

Character Education Effectiveness via Distance Learning and Journaling

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Abstract: The second year of research shows that the Controlled Journal Habituation model has been carefully designed to be practiced in schools. The design of the model has accommodated the expected character assessment indicators, supported by the availability of teacher competence and adequate learning facilities, JCB has been prepared as a model that can be used in social studies learning. This year's research aims to pilot the CJB model in social studies learning in junior high schools, limited trials will be conducted in 3 schools representing public and private schools in the first cluster in Bandung City. It is expected that this research can produce an effective character education assessment model in learning. This research approach uses mix method with R&D design. Quantitative data collection techniques through questionnaires while qualitative data collection techniques through interviews, observations and literacy studies. The research subjects were students in the research location school. The expected results in this study are 1) Conceptual design development file of character education model through distance education system with Controlled Journal Based Habituation, 2) Implementation Design of Learning Model Development through Controlled Journal Based Habituation, which includes planning, implementation to evaluation, and 3) the effectiveness of the Learning Model design through Controlled Journal Based Habituation, which includes planning, implementation to evaluation, and 3) the effectiveness of the Learning Model design through Controlled Journal Based Habituation.

1 INTRODUCTION

The issuance of Government Regulation Number 19 of 2005 concerning National Education Standards which was later revised by Government Regulation Number 32 of 2013, the implementation of national education is required to adhere to these standards as a basis for planning, implementation, and supervision to ensure the implementation of quality education. However, during the Covid-19 pandemic, the implementation of these standards has not been fully optimal. For example, salary competency standards, especially in terms of class promotion, have shifted from emphasizing the completion of the curriculum as a whole. Based on Circular Letter Number 1 of 2021 from the Minister of Education and Culture, final school exams (UAS) can be carried out in various forms, including portfolios, assignments,

offline or bold exams, and other activities determined by each educational unit. This shift has an impact on changes in content standards, process standards, management standards, and technical assessment standards.

With these various challenges, it can be concluded that the implementation of education as a whole is not optimal. Character education, which has so far only relied on direct interaction methods, faces significant obstacles in adapting to this situation. This is because character education essentially requires strong interaction in its environment. Intania and Utama (2020) emphasized that character education must continue to be fostered in students through interactions at school, family, and society. However, the process of instilling character values becomes difficult if it is not carried out with the right and effective methods, so it has the potential to cause

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problems in developing student character. However, it is undeniable that schools hold a great responsibility in implementing character education.

Schools have an important role in shaping the character of the educational curriculum, because this field has the most potential in bridging education. This argument is supported by Milliren & Messer (2009), who explained that the responsibility for character development is often delegated to school counselors who hold monthly character development classes or introduce "characters" every week or month. However, this approach may be inadequate. The challenges outlined underscore the urgent need to respond with effective character education initiatives. Given the importance of character education, it must remain a priority for every education stakeholder, regardless of the circumstances, because character development is a fundamental goal of education. This statement is reinforced by several experts who emphasize that character education is essential to achieving the ultimate goal of education.

As explained by Hoge (2002) that character education is a method for regulating student behavior, which has a direction to form good citizens in the future. More specifically, Lickona (1991) stated that respect and responsibility are two fundamental values schools should teach, along with such others as honesty, fairness, tolerance, cooperation, and self-discipline. The statement as explained above is enough to convince about the importance of implementing character education. By comparing the problems and the urgency of the existing problems, the author concludes that the implications of the character education problem that is currently happening are as follows.

First, the development of the social interaction model in students gives rise to several new character problems. In the current situation, even students are faced with character problems related to intrapersonal problems. Students have difficulty diagnosing character problems in themselves, so that character improvement is not an easy process. Second, the Covid-19 pandemic has led to a situation of behavioral change that in the long term can cause a situation of student character that is in accordance with educational expectations. The third problem, with the development of educational problems, the process of implementing character education in schools is not going well. This problem arises because technically, the implementation of learning models cannot be implemented optimally. Fourth, through a review of the three problems above, a solution is needed in order to develop the character education

process so that it continues to be implemented optimally.

2 METHOD

Program code (Section 2.3.8). The research design employs a research and development (R&D) approach, combining both qualitative and quantitative methods to gather comprehensive information. The focus of this design is on developing a product that can be effectively utilized in schools, rather than testing theories.

Development research is defined as follows: Educational Research and Development (R&D) is a The process of developing and validating educational goods is known as educational research and development, or R&D. Usually referred to as the R&D cycle, this procedure consists of the following steps: analysing pertinent research findings, creating the product using those findings, testing the product in the intended environment, and making necessary revisions to address problems found during field testing. This cycle is continued in more demanding R&D programs until field-test results demonstrate that the product has achieved its stated goals. (Borg & Gall, 2003).

Research and development (R&D) aims help create and verify educational materials. This process, called the R&D cycle, consists of the following steps: analysing product-related research findings, creating the product based on those findings, testing it, and making necessary revisions. Using both qualitative and quantitative methods is a strong approach. Adding rationale for the chosen methods would strengthen the study's methodology. Limiting trials to three schools is a good starting point. Expanding trials to include schools in different regions or contexts could provide more comprehensive insights into the model's effectiveness.

The following are the steps study research findings while working on research and development (R&D). Reviewing research findings pertinent to the product under development is the first phase in the R&D cycle. In order to provide a solid basis for the product's development, this attempts to comprehend the current knowledge and facts about it. Creating the Product Using the Results of the Research: The product is created with pertinent facts and principles based on the study findings. The main focus at this stage is to create a product that can be implemented effectively, especially in an educational context. Field Testing the Product: Once the product is developed, the next step is to test the product in the environment

where it will be used, such as a school. This field testing aims to see how the product is received and used by end users in a real-world setting. Revisions Based on Field Test Findings: After field testing, the next step is to make revisions to address any deficiencies or issues identified during the testing phase. These revisions are essential to improving the quality and effectiveness of the product to ensure that it meets its intended purpose.

The mix method approach through R&D design was chosen in this study for several reasons, first the theme studied in the study is the theme of character education development, namely a learning model that requires accurate data results that are explored in depth through interviews and direct observation with teachers related to the real conditions of character education implementation in schools while using the Distance Education (PJJ) system and requires data strengthening on the portrait of the conditions that occur through a comparison of results before and after the implementation of the system. Second, this study seeks to be one of the solutions to educational problems in the era of the Covid-19 pandemic, especially in the development of character education in schools. Third, this study was conducted to compile a design for a character education model that can be implemented in schools through a distance education system. Fourth, the data needed in this study is descriptive, so a qualitative approach was chosen. With this qualitative approach, researchers are expected to obtain in-depth and accurate information so as to produce informative and useful research. However, in taking a general picture of the picture

3 DISCUSS

Prior to the pandemic, the habituation program was conducted in-person, with practices such as reading religious scriptures, book literacy, and singing the national anthem before lessons began. These activities were designed to foster discipline, responsibility, and religious attitudes in students. The habituation program took place at least 15 minutes each day before the learning session, providing a structured environment for students to internalize these values. According to Dewey's (1992) definition of character as "the interpenetration of habits," the habituation process is a critical component in shaping student behavior. This is in line with Rankin et al. (2009), who asserted that repeated stimulation, without sensory or motor fatigue, leads to behavioral change. In contrast, during asynchronous learning,

habituation became more self-directed, with students utilizing tools such as journals to reflect on their character development. This shift highlights the flexibility of habituation as a model, adapting to both in-person and in-person learning environments.

The implementation of character education has different approaches, strategies, and models when implemented before and after the implementation of the Distance Education System. The character education process can be implemented through role models, habituation, and conditioning. The three models are used in direct learning and indirect learning (asynchronous). However, in terms of implementation, the strategies used in each model are different. During the direct learning process, habituation can be carried out with school programs through habituation of discipline, responsibility, honesty with programs that support these characters. Before the pandemic, the implementation of character habituation was carried out by implementing a habituation education model just before learning began. Technically, it is carried out by reading religious scriptures, book literacy, singing the national anthem Indonesia Raya. This implementation is carried out every day before learning begins. The duration of the habituation program is at least 15 minutes before learning begins.

The habituation program generally has a fairly good role in presenting the character of discipline, responsibility, and religious attitudes of students. Meanwhile, in the implementation of asynchronous learning, the habituation program is carried out independently, for example by using a habituation journal as an evaluation model. The conditioning model in character education during the implementation of direct learning is with a classroom learning program that is internalized in the curriculum of each subject. The subjects that are most closely related, for example, are Pancasila and Citizenship Education. Conditioning carried out to meet character criteria through conditioning, for example, is by using learning models that actively involve students in their participation in participating in character education. In addition, conditioning can be done by involving extracurricular activities and including character education both in terms of content and as a process. Optimization of character education through extracurricular activities, for example, is carried out through comprehensive counseling by teachers to be able to include character education as content in the process of implementing extracurricular programs. In the distance learning process, conditioning is carried out by implementing project-based character education. Implementatively, for example, by

assigning projects based on conditioning to achieve the goal of fulfilling character as the main goal.

Table 1: Comparison of character Education Models in direct and distance learning.

Model	Direct Learning (min)	Distance Learning (min)
Habituation	15	10
Conditioning	20	25
Exemplary Teaching	10	5

Here is a table comparing the time spent on character education models Habituation, Conditioning, and Exemplary Teaching between direct and distance learning environments. The values represent the time (in minutes) spent on each model in both settings.

The exemplary model is the most difficult model to implement during the distance learning process. As is known, the exemplary model of character education is implemented by providing exemplary roles by teachers so that students use teachers as inspiration for achieving character education. While in the distance education process, the exemplary model is not very significant. Habituation is a model of character education that can highlight positive teacher-student relationships. By incorporating students as a whole and preserving the integrity of educational interactions through the participation of teachers as directors, habituation offers an alternate method of effective learning communication. As a leading authority on character education, John Dewey (1992) really defines character as the "interpenetration of habits" and the impact of acts' consequences on those habits.

The field's progress has benefited greatly from this behavioural emphasis (Althof & Berkowitz, 2014). The aforementioned statement increasingly paints a picture of the strong relationship between habituation and character education. Given Dewey's emphasis on the habituation process in the character education process, the relationship between character education and the habituation process is extremely essential. Habituation, according to Rankin (2009), is a behavioural response degradation brought on by recurrent stimuli that is independent of sensory adaptation, sensory fatigue, or motor weariness.

In their research, Rankin et al., (2009) demonstrated that long-term habituation probably requires a longer time course and fundamentally distinct cellular mechanisms than those involved in short-term habituation.

The learning system developed has a broad meaning, because the system consists of input, process and output components. The learning input components consist of student characteristics, teacher characteristics, and infrastructure as well as learning support devices. The process component focuses on learning strategies, models, and methods. The output component is in the form of learning outcomes and impacts (Al Azka et al., 2019). More specifically, regarding the learning model, Van Merriënboer (2019) explains that there are at least four components of the learning model or what he calls 4C/ID, including: (1) learning tasks, (2) supporting information, (3) procedural information, and (4) assignment practice.

Conditioning, another important model for character education, involves integrating character education into the curriculum. This can be achieved through subjects such as Pancasila and Citizenship Education, where internalization of character values is a primary goal. The study suggests that conditioning is best achieved by engaging students in active participation and extracurricular activities, such as comprehensive counseling and project-based learning in the case of distance education. These activities allow students to engage in character-building experiences that promote internalization of values such as responsibility and integrity. For example, project-based character education, as part of a distance learning strategy, provides assignments that allow students to demonstrate character development, thereby integrating learning and character building. This method ensures that character education remains a dynamic and relevant aspect of the curriculum, even in the context of distance learning.

Meanwhile, Utomo (2003) explains that the learning model consists of 5 components, namely learning affects, social systems, supporting systems, syntax, and reaction principles. However, Rohaeti (2018) downplays the idea of learning impact as one of the learning model's components in a number of additional explanations. Therefore, at least the following elements are essential to the learning model: 1) syntax; 2) reaction principle; 3) social system; and 4) support system. The planning process for a learning model, as represented by the Dick and Carey Model, was disclosed by Nasution (2017) and included multiple stages: Learning needs and general

learning objectives are identified, learning analysis is carried out, student behaviour and initial characteristics are identified, learning objectives are written, benchmark tests are compiled, learning strategies are compiled, teaching materials are developed, and formative and summative evaluations are designed and implemented. Ruhimat (2010) explained that there are at least several components and steps that need to be taken to implement a learning model, including: 1) objectives or outline of the material and abilities to be learned; 2) alternative learning activities that will be taken by students; 3) materials and content/learning materials. Meanwhile, Muchtar Buchari (in Zainal, 2020) explains that the process or steps of assessing learning outcomes are contained in five steps, including: 1) The planning stage includes activities to formulate the evaluation objectives to be implemented, plan the evaluation methods to be used, prepare the evaluation tools to be used, determine the assessment criteria to be used, and determine the evaluation frequency; 2) Data collection stage, consisting of carrying out measurements, checking results and scoring; 3) data verification stage, the data that has been collected is grouped and filtered before being processed further; 4) data analysis stage, data that has been verified is processed and analyzed with the intention of giving meaning to the data that has been successfully collected; 5) Interpretation or interpretation is intended as a statement or decision about the evaluation results.

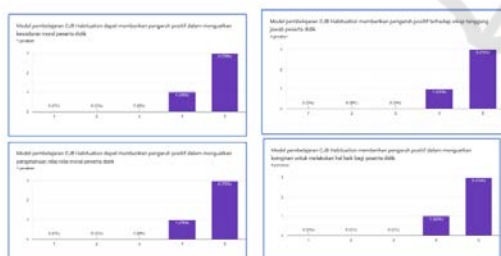


Figure 1: Effectiveness Habituation Models.

The measurement of effectiveness in this study conducted at SMPN Bandung involving 7th grade students. This study conducted for 21 days to be able to justify the level of success of the CJB Habituation model. Technically, the measurement of success carried out by calculating the N-Gain score obtained from the calculation of effectiveness. The measurement of effectiveness is carried out by including the following instruments and indicators. Nasution (2017) revealed the planning procedure for a learning model expressed by the Dick and Carey

Model, including several stages: (1) identifying learning needs and writing general learning objectives, (2) conducting learning analysis, (3) identifying student behavior and initial characteristics, (4) writing specific learning objectives, (5) compiling benchmark tests, (6) compiling learning strategies, (7) developing teaching materials, (8) designing and implementing formative and summative evaluations.

N-Gain test is done by calculating the difference between the pretest value (before the application of JCB-based assessment) and the posttest value (after the application of JCB). By calculating the difference between the pretest and posttest scores that have been obtained, the researcher knows whether the use or application of a particular method can be said to be effective or not. After it is known that the initial and final abilities regarding character growth at this research location are different, then the N-Gain data will be calculated to determine if the increase in character cultivation using the JCB assessment model is significantly better or not. The results of the N-Gain test in this JCB study are as follows:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	21	-.60	1.00	.2569	.30457
Ngain_Persen	21	-60.00	100.00	25.6865	30.45700
Valid N (listwise)	21				

Based on the results of the N-Gain test above, the average result shows 0.2569 with a percentage of 25.6865%. Therefore, the application of the JCB assessment model in social studies learning has a sufficient influence on the cultivation of student character. This can be seen from the magnitude of the increase in pretest and posttest scores based on the results of the N-Gain calculation. Based on these results it can be concluded that in this study has a sufficient level of effectiveness.

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The emphasis on character assessment is essential to ensuring that the goals of character education are effectively achieved. By providing specific examples of targeted character traits, such as integrity, responsibility, or empathy, this model can provide clear guidance for teachers and students in understanding the goals of character education. For example, to develop empathy, students can be involved in direct observation activities or social simulations that depict the experiences of others. This approach not only clarifies the intended impact but also provides a concrete tool for evaluating the effectiveness of character education in shaping student behavior.

4 CONCLUSIONS

The conclusion of this study is that habituation is a decrease in behavioral response caused by repeated stimuli, without involving sensory adaptation, sensory fatigue, or motor fatigue. On the other hand, moral learning consists of several aspects, such as moral awareness, knowing moral values, perspective taking, moral reasoning, decision making, and self-knowledge. In addition, moral feelings are very important to be instilled in children, which include emotional aspects such as conscience, self-esteem, empathy, love of goodness, self-control, and humility. Moral action is a manifestation of moral knowledge into action in the real world. This moral action is the result of two other character components. To understand what drives a person to do good deeds (act morally), three other aspects of character must be considered: competence, will, and habit.

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