# Online Learning to Foster Discipline Character
## (Qualitative-Phenomenological Study at SMKN 8 Malang)

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**ABSTRACT**
In the current condition of face-to-face learning activities in the classroom, teachers and parents are encouraged to work together to facilitate students in learning activities to develop academic knowledge and personality as in conventional learning activities. This study aimed to describe and explain the implementation of online learning fostering the discipline character at SMK Negeri 8 Malang. This study used a qualitative method and phenomenological approach. Data were collected using in-depth interviews, observation, and documentation techniques. Informants were selected using a purposive technique combined with a snowball sampling technique. The findings showed that distance learning implemented at SMK Negeri 8 Malang consists of 3 approaches: Online, Offline, and Blended Learning. Therefore, it can be concluded that distance learning (online and offline) can foster discipline character.

**Keywords: O***nline Learning, Offline Learning, Discipline Character, Covid-19*

**INTRODUCTION**

In the current condition of face-to-face learning activities in the classroom, teachers and parents are encouraged to work together to continue facilitating students in learning activities as in conventional learning activities. Conventional learning activities in classrooms play an important role in developing student character. In other words, the character of each individual can affect the attitude or behavior pattern, which will become a personality.

Character education can be viewed from several aspects, namely the national commitment to the need for character education as stated in Law Number 20 of 2003 on the National Education System. Article 3 of the Law it is said that "National education functions to develop capabilities and form the character and civilization of a dignified nation by developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Thus, 5 (five) of the 8 (eight) potential students to be developed are closely related to character.

Education not only functions as a medium to develop abilities but also functions to form the character and civilization of a dignified nation. Therefore, character education cannot be left behind and is the duty of all parties (educators and parents).

The participation of various parties in improving the quality of Islamic education is still suboptimal; moreover, the output (indicators of religious attitudes and practices) is still low, even exacerbated by modern life (E Johnson-Agbakwu, 2014). Character education is very important to minimize the development of negative characters in students. In addition to the role of teachers, schools, and government, the role of the environment is also believed to strongly influence the learning process and the formation of student character. The influence of the family has a positive and significant effect on the student's religious learning motivation.

In the current condition, E-learning provides freedom for students but also requires self-development planning and high self-discipline. When tested for differences between online students who completed and dropped out of online classes, the results showed significantly higher academic locus of control and metacognitive self-regulation among those who met online courses (Landrum, 2020). Differences in outcomes and perceptions of online classes are related to differences in learning methods, pedagogical factors, and self-grouping (Garratt-Reed, et al. 2016). Barriers faced by students when taking online courses include self-discipline and organizational skills (Kokko et al, 2015).

Thus, the discipline character is the main indicator in improving learning outcomes (Gorbunovs, 2016). Gaytan, 2015 said that based on faculty reports, self-discipline is an essential skill for students to be successful in online learning. However, indiscipline is a significant obstacle in the e-learning process. Participants who cannot establish a balance between study and other obligations (e.g., work, rest, play, etc.) are unsuitable for e-learning (Nedelko, 2008). Therefore, good classroom management can be achieved with a conducive learning environment and appropriate facilities according to individual and group learning needs. Apart from classroom management, students' character also affects the success rate of the e-learning process (Nedelko, 2008). Several characters to increase the success of e-learning are:

a.	Positive or wise character in using modern technology
b.	Highly skilled and knowledgeable in operating a computer or modern technology
c.	High learning motivation
d.	High level of self-discipline
e.	People who do not like intense direct interaction (peer-to-peer)

In addition, the role of parents also affects the success of online learning. Parenting can positively impact learning outcomes (Froiland et al, 2013; Soraya, 2016). Parental involvement in children and schools significantly influences attitudes and behavior (Graves, 2011). Parenting affects intellectual development, including learning achievement (Wahyudi & Nurhayati, 2015). Sumiyati et al., (2017) also stated that parents play an important role in students' moral development and intelligence. However, contrary to what was conveyed by Tisngati & Meifani (2014); Permatasari (2015) showed that there was no significant effect between parenting and learning outcomes,

Based on the current learning system at SMK Negeri 8 Malang and in accordance with one of its visions, which is to form a generation of disciplined characters, both in appearance, time and learning, it is an additional task for the school to be able to achieve it. With the previously mentioned sources, the author was interested in conducting a study explaining the discipline character of students at SMK Negeri 8 Malang with the current online learning method.

**METHODS**

This study was designed using a qualitative and phenomenological approach based on observations of subjective experience or phenomenological experience. The phenomenological approach makes it possible to describe the discipline character in online and offline distance learning. The qualitative method used was intended to understand the phenomena

experienced by the subjects, for example, holistic behavior, perceptions, motivations, actions, and others in the form of sentences.

This study was conducted with a phenomenological approach with a constructivist paradigm viewing social science as a systematic analysis through direct and detailed observations of the objects. Phenomenology is the study of things that appear in an experience, the way an experience happens, and the meanings of an experience (Kuswarno, 2009). Kuswarno (2009:36), further described the relevant characteristics of qualitative to the phenomenology approach and distinguished it from a quantitative method, namely the exploration of values in the experience. This study aimed to discover the meaning and characteristics of experience, not just look for an explanation or looking for measures of reality, and obtain an overview of discipline character development with online and offline distance learning methods.

The researchers saw that the characteristics of the problem to be studied could develop naturally according to the conditions, then the researchers had the desire to understand the problems in depth at the location in natural conditions and situations; third, the truth can be found in its purest form without experiencing distortions propagated by research instruments and designs, so as to maintain the integrity of subjects; fourth, the findings can be formulated by looking at the dynamic reality in the field (Spreadley, 1980).

The primary data in this study were events, objects and daily activities at SMK Negeri 8 Malang. As for the type of data; (1) primary data in the form of verbal or spoken words, gestures or behavior carried out by reliable subjects relating to the variables studied or from respondents directly, and (2) secondary data from .observations or literature study with sources were students, places/schools, learning processes, and documents.

Data collection techniques are the most strategic step, because the main purpose of research is to obtain data. Without knowing the technique, the researchers will not get data meeting the standards set (Sugiyono, 2015).

The purpose of observation is to obtain as complete information as possible by involving and participating in the focus being studied. Interviews were used to obtain information directly from the source. Non-interactive data can also be in documents or archives, photography, statistical materials, and other quantitative data. Researchers use documentation to strengthen the findings of researchers.

**RESULTS AND DISCUSSION**

Following the findings at SMK Negeri 8 Malang, the online learning system is expected to foster disciplined character in accordance with the school's vision and mission, showing significant changes between conventional and online learning. The implementation of distance learning based on the discipline character for students of SMK Negeri 8 Malang has existed in the learning plan. The distance learning (PJJ) applied at SMK Negeri 8 Malang consists of 3 approaches: Online learning, Offline learning, and Blended Learning. The indicators used to measure the level of student discipline are divided into 3: time discipline, appearance discipline, and learning discipline. The time discipline rules applied to show that the maximum time to join the Google Meet (GM) is 5-10 minutes after the start of the lesson.

Furthermore, the dress code is also regulated in appearance discipline by continuing to wear collared clothes/shirts/uniforms when taking online classes (using GM). Teachers are also required to remain disciplined in appearance. Meanwhile, all the rules related to the place of online learning, GM Chatroom, will be monitored by the teacher so that the discussions during online learning become a consideration for the assessment of learning discipline.

Through instilling the discipline character in education, a spirit can grow and develop the discipline character. Spirit is the power of responsibility as a person responsible for duties and

obligations. Therefore, students are expected to have an awareness of responsibility and can excel not only in academic achievement but also in non-academic.

Furthermore, the implementation is carried out by the school through self-development programs, subjects, and school culture. In its performance, online learning is divided into two, namely (1) virtual face-to-face (Vicon, Teleconference, and/discussion through social media or applications, as a form of direct interaction between teachers and students), and (2) Learning Management System (LMS) or Virtual Classroom (Google Classroom (GC), Edmodo, Moodle, etc.). The offline distance learning process is divided into two: (1) using module and teaching materials, and (2) using television and radio/the like.

The online learning system expected to foster student discipline character applied by SMK Negeri 8 Malang is divided into three categories, including 1) time discipline, namely students hold online classes every day or five times a week, learning starts at 07.30 WIB, the maximum limit students can join the online classes is 15 minutes or 07.30 WIB, the first break starts at 09.00 WIB and the second break is at 11.30 WIB. The learning ends at 13.15 WIB on Monday, 13.45 WIB on Tuesday to Thursday, and 13.30 WIB on Friday. 2) appearance discipline, all students and teachers wear collars/shirts/uniforms when taking online classes. 3) learning discipline: all students follow the learning process in an orderly and enthusiastic manner according to the schedules and subjects. In addition, subject teachers are also obliged to always remind and monitor student activity, both by using attendance and video conferencing.

Learning activities are carried out according to the schedule determined by the school. The teachers will prepare teaching materials (materials and assignments) which will be taken by parents 1x per week, at the beginning of the week and/or distributed through available communication media. Furthermore, each student fills out a daily activity sheet as a daily learning monitoring, and the parents sign it. Then, the results of assignments and monitoring sheets are collected at the beginning of Sunday as a requirement to take teaching materials and assignments. The teacher will monitor all forms of discussion conducted in online classes (Chatroom at GM/GC).

Based on the results of observations in the implementation of online distance learning, students cannot understood the learning materials properly; communication between students and teachers is not well established; the allocation of study time (the obligation as a student) and time with the family (the obligation as a child) cannot be formed properly; and disturbances from the family and the environment affect the concentration of students in carrying out their duties as students. In addition, the strategy implemented by teachers in online learning did not work well.

This is not only faced by students but also the subject teachers. Subject teachers agree on online distance learning (tolerance of absenteeism, procedures for joining online classes, submission and assessment of assignments). The syllabus/learning plan is also prepared by adjusting the Online distance learning. The strategy applied in online distance learning makes students can absorb the values of discipline character to instill the discipline character in online distance learning through GM. According to educators, the media is a supporting factor for the implementation of online learning. However, it is undeniable that the media also causes other problems, for example, for students who do not have a smartphone, and limited internet access for certain unreachable/stable areas.

In the implementation of online distance learning, there are many difficulties faced by both students and teachers. The problems faced were related to difficulties in participating in the online distance learning process (teachers' explanations that were difficult to understand, limited internet access, the allocation of study time at home that could not be conditioned or the family could not support students' online distance learning properly). Therefore, the learning strategies applied did not run well and smoothly.

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As stated by Adib Rifqi Setiawan (2020), that students and teachers need to agree on the platform to be used as well as the implementation time. This aims to minimize the potential for interference during learning activities (Setiawan, 2020). Self-discipline positively impacts learning outcomes or the keys affecting students in achieving the main learning objectives. E-learning provides freedom for students but also requires self-development planning and high self-discipline. Thus, the character of discipline is the main indicator in improving learning outcomes (Gorbunovs, 2016). Therefore, online learning that fosters disciplined character can grow, develop and improve the quality of students' disciplined character

**CONCLUSION**

Based on the findings, it can be concluded that the implementation of online learning to foster discipline character at SMK Negeri 8 Malang can be in the form of self-development programs, subjects, and school culture. Learning activities are carried out according to the schedule determined by the school. The teacher will prepare teaching materials taken by the parents once per week at the beginning of the week and distributed through available communication media. Furthermore, each student fills out a daily activity sheet as daily learning monitoring material and is signed by the parents. The teacher monitors all forms of discussion carried out in online classes.

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