

The Impact of Online Learning toward the Independence of Primary School Students During the Pandemic in Jakarta, Indonesia

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Abstract—The implementation of physical distancing policy serves as the basis for the administration of online learning from home, which in turn encourages the use of information necessitating the students to change their learning method. Due to the use of digital apps, students are no longer participating in face-to-face learning and therefore required to independently complete the learning tasks assigned daily by the school. The purpose of this research is to measure the impact of online learning towards the character of independence displayed by fifth-graders during the pandemic. The research collected its data using quantitative method, namely distributing questionnaires to elementary school students in Jakarta. The samples of the research are mostly students performing online learning, with the primary variables used being online learning and the character of independence. The data obtained were processed using regression analysis and t test, which were used to measure the influence and significance level of online learning towards students' character of independence. The research reveals that the significance level is $0.000 < 0.05$ and the t count value is 6.465, which is greater than the t table value of 2.002. It can be concluded that online learning affects the character of independence possessed by the fifth-graders in Jakarta. This shows that traits suggesting independence, such as being capable of performing key activities in learning, as well as realizing and understanding what needs to be done to appreciate family members, teachers and the school by acting wisely and responsibly in completing learning tasks, have become new values that they believe in. To ensure that students keep developing their character of independence during the pandemic, improvements need to be made in terms of the quality and quantity of online learning facilities. Such improvements can be done through a collaboration between the government, schools, teachers, students and the society in general.

Keywords—online learning, the character of independence

1 Introduction

The rapid development of information and communication technology affects many aspects of human life. Globalization has created a world that is in need of fast information exchange, a world where communication technology is very important. Technologically

advanced community needs a tool to make their various activities easier to do, and as a part of such community, students also have the same need [1]. The Covid-19 plague has swept through many countries in the world and has also become a distinct challenge to educational institutions, especially primary schools. In its fight against Covid-19, our government has banned crowds, implemented both social distancing and physical distancing and encouraged us to always wear masks and wash our hands. Through the Minister of Education and Culture, the government has banned schools from performing face-to-face learning (conventional learning) and instructed the implementation of online learning. Educational institutions, including primary schools, are asked to carry out online learning [2][3]. The physical distancing policy, which eventually became the basis for the implementation of online learning at home through the leverage of information technology, was enforced abruptly despite having inadequate infrastructures and system. Students, teachers, parents and even family members back at home were shocked by the sudden changes even though information technology has been integrated into the teaching and learning process in Indonesia for the past few years. It is worth noting that, before the pandemic, online learning is merely a concept, and a technical tool. It has not become a way of thinking, and it has not become a learning paradigm. Thus, we have a lot to catch up in terms of online learning.

Interviews with several primary school teachers reveal that the implementation of e-learning or online learning is not optimum. Most schools already have an internet network but the usage is still limited to accessing sources of information. Not all teachers are capable of creating online teaching materials, setting up online interactive forums, or making tests using the e-learning system. Furthermore, interviews with several students reveal that some of them are unable to fully grasp e-learning even though they are equipped with supporting facilities such as laptops and smartphones that are connected to the internet. Additionally, interview with teachers also reveal that, despite playing an important role in determining the success of e-learning, the existing school infrastructures are lacking the capability to do so.

Online learning is not a method to transform face-to-face learning through the use of digital applications, nor it is meant to burden students with a lot of tasks every day [38][39]. Online learning should be a method that encourages students to get creative in finding ways to access as many knowledge as possible, be productive and sharpen their wit, which will eventually turn them into lifelong learners. Therefore, education actors such as teachers must take a bold step to turn this online learning into a chance to transform the education in this country. To that end, there is one step that we can all consider in relation to online learning, namely empowering teachers so that they are capable of teaching remotely. This requires the use of technology. Teachers must have the capability to teach remotely using various applications.

The pattern of online learning also affects students' character. Therefore, teachers play a central role in the shaping of such character. Furthermore, since they are considered as students' second parents when they are not at home, teachers play a big role in transferring their knowledge and skills. Due to their important role within the society, teachers are deemed as educated figures who are expected to have the ability to cultivate the mind of future generations, nurturing them to become the inheritors of this country, to become people with character. Aside from providing education and academic materials, teachers must also instill positive values since they are their students'

role models. To realize this goal, teachers must build students' character to the best of their ability [4].

2 Review of literature

2.1 Online learning

Learning is also known as “instructional”. Nowadays such term is more widely known and refers to a teacher's active role in making students learn proactively instead of the old concept of teaching where students passively receive learning materials from a teacher. Online learning is a learning process leveraging internet network to obtain accessibility, connectivity, flexibility and the ability to bring about various types of learning interactions [5][6]. The use of internet and multimedia is able to revolutionize the methods used to convey knowledge and can serve as an alternative to the learning conducted in traditional classes. Online learning is a learning process capable of converging students and teachers for the purpose of engaging in a learning interaction with the help of internet [7].

In practice, online learning requires the availability of mobile devices such as smart-phones or android phones, laptops, computers, tablets and iPhones which can be used to access information anywhere and anytime [8]. During WFH period, schools need to enhance their online learning capabilities [9]. Online learning has become a demand in the world of education for the last few years [10]. It is needed in the learning process of the 4.0 industrial revolution era [11][40].

2.2 Independence

Independence in students can be nurtured through character education in school, at home and wherever the students are. Character education is the naming system of character values that includes several components, namely knowledge, awareness or willingness, and the actions taken to uphold those values, both in the name of God almighty, and toward oneself, others, the environment and the country. The character development of a nation can be done through the character development of an individual. However, since all individuals live in a certain social and cultural environment, the character development of an individual can only be done in his own social and cultural environment. This means that the development of a culture and character can be done in an educational process that does not separate a student from his social environment, his local culture and the culture of his nation. Indonesia's social and cultural environment is Pancasila. Thus, cultural and character education is the nurturing of the values of Pancasila by cultivating the heart, mind and body [12][13].

The purpose of character education is to instill values into students and renew our way of life so that it gives more appreciation toward individual freedom. In addition to that, character education is aimed at improving how education is implemented and refine the results it yields in schools. The end result of such improvement and refinement is to help students become people with character and good manners as per the determined graduates competence standards in ways that are holistic, integrated and well-balanced [14]. It is important to possess independence during the learning process

so that students can get the most of such process. With independence, it is expected that students will be able to devise their own learning strategy, manage the time used to study, set up their learning area, assess their learning activities, overcome difficulties in understanding learning materials, measure the accomplishment achieved through learning, choose appropriate sources of learning materials and take the initiative to obtain learning materials and interact with such materials [15]. Students possessing this trait is capable of analyzing complex issues, work both individually and in groups and has the courage to express their ideas. A teaching and learning process where students sit in silence while absorbing the information provided by their teachers has indeed become a deep-rooted culture since long time ago. As a result, bringing about a change toward active, creative and fun learning will be a rather difficult task. [16].

Independent learning is a learning process where students are free to determine their goals, choose their strategies, use any sources they deem appropriate, make academic decisions and conduct activities necessary to achieve their goals in learning [17]. Researches on the impacts of technology toward the character of students are conducted by looking into the condition of Indonesia during the pandemic. The current research is focused on primary school students, while the subsequent one will be focused on teachers, parents and Primary School Teacher Education. Currently, students' data are collected quantitatively.

What makes this research different from other researches is that this research is focused on primary school students in Jakarta and it analyzes the impacts of the implementation of online learning during the pandemic toward the independence of primary school students. The baseline of this research are past researches conducted by researchers examining the impacts of the use of gadgets toward the interaction pattern and linguistic skills of primary school students. This research is highly supportive of the Study Program's research map, namely technology within learning process and character education. This research is focused on the analysis of the impacts of the implementation of online learning toward the independence of high grade students in Jakarta during the pandemic.

3 Methodology

This research uses the quantitative method, in which the data needed are collected by distributing instruments to primary school students. The schools used as sample are primary schools in Jakarta, with the assumption that the schools are chosen based on their status, namely whether they are state or private primary schools. Most of the students in these schools belong to an urban society that have experienced online learning and have classes implementing 21st century learning, in which technology plays a pivotal role, in their schools. The students who become the respondents in this research are high grade students, namely fifth year students. In this research the data is collected by means of:

Questionnaires, a data collection method that utilizes a set of written questions distributed to primary school students. Using the questionnaire method, the researcher develops two instruments, which are online learning and students' independence instruments. The data collection instruments are used to collect the necessary data.

The questionnaires used in this research are close ended questionnaires where the questions listed already have predetermined response alternatives, and what the respondents need to do is to choose from this options as per the actual circumstances [18].

The following were the steps taken by the researcher during the research:

1. The researcher made outlines for the instruments used based on the theories used. The outlines made are online learning and independence. The instruments were then made based on the outlines. The validity and reliability of the instruments were tested using used tryout in which the validity and reliability of the instruments were analyzed after the data collection was finished. The validity of the instruments was tested using the Exploratory Factor Analysis (EFA), while their reliability was tested using the Cronbach’s Alpha. The reliability of the online learning variable is 0.76, while the reliability of the independence variable is 0.74. Since the value of the Cronbach’s Alpha is > 0.60, it can be stated that both online learning and independence variables instruments are reliable [18][19].
2. The data obtained were calculated using regression analysis test to see whether X variable had influences on variable Y. The results of the calculation were then analyzed quantitatively [20].

4 Discussion

This research studies fifth graders to see the general impact of online learning toward the independence of primary school students in Jakarta, Indonesia during the pandemic. This research uses questionnaires as its data collection method. The statistical analysis of the two variables, which is described through maximum and minimum value, range, mean, median, mode, deviation standard (DS) and variance with the help of SPSS 24 is as follows:

Table 1. Variable statistical data

	Online Learning	Independence
N Valid	36	36
Missing	0	0
Mean	43	40
Median	44	42
Mode	48	40
DS	5.26	4.35
Variance	27.68	18.98
Range	26	23
Minimum	28	28
Maximum	54	51

Based on Table 1, with the variable of online learning intensity, the following values are obtained: a maximum value of 54 and a minimum value of 28; a range of 26; a mean

of 43; a median of 44; a mode of 48; a deviation standard of 5.26 and a variance of 27.68. Meanwhile for the variable of independence, the following values are obtained: a maximum value of 51 and a minimum value of 28; a range of 23; a mean of 40; a median of 42; a mode of 40; a deviation standard of 4.35 and a variance of 18.98.

Based on the values above, the following is the categorization of the score of online learning and independence variables:

Table 2. Categorization for the score of online learning variable

Category	Score Range	Frequency	Percentage (%)
Low	28–37	6	17
Middle	38–47	28	77
High	48–57	2	6

Based on the calculation result, it can be seen that as many as 36 students with a percentage of 77% belong to the Middle category for the online learning variable. This number is greater than the students belonging to the Low category, which are 6 students with a percentage of 17%, and those belonging to the High category, which are 2 students with a percentage of 6%.

Table 3. Categorization for the score of independence variable

Category	Score Range	Frequency	Percentage (%)
Low	28–35	2	6
Middle	36–43	22	61
High	44–51	12	33

Based on the calculation result, it can be seen that as many as 2 students with a percentage of 6% are still categorized as having a low score. However, this number is lower than the number of students having middle-category score, which are 22 students with a percentage of 61% and the students with high-category score, which are 12 students with a percentage of 33%.

Table 4. Results of the simple linear regression test on the relationship between online learning variable and independence variable

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	366.265	1	366.265	41.795	.000 ^b
	Residual	297.958	34	8.763		
	Total	664.222	35			

Notes: a. Dependent Variable: Independence; b. Predictors: (Constant), Online Learning.

Based on the output of SPSS, it can be seen that the test yields an F of 41.795 and a significance of 0.000 where the number is lower than 0.05. Therefore, this regression model can be utilized to predict the impact of online learning (x) toward the independence of primary school students (y).

Table 5. Result of the determination coefficient test of the impacts of online learning toward independence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 ^a	.551	.538	2.960

Note: a. Predictors: (Constant), Online Learning.

Based on the output of SPSS, it is known that the value of correlation coefficient (r) is 0.743 and the value of determination coefficient (r²) is 0.551. Therefore, it can be concluded that the impact of online learning toward primary school students' independence is equal to 55.1%, while the independence of the remaining 44.1% is influenced by other factors not studied in this research.

Table 6. Result of the T Test Uji T on the impact of online learning toward independence

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.219	4.206		3.381	.002
	VAR00001	.615	.095	.743	6.465	.000

Note: a. Dependent Variable: Independence.

Based on the output of SPSS, it can be seen that the t test yields a t value of 6.465, which is greater than the value of t table, which is 2.002, and a significance of $0.000 < 0.05$. Therefore, based on such result, it can be stated that Ho (no significant impact) is rejected and H1 (significant impact) is accepted. The result of the simple regression test reveals an F of 41.795 and a significance value of $0.000 < 0.05$. Thus, it can be predicted or stated that online learning (X) has an impact of 55.1% toward the independence of primary schools fifth graders (Y) during the pandemic in Jakarta, Indonesia.

Furthermore, the result of t test hypothesis calculation shows that H1 is accepted, which means that the online learning variable has a significant impact toward students' independence variable with a significance of $0.000 < 0.05$ and a t value of $(6.465) > t$ table (2.002). Therefore, based on that data, online learning has a significant impact of 55.1% toward fifth graders' independence. Through online learning within the school and social environment of the students, teachers can observe and develop students' existing characters and other characters suitable for them. The education provided by teachers is a process of developing characters, and one of them is independence. Thus, during their primary education, children must always be well-monitored and controlled so that every lessons they get at school can be implemented and applied appropriately within the society [21]. As argued by [16], possessing the character of Independence can bring about the most out of a learning process. Independence enables students to devise their own learning strategy, manage the time used to study, set up their learning area, assess their learning activities, overcome difficulties in understanding learning materials, measure their capabilities in learning, choose appropriate sources of learning materials and take the initiative to obtain learning materials and interact with such materials. Character education is a sincere effort to help an individual understand, care

about and act based on the core of ethical values [22]–[24]. Character education has the same essence and meaning as moral and manner education. Its goal is to shape the personality of a child into one that act and behave like a good human being, member of the society and citizen [25]. Independence can be implemented in independent learning, which is a process where students are free to determine their goals, choose their strategies, use any sources they deem appropriate, make academic decisions and conduct activities necessary to achieve their goals in learning [26].

Developing students' character of independence during the pandemic is a challenge, as well as both the long-term and short-term goals of nurturing the nation's young generation. The Ministry of National Education and Culture has announced the six profiles of Pancasila students as an essential part of the nurturing of the nation's characters [27]. Research shows that the pandemic has provided many opportunities to nurture and develop students' characters since they basically possess the internal and external capacity to grow into wise and mature individuals [28][29]. Elementary school students have the social and cognitive awareness to discover character values, they discover that they are capable of performing the key activities of their learning process and that they are able to know and understand what needs to be done to appreciate their families, schools and teachers [30]. During the pandemic, students' independence is also nurtured by social solidarity activities, which enable them to realize that they too have responsibilities as citizens. At the very least they now understand that performing physical distancing and hand washing is a part of not only an effort to maintain their personal health, but also the health of their family and the people around them. This means that the pandemic has trained the students to think rationally and make smart choices, as well as to not give in easily until they are able to complete their learning tasks amidst the crisis. Finally, this suggests that the pandemic has turned the students into individuals possessing independence and maturity which correspond to their age and intellectual level [23][31][37].

5 Conclusion

Based on the discussion on the research elaborated above, the researcher can conclude that the implementation of online learning has a significant impact toward the independence of primary schools' fifth graders. This is proven through the t test revealing a significance of $0.002 < 0.05$ and a t value of $3,193 > t$ table of 2.002 . Thus, through the implementation of online learning, independence can be developed among primary school students.

Online learning involves two-way communication between teachers and their students. This encourages the students to actively participate in the learning process, thus improving their comprehension and independence [32]–[34]. Online learning is a set of learning activities nurturing primary school students' independence to inspire them to do the best of their abilities to seek and learn systematically, critically and logically so that they can discover by themselves the knowledge, attitude and skills they require [31][35][36].

6 Recommendations

Based on the elaboration, discussion and conclusion on the nurturing of students' character of independence during the pandemic in Jakarta presented above, we recommend the following to improve the development of the aspects of independence in students through learning:

1. Parents, teachers and schools need to collaborate in improving the quality, content, network and process of various online learning features in order to better nurture students' character of independence through the use of the technology employed in supporting students' learning process both in school and at home.
2. A collaboration between parents and schools is needed to monitor the various learning tasks and activities assigned by teachers during the pandemic. Supervision will encourage the sense of responsibility and result in independence, which will lead to the students being capable of staying true to themselves and be honest with others, especially in terms of the completion of various online and offline tasks and home work assigned by the school.
3. It is highly likely that character development may be triggered an accelerated by both internal and external conditions, such as the pandemic. As a result, the students respond by adopting new learning methods through the online education system and services provided by their schools. To help the emergence of awareness and responsibility in students, it is essential that the schools and teachers prepare educational online learning services and methods both at home and in school.

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