



# The Reactualization of Students 'Honest Character at Universitas Muhammadiyah Semarang Ed after Covid-19

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**Abstract.** The impact of covid-19 has been tremendous across all sector of life, including education. The presence of Covid-19 has necessitated the implementation of online learning, which has led to imperfections in the education process. Learning loss has occurred, with one aspect being the emergence of student dependence on the internet. Consequently, it appears as if the tool driving the educational process is the smart phone rather than the students themselves. The subject of civic education aims to produce smart and responsible citizens. Therefore, the phenomena of student reliance on their smartphones poses a unique challenge for civic education. Oral examinations represent one possible alternative that can be implemented to gradually reduce students' dependency on their smart phones. This approach aims to help students refocus on learning and develop an understanding and skills related to citizenship without relying excessively on technology.

Keywords: Civic Education, Honest, Pasca Covid-19.

## 1. Introduction

Virus Covid-19 has triggered the implementation of policies that have had a significant impact on the sustainability of life in Indonesia, particularly in the field of education. The issuance of Regulation No. 21 of regarding Large-Scale Social Restrictions (PSBB) in Accelerating the Handling of Covid-19 has led to implementation of online learning. Offline learning in a physical classroom is no longer the norm; instead, education is conducted using internet technology through platform such as What App groups, Google Meet Rooms, Zoom, Google Classroom, and other Internet-based applications.

The full integration of the internet in the learning process poses a unique challenge for courses that bear the responsibility of shaping personality or character. These courses are outlined in Directorate General of Higher Education Regulation No. 43/ Dikti/Kep/2006 and include subjects such as Pancasila education, Citizenship, religion, and the Indonesian language.

Pendidikan kewarganegaraan, as one of the categories of personality development courses, has a ultimate goal: the formation of good and intelligent citizens (smart and good citizen) based on the values of Pancasila and the UUD 1945. Besides, the civic education holds a central position in building civic knowledge, civic skills, and civic disposition [1]. Therefore, civic education plays a crucial role in preventive efforts against the attitudes, behavior, and actions of citizens. It aims to foster an informed, skilled, and responsible citizenry grounded in the principles of Pancasila and UUD 1945. The Countries that are inclined towards radicalism, terrorism, intolerant attitudes, criminal activities, amoral behavior, bullying, and sexual assault cases face significant challenges. Even civic education becomes a crucial effort to internalize values such as anti-corruption and patriotism.

In addition, civic education is defined as a discipline with an electric identity in the field of study, referred to as “an integrated system of knowledge”, “synthetic discipline”, “multidimensional”, and “systemic conceptual study” [2]. This discipline has an ontology consisting of the Unitary State of the Republic of Indonesia (NKRI) as the fundamental foundation, Pancasila as the philosophical foundation, the UUD 1945 as the normative foundation, and the behavior of citizens as the psychological foundation. The material foundation includes the archipelago, individuals, natural and cultural wealth awareness as human beings, and the identity as a nation.

Thus, Pancasila values become the basic for civic education. The indicators of a smart and good citizen, the goal of civic education, can be measured through the achievement of attitudes and behaviours in society that align with Pancasila value. The Pancasila value aimed to be achieved through civic education include moral values, ethical values, religious values, humanitarian values, nationalism values, love for the homeland, responsible democratic values, and values of justice.

Besides, human action involves four stages: impulse, perception, manipulation, and manifestation [3]. The third stage, manipulation, is the key that characterized human action, involving collaboration between instincts and thoughts decided independently by human. To realize the action of the Indonesian community that reflect Pancasila values, positive impulses are needed to stimulate manipulation and read perceptions that align with those impulse. Given that the goal of civic education is to cultivate the attitudes and behaviors of the younger generation in accordance with the basic values of Pancasila, the formation of an honest attitude is paramount. Honesty, although difficult to measure, can be indicated through several criteria. In the context of this research, honesty can be mean sure through several indicator as follows:

1. Eye gaze direction
2. Clarity in conveying ideas or opinions
3. Body language and movements

These indicators will be used by the researcher in conducting oral examinations. Through this research, it is expected to obtain data regarding the challenge and obstacles in oral examination.

## 2. Methods

This research utilized descriptive statistical method. This method employs analysis to determine the existence of independent variables on one or more variables. Descriptive statistical method in this research is appropriately used to describe data or summarize data in the initial stage of data analysis. Using this method, existing data is formulated to describe and depict the actual research result. This descriptive statistical method is simplified into calculations with tables and data diagrams.

Concerning the use of this statistical method, data is collected from students of the Management study program who are taking the civic education course. Students become the subjects of the research, and their attitudes in participating in online oral examinations are identified using observation sheet. This approach aligns with the view of Baier & Katoen [4] who state that data collection can be done in various settings, from various sources, and in various ways. This step is appropriately carried out by collecting data in a varied manner according to the conditions of the local research subjects. The subjects in this research are students from classes A1, A2, A3, A4, and A5 in the Management study program. Total number of research subjects is 250. The selection of research subject is based on the researcher's criteria, which is determined by the ongoing conditions in the lectures. Students in these classes are currently taking the Civic Education course, as referred to the research title "The Effectiveness of the Econometrics Course Learning Process in the 2018 Economics Education Class at UNESA in the Minds of the Covid-19 Pandemic" [5]; [6]. In the study in the aforementioned study, it is stated that the researcher's criteria can be used as criteria in the selection of research subjects. The steps taken in this research include the following eight stages:

1. Determination of research subject using the attendance of students in the civic education lectures.
2. Development of instruments based on predefined criteria, specifically online oral exam along with all its components.
3. After instrument validation, observation, sheets are filled out.
4. Processing of observation sheets involves data analyzing using percentages for each obtained item.
5. Processed data is interpreted using predetermined interpretation analysis guidelines.
6. Result of data analysis are summarized and interpreted into final conclusions.

7. Data interpretation involves confirming research result with research subjects to increase the percentage of accuracy in interpretation and reduce the percentage of errors in the study.
8. Data processing conclusions are translated into final research conclusions with accurate interpretations.

Through these stages, data is collected, analyzed, and interpreted into research results in eight aspects. Subsequently, the data is interpreted into the actual research findings.

### **3. Results and Discussions**

The main finding of the study indicate they oral exams are one of the strategic ways to shape the honest character in UNIMUS management students. Interview result several that 10 students perceive oral exams as something new to them. With the implementation of oral exams, students must genuinely study and prepare themselves to avoid nervousness and hesitation in answering questions posed by the lecture. This data aligns with Mead's behavioural theory, stating that human actions consist of four stages: impulse, perception, manipulation, and embodiment. The finding in this research resonate with Mead's idea, where Oral Exams can act as an impulse for students to take positive actions, such as preparing themselves through studying for the oral exam [7].

The actions taken by students simultaneously address the research goal, which is how oral exams can shape the honest character of students. Oral exams can serve as an impulse to cultivate honesty in students. This research also reinforces Mead's theory that human actions are characterized by the collaboration of instinct and thought, independently decided by the individual.

Students also believe that oral exams provide learning about transparency, as they can mutually assess each other's abilities and readiness. Through oral exams, students can train their mental resilience to express their opinions without interference from anyone. Students become more creative in forming and articulating sentences.

These research finding further enrich previous studies that analysed effective character education implementation. Earlier studies suggested that character education is effective when directly involving students in community activities aligned with the targeted character. For instance, Kwiatkowska's research [8] critical service. Participants were directly involved in providing service to the community, allowing them to experience serving and, consequently, fostering patience and generosity. This study suggests that oral exams can be a choice objections due to their unfamiliarity with verbal expression. Some students find it easier to articulate their thoughts in writing. Nevertheless, those who object

to oral exams also express enthusiasm because it challenges them to articulate thoughts verbally [8], aligning with the educational principle that students are unique beings, and efforts to sharpen all aspects of their intelligence are part of the educational task.

Additional research result from observation sheets indicate that students attitude during oral exams generally fall into the "very good" category. Detailed descriptions indicator are provide in table 1 the character of honesty, as implanted through oral exams, is well-received by management students, as evidenced by their focused eye contact, clear and steady intonation[9]; [10], coherent sentence structure, and accurate answers.

#### 4. Conclusions

To sum up, the successful way in which character education was implemented. Research conducted in the past revealed that character education is most effective when it involves students actually participating in community activities that are linked with the character that is being taught. Specifically, the concept of forming democratic character through the provision of crucial service. The characteristic of mathematical proof is deductive proof. Deductive proof needs to be supported by the use of appropriate proof strategies and methods. There are several methods of proof that can be used to make deductive proof effectively. Educators need to familiarize students with applying several appropriate strategies and methods of proof to increase knowledge about proof methods. Further research can inform effective proof methods in working on mathematical proofs.

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