmail.com, [2]nasrun.nst@gmail.com, [3]erwitaika@gmail.com

Abstract

Character education is one of the missions in Universities as a place for ordering prospective educators. In this research, we focused on develop designing an online web for developing character values: Discipline, Justice, Respect, Responsibility, Care and Citizenship. This is a Research and Development (R&D) study that aims to determine the development and feasibility of the Character Education Program with Web-based Application media at the Universitas Negeri Medan. Development models are 4-D models (Define), (Design), (Develop) and (Disseminate). The number of samples was 100 students of guidance and counseling undergraduate students that were randomly selected.

Keywords : *Character Education, Web-based Application*

1. INTRODUCTION

The rapid social change caused by the advent of increasing numbers technology and media social users has affected almost every aspect of Indonesian students. The effect of social media especially for youthful who are not able to filtering the negative information that gathered from media also impact to their character. The media have a tremendous capacity to influence people. Social cognitive theory concludes that young people may conform to or adopt other people's behaviors through observational learning (e.g., Bandura, 1994).

According to cultivation theory people with intensive exposure to the media will come to perceive the world as portrayed in the media as an accurate reflection of reality(Gerbner et al., 1982). Therefore, the media are influential and promote direct imitations both in the inner attitude and the outward behaviors of young people(Villani, 2001). Unfortunately, the mass media, including the Internet, have often conveyed overwhelming information and fake news that are negative and harmful to the personal character development of young people. Data demonstrate that largeproportions of the public know about notable fake news stories and unfortunatelybelieve them(Tsfati et al., 2020).

The effects excessive exposure to content that is violent, gender-stereotyped, sexually explicit, drug- or alcohol-influenced, or filled with human tragedy may distort a young person's worldview, increase high-risk like violent and aggressive behavior,increased high-risk behaviors, including alcohol and tobacco use, and accelerated onset of sexual activity(Villani, 2001). Many previous studies have reported on the various negative impacts on young people induced by TV and mass media, including for potential problems with cyberbullying, "Facebook depression," sexting, and exposureto inappropriate content(O'Keeffe et al., 2011)the suicide contagion phenomenon and contributing to leads to depression, anxiety,and stress (Wan).

As stressed by Villani (2001), the penalty associated with ignoring the tremendous impact of the media on our young generation will be enormous, both in absolute dollars and in the immeasurable cost of human pain and suffering. The inclined character also contribute by students lack ability to indiscriminately copy Western culture which is distinctively shown in their dresses, eating habit, music, selfishness and extravagance in their spending (Ferrari, 2006; Lee et al., 2013).

Character strengths are morally, positively, valued traits that are related to several positive life outcomes (Ruch et al., 2014). To better understand characterwe need to involvetraditional perspectives on character have a wide range of sources including such Eastern and Western

DESIGNING E-CHARACTER ONLINE: AN EXAMINING ON INDONESIAN UNDERGRADUATE STUDENTS
Nani Barorah Nasution, Nasrun, Erwita Ika Violina

perspectives as Aristotelian thought, the Confucian tenets of jen (benevolence), xin (truth) and zhi (wisdom) and the Judeo-Christian beliefs of faith, hope and charity. Compared together, the various traditional frameworks for considering character invariably are composed of both moral and social dimensions (Wright & Emich, 2021). Building on this traditional approach, we define character "as those interpenetrable and habitual qualities within individuals, and applicable to organizations that both constrain and lead them to desire and pursue personal and societal good.

Youth-related character problems also have been in the rise which has caused considerable concerns among educators and school administrators across the country.The instructional models that have been systematically organized and are consistent with the learning theories is a good means for helping students to build up desirable attributes or character. The models usually have been tried and proved to be effective for helping students to learn in accordance with specific aims of the models.

During the pandemic condition, mostly the learning system then switched to online learning, therefore to confronting the threats of the negative impacts on character education from the media and the internet, strategies that are moreaggressive must be promoted from the education sector. In this study, we demonstrated, as a small, initial step, such an endeavor in echaractereducation, that we called KarakterKu. This approach stresses character cultivation through more intensive exposure to many character exemplars complementedby motivational articles, videos and task in daily activity that demands students to think what action they need to perform is specific condition. The currentresearch was administered to develop character values, honest, trustworthy, respectful, responsibility, fairness and caring.

2. IMPLEMENTATION METHOD

This is a Research and Development or R&D. Sugiyono (2013: 409) says that the model of the development has the following steps: (a) Needs analysis, (b) Literature study, (c) Planning, (d) Initial product development. This research conducted in several steps, which are:
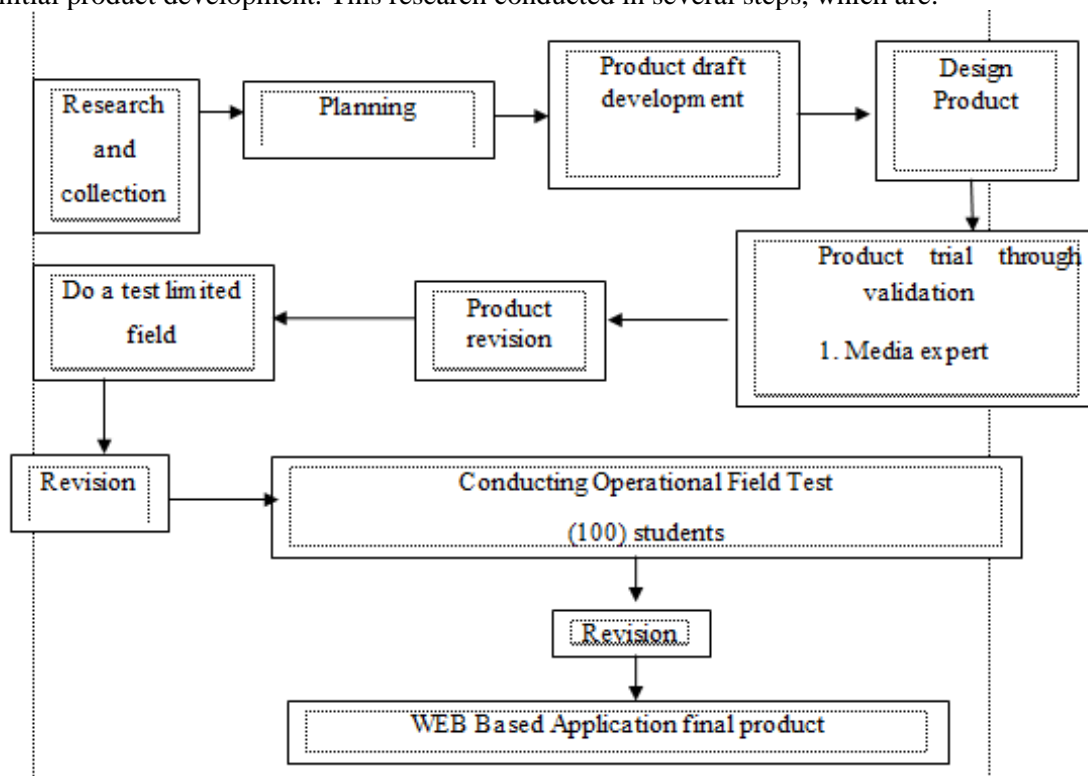

Figure 1. Steps of research and development

3. RESULTS AND DISCUSSION

Research result

The results of research conducted through interviews and documentation of researchers obtained information that students needed media or digital-based teaching materials that were easily accessible and used by guidance and counseling undergraduate students. Based on the results of the research, the researcher developed a WEB-Based Application namely "Pendidikan Karakterku" which will be developed as a learning media and can be used by students for improving their characters.

The development stage consists of the preparation of the "Pendidikan Karakterku" WEB-Based Application. researchers make a model and develop a need assessment instrument (questionnaire). The results of the need assessment are then used as the basis for programming. The model that has been compiled is then validated by media experts, material experts, and the main field trial of the expert validation process, researchers get input and suggestions for improving the preparation of the WEB-Based Application "Pendidikan Karakterku".

There are three types of instruments in this study, namely instruments for material experts, instruments for media experts and instruments for users or students. Material experts to determine the feasibility level of the product is seen. Instruments for learning media experts contain the suitability of the media seen from the quality of the developed learning media, this instrument is viewed from the format, organization, attractiveness, form and consistency. Meanwhile, media experts to determine the level of product feasibility is seen from the suitability of the material side of the learning media with the nature and objectives of character education and also the character values that are the core of this program. Meanwhile, the user/student of the instrument will measure interest as well as knowledge and understanding of character values in character education which is the focus of this program.

The validation results from media experts in development research were carried out by making a product quality assessment instrument for the WEB-Based Application "Pendidikan Karakterku". This can be seen from the results of the assessment of the media quality aspect with a percentage of 93,75% and is in the very good category. This means that the quality of the digital-based products that the researchers developed is attractive and accessible to students as supporting materials in the learning process. Furthermore, the material expert provides an assessment of various matters relating to the quality aspects of the material specifically and in depth about the feasibility of the content to assess the suitability of the material developed so as to obtain the results that the material is suitable for use as a learning medium in lectures as a Guidance and Counseling and the topic in this application is suitable for improving students character. This can be seen from the results of the assessment of the quality aspect of the feasibility of the content with a percentage of 94%. third is product trial in the main field which was carried out after revising the "Pendidikan Karakterku" Web-Based Application based on suggestions and comments from material experts and media experts. The product trial aims as the main field trial conducted through student assessments of the product. The assessment was carried out after the process of filling out the questionnaire on the WEB-Based Application "Pendidikan Karakterku" the results of the main field test expert's assessment were known to be 79,10% and included in the good category.

After being assessed by media experts, material experts and testing on a limited group and making improvements, a product trial was carried out in a sample group of 100 people. The difference of data pretest and posttest student's character on the sample group using the application "Pendidikan Karakterku" analyzed with a t-test, which is the significance value < 0.00. It's mean student's character was significantly different after using application "Pendidikan Karakterku".

For more detail of data in this research, the sub variable from character (Discipline, Justice, Respect, Responsibility, Care and Citizenship) was analyzed for the difference between the pretest and the postes using T-test, with the result below.

DESIGNING E-CHARACTER ONLINE: AN EXAMINING ON INDONESIAN UNDERGRADUATE STUDENTS
Nani Barorah Nasution, Nasrun, Erwita Ika Violina

Table 1. Result of T-test for all sub variable in sample group using SPSS 26 version.

		t	df	Significance	
				One-Sided p	Two-Sided p
Pair 1	Postest_Justice - Pretest_Justice	22.237	99	<.001	<.001
Pair 2	Postest_Discipline - Pretest_Discipline	23.805	99	<.001	<.001
Pair 3	Postest_Respect – Pretest Respect	24.985	99	<.001	<.001
Pair 4	Postest_Responsibility - Pretest_Responsibility	21.205	99	<.001	<.001
Pair 5	Postest Care - Pretest_Care	27.075	99	<.001	<.001
Pair 6	Postest_Citizenship - Pretest_Citizenship	21.799	99	<.001	<.001

The results above show that the significance value is <.001, it can be said that there was a significant increase in the student character value before and after using the application "Pendidikan karakterku ". For mor detail of the different between the avarage of pretest and postest score in sub variable of student's character show in this chart below.

Chart 1. Pretest and Postest of Student's Character
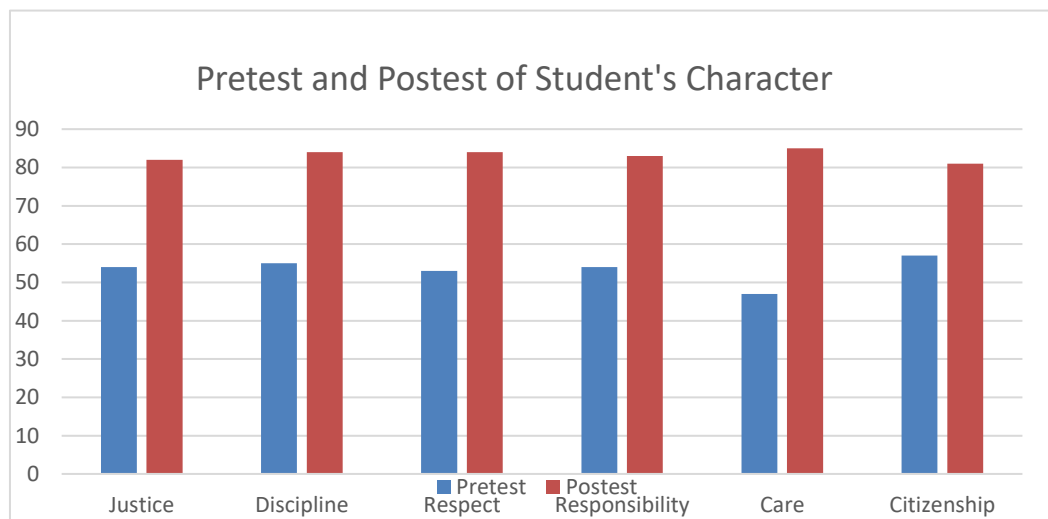
4. CONCLUSION
Character education in higher education in addition to stemming character degradation, also serves to form a strong student character to face various challenges in the future. (Rumapea, 2015). The Web-Based Application "Pendidikan Karakterku" for guidance and counseling undergraduarte students has been prepared and used through an analysis of student needs before being used as a digital-based media that can be accessed by students independently in for improvement their character. The Web-Based Application "Pendidikan Karakterku" was declared feasible to be implemented by media expert validators, and material experts. Therefore, this study aims to design a character education program that was developed based on the UNIMED mission. Furthermore, this research will also develop the character education program into a web-based application to make it easier for students to access and use, and also in accordance with the demands of the development of digital technology. So it can be concluded, "Pendidikan Karakterku" Web-Based Application which will include; a collection of pages used to display text information, still or motion pictures, animations, sounds, or a combination of all of them, both

static and dynamic which form a series of interrelated buildings, each of which is connected through page networks so that students interested in the use of these media in the learning process.

REFERENCES

Ferrari, A. (2006). The problem of civic cohesion and the role of the state school in France and Italy: Historical, religious and secular comparisons. *Journal of Moral Education*, *35*(4), 533–550. https://doi.org/10.1080/03057240601027202

Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1982). Charting the Mainstream: Television's Contributions to Political Orientations. *Journal of Communication*, *32*(2), 100–127. https://doi.org/10.1111/j.1460-2466.1982.tb00500.x

Lee, C. Y., Pan, P. J. Der, Liao, C. J., Chen, H. Y., & Walters, B. G. (2013). E-character education among digital natives: Focusing on character exemplars. *Computers and Education*, *67*, 58–68. https://doi.org/10.1016/j.compedu.2013.02.020

O'Keeffe, G. S., Clarke-Pearson, K., Mulligan, D. A., Altmann, T. R., Brown, A., Christakis, D. A., Falik, H. L., Hill, D. L., Hogan, M. J., Levine, A. E., & Nelson, K. G. (2011). Clinical report - The impact of social media on children, adolescents, and families. *Pediatrics*, *127*(4), 800–804. https://doi.org/10.1542/peds.2011-0054

Ruch, W., Martínez-Martí, M. L., Proyer, R. T., & Harzer, C. (2014). The Character Strengths Rating Form (CSRF): Development and initial assessment of a 24-item rating scale to assess character strengths. *Personality and Individual Differences*, *68*, 53–58. https://doi.org/10.1016/j.paid.2014.03.042

Sugiyono. (2016). Quantitative, Qualitative and R&D Research Methods. Bandung: PT Alfabeta.

Tsfati, Y., Boomgaarden, H. G., Strömbäck, J., Vliegenthart, R., Damstra, A., & Lindgren, E. (2020). Causes and consequences of mainstream media dissemination of fake news: literature review and synthesis. *Annals of the International Communication Association*, *44*(2), 157–173. https://doi.org/10.1080/23808985.2020.1759443

Villani, S. (2001). Impact of media on children and adolescents: A 10-year review of the research. *Journal of the American Academy of Child and Adolescent Psychiatry*, *40*(4), 392–401. https://doi.org/10.1097/00004583-200104000-00007

Wright, T. A., & Emich, K. J. (2021). Character in crisis: The benefits of the 3-H approach to character development. *Organizational Dynamics*, *50*(3), 100755. https://doi.org/10.1016/j.orgdyn.2020.100755

Ferrari, A. (2006). The problem of civic cohesion and the role of the state school in France and Italy: Historical, religious and secular comparisons. *Journal of Moral Education*, *35*(4), 533–550. https://doi.org/10.1080/03057240601027202

Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1982). Charting the Mainstream: Television's Contributions to Political Orientations. *Journal of Communication*, *32*(2), 100–127. https://doi.org/10.1111/j.1460-2466.1982.tb00500.x

Lee, C. Y., Pan, P. J. Der, Liao, C. J., Chen, H. Y., & Walters, B. G. (2013). E-character education among digital natives: Focusing on character exemplars. *Computers and Education*, *67*, 58–68. https://doi.org/10.1016/j.compedu.2013.02.020

O'Keeffe, G. S., Clarke-Pearson, K., Mulligan, D. A., Altmann, T. R., Brown, A., Christakis, D. A., Falik, H. L., Hill, D. L., Hogan, M. J., Levine, A. E., & Nelson, K. G. (2011). Clinical report - The impact of social media on children, adolescents, and families. *Pediatrics*, *127*(4), 800–804. https://doi.org/10.1542/peds.2011-0054

Ruch, W., Martínez-Martí, M. L., Proyer, R. T., & Harzer, C. (2014). The Character Strengths Rating Form (CSRF): Development and initial assessment of a 24-item rating scale to assess character strengths. *Personality and Individual Differences*, *68*, 53–58. https://doi.org/10.1016/j.paid.2014.03.042

Rumapea, M. E. (2015). The Urgency of Character Education in Higher Education. *JUPIIS, 7* (1), 49-59.

DESIGNING E-CHARACTER ONLINE: AN EXAMINING ON INDONESIAN
UNDERGRADUATE STUDENTS
Nani Barorah Nasution, Nasrun, Erwita Ika Violina

Tsfati, Y., Boomgaarden, H. G., Strömbäck, J., Vliegenthart, R., Damstra, A., & Lindgren, E. (2020). Causes and consequences of mainstream media dissemination of fake news: literature review and synthesis. *Annals of the International Communication Association*, *44*(2), 157–173. https://doi.org/10.1080/23808985.2020.1759443

Villani, S. (2001). Impact of media on children and adolescents: A 10-year review of the research. *Journal of the American Academy of Child and Adolescent Psychiatry*, *40*(4), 392–401. https://doi.org/10.1097/00004583-200104000-00007

Wright, T. A., & Emich, K. J. (2021). Character in crisis: The benefits of the 3-H approach to character development. *Organizational Dynamics*, *50*(3), 100755. https://doi.org/10.1016/j.orgdyn.2020.100755