

The Conservational Attitudes of College Students in Elementary Schools Teachers of Education Department on Online Lecturing

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Abstract

There are found two advantages of social media usage as learning platforms during online lecturing, it helped the lecturer to explain the materials, and to assess the conservational values and character of their college students. The study aims are to identify their conservational attitude in social media usage during online lecturing based on the conservational value and characters. This qualitative descriptive research with a survey as a method, using a number of 919 college students at PGSD study program in UNNES as a subject. Observation, questionnaires, interviews, and documentation are some techniques to collect the data, meanwhile, the data analysis techniques used in this study include percentages techniques and cross-tabulation which refer to the achievement indicators at conservational value and character. In short, the 8 research findings showed that; 1) the inspirational in 59%, 2) the caring in 58%, 3) the honesty character in 56%, 4) the creative and fair in 54%, 5) the humanist in 51%, and 6) the sportive in 46%. All of the percentages every value and character in the appropriate category. Although, it was found another research finding result showed that they were still doing to carry out and take online lecturing in the next semester.

Keywords

Blended Learning, Social Media, Conservation Attitude, and Online Lecturing.

1. Introduction

The development of information and communication technology in the 21st century in the education world has resulted in many innovations to support the learning process. One of the impacts of this development is the emergence of social media for learning in the education world to create innovative learning. The renewal learning implementation in the regulation of the minister of education and culture number 22 of 2016 concerning process standards states that the characteristic learning using the scientific approach is strengthen the scientific, integrated thematic (thematic between subjects), and thematic in a subject need to be applied in learning. The international demands of teachers in the 21st century is not light. One of the challenges is that education should be able to produce human resources who have complete competencies, namely producing graduates who are competitive, innovative, creative, collaborative, and have character. However, with the emergence of the Covid-19 pandemic or the Coronavirus, it requires the education world to make a breakthrough.

The coronavirus disease 2019 (COVID-19) was detected in China in December 2019, spread throughout the world within a few months and was declared a pandemic by the World Health Organization (WHO) on 11th March 2020 (Chakraborty et al., 2020). It also has an impact on the world of education in Indonesia. Higher education institutions must ensure that teaching and learning activities can still go on amid the Covid-19 pandemic. Amidst this deadly virus spread such online platforms are needed where (a) video conferencing with at least 40 to 50 students is possible, (b) discussions with students can be done to keep classes organic, (c) internet connections are good, (d) lectures are accessible in mobile phones also and not just laptops, (e) possibility of watching already

recorded lectures, and (f) instant feedback from students can be achieved and assignments can be taken (Basilaia et al., 2020). It requires a learning innovation that supports the learning process in higher education, namely through online learning. There has been a lot of advances in educational technology in the last few decades and the same proved to be immensely useful during this pandemic (Chatterjee & Chakraborty, 2021).

Online learning (in-network) was initiated by the Directorate of Learning and Student Affairs in 2014 to increase student learning access throughout Indonesia to quality courses from high-quality universities and lecturers (Kemenristekdikti, 2017). This learning is carried out with internet media so that lecturers and students do not have to do face-to-face learning in one room. Internally, online learning can be used as an alternative on which face-to-face learning activities performed improperly, or as an addition, if students still have difficulties during face-to-face learning as it is today. Through online learning, students have the flexibility to study time. Students can study anytime and anywhere. Students can interact with lecturers both synchronously (learning interactions at the same time, such as by using video conference, telephone, live chat) and asynchronous (learning interactions at different times through electronic learning activities) (Isman, 2016).

Semarang State University has provided an online learning system named Elena (e-learning). So far, lecturers use the online learning system provided to present and disseminate assignments and course materials. The learning system should be able to accommodate student learning needs which have an impact on student behavior in social media. For students from non-traditional backgrounds, the evidence suggests that blended learning can improve retention, although it may not improve attainment (Bowyer & Chambers, 2017).

In line with the development of information technology, the use of the internet in education continues to grow. Internet use is not just for distance education but also developed in the conventional education system. E-learning is a learning model created in digital format via electronic devices. The purpose of using e-learning is to expand access to education to the broad community. One of the supporting factors for the modernization of the education subsystem is the wi-fi facilities presence in educational institutions expected to increase student motivation. As agents of exchange, these students must be able to exercise social control over themselves from the bad influences resulting from freedom to access the internet via wi-fi, so that the education system runs as expected. To make e-learning effective in such difficult times, we need to focus on the use of technology more efficiently, that is, the usage of that technology which has minimum procurement and maintenance costs but can effectively facilitate educational processes (Dhawan, 2020).

Approximately one third of the world's population, an estimated 2 billion people, are using social media to connect with others and with resources across geographical, cultural, and economic boundaries (Tankovska, 2021). Social media use among college students could endanger the conservation values and character that Semarang State University echoed so far. Social media encourages students to be curious and want to investigate the vast virtual world. Due to the creative nature existing in humans and the desire to move forward, the desire to correct past failures with new efforts. The use of social media also brings changes in behavior towards students. One proof of the success of Information Communication Technology in poisoning student personalities can be seen in the differences between current and past students, for example, is in paper writing. Students now tend to copy and paste and do not want to bother looking for book references anymore. Besides, social media also makes it easier for students to exchange information and get online literature, which is a positive effect of social media. The negative effect is an addiction to social media. It can change the way students think and behave.

The conservation behavior of students in social media in online lectures should still refer to three pillars. They are values and character pillars, arts and culture pillars, then, natural resources and the environment pillars. Based on the spirit of conservation, eight values are inspirational values, humanist values, caring values, innovative values, creative values, sportsmanship values, honest values, and fair values.

2. Literature Review

2.1 Blended Learning

E-learning or online learning, also known as Blended learning, is very helpful for lecturers in delivering material that is more practical and easily accessible to students (Astuti & Hartono, 2016). Besides, to be able to create effective

learning, lecturers must also have planning skills in the form of preparing learning tools (Febrian & Fera, 2019). However, according to (Al Aslamiyah et al., 2019), blended learning is the best way to combine face-to-face and online learning. So, e-learning enables the learning and teaching process in virtual classrooms by utilizing information technology such as computers, laptops, or cellphones, and the internet as the medium. Blended learning according to (Wardani et al., 2018), is a combination of e-learning with face-to-face learning using learning media and learning theories in the learning process. The reason for using blended learning according to (Purnomo et al., 2016) is that the use of blended learning can easily get new material and even up-to-date from various sources and even experts from all over the world. blended learning is the integration of technology-based student-centered and teacher-centered learning, which is not limited to one teaching method but integrates different methods rooted in different learning theories (Khalil et al., 2018).

In general terms, blended learning integrates traditional, face-to-face classroom instruction with online digital learning (Castro, 2019). The characteristics of blended learning is; first about the instructional materials, blended learning is an additional source for the conventional learning supported by the virtual happened, changes in the practice of the implementation of learning that includes specially designed, and the use of technology that is thorough in its implementation (Kristanto et al., 2017).

2.2 Social Media

Social media is online media, where users can easily participate, share and create content including blogs, social networks, wikis, forums, and virtual worlds. Blogs, social networks, and wikis are the most common forms of social media used by people around the world. Social media, which was originally a communication medium, can be transformed into learning communication where its use is the same as conveying information. Although specific features vary by platform, social media generally are Internet-based applications to create and share content or to participate in social networking (Greenhow et al., 2019). According to (Wijaya & Arismunandar, 2018), social media is an independent learning medium because it can be accessed anywhere and done with the self-awareness to develop oneself. The advantage of using social media as a medium of learning lies in the aspect of interaction and a wider variety of information (Selwyn, 2009 in Kamhar & Lestari, 2019).

Al Rahmi, et al (2015) in (Wijaya & Arismunandar, 2018) said that social media can help in improving the academic performance of students, ethics researchers, lecturers, and observers to integrate social media in their learning methods. Indahwati & Basri, (2017) state that the use of social media sites for students has a significant influence on the learning process. Furthermore, (Setiawan, 2020) explained that the use of social media is very important for educators because it significantly supports success in the learning process. The use of social media must be balanced with a good understanding of social media including how to use it, benefits, risks, and the actual function of social media.

The predominant advantages of using social media in learning were assistance in gaining more information on different subjects, making education more engaging, affording a better chance to access new resources, improving the ability for creativity and innovation, and improving research skills. In contrast, the predominant disadvantages were distraction from studying, increasing addictive potential, increased time spent, and concerns over no direct contact with the instructors (Rajeh et al., 2020). Social media encourages students to participate in learning through interaction and provides an opportunity for personal reflection and collaborative learning (Sobaih et al., 2016).

2.3 Conservation Values and Character

Value is attractive, something that is fun, something that is liked, and something that is desired (Wibowo et al., 2017). The value corresponds to the character. Good character is the intrinsic motivation to do what is good following the highest standards of behavior in each institution. A good character must have three aspects; moral knowledge, moral feelings, and moral behavior (Lickona, 2012 in Wibowo et al., 2017). Based on these three aspects of good character, a person is said to be of good character if he knows good things or what is considered good, has a desire for good things and does good things. As a form of contributing to creating a glorious future for Indonesia rooted in national identity and culture. Semarang State University has crystallized the values of conservation character which include inspirational, humanist, caring, innovative, creative, sportsmanship, honesty and fairness character values.

Inspirational character values are defined as an awareness of the individual to care and the want to give messages, both verbally and inaction, that stimulate enlightenment, creativity or effective effort, determination, and happiness to others reflected in the attitude and behavior in interacting with the environment.

Humanist character values are developed based on the humanist philosophy. Humanistic in general means an attitude in the principle of respecting everyone in their downfall as a human being, in their dignity as a free creature, who has the right to determine their direction of life and beliefs (Suseno 1994 in Wibowo et al., 2017)

The caring character value is a concern that is not only oriented towards oneself but also in a system. Concern that is embedded in the caring movement is a movement to strengthen social conservation that emerged earlier not only giving birth to ritualistic activities. The indicators of the caring character value are sympathy, empathy, like to help, altruist, giver, have initiative, are willing to sacrifice, do not prioritize profit, prioritize benefits for others, and sincerity.

Based on Roger (1983 in (Wibowo et al., 2017) innovation contains the meaning of ideas, ideas, concepts, policies, plans, products, practices, or anything that is something new that is then implemented. Innovative activities also allow adding value to products, services, work processes, marketing, delivery systems, and policies. The results of innovation activities must be meaningful for individuals, institutions, society, nation, state, and human beings in general.

Creativity can also be interpreted as a tendency to build or introduce ideas, alternatives, or opportunities that will be useful in problem-solving, communication between humans, and serving oneself and serving others. One of the important characteristics of creative work is the element of novelty. Creative character is only owned by people who always think creatively. Creative thinking has the characteristics of fluency, flexibility, originality, elaboration, and redefinition (Guilford, 1950 Wibowo et al., 2017). The value and character are in sportsmanship include excellence, friendship, respect, fair play, and integrity (Wibowo et al., 2017)

Honest character is a value that must be internalized to all UNNES leaders starting from students, lecturers, officials, education personnel, and other employees. This internalization effort takes several strategies starting from the simplest way through (1) informal speech; (2) delivery of messages formally on various occasions using various media, (3) internalization of honesty through the educational process in the classroom; (4) efforts to provide education that involve focused targets; and (5) reporting.

Fair is the attitude and behavior of a person based on human rights and obligations by upholding differences in religion, race, gender, social status, and cultural diversity to avoid arbitrary and discriminatory actions (Wibowo et al., 2017). Fairness can be measured through various normative criteria, including (1) behaving by human dignity; (2) behave in a balanced, harmonious, and harmonious manner concerning humans and the environment; (3) is not arbitrary and does not discriminate against other people; (4) do not differentiate between the rights of one person and another; (5) behave objectively and proportionally in solving problems.

Conservation behavior is a real action that is carried out by each person or group and is carried out every day as a habit of a person and a certain group of people so that over time it becomes a culture. Conservation behavior is a tangible action that can be anticipated and is related to the sustainable use of natural resources by humans to create the present and the future. Conservation behavior that has been mutually agreed upon is supported by three pillars, namely values and character, arts and culture, natural resources and the environment. The spirit based on conservation is translated into 8 values, namely inspirational, humanist, caring, innovative, creative, sportsmanship, honest, and fair character values (Wibowo et al., 2017). Shaping behavior takes a long time, unlike turning the palm, so the process of ordering behavior is carried out continuously through formal, non-formal, and informal education.

3. Methods

This research is analyzed in a descriptive qualitative manner. Data collection uses a survey to obtain data on the conservation behavior of undergraduate students of the Ngaliyan Elementary School Education Study Program, Faculty of Education, Semarang State University in using social media in online learning. The stages of this research began with the identification of problems experienced by students in online learning. Conservation behavior refers to the value and character of conservation. The results of the identification of these problems became the basis for

researchers in preparing research instruments. After the instrument was compiled, the validation and rehabilitation steps of the instrument were continued. Data collection in the field was through observation, tests or interviews. After data collection, then analyze the data and draw conclusions.

The subjects of this study were all students of the early childhood education study program for the 2019/2020 academic year. The research was carried out in June-July 2020 at the Ngaliyan early childhood education study program campus, Faculty of Education, Semarang State University, Semarang City, Central Java.

4. Data Collection

The techniques used to collect data in this research are observation, questionnaires, and documentation (Sugiyono, 2019). The questionnaire used in this study is a questionnaire containing questions and statements about conservation behavior in social media to online lectures. Conservation behavior consists of 40 questions/statements regarding the values of character that are inspirational, humanist, caring, innovative, creative, sportsmanship, honest, and fair. The results of the SPSS 22.0 analysis of the number of respondents in this study obtained a description of the data which can be seen in Table 1 below.

Table 1. Number of Respondents Frequency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	130	14.1	14.1	14.1
Female	789	85.9	85.9	100.0
Total	919	100.0	100.0	

5. Results and Discussion

5.1 Numerical Results

Conservation behavior is a real action taken by everyone individually or in groups and is carried out every day which becomes the habit of a certain person or group of people so that over time it becomes a culture. Forming a conservation behavior requires a long time, unlike turning the palm, so that the process of forming conservation behavior is carried out sustainably through formal, non-formal, and informal education.

Table 2. Percentage of Student Conservation Behavior based on Value and Character

No.	Conservation Behavior based on Value & Character	Percentage	Category
1	Inspirational	59 %	Appropriate
2	Humanist	51 %	Appropriate
3	Caring	59%	Appropriate
4	Creative	54%	Appropriate
5	Innovative	52%	Appropriate
6	Sportsmanship	56%	Appropriate
7	Honest	46%	Very Appropriate
8	Fair	54%	Appropriate

Based on Table 2, the research results show that students continue to behave in conservation in social media in online lectures by the conservation values and character. It includes, 1) inspirational by 59% in the appropriate category, 2) humanist by 51% in the appropriate category; 3) caring for 59% of the appropriate categories; 4) creative in the appropriate category for 54%; 5) innovative in the appropriate category 52%; 6) sportsmanship, 56% in the appropriate category; 7) honest, 46% very suitable category; and 8) fair in the appropriate category at 54%.

The use of social media both as a learning medium and as a source of additional information during online lectures affects this behavior. It is because social media is a primary need for both lecturers and students. A proper understanding of social media and its usefulness in supporting learning can benefit both students and faculty members (Rajeh et al., 2020). It is easy for students to access information about learning materials anytime and anywhere by social media. Students use social media as a medium of communication based on their goals and productively function in helping the learning process. Also, students are careful in conveying information. They still prioritize greetings, smiles, politeness, and courtesy so that they can control their emotions. Character strengths—widely valued positive traits, theorized to be the basis for optimal functioning and well-being—may derive from inner tendencies, but are expected to have broad potential for development, depending on individuals' experiences and environments (Lavy, 2020). Strategies from the theories, which arose as beneficial to teaching, included creating a positive environment with positive stimuli and reducing negative stimuli, analyzing the environment and social dynamics for positive and negative stimuli, rewarding desired behavior, discouraging undesired behavior with negative consequences or being ignored, praising desired behavior, and repetition (Kaplan, 2018).

Conservation behavior is a concrete action that can be observed and examined with the sustainable use of natural resources by humans for present and future generations. It is according to the spirit of conservation described in 8 values. They are inspirational values, humanist values, caring values, innovative values, creative values, sportsmanship values, honest values, and fair values (Wibowo et al., 2017). Based on the research, the value and inspirational character of students in social media was 59%. This is shown by the presence of students who always read lecture material distributed by lecturers through social media, always update their knowledge and self-understanding related to lecture material, always think positively about assignments given by lecturers, always motivate themselves and others about lecture materials and assignments, and always explain the curiosity of friends about lecture materials and assignments. Student behavior is also by the indicators of inspirational character values, namely providing motivation, thinking positively about something, increasing the curiosity of others, helping, always updating themselves, and like to read.

The humanist character and value of students in social media is 51%. The circumstances that students have sympathy and empathy for friends who do not understand lecture material, always respect the opinions of friends in providing arguments in discussion forums, are tolerant and can control themselves when they are different opinions from friends. The student's behavior is also the same with the indicators of humanistic character values, namely being tolerant, not easily in conflict with others, giving in, being polite, respecting others, having sympathy and empathy for others, and being able to control oneself.

The caring character and value for students in social media is 59%. It is shown by students that have the initiative to contact friends who unconnected in lectures, by students do not prioritize self-interest and usefulness for friends, and always provide an understanding of lecture material for other friends. Student behavior fits the indicators of caring character and value, namely initiative, willingness to sacrifice, not prioritizing profit, and prioritizing benefits for others.

The creative character and value for students in social media is 54%. This is indicated by students who do not easily give up if they do not understand the lecture material. Students also always want to be the best, then contribute and think logically, quickly, and accurately in expressing opinions in discussion forums and completing lecture assignments. The student's behavior fits the indicators of the value of creative character. Students have a lot of ideas, they are not easily giving up, being sure what is proposed is right and correct, being able to think quickly and accurately, respecting the views of others, and giving the best.

The innovative character and value of students in social media is 52%. Students have many ideas, think in all directions in expressing opinions in discussion forums, and complete lecture assignments. The student's behavior also fits the indicators of innovative character values, namely having lots of ideas, not easily giving up, having a will to produce new findings, and always wanting to contribute.

The sportsmanship character and value of students in social media is 56%. The students honor the truth by not cheating and not harming others in expressing opinions and completing lecture assignments. The student's behavior fits the value of sportsmanship, namely upholding the truth, liking goodness, not wanting what is harm others, does not like to cheat, and wants to admit that his actions were wrong.

The honest character and value of students in social media is 46%. Students always attend lectures and submit assignments on time. They are not easily giving up on completing group assignments during online lectures. The student's behavior fits the indicator. They tell the truth, no hidden facts, and care about the fate or future of others.

The fair character and of students in social media is 54%, shown by students being able to proportionally share their study time across all courses, then students also always give opportunities to friends who will ask questions and express opinions and always consider everything before delivering them in the discussion forum. The student's behavior also fits the indicators of fair character values, namely not prioritizing oneself, prioritizing obligations, being consistent, accepting whatever is selected, and weighing something before it is.

The value and fair character of students in social media is 54%, this is evidenced by the fact that students can proportionally share their study time across all courses, then students also always give opportunities to friends who will ask questions and express opinions and always consider everything before delivering them in the discussion forum. The student's behavior is also in line with the indicator of fair character values, namely not prioritizing yourself, prioritizing obligations, being consistent, accepting whatever is selected, and weighing something before it is.

The three foundations of conservation in Semarang State University are interconnected with one another to become values integrated with the educational process, also become common ground in implementing conservation attitudes and actions. These values become common ground in implementing conservation attitudes and actions. These three foundations are the values applied by the stakeholders of Semarang state universities in behaving. The relationship between the seven pillars of conservation and conservation values is the primary value that must exist in realizing the pillars of conservation.

To realize the pillars of biodiversity, the clean energy also paperless policies pillar, campus stakeholders who have caring and inspirational characters are needed. For the manifestation of waste management, the green buildings, and an internal transportation system pillar, campus stakeholders need innovative and creative characters. To realize the pillars of ethics, art, and culture, as well as the s of the conservation cadres, a campus that is sporty, humanist, honest, and fair is needed. The actualization of the attitudes and actions following the seven pillars of conservation is to touch the inner nature that affects all thoughts, behavior, character, at least have character values which include the eight conservation values of Semarang State University. Religious values are the highest values that overshadow others, where inspirational, humanist, caring, innovative, sportsmanship, creative, honest, and fair values instilled. An honest, fair, and caring attitude must be in conservation values. Being smart, responsible, tolerant, democratic, loving the country, being tough, and polite become humanist values manifestation.

The conservation values of Semarang State University are basically implemented for all academicians, especially students in all faculties. These conservation values are implemented in an integrated and integrated manner, as stated by (Suyitno and Rochmad, 2015), that every student must have conservation values. The students' conservation character values consist of eight integral values and their implementation is always based on faith and devotion to God Almighty. Basically, these values cannot stand alone, but become an integrated unit so that they must be carried out together. This is in line with Notonagoro's statement in (Suyahmo, 2014), that humans in doing actions both physically and mentally must be in accordance with the monodualist unity of the natural body and soul, individual nature and social creatures, independent individual human nature as God's creature, as a reflection of four godly traits. human beings from the moral teachings of Pancasila, namely the character of wisdom, the character of simplicity, the character of persistence, and the character of justice.

5.2 Graphical Results

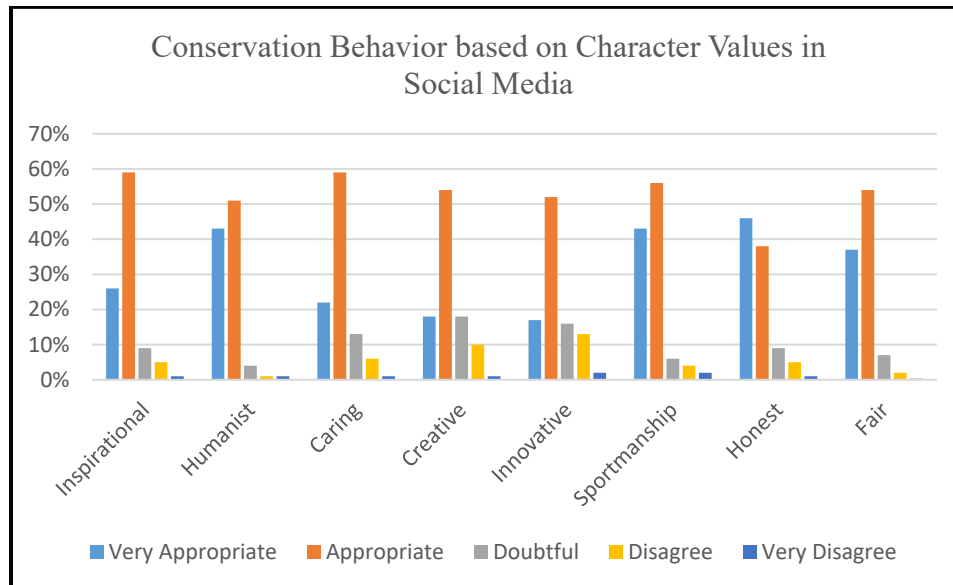


Figure 1. Conservation Behavior based on Character Values in Social Media

Figure 1 above shows the results of students' views about themselves related to inspirational character values. Variable data distribution was processed at the category level, namely the very appropriate category of 26% of 239 students, the appropriate category of 59% of the number of 542 students, the doubtful category of 9% of 83 students, the disagree category of 5% of 26 students, and the very disagree category by 1% of 9 students. This shows that most students have inspirational character values with very appropriate categories and following with themselves in online lectures.

The results of students' views about themselves related to the value of humanist character, obtained a varied distribution of data at the category level, namely, the very appropriate category of 43% of 395 students, in the appropriate category of 51% of 467 students, the doubtful category of 4% of 37 students, 1% disagree of 9 students, and 1% strongly disagree of 9 students. This shows that most of the students have humanist character values in the very appropriate category and following with themselves in online lectures.

The results of students' views about themselves related to the value of caring character, obtained a varied distribution of data at the category level, namely, the very appropriate category of 22% of 395 students, in the appropriate category of 59% of 467 students, the doubtful category of 13% of 120 students, 6% disagree of 56 students, and 1% strongly disagree of 9 students. This shows that most of the students have caring character values in the very appropriate category and following with themselves in online lectures.

The results of students' views about themselves related to the value of creative character, obtained a variable distribution of data at the category level, namely, the very appropriate category of 18% of the number of 166 students, in the appropriate category of 54% of the number of 497 students, in the category of doubt by 18% a total of 92 students, in the disagree category of 10% of 92 students and in the strongly disagree category of 1% a total of 9 students. This shows that most of the students have creative character values in the very appropriate category and following themselves in online lectures.

The results of students' views about themselves related to the value of innovative character, obtained a variable distribution of data at the category level, namely, the very appropriate category of 17% of 157 students, in the appropriate category of 52% of 478 students, in the category of doubt by 16% of 120 students, in the disagree category of 13% of 56 students and in the strongly disagree category of 2% a total of 18 students. This shows that most of the students have innovative character values with a very appropriate category and following themselves in online lectures.

The results of students' views about themselves related to the value of sportsmanship character, obtained a variable distribution of data at the category level, namely, the very appropriate category of 43% of the number of 395 students, in the appropriate category of 56% of the number of 515 students, of the doubtful category of 6% of 55 students, the disagree category of 4% of 37 students and in the strongly disagree category of 2% a total of 18 students. This shows that most of the students have sportsmanship character values in the very appropriate category and following themselves in online lectures.

The results of students' views about themselves related to the value of honest character, obtained a varied distribution of data at the category level, namely, the very appropriate category of 46% of 423 students, in the appropriate category of 38% of 350 students, in the doubtful category of 9% of 83 students, in the disagree category of 5% of 46 students and in the strongly disagree category of 1% of 9 students. This shows that most of the students have honest character values with the category very appropriate and following themselves in online lectures.

The results of students' views about themselves related to the fair character value, obtained a varied distribution of data at the category level, namely, the very appropriate category of 37% of 340 students, in the appropriate category of 54% of 497 students, in the doubtful category of 7% of 64 students, in the 2% disagree category of 18 students, and in the strongly disagree category 0.3% of 3 students. This shows that most students have fair character values with the category very appropriate and following themselves in online lectures. The positive behavior factor was related to grit, self-regulation, academic and military achievement, and an instructor-completed character rating scale. The negative behavior factor related to manipulative traits and number of disciplinary reports (Schaefer et al., 2019).

The description of the eight conservation character values (inspirational, humanist, caring, creative, innovative, sportsmanship, honest, and fair) shows that students' views on their conservation behavior are in the appropriate category for inspirational, humanist, caring, creative, innovative, sportsmanship, and fair. Furthermore, the honest category character value in online lectures is very appropriate. This is in line with research (Saddam et al., 2016), that conservation values can shape student personality inspirational, humanist, innovative, creative, and fairness values have become habits, while the caring, sportsmanship, and honest values begin to develop.

6. Conclusion

The results showed the attitudes and views of the students were in line with the conservation character values. The details include 1. Inspirational, 59% in the appropriate category; 2. Humanists, 51% in the appropriate category; 3. Caring, 58% in the appropriate category; 4. Innovative, 52% in appropriate category; 5. Sportsmanship, 46% in the appropriate category; 6. Creative, 54% in the appropriate category; 7. Honest, 56% in a very appropriate category; and 8. Fair, 54% in the appropriate category. Students continue to behave in conservation that includes inspirational, humanist, caring, creative, innovative, sportsmanship, and fair character values. Furthermore, the category is very appropriate for honest character values in social media in online lectures even though there are doubts found in students to carry out and follow online lectures.

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