Students' Characters During the Covid-19 Pandemic at SMAN 46 Jakarta

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Abstract: This study aims to analyze students' characters during the Covid-19 pandemic. In this study, the researchers employed the quantitative method with a survey design and quantitative data analysis. Samples were selected through the accidental sampling technique, resulting in 200 respondents from 972 students of SMAN 46 Jakarta. The instrument for data collection was the student character instrument constructed by Indonesia's Ministry of Education and Culture (2017) consisting of 43 statements. Concerning reliability, this instrument obtained a Cronbach's alpha value of 0.744. The results of the measurement of students' characters indicated that the respondents had very good character (a mean value of 3.39 with a standard deviation of 14.32 on a scale of 4). Furthermore, the highest indicators were found in nationalism, togetherness, and responsibility towards oneself. It showed that online learning at home can make students' families internalize character values that cannot be separated from the role of parents and teachers in carrying out positive activities while interacting and coordinating in guiding students patiently. These findings need to be considered to achieve success in shaping the character of students in the present and the future.

Keywords: Characters; Students; Covid-19 Pandemic; Public Senior High School.

INTRODUCTION

In essence, human life cannot be separated from the world of education (Miseliunaite et al., 2022). Education is a process to transfer intellectual, spiritual (Bakar, 2020), and humanist values (Shmakova et al., 2022), all of which must be implemented constructively and actualized in the educational process (Freire,

2020; Idris & Mokodenseho, 2021; Wekke & Mokodenseho, 2017). To be carried out properly, the educational process listed in the curriculum must be fully implemented for students (Idris et al., 2021; Wekke et al., 2017; Wekke et al., 2018).

Indonesia's Law No. 20/2003 concerning the National Education System defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students may actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, and nation (Manan, 2015).

The importance of character education is then strengthened in Presidential Regulation No. 87/2017 concerning Strengthening Character Education (Indonesian: *Penguatan Pendidikan Karakter* (PPK)), which was regulated further in the Minister of Education and Culture Regulation No. 20/2018 concerning Strengthening Character Education in Formal Education Units. Article 1 of this ministerial regulation states that strengthening character education is an educational movement under the responsibility of the educational units to support the character of students through harmonization of heart, taste, thought, and sports activities with the involvement of collaboration between educational units, families, and communities (Kemendikbud, 2018). Leasa & Batlolona (2017) argue that this government's enthusiasm which is more serious in paying attention to character education is because, after more than 70 years of Indonesia's independence or even after more than 20 years of reform, the educational system in Indonesia has not been able to produce a generation with characters as aspired by the nation's founding fathers. The quality of education in Indonesia is indeed not sufficient for the growth of virtue values. It is only limited to producing experts in science (religion, mathematics, biology, physics, chemistry, and technology) but lacking in ethics and integrity.

This phenomenon in the current millennial era is related to the character of students, in which technological developments require each individual to follow changes or trends (Idris et al., 2020), including those in the field of education (An & Oliver, 2020). Current technological developments are supported by the phenomenon that students are closer to smartphones (Curum & Khedo, 2021; Önal et al., 2019) compared to other learning media, such as books, modules, lesson texts, and others.

The current problem is that the learning process has been forced to be carried out at home using technology since a pandemic hits the world, including Indonesia. The government's decision can be seen in those stipulated by the

Ministry of Education and Culture in Circular Letter No. 369/MPK.A/HK/2020 regarding the Implementation of the Online Teaching and Learning Process in the Context of Preventing the Spread of Covid-19 (Kemendikbud, 2020).

However, many studies show that schools (Birhan et al., 2021) to the higher level (Rockenbach, 2020; Karris Bachik et al., 2020) have not been fully able to shape the character of students because the learning process is still in the realm of developing academic knowledge. In other words, schools have not been able to fully implement character education (Lavy, 2020). Problems are getting complex when the character of students must be internalized during the online learning process. Furthermore, a study conducted by Nakayama et al. (2021) reveals that a fully online learning environment requires effective learning management. According to them, one of the requirements is the formation of the character of students.

Paul et al. (2020) state that problems in education are mostly caused by the limited knowledge possessed by parents in accompanying their children. It is undeniable that parental education also has a lot of influence on the progress of children's achievement in school. During the Covid-19 pandemic, many parents had to accompany their children in studying at home, in which the level of parental knowledge concerning the curriculum set by the schools was quite high. It brings a higher level of stress to parents, making them presume that face-to-face schools are better than online schools.

To date, online learning is still a problem. However, many parents agree that the learning process must be carried out online as long as there is no recommendation from the government regarding the safety of the spread of Covid-19 (Simamora, 2020; Pokhrel & Chhetri, 2021). Moreover, a study conducted by Naim & Mokodenseho (2022) shows various advantages of distance schooling (online learning) using technology, especially during the Covid-19 pandemic. Furthermore, they conclude that the online learning model is still a future choice. On the contrary, a study conducted by Suartini (2020) presents that the majority of students do not agree that online learning is carried out in the future as shown in the graph in Figure 1. It means that students still want a face-to-face learning process in the future.
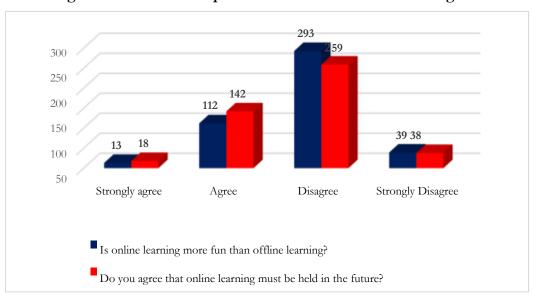
Figure 1. Learners' Perspectives on Future Online Learning

Meanwhile, the condition of students' character to this date continues to be alarming (Xue et al., 2021), including what happens in the research location (i.e., SMAN 46 Jakarta). This was marked by a tragic incident that was quite horrendous and recorded in the media, in which several students were injured and one of them died in an incident in 2017 when they clashed with other schools. It is strongly suspected that several students were involved because of the struggle for territory (Ramadan, 2017).

Since this incident, the management of the school has carried out everything possible to stop this brawl. From the leadership level to teachers and employees, they all are involved to minimize the occurrence of things that are not desirable. Various efforts have been made. For example, the school principal has collaborated with related parties, especially the subdistrict office, the police, and the military. In addition, all representatives and staff of the school, especially those managing public relations and student affairs, have built communication with students, parents, and the surrounding community. They also conducted anticipation by sweeping prohibited objects in each classroom, such as sharp weapons and certain identity symbols. Even so, the fact is that petty delinquency is still always done by some students, such as conducting extortion on their juniors or causing massive brawls with other schools. In 2019, before the pandemic occurred, students from SMAN 46 had a brawl with students from SMAN 6. The locations of these schools are close indeed.

The problem of students' character seems to be a puzzle piece that has never been solved to date. In the context of this research, it is seen that during a normal learning process, character building is still a big task. This is getting worse with the pandemic conditions. During the pandemic, it was never heard of students conducting brawls but these bad habits may be conducted again when face-to-face learning is carried out. According to Setiawan (2013), schools have not been fully able to produce outputs for the development of moral intelligence for students because the growth of a verbalized culture in the learning process that tends to teach moral education is only textual. For this reason, character education becomes very important to be applied actively as the essence of the development and establishment of moral intelligence.

In line with that, a study conducted by Nurwahyuni (2019) proposes that the implementation of education needs to be reconstructed to be able to produce a generation that has noble and quality characters and is ready to face future challenges with increasingly complex problems. The high number of criminal acts (e.g., the violence of parents against children, teachers against students or vice versa, and students against students) that have sprung up shows the low implementation of character education in each educational institution. It indicates that education is still not able to become an agent of change that makes students better.

During the pandemic, Purandina & Winaya (2020) state that, although Covid-19 hampered various activities and worsened the sustainability of life, it can still be a good situation for developing character education in the family environment. In the online learning period carried out at home, students can be instilled with several character values, such as religiosity, discipline, creativity, independence, responsibility, and curiosity. The development of character values is the result of cooperation between parents and teachers in carrying out positive activities while interacting and coordinating in guiding students with patience. For this reason, character education needs to be a serious concern and requires good cooperation from all stakeholders to coordinate with each other in internalizing the intended characters in students.

From the academic debate aforementioned, this study focuses on students' characters during the Covid-19 pandemic at SMAN 46 Jakarta. This study aims to analyze students' characters during the Covid-19 pandemic. The significant contribution of this research is that, in addition to revealing students' characters during the Covid-19 pandemic, it also provides information to policymakers in educational institutions regarding the existence of current online learning and its continuity in the future.

RESEARCH METHODS

In this study, the researchers employed a survey method in the quantitative research tradition (Adams & McGuire, 2022). The survey method refers to collecting primary data using a questionnaire (Gupta & Gupta, 2022). The questionnaire was conducted by distributing questions to the respondents. The responses to questions were on a Likert scale of 1 to 5 or from strongly disagree to strongly agree (South et al., 2022). According to Azwar (2017), if we provide the neutral option, respondents will tend to choose it so that data regarding the differences in respondents may become less informative. Therefore, in this study, the researchers only used four kinds of categories as presented in Table 1.

Table 1. The Categorization of Likert Scale Scores

No.	Response Options	Item Score	
		Favorable	Unfavorable
1	Strongly Disagree	1	4
2	Disagree	2	3
3	Agree	3	2
4	Strongly Agree	4	1

The population in this study were students of SMAN 46 Jakarta with a total of 972 people. Meanwhile, in determining the number of samples, the researchers used Slovin's formula to reduce the population (Sugiyono, 2012) due to time, cost, and power limitations. The following is the formula used in this study.

$$n = \frac{N}{1 + Ne^2}$$
$$n = \frac{972}{1 + 972\,(10)^2}$$

$n = 90.5$, adjusted by the researcher to be 200 respondents

Where:
n : Number of samples
N : Total population
e : Error tolerance limit

To select samples, the researchers applied the accidental sampling technique by picking people who were met accidentally without prior planning as research samples. In addition, they had the same rights regardless of the criteria. Thus, the sampling in this study was non-probability sampling (Sugiyono, 2012). The researchers used an online survey method by distributing questionnaires online through Google Forms to samples, namely 200 students of SMAN 46 Jakarta. The obtained data were then processed using SPSS v. 23 for Windows. Furthermore, the final hints of questions asked to students after the validity and reliability tests are as follows.

Table 2. The Research Instrument Examining Students' Characters

Aspects	Indicators	Number of Items	
		Favorable	Unfavorable
Nationalism	1. Love the homeland 2. Proud of the homeland 3. Psychological attachment 4. Commitment 5. Devotion	14 Items	1 Items
Cooperation	6. Concern for the environment 7. Achieving goals together 8. Interdependence 9. Solving problems together	10 Items	1 Items
Integrity	10. Honesty 11. Justice 12. Trust 13. Responsibility 14. Respect	16 Items	1 Items

The results of the reliability test based on the output of SPSS v. 23 for windows show that the research instrument is reliable or consistent with a value of 0.744, indicating that the instrument has high reliability as illustrated in Tables 3 and 4.

Table 3. The Results of the Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.744	123

Source: *The Results of Data Processing from SPSS v. 23 for Windows*

Table 4. Reliability Criteria

Interpretation Range	Criteria
0.80-1.00	Very high
0.60-0.79	High
0.40-0.59	Sufficient
0.20-0.39	Low
0.00-0.19	Very low

Source: Arikunto (2010)

RESULTS AND DISCUSSION

Before being analyzed further, the obtained data went through prerequisite tests and hypothesis testing. The first was prerequisite tests consisting of normality and homogeneity tests.

Normality Test

Ghozali (2011) states that the normality test aims to find out whether, in the regression model, the confounding variables or residuals have a normal distribution. In other words, the objective of the normality test is to determine whether the obtained data regarding the research variables are normally distributed. It is because the t and F tests assume that the residual value must follow a normal distribution. If this assumption is violated, the outcome of these statistical tests becomes invalid for a small sample size. There are two methods to detect whether the residuals are normally distributed, namely through graphical analysis and statistical tests.
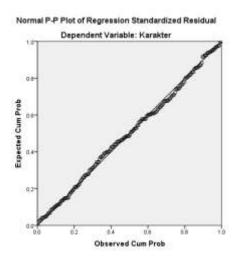
In this study, the normality testing was carried out through the Kolmogorov-Smirnov test, in which if the value of asymptotic significance (2-tailed) for the unstandardized residual is greater than 0.05 means, it meets the normality testing. We may also observe the histogram graph and the normal probability plot, in which the distribution is considered to be normal if the graph shows that the points are around the line. The Kolmogorov-Smirnov table shows that the value of asymptotic significance (2-tailed) is 0.200 (> 0.05), meaning that the data in this study are normally distributed. This conclusion can be seen in Table 5.

Table 5. The Results of the Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	9.84732593
Most Extreme Differences	Absolute	.061
	Positive	.061
	Negative	-.049
Test Statistic		.061
Asymp. Sig. (2-tailed)		.200[c,d]

Source: *The Results of Data Processing Using SPSS v. 23, 2020*

Figure 2. The Results of the P-Plot Normality Test

Homogeneity Test

In this study, the homogeneity test was carried out using Levene's Statistics Homogeneity Test on SPSS v. 23 with a significance level (α) of 0.05. Based on the results of the homogeneity test, the obtained significance value was 0.254 (> 0.05), indicating that the data in this study were homogeneously distributed.

Table 6. The Results of the Homogeneity Test

Test of Homogeneity of Variances

Character			
Levene's Statistic	df1	df2	Sig.
1.308	1	198	.254

Average Score Analysis

The average score analysis was carried out to group answers from respondents through a questionnaire that has been given in the form of a scale from 1 to 4. To calculate the average score, its stages are as follows.

1. Grouping the frequency of answers based on the weight of the questionnaire scale.
2. Calculating the scores with the following formula:
   Score = $\sum$ (Frequency of answers × scale weight)
3. The frequency of answers was obtained by grouping the same answers based on their scale. Then, the scores from each group are summed up. From these steps, we gained the total score.
4. Calculating the average score using the following formula:
   Average Score = $\dfrac{Score}{Number\ of\ Respondents}$
5. Interpreting the obtained average score into the range of perception criteria. The following is its formula.

The value of m that was calculated with the criteria range was 4, the value of n is 1, and the value of k is 4. Based on these data, if they are calculated, we will get the range of perception criteria as follows.

$$RC = \frac{(4-1)}{4} = 0.75$$

This range of criteria (RC) was used to determine respondents' perceptions of the variables examined. The classification of the criteria range can be seen in the following table.

Table 7. The Range of Criteria Based on Research Variables

Perception Criteria Range	Conclusion
1.00 - 1.75	Very Poor
> 1.75 - 2.50	Poor
> 2.50 – 3.25	Good
> 3.25 – 4.00	Very Good

Source: Sugiyono (2012)

Table 8. The Results of the Average Score Analysis of Students' Characters

Items	Answers				Score	Average Score for Statements		Average Score for Indicators	
	SDA	DS	A	SA		Score	Note	Score	Note
1	0	5	59	136	731	3.655	Very Good		
2	1	1	56	142	739	3.695	Very Good		
3	1	8	69	122	712	3.56	Very Good		
4	0	6	56	138	732	3.66	Very Good		
5	1	6	87	106	698	3.49	Very Good		
6	2	11	91	96	681	3.405	Very Good		
7	0	1	39	160	759	3.795	Very Good		
8	0	2	31	167	765	3.825	Very Good		
9	0	0	44	156	756	3.78	Very Good	3.61	Very Good
10	12	23	73	92	645	3.225	Good		
11	1	4	61	134	728	3.64	Very Good		
12	0	7	64	129	722	3.61	Very Good		
13	0	4	71	125	721	3.605	Very Good		
14	0	0	55	145	745	3.725	Very Good		
15	2	8	75	115	703	3.515	Very Good		
16	0	10	98	92	682	3.41	Very Good		
17	2	0	62	136	732	3.66	Very Good		
18	0	11	97	92	681	3.405	Very Good		
19	5	25	94	76	641	3.205	Good		
20	14	37	92	57	592	2.96	Good		
21	47	80	29	44	470	2.35	Good	3.23	Good
22	16	26	90	68	610	3.05	Good		
23	46	59	58	37	486	2.43	Good		
24	0	10	93	97	687	3.435	Very Good		
25	0	3	91	106	703	3.515	Very Good		
26	0	3	65	132	729	3.645	Very Good		
27	0	1	41	158	757	3.785	Very Good		
28	1	13	50	136	721	3.605	Very Good		
29	0	2	88	110	708	3.54	Very Good		
30	0	8	111	81	673	3.365	Very Good		
31	1	9	112	78	667	3.335	Very Good		
32	5	62	97	36	564	2.82	Good		
33	14	95	74	17	494	2.47	Good		
34	6	17	113	64	635	3.175	Good		
35	7	24	114	55	617	3.085	Good		

36	2	2	87	109	703	3.515	Very Good	3.30	Very Good
37	0	11	104	85	674	3.37	Very Good		
38	2	18	89	91	669	3.345	Very Good		
39	6	23	100	71	636	3.18	Good		
40	2	3	95	100	693	3.46	Very Good		
41	0	2	64	134	732	3.66	Very Good		
42	0	6	81	113	707	3.53	Very Good		
43	1	14	77	108	692	3.46	Very Good		
Average Score for Total Variables								3.39	Very Good

Based on the table of the analysis of the average score of the students' characters, referring to the range of criteria statements 1 to 15, we obtained an average score in the range of "very good". The highest score of the 15 statement items is found in statement number 8 with an average of 3.82, in which the indicator states that respondents are proud of the diversity in Indonesia. 167 respondents chose "Strongly Agree (SA)", 31 respondents chose "Agree (A)", 2 respondents chose "Disagree (DA)", and no one chose "Strongly Disagree (SDA)".

For the second indicator (i.e., cooperation), students have high solidarity with the highest average score of 3.78, as seen in item 27, in which the item states that respondents want to achieve success together with their peers. Based on the results of the study, 98.5% of students want to achieve success with their peers. Meanwhile, the percentage of students who do not want to achieve success together with their friends is 1.5%. However, the outcome of the average score analysis in this aspect is categorized as "good" because it has an average scores of 3.23.

Furthermore, in the indicator of integrity, referring to statements 28 to 43, the average value range is "very good", which is 3.30 out of 16 statement items. From statements 28 to 43, the one with the highest average score is statement 41 with a score of 3.66. This highest value range shows that the respondents can be responsible for accepting the consequences if they make a mistake. This study found that many students took responsibility for themselves by receiving punishment for their mistakes, which was 97.5%, while the percentage of students who did not have a sense of responsibility was 2.5%.

The results of this study indicate that students during the COVID-19 pandemic can still internalize good values as character building through the family environment which in this case is parental guidance. This finding is in line with the results of a study conducted by Ni'mawati et al. (2020) that three

ways must be taken so that character education can be effectively applied to students. One of them is by collaborating with students' parents in the form of communication and coordination concerning the development of students in character building during the online learning process. It means the role of parents is important in shaping the character of students. This is in line with a finding from a study conducted by Asikin (2018) that parents are the main foundation in the implementation of character education for children. Parents as educators in family institutions need to teach, habituate, imitate, motivate, and enforce rules to develop and shape their children's character (Alimashariyanto et al., 2022). Meanwhile, various other relevant studies propose that character education must continue to be carried out properly in a disciplined and sustainable manner (Paul et al., 2020). The family, school, and community environment have respective roles and responsibilities towards the character of students (Susilo et al., 2022). For this reason, it is necessary to do good cooperation to form children with noble character in living life in the present and for the future.

During the Covid-19 pandemic, the process of learning activities is carried out online to suppress the spread of viruses that threaten the safety of students' lives. This situation forces students to learn to use technology. It undoubtedly brings the wind of change to face-to-face learning, thereby impacting the behavior of students in their everyday life. The results of this study indicate that students during the Covid-19 pandemic are categorized to have a "very good" character after being measured in several aspects, namely nationalism, cooperation, and integrity. This finding is in line with a study conducted by Firman & Rahayu (2020) that online learning has a positive impact on students' learning independence as manifested in students' character. Furthermore, a study conducted by Herliandry et al. (2020) asserts that learning without direct guidance from educators may make students independently seek information about the materials and tasks given to them. It then fosters greater student involvement in the improvement of their observational learning behavior.

CONCLUSION

The results and discussion present that the Covid-19 pandemic brought significant changes to the characters of students of SMAN 46 Jakarta. The conclusion of this study even places students' characters in the "very good" category with an overall average score of 3.39. During online learning carried out from home, several character values are developed, namely nationalism, cooperation, responsibility, and togetherness. The development of these character values in students makes them have high integrity which is the result

of collaboration between parents and teachers in the learning process. This collaboration is realized in the form of positive interaction and communication, which are two things that should not be ignored to achieve success in shaping students' character. Thus, in the process of internalizing character values in students, apart from teachers, the role of parents is also highly needed.

This study provides an overview of the characters that must remain internalized in students even though the pandemic condition causes the learning process to continue online. However, this study has still some limitations. First, the selected respondents have a low level of representation. Second, this study is limited to measuring three aspects of students' characters, namely nationalism, cooperation, and integrity. Therefore, generalizations cannot be carried out only based on the findings presented.■

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