

# Original Research Article

## Student Character in the Use of Learning Technology

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### ABSTRACT

**Aims:** This study aims to reveal the character of students in the use of learning technology.

**Study Design:** The research design used a qualitative approach.

**Place and Duration of Study:** State Vocational High School 1, Kebumen Regency, Indonesia from May to June 2023.

**Methodology:** The research subjects consisted of 10 people including 5 students, 3 teachers of grades X, XI, and XII, 1 guidance and counseling teacher, and 1 vice principal for student affairs. Through qualitative methods, data analysis is carried out continuously, starting from data collection, data reduction, data presentation, to general conclusions.

**Results:** The study show that although there are still deficiencies, in general the students' character is quite good when using technology in learning activities. Students apply moral knowledge, moral feelings, and moral actions as expected by the family and community environment.

*Keywords:* students character, learning technology, moral knowledge, moral feelings, moral actions

### 1. INTRODUCTION

Technology in the world of education is growing very fast, especially since educators (teachers) collaborate with the internet in teaching and learning activities. The internet as a form of non-object technology is able to facilitate and provide many sources of knowledge that benefit teachers or students. Teachers are increasingly assisted in doing various things in teaching and learning activities, such as finding teaching materials, delivering learning materials, and processing student data. As for students, the internet provides many learning resources outside the scope of the school and enriches their insights on things that may not have been conveyed by the teacher in the classroom. Technological developments must be aligned with the character of students in Indonesia because Indonesia is a country that upholds national character, courtesy and hospitality. Character can be interpreted as a fundamental value that builds the personality of each individual that is formed due to genetic or environmental influences and then appears in the behavior and behavior of each human being's daily life (Samani & Hariyanto, 2011).

The rapid development of technology can have an impact on the world of education in Indonesia, especially in the use of the internet as a product of

technology. Technology can form characters that can lead to non-conductive teaching and learning activities such as arrogance, smart ass, and deviant behavior by ignoring non-normative norms or practices in society. The internet seems to be a double-edged sword for human life. Humans are only being demanded, not being led. This certainly can create misunderstandings, especially in the educational process which requires students to be able to coexist with technology but also must be able to guide students to place themselves and have self-control which involves parenting and assistance from parents (Santrock, 2007).

In addition to having a positive impact on the development of science, the internet also often has a negative effect, especially on morality and the decline in the culture of reading books among students. User-friendly access to information that encourages people to look for information on the internet and no longer look for information through printed books. Literacy literacy has decreased (Santosa et al., 2022) because sources of information can be obtained directly from the internet. Sources of information have also changed from printed books to the internet. In modern publishing, most authors prefer to use information sources on the Internet. The ease in finding sources of information and assembling information from the internet into reading material has caused people to experience a decrease in their reading ability and the quality of their reading has decreased in quality (Syukur, 2017).

Along with the development of technology, students in schools cannot be separated from the impact that might affect character formation. Therefore there needs to be synergy between teachers, especially the role of guidance and counseling teachers (Rohmadi et al., 2021), and students to create a sense of trust and form a conducive learning environment. This study aims to uncover phenomena and understand the character components that must be possessed by students in optimizing the use of technology in learning activities at school.

## **2. METHODOLOGY**

This research was conducted at SMKN.1 Kebumen, which is a qualitative research with the aim of understanding the phenomena experienced by research subjects, such as behavior, expressions, and descriptions of language in context. Research is carried out on targets that show a specificity, superiority, innovation, and the possibility of having problems. The group studied is a social group that interacts with each other individually or in groups. Data sources included 5 students, 3 teacher representatives from grades X, XI, and XII, 1 guidance and counseling teacher, and 1 deputy head of student affairs. The main data is in the form of information from interviews related to routine processes in daily learning activities. Through in-depth interviews the data collected was selected and then validated on an ongoing basis by confirming it to other respondents in stages. Conclusions are drawn in stages and then integrally a general conclusion is made after the conclusions for each theme are collected.

### 3. RESULTS AND DISCUSSION

This study suggests aspects that have been fulfilled by students in using technology for learning activities, namely moral knowledge, moral feelings, and moral actions so as to create a healthy and conducive learning environment. The results of interviews with each respondent showed that there were still some deviant actions, but in general the students' character in using learning technology was still quite good. When respondents were asked about the extent of the role of technology in replacing the teacher's role, in general they answered that the role of the teacher cannot be replaced, because the teacher's role is not just teaching or providing insight but also forming character to students. If technology is replaced, technology can only convey material to us but cannot form a character for us. The results of interviews with several respondents as shown in the table below:

Table 1. Student Moral Knowledge

Respondents	Question	Respondents Answer
LFNT (Students)	Can technology replace the teacher's role in the classroom ?	You can't because the role of the teacher is not just to learn or provide insight but also to shape character to students. If technology is replaced, technology can only convey material to us but cannot form a character for ourselves.
UPS (Students)		I don't think so, because no matter how sophisticated the technology is without guidance and explanation from the teacher, it's not complete, sis, because if we only use technology, it's not like that, so if it's from the teacher, you can explain, right? until the student really understands. When using technology, it's like sometimes there are students who just want to find the right answer and don't look for ways, for example, to find the right answer, like that.
S, S.Si (Class X teacher)	How do students behave when they first know material or information from technology before you convey it in the classroom ?	There aren't too many critical kids here, bro, at most in one class there's only one or two kids who become self-conscious. So they don't feel brave enough, they don't feel confident about conveying it in front of the class, sometimes they're even asked questions, they don't have the courage unless forced or pointed, and even then they're still

EW, S.Pd. (Class XI teacher)		shy. Allhamdulillah, so far their attitude has been good, in the sense that they are still conducive to continuing to respect me as their teacher, sometimes the subject matter is not sacred, especially now that the subject matter is not the cutting edge. But for the current curriculum, the current curriculum is called the Merdeka Curriculum, that is actually the spearhead of or the ultimate goal of learning is actually building good character or in this case having a profile that is a Pancasila student. So allhamdulillah they can still be good and I have told them that a good attitude is more important than just material mastery. I like it when they are smarter or more sophisticated than me in material terms, it doesn't matter and I think they enjoy it too, have a good attitude
YTP, S.Pd (Class XII teacher)		For example, I give the task of looking for a cell phone, my position is still in the class, I don't stay, I am still in the class, so they still appreciate me accompanying them. After they searched for the information, I explained it at the end of the lesson. From the information they got, I would definitely explain it at the end.

Based on the results of the interviews, it seems that class X students still need adaptation when they enter a higher school level so that they do not yet fully have the courage to make decisions, but students already understand awareness and moral values. This also shows that students have the ability to take other people's perspectives, see the situation as it is, reflect on how to think, and react to the problems encountered (Soegeng, 2015).

Overall both grades X, XI, and XII are able to place themselves in the process of learning activities in the classroom and have a positive perspective, especially regarding interactions with teachers in the classroom in order to create a conducive teaching and learning environment.

Table 2. Student Moral Feelings

Respondents	Question	Respondents Answer
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TNWN (Students)	How do you feel when you are one step ahead of your classmates in gaining knowledge/information through technology?	The first, for example, if I am more capable, I will definitely be happy and it turns out that I can also be ahead of my friends because maybe there, from my intentions and efforts, I have exceeded them and my view of them should be that I have to be humble enough to be able to teach my friends. that friend of mine.
ANK (Students)		I'm like inviting other friends under me to let's study together, look forward to being able to do it together, so it's like learning together and being successful together too.
YTP, S.Pd (Class XII teacher)	How do students feel about classmates who use technology a little later than themselves?	They are more inclined to share, bro, for example, if you are looking on your cell phone, for example, if one clicks on the top, there is no information, and if one clicks on the bottom, there is information. They tend to share because even though they are made in groups, they have to ask questions, they tend to share with their friends who have not received this information.
EW, S.Pd. (Class XI teacher)		Yes, allhamdulillah, one of the characters that we build here is the spirit of working together and working together, they must realize that. So those who already know, can do it, hopefully they can work together to pass on their knowledge to those who can't yet. Working together and collaborating is very important, especially in Vocational High Schools, it's mandatory to be like that, to be able to work with other people, even if I often say that For example, having knowledge must be shared and you can't be arrogant even though they are already smart or already know first, instead it is an opportunity for them to share knowledge or share something they can already do with their friends and that really helps me.

Based on information obtained from students and class teachers, overall students have good moral feelings and fulfill the 6 components of listening to conscience, self-esteem, empathy, loving good things, self-control and humility. Students also have awareness that arises through sensory stimulation and directly triggers reflexes. Awareness is often interpreted as something that causes regret when someone commits an act that is contrary to one's moral values and is seen as contrary to family, social and cultural moral thinking (Ninian, 1989).

This is certainly something positive for students' teaching and learning activities because it provides supporting factors that facilitate or benefit each other between students and other students or between students and teachers.

Table 3. Analysis of Student Moral Actions

Respondents	Question	Respondents Answer
HRV (Students)	How to behave with friends who are a little late in receiving material when you have already gained knowledge through technology ?	For example, there are friends who are not very good at technology, if I can, I will help.
LFT (Students)		As for my attitude, I invite friends, usually those who can't do it because the family is not adequate and maybe the environment is not enough, so my attitude is to invite and study together with that person.
UPS (Students)		My attitude is yes, if I know better than them, I'm happy sis, I'll teach them until they can understand technology.
SM, M.Pd (Vice Principal for Student Affairs)	<ol style="list-style-type: none"> <li>1. Is there a coaching program for students regarding the character of students in the use of technology in teaching and learning activities ?</li> <li>2. Are there reports of student activities or actions that misuse technology in teaching and learning activities ?</li> </ol>	<ol style="list-style-type: none"> <li>1. 1. Thank God for SMK N 1 Kebumen most of the students are already using smartphone gadgets so in order to escort children to use these gadgets in positive activities, the school organizes coaching for these activities including in daily activities through the father /teachers, activities that are programmed by students, even yesterday, we collaborated with the Polres, it just so happened that the Polres had activities to educate about the use of gadgets. others so that allhamdulillah the children have been conditioned to use social media properly and correctly.</li> <li>2. Yes, later after students are detected like that, it will usually be reported that the first is the homeroom line, the homeroom teacher will respond then call the</li> </ol>

		student concerned, the next team will have BK and also students.
SF, S.Pd (Counseling Guidance Teacher )	<ol style="list-style-type: none"> <li>1. Was there any technology misuse from students and what kind of technology abuse did students do ?</li> <li>2. How to solve problems with students who misuse technology ?</li> </ol>	<ol style="list-style-type: none"> <li>1. One of the abuses, yes, when they were learning, they even played cellphones, then what happened next, cellphones can store and record anything, they even proudly document violations on video, so they don't just take pictures but video and that's it that's what happened. Then something is stored in their account, whether IG or FB, which they don't think about long. that one of his friends is friends with his teacher so that he automatically knows his account.</li> <li>2. If it's students who have problems, we deal with it first, we clearly call the students, but we ask them, but it's not like interrogating them, but we approach it more to the heart, so the children feel protected and they also want to be honest. After that, we monitor progress both at school and outside, if it's still like that, nothing changes, we call the parents. We want to know what the background of his parents is, maybe he lacks affection, maybe he doesn't live with his parents, or maybe he lives in a bad environment so that affects him. If for example the parents are called, they are still like that, we make a home visit, and if there is still no change, we will later hold a case conference, but we often don't get there, usually when the parents call the child they have changed.</li> </ol>

Based on the results of interviews regarding the moral actions of students, it was revealed that there were still 2 violations in the use of technology, each of which was evidenced by documentation of student counseling records and documentation of notes on leaving lessons. This violation is a very small number when compared to the number of students. Students are quite good at implementing social activities which always take place with the presence of other students even though the activities take place at the same time. Individuals are voluntarily involved in social

activities as a kind of interpretation of the ongoing reality in this case about teaching and learning activities using technology.

#### **4. CONCLUSION**

Schools have so far had students who have fairly good character and fulfill the 3 components of character, namely moral knowledge, moral feelings, and moral actions in the use of technology for teaching and learning activities, both inside and outside the classroom. These conditions are influenced by supporting factors that provide enthusiasm and positive energy. The main factor is the collaboration between classroom teachers, especially guidance and counseling teachers, and the deputy head of student affairs who always accompanies and provides direction, fosters and protects students. Therefore, students have sufficient moral knowledge, moral feelings, and moral actions as expected by the family and community environment. This is also evidenced by the minimal violations that occur in the use of technology, thus indicating that the character of students is ready to coexist with technology in teaching and learning activities. Other supporting factors are in the form of qualified facilities and infrastructure, especially in facilitating students to utilize technology in teaching and learning activities.

## CONSENT

Respondent's Written Consent Has Been Collected And Kept By The Author.

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