AN ANALYSIS OF STUDENTS' ETHICS IN ONLINE LEARNING PROCESS

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Abstract

Ethics in the learning process is the relationship between teacher and student involvement that affects the learning process to run smoothly. In this pandemic covid-19 era, all activities are done by online, both in the world of work and education, including teaching and learning activities at schools and universities. Students and teachers have various complaints related to the online teaching and learning process. This research conducted by using quantitative descriptive, which the instrument is questioner contains 10 questions, and the sample is 42 college students randomly. The objective of this study to identify students' ethics in online learning process and the result revealed all the aspects to examine students' ethics are still normal as well as in classroom which almost all students still wear polite clothes, pay attention to the teacher, active in learning, discipline, responsive, take a note about teachers explanation.
Keywords: Ethics, Student, Online Learning Process.

1. Introduction

In education, interaction between teachers and students is the most common practice in the school environment, both oral and written interactions are often carried out, just to greet or discuss material or when the teaching and learning process is taking place. Kohnstamm and Gunning (1995): Education is the formation of conscience: Education is a process of self-formation and self-determination in an ethical manner, conformed to the conscience. The approaches taken by students and teachers are varies, and it can affect the way they communicate or interact. In communicating, teachers and students still have to pay attention to ethics or norms as they should act and be aware of existing limitations. But the reality is that there are still many ethics that are not in accordance with what they should be, especially for students when communicating with their teachers in the teaching and learning process. According Newman and Summer, communication is an exchange of facts, ideas, opinions, or emotions by two or more persons.

Moreover, when the Covid-19 pandemic comes to almost all countries of the world, it requires that all activities done

by online, including the teaching and learning process. Many students and teachers have complained about the many obstacles they experience when they have to 'go to school' only through their mobile screens. Because they feel very much constrained and the learning process is not optimal, causing some students being underestimate to the teaching and learning process.

Online learning can be as good as or even better than in-person classroom learning. Research has shown that students in online learning performed better than those receiving face-to-face instruction, but it has to be done right. The best online learning combines elements which students go at their own pace, on their own time, and are set up to think deeply and critically about subject matter *combined with* elements where students go online at the same time and interact with other students, their teacher and content (Christine Greenhow. 2018). If we can't learn as well online as we can in traditional classrooms, then online education itself is suspect, and other clearly critical issues, such as access, student and faculty satisfaction, and (dare we say it) cost effectiveness are largely irrelevant. Indeed, when online learning was first conceived and implemented, a majority of educators believed that it could never be as good as face-to-face learning. Many still do. In fact, however, we now have good and ample evidence that students generally learn as much online as they do in traditional classroom environments (Swan, K. 2003)

In this pandemic covid-19 era, all activities are done by online, both in the world of work and education, including teaching and learning activities at schools and universities. Both students and teachers have various complaints related to the online teaching and learning process. Changes in attitudes and behavior that occur in teachers and students because they are not used to participating in teaching and learning activities online. Because of that statement, often found ethics that are not in accordance with what they should be, especially among students. We as observers also suspect that many students underestimate ethics that should remain their concern when taking online classes. Ethics is a systematic approach to understanding, analyzing, and distinguishing matters of right and wrong, good and bad, and admirable and deplorable as they relate to the well being of the relationships among sentient beings (Karen L. Rich. 2007).

The researcher use questionnaire to collect the data and give 10 questions to the respondents via Google form and they have to fill by choose the option that has been given. In this research, 42 students as

a sample to get the data by using simple quantitative descriptive statistic method (frequency and percentage). The highest percentages of the answers to each question are considered representing the students' ethics during online class.

2. Result and Discussion

Ethics presents the relationship of the human to itself, it is a question about the sense of life and what is right and what is not. (Josefova Alena, 2016). Ethics helps categorize different values such as integrity discipline and honesty among others and apply them in daily lives. It relate with (Chuah, Kee Man, 2017) concretely, it implies that in any classroom situation, no less the virtual classroom, both learners and teachers are expected to know and follow the acceptable ethical norms creating an educational atmosphere that is conducive to optimal teaching and learning; everyone knows his / her role and has the obligation to exercise it. Based on this statement, ethics in the learning process is the relationship between teacher and student involvement that affects the learning process to run smoothly. A student who has good ethics is a student who can respect and fulfill the rules given by the teacher. Therefore, discipline is one of obligation that student's ethics needed.

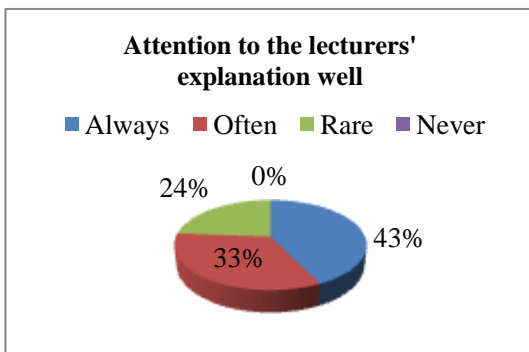Since there was a pandemic, the learning process was carried out online. In this process, the researcher found a case that there was a lack of effective online learning implementation process, and this could occur because one of them is an imbalance of ethics between teachers and students. However, the object of research is the students' ethics. Based on code ethics suggested by Gearhart (2001): (i) honesty, (ii) keeping your word, (iii) respect for others, and (iv) fairness. And several theories about ethics that involve honesty, discipline, and students 'engagement, then there are 4 points that will be the researcher's value on students' ethics in online classroom through a questionnaire, namely (1) honesty, (2) discipline, (3) confidentially, (4) responsibility.

2.1. Honest

It is very important to cultivate the values of honesty, because it is a logical consequence of the existence and the nature of man as a social being and being cultured (Fadilah, 2012, p. 969). The characters of honest or dishonest value according to the dictionary of students that is upright, not lying, not cheating, genuine and sincere. While honesty is the nature or state of honesty, sincerity, and uprightness. Based on the questionnaires distributed, there were 3 points that were assessed in the "honesty" category, there are listening to lecturers' explanations, eating online, and doing other activities while the
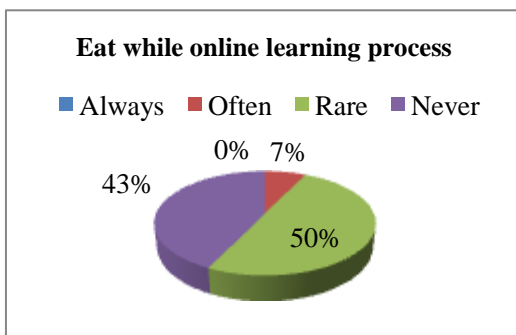
learning process was in progress. The value of honesty is assessed as a form of respecting oneself as a learner of the knowledge being learned and also the lecturers who are teaching. Based on the results of the questionnaire, it can be seen from the diagram below:

a. Attention to the lecturers' explanation well

Attention to the lecturers' explanation well

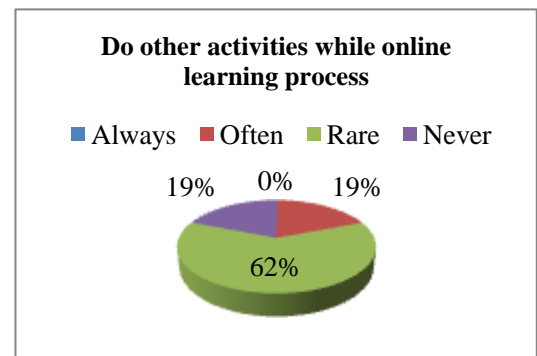■ Always ■ Often ■ Rare ■ Never

0%

24%

33%

43%

Attention is emphasized as a mechanism to initiate learning (Ainley & Luntley, 2007; Chen & Huang, 2014). Based on the diagram above, it can be seen that there are 43% and 33% which still many students who pay attention to lecturers' explanations even though learning is conducted by online. But apparently, there were still some students who didn't really pay attention to the lecturers' explanations.

b. Eat while online learning process

Eat while online learning process

■ Always ■ Often ■ Rare ■ Never

0% 7%

43%

50%

On several opportunities there may have occurred students who eat while learning process, but based on the results of the questionnaire, there were more students who rarely and never even eat while learning, it turns out that in fact, there are still some students who often do this, it can be seen that 19% of students often eat when learning online.

c. Do other activities while online learning process

Do other activities while online learning process

■ Always ■ Often ■ Rare ■ Never

19% 0% 19%

62%

Based on the diagram above, it can be seen that 62% or 26 students sometimes do other activities during the learning process. And between never and often is a balance, where 19% of students often do other activities and never do it.
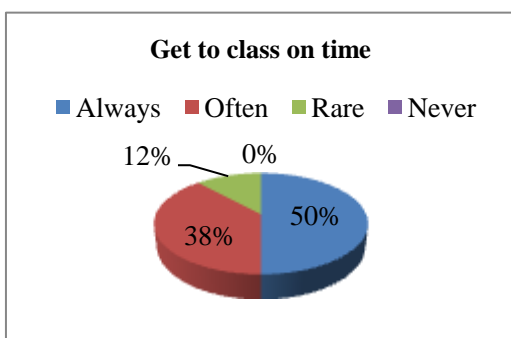
2.2. Discipline

Discipline is a sense of obedience to the values set forth and it is their responsibility. Getting to class on time and good dressed is the main responsibility of a learner.

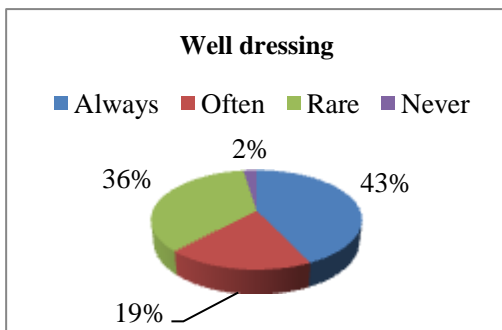If a learner is able to fulfill these points, then the learner is said to be a

disciplined student. But Smith and Rivera (1995) offer several explanations for discipline problems that include the failure to help students understand acceptable and unacceptable behavior, unrealistic teacher expectations, ineffective instruction, and a lack of motivation by students to behave. Based on the results of the questionnaire, it can be seen from the diagram below;

a. Get to class on time

Get to class on time

■ Always ■ Often ■ Rare ■ Never

12%   0%

50%

38%

Based on the diagram above, it turns out that many students get on time when the teacher or class monitor shares the zoom link or video conference as a virtual learning tool. And in fact, there are still 12% or 5 of 42 students who rarely come on time.

b. Well dressing

Well dressing

■ Always ■ Often ■ Rare ■ Never

2%

36%   43%

19%

Even though the learning is carried out online, basically dressing up is an obligation for students and
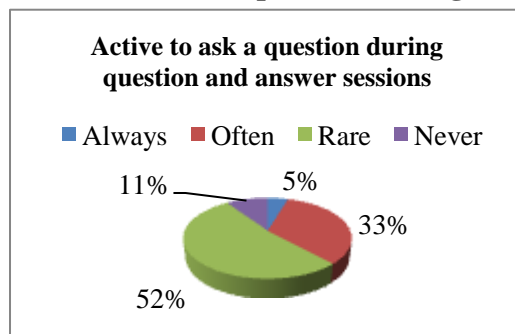
teachers. Based on the results of the questionnaire, there were more students who always have well dressed. In addition, there were 36% or 15 students who rarely have well dressing, and another fact was a student who never use good dressed during the lesson.

2.3. Confidentially

Confidentially is one of the students' engagement and awareness of the learning that is being carried out. The existence of these things can make learning more effective and active.
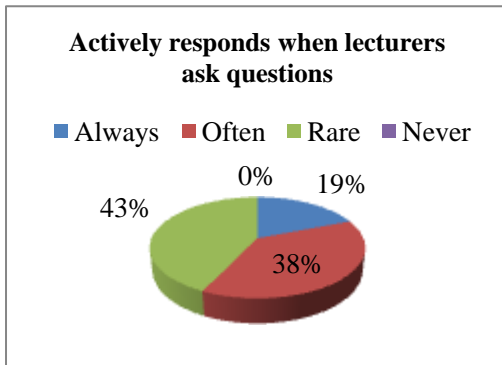
So there are 2 points that are assessed from confidentially in online learning

a. Active to ask a question during

Active to ask a question during question and answer sessions

■ Always ■ Often ■ Rare ■ Never

11%   5%

33%

52%

It can be seen in the diagram above that it turns out that there are more students who are passive than active when your question answer session takes place, which only 33% or 14 of 42 students actively ask and respond to the QnA session. While some still rarely do it, and even 10% or 4 people are never active in the class.

b. Actively responds when lecturers

Actively responds when lecturers ask questions

■ Always ■ Often ■ Rare ■ Never
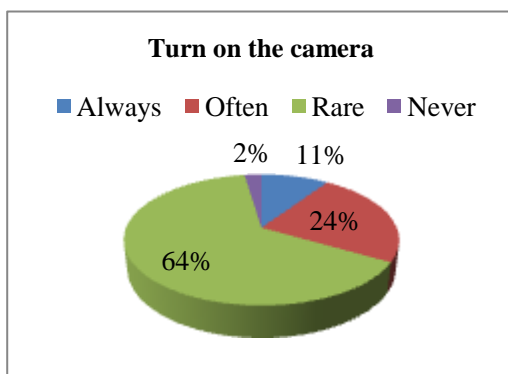
0% 19%

43%

38%

This point is almost the same as the previous point, but it tends to be more about the interaction between lecturers and students. Based on the results of the questionnaire, it turns out that more students tend to be active when interacting with lecturers, which 19% of students always respond to lecturer questions, and 38% of students often respond to lecturers' questions.
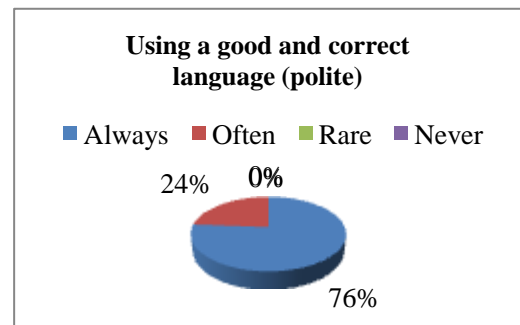
2.4. Responsibility

Basically all of the previous points are responsibility, but there are several points that are considered as important points of responsibility in online learning.

a. Turn on the camera,

Turn on the camera

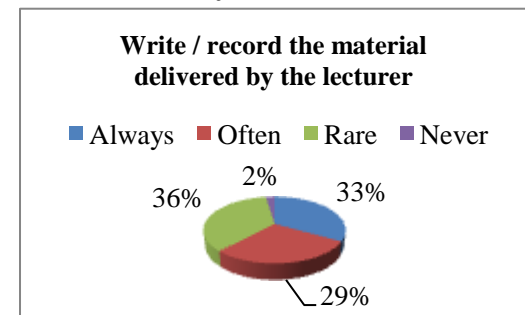■ Always ■ Often ■ Rare ■ Never

2% 11%

24%

64%

In virtual learning, video conferencing media that requires camera activation is often used as a learning tool to interact with each other. However, it turns out that many students rarely turn on the camera, and only 10% or 4 students always turn on the camera.

b. Using a good and correct language (polite),

Using a good and correct language (polite)

■ Always ■ Often ■ Rare ■ Never

24% 0%

76%

Based on the diagram above, that students still use polite language even though the learning is conducted by online.

c. Write / record the material delivered by the lecturer.

Write / record the material delivered by the lecturer

■ Always ■ Often ■ Rare ■ Never

2%

36% 33%

29%

Based on the diagram above, more students noted / record the material described by the lecturer, which 33% of students always took notes and 29% often took notes. Meanwhile, there are 36% who still

rarely noted the material explained by the lecturer.

No	Pertanyaan	Sl	Sr	KK	TP
1	Saya masuk tepat waktu saat tautan dibagikan				
2	Saya mendengarkan penjelasan dosen dengan baik				
3	Saya lebih suka menghidupkan kamera saat kelas daring				
4	Saya menggunakan pakaian yang rapi saat kelas daring				
5	Saya makan saat kelas daring				
6	Saya menggunakan bahasa yang baik, dan benar saat berbicara				
7	Saya suka bertanya saat ada sesi tanya jawab				
8	Saya mencatat materi yang disampaikan oleh dosen				
9	Saya pernah melakukan aktivitas lain ketika kelas daring sedang berlangsung				
10	Saya aktif dan merespon pertanyaan dosen ketika ada yang ditanyakan				

Table. 2.1. Questionnaire

3. Conclusion and Suggestion

Based on the analysis of the research result that have been conducted, all the aspects to examine students' ethics are still normal as well as in classroom which bad and good behavior are involved during online learning process. Indeed, there are many ethical values, that must be applied by students and lecturers. Almost all students still wear polite clothes, pay attention to the teacher, are active in learning, get on time, discipline, respond, take a note what the teacher says, although sometimes not all of them participate in learning at home some of them do other activities but still follow online learning. So they can still be said have good ethics.

So based on the hypothesis, it couldn't acceptable , because based on the data collected from 42 students as a sample, they are still in the category of having ethics that have moral values, do not underestimate ethics, and even have a good impact on learning that is effective. However, it could be that the inaccuracy of the instruments used in collecting data may result in inappropriate research results. Moreover, during online learning students' ethical attitudes can still be said to be good and it all depends on the learning system that the teacher provides when the learning takes place, the teacher must better understand the character of the students which the ego level is still high. The teacher should be able to bring good atmosphere in online class. The teacher also should treat the student fairly and more understanding. The students also should be more active and participated in online class so that they can be noticed by the teacher.

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