

Submitted
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29/6/2023**ORIGINAL RESEARCH****Online learning for innovation method to improve students' characteristic**

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<https://doi.org/10.31603/ihs.9486>**Abstract**

The development of the education system has changed due to the impact of the COVID-19 virus. Online learning has become an accessible method during the pandemic. However, this method influences the students' characteristics. Also, investigating related to these characteristics changes has not been explored in the literature. Therefore, the study aimed to evaluate the impact of online learning on students' characteristics. The study used a descriptive study involving 62 respondents. Inclusion and exclusion were determined. The instruments were questionnaires. Spearman's rank correlation coefficient was also used for data analysis. Our study showed that online learning does not build the character of elementary school children ($p>0.05$). Further studies are needed to evaluate these variables in another population.

Keywords: Online learning; community nursing; education system; students' characteristics; nursing care**Introduction**

School-age is when varied changes in the child's growth and development affect the characteristics and personality (NICHD Early Child Care Research Network, 2007). This period becomes the core experience of a child responsible for their behavior in relationships with peers, parents, and cousins (López-Bueno et al., 2020). This period may affect their education, particularly during the pandemic, as the learning process is conducted at home through online/distance learning. Studying at home can focus on life skills education, among other things, about the COVID-19 pandemic (Zheng, Bender & Lyon, 2021). Online learning is the use of the Internet in the learning process. (Wahyu Aji Fatma Dewi, 2020). With online learning, students have the time to study and can study anytime and anywhere. This learning is an educational innovation to respond to the challenge of the availability of varied learning resources. However, the success of a model or medium of learning depends on the characteristics of the student. As revealed by Nakayama, all literature on e-learning indicates that not all learners will succeed in online learning. This is due to the learning environment and the characteristics of the students (Lemay, Bazalais & Doleck, 2021). A person of good character is an individual who can make decisions and is ready to take responsibility for any consequences of the decisions made.

Learning is an important part of the educational process to build character, knowledge, attitudes, and habits (Addimando, 2022). On this basis, the importance of learning activities that empower all potential students to master the expected competence. Online or online learning medals will surely educate and change the character or character of students. The shortcomings and limitations teachers must face are that art teachers who do not think quickly should use learning fully online, even though there are efforts in this direction (Maqbool et al., 2022). Moreover, not all teachers have the same digital literacy skills; there are relatively more adaptable teachers, but there are also those who cannot adapt, so they have difficulty learning online. Also, not all teachers and students have the minimum equipment to be used, so online learning is difficult to implement. In addition, the quality of connectivity and resilience of the data package is still limited and requires a high cost, which becomes an obstacle (Li & Pei, 2023). According to studies, some online learning barriers are not significantly found in several schools (Barrot, Llenares, & Del Rosario, 2021; Stecuła & Wolniak, 2022). It might be concluded that online learning is not implemented in that school. However, the problem arises in the first-class students who cannot use the practice, but it can be solved by involving parents.

Furthermore, students may believe that digital instruction is a good alternative for larger classes; nevertheless, those students who have poor self-efficacy beliefs and low self-regulation will have difficulties meeting the requirements of this learning style and may require additional support. Student engagement also becomes a factor for online learning success. However, there is a limitation in assessing the student's characteristics for online learning effectiveness. For this reason, this study investigated the benefits of online learning for improving students' characteristics.

Method

The study used a descriptive correlational study using the cross-sectional method. The inclusion criteria were students using online learning, having family support, and being able to communicate in Bahasa. Meanwhile, the exclusion criteria were junior high school students using direct learning methods. The population of the study is students in elementary school. A total of 62 students were involved in this study. The author did not use the sample size criteria as the voluntary respondents met the inclusion. The author used a specified questionnaire to assess the effectiveness and characteristics of the online learning method. The study took place in an elementary school in Indonesia. Chi-Square has been used to evaluate the objective of the study.

Results

The results of the study showed that the data of the school-age children of classes 4, 5, and 6 were the most mature at the age of 12 years total of 27 students (43.5 %), followed by the ages of 13 years, total 17 students (27.4 %) and the minimum age of 10 years totaled only three students (4.8 %). Sourcing the gender of the children Classes 4, 5, and 6 have the most female gender, as many as 33 children (53.2 %) and men have 29 children (46.8 %). Based on the number of students in the children of SD Banyuwangi 03 Magelang Classes 4, 5, and 6, the most respondents in class 5, which is a total 28 students (45,2 %), followed by class 6 total of 20 students (32,3 %) the least class 4 total of 14 students (22,6 %). The values of each character student are classes 4, 5, and 6. The religious characteristics of 61 students (98%) with excellent categories. Honest parts of 60 students (96%) with amazing classes. In the responsibility category of 61 students (98%) with exceptional types. In the tolerance category of 59 students (95%) with a very good class. Fifty-nine students (95%) had excellent sorts in the discipline category. The p-value with the Chi-square test obtained more than 0.05 out of five categories. The results of the Chi-square test showed that there was no correlation of each variable characteristic of the student to online learning. The strength of the relationship of all the variables falls into the weak category (< 0.25). However, the positive or directional relationship is present in all five variables. The values of each character in student classes 4, 5, and 6 are at the religious characteristics of 61 students (98%) with excellent categories. Honest parts of 60 students (96%) with amazing classes. In the responsibility category of 61 students (98%) with outstanding courses. In the tolerance category of 59 students (95%) with a very good variety. Fifty-nine students (95%) had excellent classes in the discipline category. The results of the Chi-square test showed that there was no correlation of each variable characteristic of the student to online learning. The strength of the relationship of all the variables falls into the weak category (< 0.25). However, the positive or directional relationship is presented in all five variables.

Discussion

The study results showed that the strength of character relationships tolerance falls into the category of strong relationships. Character changes for students frequently occur significant changes. Patience can be systematically implemented through school education through religious education (Mastour, Emadzadeh, Hamidi Haji Abadi & Niroumand, 2023). In pandemic times, religious education in schools is expected to enable and enhance the character of tolerance. For example, behaving and acting does not give a negative stigma to a covid-19-positive patient but rather provides support and assistance and prevents COVID-19-patients from social punishment such as isolation and social exclusion (Butt, Mahmood, Saleem, Rashid & Ikram, 2021). Form the personality of a cultural nation by strengthening character values that came from the culture of the Indonesian government itself. Character education is based on Pancasila by instilling a religious attitude, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the homeland, appreciation of achievement, communication, peaceful love, passion for reading, caring for the environment, social care, and responsibility (Vezne, Yildiz Durak, & Atman Uslu, 2023).

Character education is the education in regulating a person's attitude to develop a good personality. Character education is a process of transforming values, thus presenting a good character. Character education from an early age. This is the first step in developing a child's personality. Education from the beginning. Character education

systematically applied in learning activities is a power of dealing. Valuable to the whole community. Players get profits. by acquiring positive behaviors and habits that can boost their self-confidence and make their lives happier and more productive. Although the study results showed differences in student character during the online learning process, learning, in general, is still in the category of having a good personality. Online learning implemented during this pandemic era is new to students. This has both positive and negative effects on students.

The positive impact experienced by students during the implementation of online learning in the time of the COVID-19 pandemic is that students who did not master internet technology began to be able to use technology, although only through the Whatsapp application (Bączek, Zagańczyk-Bączek, Szpringer, Jaroszyński, & Wożakowska-Kapłon, 2021). In addition to positive effects, there are also negative effects. Based on the research results, several barriers experienced by underwater students in online learning continue (Yan, Whitelock-Wainwright, Guan, Wen, Gašević, & Chen, 2021). In this case, the online learning support tool's proprietary factor is the mobile phone. Some students don't have mobile phones. To overcome this, the teacher asked the student to study with his friend whose home was nearby while the governor recommended a health protocol (Delungahawatta et al., 2022). The research carried out during the pandemic period of character changes that occurred sufficiently well in elementary school students included character values, religious character Values, disciplinary character values, creative character values, self-value character, responsibility character values, and curious character values.

Conclusion

Online learning improves the students' characteristics among students in elementary school. Community nurses, healthcare educators, and parents should work in tandem to evaluate the students' characteristics. Future studies are needed to reassess its efficacy among students in senior high school.

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Author's perspective

Key points

- Online learning may both reduce or improve students' characteristics
- Community nurses play significant role to evaluate the student' performance
- It is necessary to collaborate with stakeholders to improve learning process

Potential areas of interest

- How can the family be involved in online learning?
- What supportive factors lead to successful online learning?
- When must healthcare technology be evaluated for online learning?

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