



Implementation of Character Installation I Students through Online PPKN Learning with the Jagaratu Application during the Covid-19 Pandemic 19 in SMKN 3 Salatiga

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Abstrak

Tujuan penelitian ini adalah 1) untuk mengetahui dan mendeskripsikan pelaksanaan penanaman karakter pada siswa melalui pembelajaran PKn online dengan aplikasi Jagaratu pada masa pandemi Covid 19 di SMK N 3 Salatiga, 2) untuk mengetahui efektifitas pelaksanaan penanaman karakter pada siswa melalui pembelajaran PPKn daring dengan aplikasi jagaratu di masa pandemi covid 19 di SMK N 3 Salatiga. Penelitian ini merupakan penelitian deskriptif kualitatif dengan guru PKn sebagai mata pelajaran dan siswa kelas X TSM 2, XI M 1 dan XII W 1 yang berjumlah 107 siswa. Teknik pengumpulan data menggunakan teknik observasi, wawancara, angket, dokumentasi dan instrumen penelitian. Teknik analisis data dalam penelitian ini dianalisis melalui teknik analisis data kualitatif yang meliputi reduksi, display data, penarikan kesimpulan/verifikasi). (1) Hasil kajian menunjukkan bahwa pelaksanaan penanaman karakter dilakukan melalui metode penanaman, keteladanan, fasilitasi, dan pengembangan keterampilan, (2) Nilai-nilai karakter yang ditanamkan oleh guru yaitu religius, jujur, toleran, disiplin, keras kerja, kreatif, mandiri, demokratis, bersahabat/komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, dan bertanggung jawab, (3) Efektifitas penerapan pembentukan karakter pada siswa melalui pembelajaran PKn online dengan jagaratu penerapan pada masa pandemi Covid 19 di SMK N 3 Salatiga pada kelas X TSM 2, XI M 1, dan XII W 1 dinyatakan cukup efektif berdasarkan hasil kuesioner sebesar 85,6%.

Kata Kunci: Pembelajaran, Karakter, Peserta Didik

Abstract

The purposes of this study are 1) to find out and describe the implementation of character instilling in students through online Civics learning with the Jagaratu application during the Covid 19 pandemic at SMK N 3 Salatiga, 2) to find out the effectiveness of implementing character instilling in students through PPKn learning online with the jagaratu application during the covid 19 pandemic at SMK N 3 Salatiga. This research is a qualitative descriptive research with Civics teachers as subjects and students in class X TSM 2, XI M 1 and XII W 1, totaling 107 students. Data collection technique using techniques observation, interviews, questionnaires, documentation and research instruments. Data analysis techniques in this study were analyzed through techniques analysis qualitative data which include reduction, data display, conclusion drawing/verification). (1) The results of the study show that the implementation of character cultivation is carried out through inculcation, exemplary, facilitation, and skills development methods, (2) The character values instilled by the teacher are religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, friendly / communicative, love peace, love to read, care for the environment, care socially, and be responsible, (3) The effectiveness of implementing character building in students through online Civic Education learning with the jagaratu application during the Covid 19 pandemic at SMK N 3 Salatiga in class X TSM 2, XI M 1, and XII W 1 were stated to be quite effective based on the results of the questionnaire at 85.6%.

Keywords: Pembelajaran, Karakter, Peserta Didik

Introduction

The Covid-19 pandemic situation is being felt by the whole world, including Indonesia. Covid -19 entered Indonesia in March 2020, the corona virus has had a serious impact not only on health but also on the education sector, with the pandemic situation forcing the world of education to carry out distance learning online. Covid 19 has a very fast rate of spread so the

government urges people not to carry out activities outside the home if it's not urgent, this also applies to other fields such as the imposition of work from home and study at home or what is often called online learning (e-learning). During the Covid 19 pandemic, the government issued a policy regarding online learning, so that learning was carried out even though it was not face-to-face. Online learning is the use of the

internet network in the teaching and learning process which is carried out online (Khotijah et al., 2021).

Sofyana & Abdul in (Sourial et al., 2018) stated that online learning is a learning system by not meeting face to face, but using platforms or applications that can assist in the learning process activities. The purpose of online learning is to provide quality learning services in a network that is intact and open to reach more and more universal learning enthusiasts. Online learning focuses on the learning process by using internet technology to convey various things that can increase knowledge and skills (Elyasa in Tuti et al., 2020). Based on the above opinion, it can be concluded that online learning during the pandemic was carried out as an effort to provide quality learning services so that students' competencies, both knowledge, attitudes and skills, could increase according to the educational / learning goals that had to be achieved.

Law No. 20 of 2003 article 3 paragraph 2 states that the purpose and function of national education is to increase competence and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the ability of students to become human beings who believe and fear God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. Based on the statement in the law, it can be concluded that education is a means to improve the ability of students to become citizens who are intelligent, skilled, and with character.

Citizenship Education as one of the subjects in the education curriculum at the primary and secondary education levels also supports the achievement of these national education goals, as stated in the elucidation of Article 37 of the Law on the National Education System which states that citizenship education is intended for students to become human beings who have a sense of nationality and love for the motherland (Akbal, 2016).

According to Winarno in Sayektiningsih et al., (2017) Citizenship Education has three main functions, namely developing civic intelligence, fostering civic responsibility and encouraging citizen participation, affective and psychomotor, namely forming citizens who are intelligent, skilled and with character. The affective aspect (character) is the emphasis of citizenship education where students are expected to become citizens who have a sense of nationality, love for the motherland, are democratic and responsible. Thus it can be said that Citizenship Education has a mission as value education or character education.

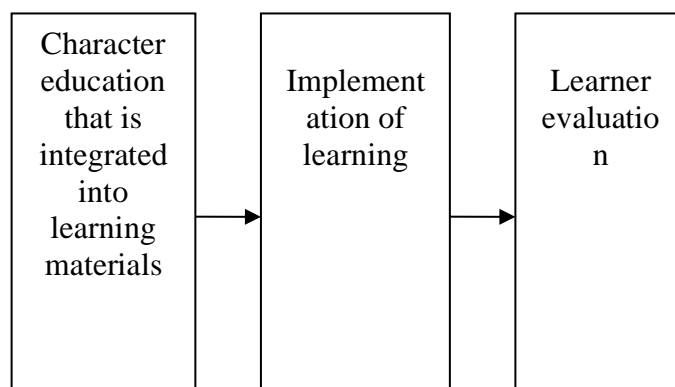
Citizenship education in schools is expected to be able to increase good values for students so that they have good morals, and are able to facilitate the strengthening and development of certain values so that children's behavior is achieved both at school and

outside of school. (Dharma Kesuma in Sayektiningsih et al., 2017: 231).

Civics learning during the covid -19 pandemic at SMK Negeri 3 Salatiga was carried out online using the "JAGARATU" learning application which can be accessed on Google Chrome through gadgets or laptops. Jagaratu is a school portal digital, which provides a wide range learning materials as well as a means of communication and interaction between the educational community of a school.

In online PPKn learning it is hoped that it will not only provide learning materials but also focus on instilling character in students so they are able to understand and can exercise their rights and obligations as Indonesian citizens with good character and character. Even though in a pandemic situation where learning is carried out online, instilling character in students still needs to be done, this is in accordance with the mission of Citizenship Education as education character, even during a pandemic situation like this PPKn teachers are required to be more active and able to use technology as a means of character learning to form students who have intellectual intelligence, good attitudes and skills and can be implemented in everyday social life. This is in accordance with the statement of the Ministry of National Education (in Santika, 2020:14) who argued that the strategy for implementing character planting in educational institutions has the following steps: integration in subjects, in learning activities must contain character values that will be instilled in students, implemented, and linked to the daily lives of students in community environment.

implementation of character education through Civics subjects as follows:

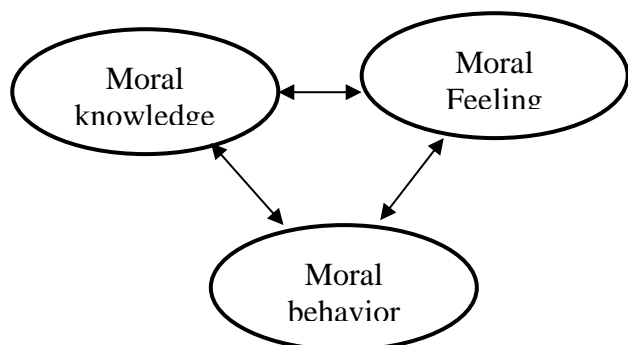


Picture 1. Implementation of character cultivation through Civics subjects

According to Ministry of Education and Culture in (Santika, 2020:11) the form of implementation of instilling character values into students by PPKn teachers in the learning process is as follows: religious, honest, tolerant, disciplined, creative hard work,

independent, democracy, curiosity, national spirit, love of the motherland, respect for achievement, friendship/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility.

Thomas Lickona in (Maunah, 2016:92) states that character can be formed from three kinds of interrelated parts, namely moral knowledge (Moral Knowing), moral feelings (Moral Feeling), and moral behavior (Moral Action). According to Lickona, the three kinds of character building parts can be described as follows:



Picture 2. Relationship between character components

Moral knowing consists of several indicators, namely: moral awareness, knowledge of moral values, perspective formation, moral thinking, decision making, personal knowledge. Meanwhile, moral feelings consist of: conscience, self-esteem, empathy, loving good things, self-control, humility. The last is moral behavior (Moral Action), moral behavior consists of competencies, desires, habits.

Based on Lickona's opinion, it can be concluded that good student character can be formed if students have a good moral understanding then internalized in their hearts and manifested in moral behavior.

According to Kirschenbaum, (Darmiyati Zuchdi in Sari, 2017:41) states that character education can be carried out with a comprehensive method, which includes: 1) Inculcation, 2) Exemplary, 3) Facilities, 4) Skills development.

Based on the background, the problem formulated in this research is: How is the implementation of character building in students through online Civics learning with the Jagaratu application during the Covid 19 pandemic at SMK N 3 Salatiga and its effectiveness.

Method

The type of research used is descriptive qualitative research. According to Moleong in (Sayektiningsih et al., 2017: 232) qualitative research methods as research procedures that produce descriptive data in the form of written or spoken words from people and observable behavior. This study aims to describe the implementation of character building in students

through online Civics learning with the jagaratu application during the co-19 pandemic at SMK N 3 Salatiga.

1. Research subject

Civics teachers totaling 3 people and students in class X Motorcycle Engineering (TSM) 2 totaling 36 students, XI Mechatronics (M) 1 totaling 36 students and class XII Welding (W) 1 totaling 35 students.

2. Research sites

This research was conducted at Salatiga State Vocational High School 3 which is located on Jalan Jafar Shodiq, Kalibening village, Tingkir sub-district, Salatiga city.

3. Research time

This research was carried out in the 2021/2022 academic year. Research time starts from June 2021 to November 2022.

4. Data collection technique

Observation

In this study, observations were made of PPKn learning to find out the implementation of character instilling in students through online PPKn learning with the jagaratu application, and to find out the effectiveness of character instilling in students through online PPKn learning with the jagaratu application at SMK N 3 Salatiga class X TSM 2, XI M1, and XII W1.

Interview

Data collection techniques in this study were also conducted through interviews. The interview technique was conducted with 3 PPKn subject teachers. This interview technique was conducted to obtain data directly from informants about the implementation of character building in students through online Civic Education learning with the jagaratu application during the Covid 19 pandemic at SMK N 3 Salatiga.

Questionnaire

The data collection technique in this study was through the distribution of questionnaires/questions given to 36 students in class X TSM 2, 36 students in XI M 1 and 35 students in XII W 1 to collect data on the effectiveness of implementing character building in students.

Documentation

Besides observation, interviews, and questionnaires, documentation techniques were also used. Documentation in this study is in the form of photos of online learning process activities using the Jagaratu application and PPKn lesson plans prepared by the teacher.

Research Instruments

The main instrument of this research is the researcher himself who directly communicates with the research subject. While the supporting instruments in this study were observation guidelines, interview guidelines, and questionnaires.

5. Data analysis technique

The data obtained in this study were analyzed through qualitative data analysis techniques. According to Miles and Huberman in (Sugiyono, 2015: 337) qualitative data analysis includes: data reduction (reduction), data presentation (Data Display), analysis and conclusions (conclusion drawing/verification).

Results and Discussion

Results

In carrying out character instilling in students through online PPKn learning with the jagaratu application during the Covid 19 pandemic at SMK N 3 Salatiga in accordance with 3 RPPs prepared by the teacher in the subject matter about 1) The Republic of Indonesia's state defense and security system, 2) The legal system, and 3) Factors supporting and inhibiting the unity and integrity of the nation in the unitary state of the republic of Indonesia. In the first subject matter about the defense and security system of the Republic of Indonesia the teacher instills character values: 1). Religion is shown by teachers and students praying before and after learning activities, 2). Discipline is shown by the teacher instilling discipline such as being present on time, students take part in learning until it is finished and do their assignments properly and on time in collecting them, 3). Creativity was shown by students who were given the task of making posters related to the material for the defense and security system of the Republic of Indonesia, 4). Democracy shown by students is given the freedom to express their ideas in making posters related to the material for the defense and security system of the Republic of Indonesia, 5). Environmental and social care, shown in discussions and making posters of students trying to keep the environment clean and maintain environmental safety, 6). Hard work was shown by the students in earnest in working on posters related to the material for the defense and security system of the Republic of Indonesia, 7. Love the motherland, through posters and presentations students show an attitude of love for the motherland through attitudes, mindsets and actions in trying to defend the country, 9). Friendly/communicative, students are able to work together with their friends in studying together, making posters, presentations and collaborating with one another, 10). Responsibility by showing students doing their assignments properly and on time, participating in learning activities properly. The learning method used is discovery learning. In online learning using the Jagaratu application, the teacher takes the following steps: the teacher sends materials/modules related to the defense and security system of the Republic of Indonesia a few days before the teaching schedule so that students can read and understand them. At the first meeting (1) the

initial activity (introduction) the teacher opened the class/learning activities by greeting and inviting students to pray, checking the presence of students. In the core activity the teacher provides questions related to the material as a form of stimulus (stimulus) by way of question and answer and discussion through the chat column available in the Jagaratu application, because learning activities are limited to only 45 minutes, material reinforcement is continued at the second meeting, before the teacher ends the activity learning at meeting 1 the teacher makes small groups consisting of 2 students in each group, the teacher gives the task of making a poster on HVS paper related to examples of efforts to maintain the national defense and security system which are collected by taking photos and then sending them to the task menu applied by jagaratu, which at the next meeting each group presents the results of the poster via the zoom application. After the students have understood the task that has been given the teacher closes learning at meeting 1 by greeting. At the second meeting (2) the initial activity (introduction) the teacher coordinated students through the wa group so that students entered the zoom application with the links that had been made by the teacher. After students have entered the teacher's zoom and students pray together before learning activities. The teacher's core activity provides an opportunity for each group to present the results of the poster assignment that has been made, then other students are welcome to ask questions regarding the poster made by the group that is presenting as a question and answer activity and discussion. In closing activities the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out, provide feedback on the process and learning outcomes, say greetings and pray before the learning activities end.

Furthermore, the second subject matter is about the teacher's legal system instilling character values: 1). Religious, students pray before and after learning activities, 2). Independence, students do tasks independently according to their respective abilities, 3). Honesty, students work on questions and answer questions with their own thoughts, not copying from other people or from other sources, 4). Discipline, students attend on time, follow the lesson until it's finished, 5). Curiosity, students look for references from other sources to study and do assignments 6). Democratic, students are able to respect the opinions of others, 7). Friendly/communicative, students are able to communicate and cooperate with their group mates in doing assignments, 8). It is the responsibility of students to do their assignments well on time. The learning method used is discovery learning by using online jagaratu applications. The teacher provides

materials/modules related to legal system material a few days before the schedule so that students can read and study the material. At the first meeting (1) the initial activity (introduction) the teacher opened the learning activities by greeting and praying, checking the presence of students. In the core activities, students are given a stimulus (stimulus) from the teacher through questions related to legal system material, students answer questions according to what students understand from the material they have read by answering questions via chat on the jagaratu application. After the debriefing and discussion is over, the teacher gives assignments to students, namely group assignments, each group consisting of 2 people. The task is to look for examples of law violations in Indonesia from other sources such as on the internet, magazines, newspapers and then paste them onto photofolio paper. Students then identify the problem, what violations have occurred, explain the chronology and the solution to the case is written under the picture that has been pasted. The teacher gives the opportunity for students to ask questions related to the task given. After the students have understood the teacher closes the learning activities at the first meeting by greeting and praying. Online learning has a limited time of 45 minutes so that the provision of material and learning activities cannot be completed in one meeting. At the second meeting (2) in the initial activity (introduction) the teacher opened the lesson by greeting and praying. The teacher's core activity provides an opportunity for each group to present the results of their group's work via zoom regarding the case they choose and explain. The teacher provides opportunities for other students to respond and ask questions to the group presenting. In closing activities the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out, provide feedback on the process and learning outcomes,

While the third subject matter is about the supporting and inhibiting factors of national unity and integrity in the unitary state of the Republic of Indonesia, the teacher instills character values: 1). Religious, students pray before and after learning activities, 2). Discipline, students are present on time to take part in learning, 3). Creative, students can express their ideas and thoughts by making clippings, 4). Democracy, students are able to appreciate the thoughts/opinions of others during discussions, 5). Curiosity, students look for material references through other learning resources such as the internet and books related to material supporting factors and inhibiting factors for national unity and integrity in the unitary state of the Republic of Indonesia, 6). Responsibility, students do their assignments well and on time. The learning method used is discovery learning online using

the jagaratu application. The teacher provides material/modules related to the supporting and inhibiting factors of national unity and integrity in the unitary state of the Republic of Indonesia a few days before the teaching schedule so that students can read and study it first. At the first meeting (1) in the initial activity (introduction) the teacher greets and invites students to pray before learning activities. The teacher checks students who are not present, and encourages other students to contact students who are not present so that they immediately take part in learning activities in Jagaratu. In the main activity of meeting 1 the teacher gave questions related to the material that had been previously sent as a form of stimulus (stimulus) to students, as a form of question and answer and discussion. After the discussion is over, the teacher forms a group, each group consisting of 2 people. Students are given the task of making clippings related to supporting factors and driving factors for national unity, which are then discussed and presented by students at the next meeting via zoom. The teacher provides opportunities for students to ask questions related to assignments. After the students understand, in the closing activity the teacher closes the learning activities at the first meeting by greeting and praying. At meeting 2 through the initial activity (introduction) the teacher coordinated students through the wa group so that students entered zoom on time. After the students have entered the zoom the teacher opens the class by greeting and inviting students to pray before the learning activities take place. In the main activity the teacher gives the opportunity to each group to present the results of their assignment, after the group has finished explaining the results of their assignment the teacher gives the opportunity to other students to respond and ask questions to the group presenting as a question and answer activity and discussion. In closing activities the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out,

In the implementation of learning the teacher instills character values in students through initial activities (introduction), core activities, and closing activities.

1) The main material regarding the defense and security system of the Republic of Indonesia, in the initial activities (introduction) of instilling character values is shown by the teacher and students doing greetings and prayers before learning activities, the teacher checks the presence of students, conditions the class, encourages students to be disciplined by attending appropriately time and follow the lesson well until the lesson is complete. In the core activities the teacher provides stimulation in the form of questions and answers. The teacher gives questions according

to the material that has been sent a few days before the learning activity as a way of testing whether students have read and understood the material. Each student is given the opportunity to answer questions that have been given by the teacher. Each student respects the differences of opinion between friends. The teacher forms a small group consisting of 2 people in each group. The teacher gives the task of making posters, the teacher gives questions to students what examples of state defense are around students. The teacher asks students to find out what are the examples of efforts to defend the country by looking for other sources such as books/the internet. After students understand and know examples of state defense, students are asked to make posters related to examples of state defense. The assignment was photographed and sent via the jagaratu application 2 days before the PPKn lesson schedule by students and discussed at the next meeting to be presented via zoom. This shows that students are responsible for their duties and obligations, such as participating in learning until it is finished, doing assignments on time. In the closing activity, the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out, provide feedback on the process and learning outcomes, say greetings and pray before the learning activities end. The assignment was photographed and sent via the jagaratu application 2 days before the PPKn lesson schedule by students and discussed at the next meeting to be presented via zoom. This shows that students are responsible for their duties and obligations, such as participating in learning until it is finished, doing assignments on time. In the closing activity, the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out, provide feedback on the process and learning outcomes, say greetings and pray before the learning activities end. The assignment was photographed and sent via the jagaratu application 2 days before the PPKn lesson schedule by students and discussed at the next meeting to be presented via zoom. This shows that students are responsible for their duties and obligations, such as participating in learning until it is finished, doing assignments on time. In the closing activity, the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out, provide feedback on the process and learning outcomes, say greetings and pray before the learning activities end.

2) The main material is about the legal system, in the early activities of planting character values the

teacher and students show greetings and prayers before learning activities, conditioning the class, encouraging students to be disciplined by attending on time and following the lesson well until the lesson is over. In the core activity it is shown that the teacher provides space for students to express their own ideas or ideas during discussions/questions and answers, students respect differences of opinion between friends in discussion activities, after the question and answer and discussion activities are finished the teacher gives a group assignment in which each group consists of 2 people, the task given is to look for examples of law violations in Indonesia from other sources such as on the internet, magazines, newspapers and then paste them onto photofolio paper then students identify the problem, what violations have occurred, explain the chronology and resolution of the case. The assignment is sent to the Jagaratu application in the task menu section with a maximum limit of 1 day before the lesson schedule for the following week. At the next meeting, the teacher gave each group the opportunity to present the results of their group's assignment via zoom regarding the case they chose. Based on the results of observations, students are responsible for their duties and obligations, such as being present on time, being disciplined, obeying rules, participating in learning until it is finished, doing assignments properly and on time. In the closing activity, the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out, provide feedback on the process and learning outcomes, give appreciation to active students, and discipline, say greetings and pray before learning activities end, and end the learning activities on time.

3) The main material regarding the driving and inhibiting factors of national unity and integrity in the unitary state of the Republic of Indonesia, in the initial activities (introduction) shows teachers and students greeting and praying before learning activities, checking the presence of students, conditioning the class, urging students to be disciplined by present on time and follow the lesson well until the lesson is over. In core activities The teacher first provides material/modules related to the supporting and inhibiting factors of national unity and integrity in the unitary state of the Republic of Indonesia a few days before the teaching schedule so that students can read and study it first. During the process of learning activities the teacher gives questions related to material that has been previously sent as a form of stimulus (stimulus) to students, as a form of question and answer and discussion. After the discussion is over, the teacher forms a group,

each group consisting of 2 people. Students are given the task of making clippings related to supporting factors and driving factors for national unity and integrity. which was then discussed by the teacher and presented by students at the next meeting via zoom. Based on this, it shows that the teacher provides space for students to express their own ideas or ideas, students respect differences of opinion among friends in discussion activities, do assignments well, and are responsible for their duties and obligations such as following learning to completion, doing assignments. on time. In the closing activity, the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out, provide feedback on the process and learning outcomes, say greetings and pray before the learning activities end. do the job well, and be responsible for the tasks and obligations such as following the lesson to completion, doing the assignment on time. In the closing activity, the teacher and students make a summary/conclusion of learning, provide reflection on the learning activities that have been carried out, provide feedback on the process and learning outcomes, say greetings and pray before the learning activities end.

Discussion

Based on the results of the research, it can be seen that teachers can still instill character even though learning is done online. Online learning is carried out using a digital school application, Jagaratu. Jagaratu is an online learning innovation to help teachers and students continue to carry out the learning process even though they are not face-to-face.

Online character building is a challenge for Civics teachers, efforts to implement character building are using strategies or methods: 1) inculcation, namely providing character planting by integrating it with learning materials and methods. From the results of the questionnaire data that was given to students, 85% obtained that the teacher had instilled the character that was implemented into the material and learning methods, 2) exemplary, namely providing examples of actions that are exemplary. Based on the results of the research the teacher has set a good example for students, which is shown from the results of the questionnaire data by 92% students say "yes", 3) facilitation, namely

providing opportunities for students to determine what students choose in thinking, arguing, making decisions, and acting. From the results of the questionnaire 92% of students said "yes", 4) Skills development, namely providing stimulus (stimulation) so that students think critically, can solve problems and communicate it. This is also shown through the results of the questionnaire by 90% of students stating "yes".

Character by Thomas Licona(Maunah, 2016:92)can be formed from 3 kinds of interrelated parts, namely moral knowledge, moral feelings and moral behavior. Moral knowledge is an effort made by the teacher in providing an understanding of students, what is the meaning of these character values, providing an understanding of the importance of these character values. Moral feeling is a reasoning activity, or internalizing it from his heart to make a decision to behave and act, which one needs to be done and which one is not. Meanwhile, moral behavior is an action taken after understanding moral knowledge, internalizing it from the heart as a form of moral feeling which is then manifested through an action.

The character values that have been instilled and understood by students in Civics learning are religious character values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendship / communicative, peace-loving, environmental care, social care and responsibility. The character values that have been understood by these students are expected to be internalized and practiced in the form of students' concrete actions.

Based on the results of the questionnaire, it shows that students have been able to implement (manifest) in their actions with the percentage of answers "yes" from students: religious character 79%, honest character 76%, tolerance character 79%, discipline character 87%, hard work character 85 %, creative character 79%, independent character 76%, democratic character 94%, curiosity character 77%, national spirit character 87%, love of the country 90%, respect for achievement 89%, friendly/communicative 93%, love peace 87 %, 83% environmental care, 90% social care, 88% responsibility. If the average is 85.6%.

This shows that the implementation of character building in students through online Civic Education learning with the jagaratu application during the Covid 19 pandemic at SMK N 3 Salatiga was quite effective, because on average 85.6% of students had put it into action. That means students have moral knowledge, moral feelings, and good moral behavior based on character values instilled through online Civics learning.

Conclusion

Based on the results of the research and discussion

in the previous chapter, it can be concluded that:

1. The implementation of character instilling in students through online PPKn learning using the Jagaratu application during the Covid 19 pandemic at SMK N 3 Salatiga in class X TSM 2, XI M 1, and XII W 1 has been carried out well by the teacher through the inculcation method (integration in learning materials and methods), exemplary, facilitation, and skills development. Planting character to students starts from providing understanding (moral knowledge) to students, giving students the opportunity to think, reason/internalize it in their hearts and then manifest it through their attitudes and actions (moral action).
2. Character values that are instilled through Civic Education learning are: religious character, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly/communicative, love peace, love to read, care for the environment, care for the social, and be responsible.
3. The effectiveness of implementing character instillation in students through online Civic Education learning using the jagaratu application during the Covid 19 pandemic at SMK N 3 Salatiga in class X TSM 2, XI M 1, and XII W 1 was quite effective, this was shown based on the results of the questionnaire who obtained an average of 85.6%.

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