TEACHER COMPETENCY AND ONLINE LEARNING MANAGEMENT AS EXPLORATION OF FACTORS AFFECTING STRENGTHENING STUDENT CHARACTER EDUCATION

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Abstract:

The purpose of this study was to determine the effect of online learning management and teacher personality competence on strengthening students' character education. This research was conducted using a quantitative approach in education management with a descriptive-correlative quantitative method with data collection in the form of questionnaires and interviews. Subjects and research locations are teachers and students at MAN Cimahi City. The results of this study. This study uses the Simultaneous F-Test, which means testing the effect of the X variable together on the Y variable. The basis for decision making, if the value of Sig> 0.05, then Ho is accepted. However, if the value of Sig < 0.05, then Ho is rejected. The Sig value for Regression is 0.042 b. This value is smaller than 0.05; then Ho is rejected. The R Square value of this study was 0.105 or 10.5%. So it can be said that Online Learning Management and Teacher Personality Competence together give an effect of 10.5% the rest (100% - 10.5% = 89.5%) is influenced by other factors.

Keywords : *Character Education, Teacher Personality Competence, Online Learning Management*

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh dari manajemen pembelajaran daring dan kompetensi kepribadian guru terhadap penguatan pendidikan karakter peserta didik. Penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif dalam disiplin ilmu manajemen pendidikan dengan metode kuantitatif deskriptif korelatif yang pengumpulan datanya berupa angket dan wawancara. Subyek dan lokasi peneilitan adalah Guru dan Peserta Didik di MAN Kota Cimahi. Hasil penelitian ini Penelitian ini menggunakan Uji F Simultan yang berarti uji pengaruh variabel X secara bersama-sama terhadap variabel Y. Dasar pengambilan keputusan, jika nilai Sig > 0,05 maka Ho diterima. Namun jika nilai Sig < 0,05 maka Ho ditolak. Nilai Sig untuk Regression adalah 0,042 [b] nilai ini lebih kecil dari 0,05, maka Ho ditolak. Nilai R Squere penelitian ini adalah 0,105 atau 10,5%. Sehingga dapat dikatakan Manajemen Pembelajaran Daring dan Kompetensi Kepribadian Guru secara bersama-sama memberikan pengaruh sebesar 10,5% sisanya (100% - 10,5% = 89,5%) dipengaruhi oleh faktor lain.

Kata Kunci: *Pendidikan Karakter, Kompetensi Kepribadian Guru, Manajemen Pembelajaran Daring*

INTRODUCTION

Strengthening character education was launched by the Ministry of Education and Culture, which aims to improve students' personality and life skills abilities. Students' personalities and life skills develop along with the development of technology (Maryam, 2018; Sen & Karagul, 2021; Yılmaz, 2021). So that the strengthening of character education that is carried out continuously and continuously can reduce the negative impact of technological developments on children (Herwin & Nurhayati, 2021). However, the reality is that the character and morals of students in Indonesia are still not good, even many students are adversely affected by technological developments (Saripudin et al., 2021; Almuhajir, 2021). Character education during the Covid-19 pandemic cannot be carried out directly due to government regulations to conduct online learning, making it difficult for educators to implement online character education. The five central character values in Permendikbud No. 20 of 2018 include: religion, nationalist, self-reliance, cooperation, and integrity that must be applied to students (Nur et al., 2020; Atika et al., 2021).

Online learning during the Covid-19 pandemic requires good management. The achievement of learning management is attempted through a series of implementations of learning management functions, including planning, implementation, assessment, and supervision of learning. Online learning requires the integration of strengthening character education, literacy, and HOTS in learning (Kholifatus, 2018). These activities require the readiness of educators to carry out online learning. The learning format taking place face-to-face has been changed to online by learning from home. Generally, schools are not ready for online learning. This unpreparedness is shown by several factors, namely limited internet access, varied applications, and learning platforms, not all students having learning tools, and teacher readiness is not optimal to use ICT in learning.

Based on the problems above, the Ministry of Religion makes online learning based on the madrasa e-learning application to carry out online learning. Online learning is part of technology-based learning that utilizes the internet, intranet, and extranet resources, including various applications and processes such as computer-based learning, web-based learning, virtual classrooms, and others (Suryati, 2017). At the same time, the e-learning application is a complete application for the continuity of online data in Madrasah because it contains data on madrasa administration, data for educators and education staff, and student data (Insyiyah, 2020).

Several problems surround the implementation of online learning, including strengthening character education that is carried out online and cannot be carried out continuously and continuously. Of course, strengthening online character education requires good learning management. The learning management is carried out by preparing online learning, the implementation of online learning, learning assessment, and online learning supervision. This

phenomenon provides extra duties and responsibilities for teachers to maximize their personality competencies and the need for appropriate online learning management (Sasmito et al., 2020).

Generally, teachers have difficulty implementing character education through online learning. According to Huitt (2017) in a survey conducted in America, both educators and the public believe that character education is essential. This survey was conducted in 1973 by Spears, a member of Phi Delta Kappa (a respected community in the field of education), conducted this survey on educational goals, which indicates a subsequent ranking of goals in public schools, which (1) developing reading writing, and writing skills, speak, and listen; (2) develop pride in work and feel very useful (self-worth); and (3) develop good character and self-respect (Rusdiana, 2020). In line with the survey, teachers must have competence in implementing character education (Ummah, 2018).

Without realizing it, in addition to the device and all things related to learning that lead to the success of educational goals, it turns out that the teacher's personality is an exciting thing in the success of learning. A teacher's competence influences students' learning habits (Fitriana, 2019). The government has formulated four types of teacher competencies as listed in the Teachers and Lecturers Law No. 14 of 2005. In the law, it is written that: "teacher competence includes pedagogical, personality, social, and professional competencies acquired through professional education".

Teachers must have adequate competence as educators. Among these competencies is personality competence. Personality competence has a significant influence on learners' growth and personal development. Personal competence is a skill or ability that someone, especially a teacher, must possess. Teachers are highly demanded to have personality competencies with good quality (Dohlen & Karvonen, 2018; Aboagye & Yawson, 2020). A teacher who has good personality competence is expected to be a central actor in fostering the morals of students (Cahapay, 2020). Therefore, it is highly expected that teachers can improve their moral quality first so that in the end, the teacher can display the best morals in front of students and become the suitable model in the learning process and moral development of students (Herriyan & Mardianto, 2017). The teacher's personality competency indicator consists of three indicators. First, act by national religious, legal, social, and cultural norms. Second, show a mature and exemplary personality. Third, work ethic, high responsibility, pride in being a teacher.

Strengthening character education has been investigated from several factors, namely: through the habituation factor (Ahsanulkhaq, 2019), the independence factor (Oktari & Kosasih, 2019), and the teacher's personality competence factor. This article reveals the strengthening of character education influenced by two factors, namely online learning management, and teacher personality competence. There are several previous studies related to strengthening character education, including: First, the character education of

Thomas Lickona and Yusuf Qardhawi there are similarities, namely: moral knowledge (moral knowing) = summul, moral feeling (moral feeling) = rabbaniyyah, and moral action (moral action).) = insaniyyah, wasathiyyah and a combination of firmness of principle and flexibility (Fitria, 2017). Second, there is a significant influence between scouting education and religious character (Arrobi, 2019). Third, from several indicators, namely KDP planning at 79.97%, KDP implementation at 77.41%, and KDP evaluation at 71.59% (Prasetyo, 2019).

This paper is carried out to support several opinions, including First, the development of character values results from the synergy of teachers and parents in guiding students with love, interacting, doing positive activities together in the COVID-19 pandemic (Baharun, 2017; Winaya, 2020). Second, the success of national character education during the Covid-19 period requires the central role of parents and the home environment as school partners in the Nation and Character Building effort (Santika, 2020). Third, character-building must be systematically and continuously involve aspects of knowledge, feeling, loving, and acting. Supporting components in character education include; community participation, education policies, agreements, integrated curriculum, learning experiences, evaluations, parental assistance, staff, and program development (Sahroni, 2017). The purpose of this study was to determine the effect of online learning management and teacher personality competence on strengthening students' character education.

RESEARCH METHODS

This research was conducted using a quantitative approach with a descriptive correlative method. The descriptive method describes the reality of online learning management based on e-learning applications, teacher personality competencies, and strengthening student character education. While the correlative method is to find out how much influence the online learning management based on e-learning applications has on strengthening student character education, teacher personality competence on strengthening student character education, and the effect of online learning management based on e-learning applications and teacher personality competencies together equal to strengthening the character education of students.

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The data collection technique used a questionnaire distributed to a population of 60 teachers and a sample of 62 students in Madrasah Aliyah, Cimahi City. The questionnaire variables are learning management, teacher's personality competency, and strengthening character education. According to Sagala and Syafaruddin (2015), the indicators of learning management consist of learning planning, learning organization, learning implementation, learning supervision, and learning evaluation. The teacher's personality competency indicator consists of three indicators. First, act by national religious, legal, social, and cultural norms. Second, show a mature and exemplary personality. Third, work ethic, high responsibility, pride in being a teacher. Indicators of include: a) religious, b) nationalist, c) cooperation, d) integrity, and e) independence.

The questionnaire in this study will be measured using a Likert scale with four choices, namely always = 4, sometimes = 3, rarely = 2, never = 1. For a negative questionnaire, the weight of the opposite assessment is always = 1, sometimes - sometimes = 2, rarely = 3, never = 4. Then the questionnaire was analyzed statistically using the steps of validity, data normality, linear regression, and correlation using SPSS V.26.0.

If the requirements of the normality test are met, then the data can be tested for a variance to test the difference between two samples of related data. Hypothesis Testing the data analysis technique used in this study is a two-way ANOVA to test the hypothesis, which states that teacher personality competence and online learning management based on e-learning on strengthening students' character education in Madrasah Aliyah Negeri Cimahi City. This study proposed several hypotheses as follows.

1. Online learning management based on e-Learning applications at Madrasah Aliyah Negeri Cimahi City has reached a good category < (80%) of the set standards,
2. The personality competence of teachers at Madrasah Aliyah Negeri Cimahi City has reached a good category < (80%) of the set standard,
3. Strengthening character education in Madrasah Aliyah Negeri Cimahi City has reached a good category < (80%) of the set standards,
4. H1: Management of online learning based on e-learning applications has an effect on strengthening character education in the State Madrasah Aliyah, Cimahi City,
   H0 : Online learning management based on e-learning applications has no effect on strengthening character education in the State Madrasah Aliyah, Cimahi City,
5. H1: Teacher's personality competence affects the strengthening of character education in Madrasah Aliyah Negeri Cimahi City,
   H0 : Teacher's personality competence has no effect on strengthening character education in Madrasah Aliyah Negeri Cimahi City,
6. H1: Management of online learning based on e-Learning applications and teacher personality competencies have an effect on strengthening character education in Madrasah Aliyah Negeri Cimahi City,

H0 : Online learning management based on e-Learning applications and teacher personality competencies have no effect on strengthening character education in Madrasah Aliyah Negeri Cimahi City.

RESULTS AND DISCUSSION

The study results of three variables, namely strengthening character education, teacher personality competence, and online learning management. Strengthening character education using the theory of Permendikbud No. 20 of 2018, five central values are used as indicators in Strengthening Character Education that must be strengthened in schools for students. Therefore, the five characters include a) religious, b) nationalist, c) cooperation, d) integrity, and e) independence (Nur et al., 2020).

According to the Law on Teachers and Lecturers, teacher personality competence is a competency related to the personality of a solid teacher, has a noble character, is wise and authoritative, is a role model for students, and has noble character as stated in the Law on Teachers and Lecturers. Personality itself is abstract; what can be seen or known are only indicators (Huda 2018). The teacher's personality competency indicator consists of three indicators. First, act by national religious, legal, social, and cultural norms. Second, show a mature and exemplary personality. Third, work ethic, high responsibility, pride in being a teacher.

Online learning management is the arrangement of all learning activities starting from planning, organizing, actuating, controlling, and evaluating online. The three variables were analyzed based on validity, reliability, normality, correlation, and autocorrelation.

The analysis of the validity of the items aims to determine the level of validity of the questionnaires distributed to 60 teachers and 62 students. Each questionnaire consists of 20 question items. Two questionnaires were distributed to teachers, namely about teacher personality competencies and online learning management based on e-learning applications, and one questionnaire was distributed to students. The way to determine whether the questionnaire items are valid or not is by comparing the output results (included Sig. (2-tailed) with a Significance Value (Sig), i.e., If the sig value total score is less than 0.05 (< 0.05), then the question item is said to be valid, but if the total sig score is more significant than 0.05 (0.05), then the question item is invalid. The results of the validity of the questionnaire items for three variables using SPSS V 26.0 are as follows:

Table 1: Results of the Validity of the Three Variable Questionnaire Items

No	Variable	Description	Question Points	Amount
1	Teacher personality competence (X1)	Valid	1, 2, 3, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	17
		Invalid	4, 6, 7	3

2	Online learning management based on e-learning applications	Valid	1, 2, 3, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	17
		Invalid	5, 7, 8	3
3.	Strengthening character education	Valid	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20	19
		Invalid	11	1

Based on table 1, it can be seen that the number of valuable items for the teacher's personality competency variable is 17 questions, while the other three questions are not valid. Valid items for the online learning management variable based on e-learning applications are 17 questions, while the other three questions are invalid. Useful items for the character education strengthening variable are 19 questions, while one is invalid.

Reliability analysis is the determination or accuracy of a measuring instrument. A measuring instrument is reliable if it can be trusted, consistent or stable. To test the reliability of the questionnaire instrument on strengthening character education in this study, Cronbach's Alpha formula was used. To interpret the data on the results of the teacher's personality competency reliability test (variable X1), online learning management based on e-learning applications (variable X2), and strengthening character education (variable Y), the Reliability Statistics value of Alpha is used.

To interpret the data from the reliability test results of teacher personality competence (variable X1), online learning management based on e-learning applications (variable X2), and strengthening character education (variable Y), the Reliability Statistics value of Alpha is used. The results of this trial show an Alpha value of 0.718 for teacher personality competence, 0.7 for online learning management based on e-learning applications, and 0.715 for strengthening students' character education. Cronbach's alpha number in the range of 0.70 is acceptable; above 0.80 is good or reliable if it has an Alpha value of at least 0.7. Thus, the three questionnaires are reliable because they have an Alpha Value > 0.7.

The data analysis techniques used are the analysis prerequisite test and normality test. Normality test is used to test whether the sample used is a sample that is typically distributed or not. In this study, the data normality test on multiple linear regression using Probability Plot or Histogram on Software Statistical Product and Service Solution (SPPS). The population is expected if the significance value is more than 0.05, as seen from the One_sample Kolomogrov_Semirnov Test.

The basis for decision making Normality of data using Probability Plot: Regression model is said to be normally distributed if the plotting data (dots) of data that describes the actual data follow the diagonal line (close to the diagonal line). The basis for decision-making Normality of data using Histogram: If it forms a standard curve, then the residual is declared normal, and the assumption of Normality is met.
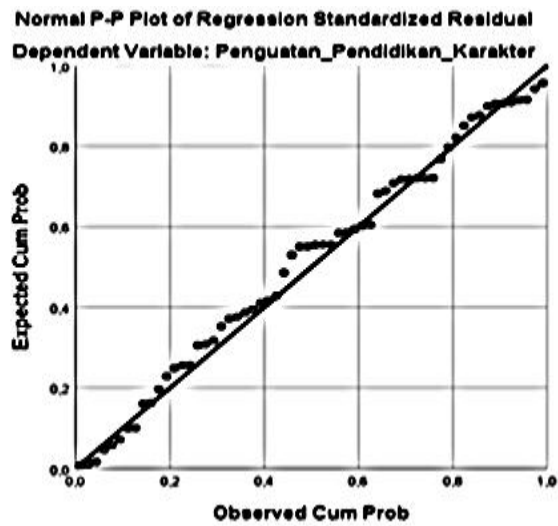
Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Penguatan_Pendidikan_Karakter

Figure 1: Probability Plot

In the normal Probability Plot graph, it can be seen that the plotting data (dots) that describe the actual data follow the diagonal line (close to the diagonal line). So the conclusion is that the regression model is normally distributed
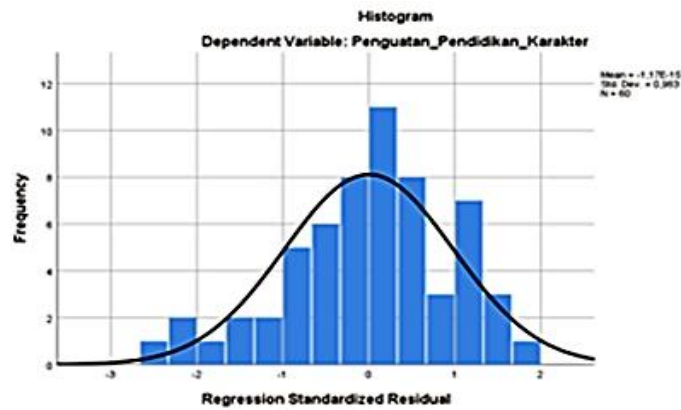
Histogram

Dependent Variable: Penguatan_Pendidikan_Karakter

Figure 2: Histogram

In the Histogram image above, the histogram forms a normal curve curve (like a bell) and the assumption of normality is met. So the conclusion is that the regression model is normally distributed.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		60
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	6,70309726
Most Extreme Differences	Absolute	,084
	Positive	,047
	Negative	-,084
Test Statistic		,084
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Figure 3: One –Sample Kolomogorov-Smirnov Test

Basis of decision-making: If the sign value is more significant than 0.05, then the residual data is normally distributed, and if the sig value is less than 0.05, then the residual data is not normally distributed. Based on the Table One_sample Kolomogrov_Semirnov Test, it can be seen that the sig value is 0.200 (greater than 0.05), so the residual data is normally distributed, or the regression model is normally distributed.

Online learning management at MAN Cimahi City obtained 84% of the expected 100%. Therefore, it can be categorized as implementing e-learning application-based online learning management at the Cimahi City State Madrasah Aliyah is well done. The personality competence of teachers at MAN Cimahi City scores 89% from the expected 100%, which can be categorized as teachers' personality competence at Madrasah Aliyah Negeri Cimahi City is very good. Strengthening students' character education in the State Madrasah Aliyah of Cimahi City obtained a score of 90% from the expected 100%. It can be categorized that strengthening the character education of students in the State Madrasah Aliyah of Cimahi City done very well. The effect of online learning management based on E-Learning Applications (X1) on strengthening character education (Y) is shown by the correlation coefficient of Sig. (2-tailed) 0.000 < 0.05, the Sig value for the E-Learning Application-Based Online Learning Management variable is 0.045, this value is smaller than 0.05, which H0 is rejected. Therefore, there is a relationship between E-Learning Application-Based Online Learning Management Learning by Strengthening Character Education. In other words, Online Learning Management influences Strengthening Character Education in MAN Cimahi City. The influence of teacher personality competence (X2) on strengthening student character education (Y) is shown by the correlation coefficient value of the Sig value for the Teacher Personality Competence variable is 0.083 this value is more significant than 0.05, then H0 is accepted. Therefore, it can be stated that there is no relationship between Teacher Personality Competence and Strengthening Character Education, or it can be said that Teacher Personality Competence does not affect Strengthening Character Education in MAN Cimahi City. The coefficient of determination (R Square or R Square) in Multiple Linear Regression has the meaning "how much (%) the contribution/contribution / influence given by the X1 variable (E-Learning Application-Based Online Learning Management) and (Teacher Personality Competence) simultaneously (together) -same) to the Y variable (Strengthening Character Education). The R Square value is 0.105 or 10.5%. Therefore, it can be stated that E-Learning Application-Based Online Learning Management and Teacher Personality Competence together give an effect of 10.5%, the remaining 100% - 10.5% = 89.5% is influenced by other factors such as instinct, experience, habits, and descendants.

This study supported previous research conducted by Fitria (2017), which states that the character education of Thomas Lickona and Yusuf Qardhawi has similarities, namely: moral knowledge (moral knowing) =

summul, moral feelings (moral feeling) = rabbaniyyah, and moral action = insaniyyah, wasathiyyah and a combination of firmness of principle and flexibility. Moreover, it aligns with what Arrobi (2019) stated is a significant influence between scouting education and religious character. It is also in line with Prasetyo (2019), which states that from several indicators, planning for strengthening of character education is the highest with 79.97%, implementation of strengthening of character education is 77.41%, and evaluation of strengthening of character education is 71.59%.

CONCLUSION

Online learning during the Covid-19 pandemic requires good management and character. Strengthening character education that is carried out continuously can reduce the negative impact of technological developments on children. However, it also required the teacher's competency to manage the students well. This study has investigated teacher competency and online learning management as factors affecting strengthening student character education. This study used questionnaires to collect teacher competency, online management, and student character education indicators. The data were analyzed statistically. Based on the findings, it can be concluded that the implementation of e-learning application-based online learning management at the Cimahi City State Madrasah Aliyah is well done. Teachers' personality competence at Madrasah Aliyah Negeri Cimahi City is also excellent.

Moreover, strengthening students' character education in the State Madrasah Aliyah of Cimahi City has done very well, and there is a significant relationship between E-Learning Application-Based Online Learning Management Learning by Strengthening Character Education. In other words, Online Learning Management influences Strengthening Character Education in MAN Cimahi City. Meanwhile, there is no relationship between Teacher Personality Competence and Strengthening Character Education, or it can be said that Teacher Personality Competence does not affect Strengthening Character Education in MAN Cimahi City.

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