

Character Education Integration in Distance Learning System Based on Multiple Intelligence Theory: Case Study at SMKN 2 Malang

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ABSTRACT

This study aims to determine how the strategies carried out by Public Vocational High Schools in Malang City, Indonesia, implement character education in the distance learning system. This research occurred at the 2nd Public Vocational High School (SMKN 2 Malang), Computer and Network Engineering Department. The design of this research is an interactive qualitative analysis model, i.e., reduction, data presentation, and deduction. Data collection techniques are in-depth interviews, observation, and documentation for six months. Data documentation consists of diagnostic tests, Learning Management System (LMS) screenshots, and discipline time records during distance learning. This study shows that from knowledge aspect, teachers can understand students' character well so that the application of multiple intelligence strategies by utilizing diagnostic tests and LMS can be realized. However, the implementation of character education often experiences problems or lacks student technical support, so its implementation is carried out consistently by incorporating character values in every learning activity. This study recommends that observation activities be carried out when learning activities need to be optimized with synchronous learning activities.

Keywords: character education, multiple intelligence, distance learning, computer and networking fundamental.

INTRODUCTION

Education is an effort that is carried out in a planned manner to develop the human personality so that it has an independent, responsible, knowledgeable, and noble character. Indonesian Law 20/2003 concerning the National Education System Article 3 explains that one of the national education functions is to develop capabilities and shape the character and civilization of a dignified nation in the context of noble character [1]. In line with this, the Indonesian Minister of Education and Culture Regulation 23/2016 concerning Educational Assessment Standards explains that the implementation of education is assessed from the cognitive, psychomotor, and affective aspects. These three aspects, i.e., cognitive (knowledge), psychomotor (skills), and affective (attitudes), are the standard of assessment that must be carried out by educators from primary and secondary education units [2].

Referring to [3] subjects, Computer and Networking Fundamental have 18 kinds of

essential competencies that students must master. The 18 basic competencies cover cognitive (knowledge) and psychomotor (skills) aspects that can be assessed through giving assignments or tests to see student development. Meanwhile, to see student development in the affective aspect (attitudes) can be through observation of students when carrying out learning activities. However, in distance learning, this is not easy. It is because all teachers have difficulty monitoring student learning activities and also have difficulty in the assessment process for students because there is no direct interaction between teachers and students. It is different when face-to-face learning occurs, where teachers can interact intensively with students [4].

Implementing character education during distance learning in the 2nd Public Vocational School in Malang City (SMKN 2 Malang) is still not optimal. So, assessing the character or attitude of students is constrained by the difficulty of controlling what students do when they are at home. Furthermore, the fundamental

computer and networking subject teacher also shared the problems that are often faced during online learning: students who lack responsibility in completing the assigned tasks. In addition, the student learns independent willingness was low.

Based on the problem statement, the multiple intelligence strategies were then chosen because using multiple intelligence strategies allows a teacher to recognize the character of students better. The problem statement was based on a study that provides a solution in carrying out character education when online learning or distance learning is to use a portfolio-based multiple intelligences character education strategy that is integrated into certain subjects as an effort to develop life skills or student skills in the learning process [5]. Mastery of life skills in students is one of the efforts to learn attitudes and develop the nation's character [6]. Indonesian Heritage Foundation compiles nine characters that can be used to improve students' life skills values [7].

This research was conducted using a qualitative approach in which the data collection process was carried out by in-depth interviews, observation, and documentation. Interviews were conducted with the deputy head of curriculum and the discipline team to determine how the implementation of character education in general at Vocational State High School 2 of Malang during distance learning. Furthermore, in-depth interviews were conducted with the 10th-grade and 11th-grade teachers to find out whether the teacher had understood the characteristics of their students and what strategies were used to identify the student's character. The next goal of this research is to find out how the results of the implementation of portfolio-based multiple intelligence strategies in the implementation of character education in computer and networking fundamental subjects are.

METHODS

The process in qualitative research consists of six steps, as presented in Figure 1 [8].

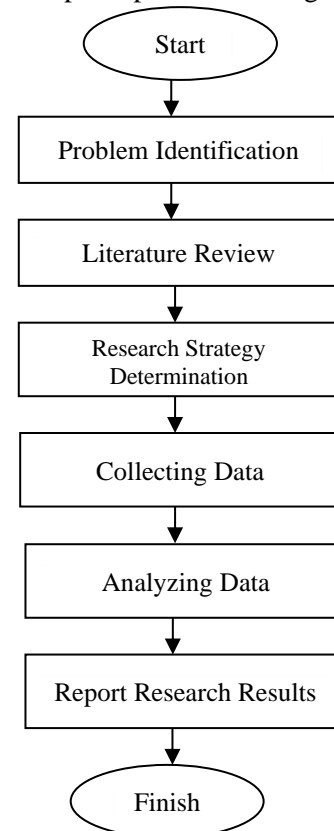


Figure 1. Research Process Flow

The first step was problem identification by selecting problems based on the teacher's statement that while distance learning was implemented, students often neglected the responsibility to collect assignments, and there was no willingness to study independently at home. The second step is a literature review by finding the required library sources, i.e., theories on character education, distance learning, and multiple intelligences.

The third step is to develop a research strategy. The strategy is to determine the type of research used, namely descriptive case studies. The fourth step is data collection, which is carried out through in-depth interviews, observation, and documentation methods. The interview questions focused on the strategies the school and teachers used to implement student character values during distance learning.

Interviews were conducted once with the informant deputy head of curriculum and the discipline team, while the informants for 10th-grade and 11th-grade teachers were conducted at least three times with different questions in each interview session. Observations were made to see how the implementation of character education both in the school environment and during learning activities in six months. The planned observation activity is to follow the synchronous learning process. Meanwhile, the asynchronous learning process through the Learning Management System (LMS) can be used as documentation data.

The fifth step is the process of analyzing research data. The analysis uses the Miles & Huberman interactive analysis model, which consists of three stages, i.e., data reduction, data presentation, and conclusions [9]. The in-depth interview data reduction process was carried out using interview matrix techniques and coding. The results of the observations made field notes regarding any findings obtained. Documentation data is used to support information that has been obtained through interviews and observations.

The final step is to make a research report which explains the implementation of character education during distance learning at SMKN 2 Malang, the level of teacher understanding of student character by using diagnostic tests as a tool to identify students and the results of implementing portfolio-based multiple intelligences strategies in learning activities of the computer and networking fundamental subjects during distance learning.

RESULT AND DISCUSSION

A. Character Education During Distance Learning at Vocational State High School 2 of Malang

During distance learning, SMKN 2 Malang continues to make strategies and efforts to implement character education. However, for its implementation during distance learning, of course, there are many obstacles, one of which is the number of students of SMKN 2 Malang who

do not have technical support or inadequate facilities. The inadequate facilities impact the difficulty of the teacher to control students. Based on the interview with the deputy head of curriculum, the school has held activities to implement character education, such as webinars for students. With the existing obstacles, these activities made the teachers unable to see the direct positive impact of the activities held. So, the following strategy used at SMKN 2 Malang in implementing character education is always to insert character values into the teacher's learning activities. The character values inserted into learning activities are the character values of *Pelajar Pancasila*'s Profile, i.e., global diversity, teamwork, creativity, critical reasoning, independence, religious and noble character. However, during distance learning, character values that the teacher in learning activities must insert are students' discipline and students' responsibility for the task.

Due to the difficulty of controlling students during distance learning, another strategy is always to build cooperation between class administrators, subject teachers, and homeroom teachers. Periodic evaluations and discussions involving other teachers are also often carried out. These strategies are considered adequate to be applied in SMKN 2 Malang, but it will be difficult without meeting and getting to know students directly. One study explained that the teacher had difficulty primarily assessing student attitudes during distance learning assess students' honesty [10]. This is undoubtedly influenced by the loss of interaction between teachers and students, so teachers cannot control directly.

Therefore, a collaboration between teachers and parents is needed to support the success of inculcating character values and student control during the implementation of distance learning. Reference [11] stated that the interaction between teachers and students and teachers and parents is essential to support the implementation of distance learning activities. Reference [12] explained that strengthening character education to realize *Pelajar Pancasila*

was carried out at three educational centers, i.e., homes, schools, and communities. SMKN 2 Malang also always builds cooperation with the parents of students.

B. Portfolio-Based Multiple Intelligences Strategy

Multiple intelligence is a concept initiated by Howard Gardner, which states that an individual's ability is limited to verbal-linguistic and math-logic intelligence and based on IQ test results only [13]. Meanwhile, the portfolio is a collection of student work based on learning experiences over a certain period which serves as follow-up material to develop students' abilities [14]. Portfolios can be in the form of products, reports, results of questionnaires, tests, and quizzes [15].

There are several types of portfolios that teachers can use, i.e., working portfolio, documentary portfolio, and showcase portfolio [14]. The portfolio used by the 10th-grade teacher is a diagnostic assessment in the form of a questionnaire that contains several questions such as what are the obstacles faced by students during distance learning and how the students learn. Based on this explanation, the 10th-grade teacher used a working portfolio because a working portfolio has a diagnostic function.

The use of diagnostic tests during distance learning serves as a recovery from learning loss to achieve student assessment needs that include academic, emotional, social, and readiness [16]. By utilizing diagnostic tests, it can also be used to determine student learning difficulties, so that by using diagnostic tests and providing feedback, it can improve student learning abilities [17].

Both, Figure 2 and Figure 3 are examples of diagnostic tests used by the 10th-grade teacher. Based on the diagnostic test results obtained, the teacher also applies it to learning activities by providing various material options for students to study independently at home. Not only providing material in the text but sometimes mixing by providing material from YouTube. So that if it is explained, students who learn more

quickly with video can see material from YouTube, in the text given tutorials, and audio can go through YouTube material.

From this explanation, it can be concluded that the 10th-grade teacher can understand that every child is not the same and has a different character, as evidenced by the provision of choices of types of material for student learning. In addition to using diagnostic tests, 10th-grade teachers have also long used the Learning Management System (LMS) to identify students' character and teach the value of responsibility for submitting assignments on time.

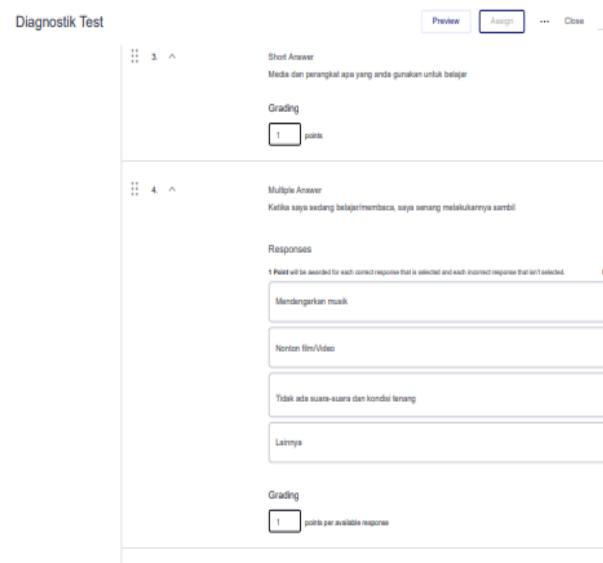


Figure 2. Diagnostic Test – Students’ Learning Style

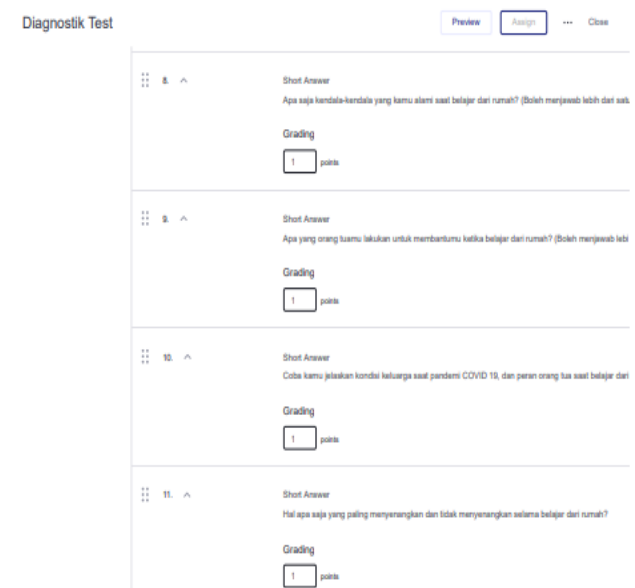


Figure 3. Diagnostic Test – Obstacle During Distance Learning

C. Results of Implementation of Portfolio-Based Multiple Intelligences Strategy

In the implementation of character education at Vocational State High School 2 of Malang, even though grade 10 teachers have used tools in the form of diagnostic assessments to identify students' characters, in fact, in distance learning activities, affective assessment is still challenging to do. The strategy used is considered very effective in finding out the weaknesses and strengths of students, but the situation in the field has not been as expected. The difficulty of conducting attitude aspect assessments is due to the loss of socialization between students and other students directly, so the teacher cannot observe the student's character [18]. The 10th-grade teacher also admitted that distance learning teachers find it challenging to charge students with responsibility for their assignments because they do not meet in person.

The facts that can be seen in Vocational State High School 2 of Malang show that many students are still not disciplined in doing and collecting the assignments that have been given. Based on the information on the Learning Management System (LMS) used, many students still do not take diagnostic tests, as shown in Figure 4. Even though the diagnostic test deliberately made from the beginning of the semester was carried out to find out the characteristics of each student, especially regarding learning styles, teachers can plan delight, effective, and efficient learning activities for students to achieve learning objectives.

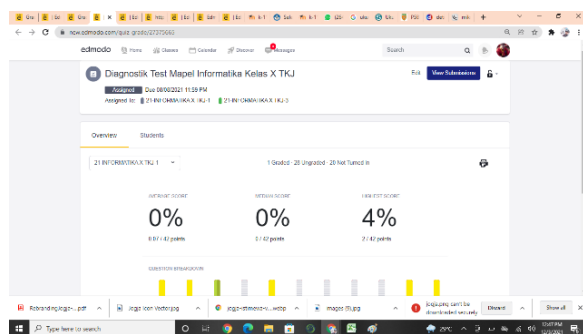


Figure 4. Overview of Class X Computer and Network Engineering Department Diagnostic Tests

Although there is a relation between the use of diagnostic tests and character education, the situation in SMKN 2 Malang is still not optimal. The diagnostic test used can provide information for 10th-grade teachers so that the teacher can plan learning activities that are suitable for students. The form of character education used by 10th-grade teachers with multiple intelligence strategies supported by diagnostic tests is the provision of different learning materials for students to study independently at home while distance learning is still in effect. This does not mean differentiating students, but the different forms of treatment applied by grade 10 teachers by adjusting the character of each student are intended to develop students' abilities.

CONCLUSION

SMKN 2 Malang continues to carry out character education activities during distance learning, even though the results are less optimal. The implementation of character education in distance learning is preferred to be applied to learning activities by consistently inserting character values in every learning activity. To maintain the success of inculcating character values, teachers in schools build collaborations with parents who function to control students at home during distance learning. Meanwhile, the level of understanding of 10th-grade teachers regarding the characteristics of their students can be seen through the treatment given by giving various material options for students in order to study independently at home. This is also related to the experience passed compared to 11th-grade teachers who have not had much experience. The portfolio-based multiple intelligence strategies in implementing character education are suitable for obtaining information related to students and better-recognizing students' characters during distance learning.

Suggestions that can be given are observation activities carried out when learning

activities need to be optimized with synchronous learning activities. That way, the strategies used by teachers in implementing character values into learning activities to implement character education in the classroom on the computer and networking fundamental subjects can be observed.

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