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### INTERNALIZATION OF CHARACTER EDUCATION IN THE COVID-19 PANDEMI TIME THROUGH ENTREPRENEURSHIP EDUCATION AT STIE-I RENGAT STUDENTS

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#### **Abstract**

*The Covid-19 pandemic has forced the lecture system to switch from offline learning to online learning. This more or less affects the character of neglected students and may also make the character of a student lose. The purpose of this study was to analyze the implementation of the process of internalizing character education during the COVID-19 pandemic through entrepreneurship education for STIE-I Rengat students. Entrepreneurship Education is a course given to all STIE-I semester VI (six) students. Through this course it is also hoped that there will be a process of forming student character and also strengthening the entrepreneurial mentality in particular. However, of course, many factors hindered the original objective of this course, plus the Covid-19 pandemic which ultimately disrupted the lecture process and made it run less than optimally. During the Covid-19 pandemic STIE-I Rengat implemented online learning so that learning could continue, this made the process of internalizing character education through entrepreneurship education continue, through 3 stages, carried out in stages and continuously, namely the first value transformation was carried out by presentation methods, group discussions and questions and answers via Google Meet and Zoom. Second, the value transaction stage is carried out by observation or direct questioning with students. Third, the Internalization Stage. This process is carried out in virtual practice by participating in an entrepreneurship program organized by the Ministry of Higher Education. Students are expected to have a strong character and entrepreneurial character especially those who support the characteristics of being responsible, willing to work hard, be creative, innovative, have a spirit of nationalism, patriotism and care about what is happening around them.*

#### **INTRODUCTION**

The COVID-19 pandemic requires implementing online learning, where there are several effects on student learning, such as students learning less in online learning,

grades will be lower, there is less student-teacher interaction, there is a level of personalization between students and teachers, student discussions in online learning will seem impersonal, there is no way for teachers to know whether students are reading in online learning classes, and online learning technology is difficult to manage (Moralista & Oducado, 2020).

*Online* education has an impact on higher education, especially for teachers with workloads and responsibilities, as well as for developing ethics, morals, obligations and character of students because students do not meet face to face only through online media (Nurdin, 2021)

The Covid-19 pandemic causes students to become irresponsible because they often ignore assignments given by course lecturers, access to collaboration or cheating is much more open because they can copy assignments from classmates' answers because of the weak supervision that lecturers can carry out with students and this reflects a fading sense of honesty. During learning through *Google meet*, students tend to ignore the lecturer by not turning on the camera even though the lecturer has been constantly reminded of this. In addition, the pandemic has also changed the character of students along with the development of information technology and the ease of finding information.

Online learning makes students easily stressed, reduces creativity and innovation from students and causes a decrease in reading interest. Of course this is not expected by lecturers or parents of students. (Wati, Widya, 2021)

The changing character is that students tend to be more individualistic and more self-limiting than from social interaction, students socialize less with peers due to limited direct contact, so that the need for character education so as not to fade the character possessed by students, is facing current challenges with advances in technology digital, strengthening and cultivating character is very vital and important, the development of individualism, hedonism and materialism is a negative impact of globalization and pandemic. Many students copy the results of their friends' work, online learning makes students' behavior dishonest, irresponsible for the assignments given, not paying attention to online lectures is bad behavior, lack of communication between students and teachers, the need for internalization or instilling character this is enforced in all tertiary institutions (Suriadi et al., 2021).

Students have an important role as *agents of change* or agents of change, the

driving force for change in a better direction, namely through the thoughts, knowledge, and skills that must be possessed, students are able to become the driving force and encourage progress. Students have a role as social *control* namely students become social control for society, the state, and the nation. When something happens that violates applicable norms or laws, students must be able to provide understanding to the community so that everything can return to its respective tracks. (Abidin, 2020)

Character education is important for students to have, of course, so that they are more appreciated and respected by the community. Internalization of character education needs to be done, because online learning makes character education a little neglected, because previously character education was carried out under direct supervision by lecturers. Success can also be measured for things that encourage character education, because during online learning there is only a transfer of knowledge, no one ensures that students get character education from their parents.

There must be a strategy to improve and maintain the character of students even during the COVID-19 pandemic through learning entrepreneurship education, because entrepreneurship education is knowledge about values, attitudes, skills that are useful for facing life's challenges, entrepreneurship education in tertiary institutions as a means to develop the soul entrepreneurship within students and reduce unemployment.

Entrepreneurship education is directed at *start-up commodities* to create opportunities during the COVID-19 pandemic which is currently ongoing as Indonesia enters the New Normal era. Shifting entrepreneurship education in tertiary institutions which previously relied on practical training towards changes based on digital transformation. The COVID-19 pandemic has fostered many new creative entrepreneurs who prioritize social values and attitudes in implementing entrepreneurship education. This means that entrepreneurs must have entrepreneurial attitudes and values that support entrepreneurship education (Rauf et al., 2021).

## RESEARCH METHODS

The research method used is a descriptive qualitative research method which can describe the implementation of *online learning* in Entrepreneurship courses during the co-19 pandemic at STIE-I Rengat

In conducting this research the researcher used non-participant observation, after making observations the researcher conducted interviews with informants in this study

the researcher used unstructured interviews, namely when conducting interviews with informants at STIE-I Rengat the researcher was not fixated on the interview text that had been arranged. Sugiyono (2018: 233) states that unstructured interviews are free interviews where researchers do not use interview guidelines that have been systematically and completely arranged for data collection.

## RESULTS AND DISCUSSION

Education during the COVID-19 pandemic continued as it should, entrepreneurship education which initially relied on processes and training outside the classroom has changed to online learning or online training courses. Entrepreneurship education is one of the appropriate subjects to use for the internalization of character education because it has the same goal, namely the formation of the right character to be grown in students, in entrepreneurship education there is also an entrepreneurial character which is the same as character education.

### Character Education during the COVID-19 Pandemic

The importance of character education is instilled in students to become good individuals and become the right successors to the nation. Online learning has a significant impact on higher education, namely providing extra task and responsibility challenges for teachers to have the choice of creating a learning space in an effort to develop morals, obligations, ethics, and attitudes or character of students, because students cannot socialize socially. directly and can only learn through virtual.

The values in character education that must exist during the COVID-19 pandemic are: 1. Religious: where a person believes in and obeys the religion being practiced. 2. Honest: the behavior of someone whose words and deeds can be trusted. 3. Discipline: actions reflect obedient, orderly behavior and comply with provisions or rules. 4. Tolerance: appreciating and respecting others 5. Responsibility: in the form of attitude in the form of individual behavior in carrying out work and obligations. 6. Hard work: earnest effort in carrying out the task as well as possible. 7. Creative: behave or think to create something new or innovate. 8. Independent: the attitude of not depending on others. 9. Democracy: how to act, behave, and behave according to rights and obligations. 10. Curiosity: behavior or attitude that keeps trying to know more intensely about everything. 11. National spirit: more concerned with the nation above personal interests. 12. Love of the motherland: a sense of loyalty and concern for the nation. 13.

Appreciate achievement: attitude to encourage individuals to produce something. 14. Friendly: actions that show love when socializing. 15. Love peace: behavior that makes other people feel comfortable and like their presence. 16. Likes to read: activities to set aside time to read various literature. 17. Care for the environment: efforts to prevent damage to the surrounding environment. 18. Social care: actions that are involved in the social and community environment (Farhurohman, 2017).

The values above are the values of character education that will be realized during the COVID-19 pandemic in universities. The learning framework for higher education throughout Indonesia emphasizes character education, because many families do not carry out character education well, because during the pandemic, parents play an important role in character building, students will interact more often with their parents so that parents become role models for participants. students in behavior, but many parents do not understand the importance of character education for children, then higher education creates intelligent students but also creates good character, intelligence will be more appreciated if accompanied by good ethics, and forms students to being able to be responsible and tough is an obligation for teachers (Eka, 2020).

### **Entrepreneurship Education during the COVID-19 Pandemic**

Entrepreneurship education is considered as one of the important ways to influence the competitiveness of any country or industry, this provides an opportunity during the COVID-19 pandemic to become a more competitive educational environment.

The implications for developing character values and entrepreneurship can be instilled through learning that pivots on students and lifelong learning, entrepreneurship education should not only provide theoretical knowledge but also be able to assist students in creating entrepreneurial characteristic patterns through the development of entrepreneurial skills, behaviors and attitudes. Universities should be involved in the early stages of providing entrepreneurship education in order to increase students' awareness of entrepreneurship, shape attitudes toward behavior and increase perceived behavioral control and student personality traits (Chengalvala & Rentala, 2017)

### **Internalization of Character Education Through Entrepreneurship Education during the COVID-19 Pandemic**

Online learning is also able to make student character decrease because there is no direct supervision from teachers and parents, because parents work or do not really understand the concept of character education. If education is neglected, the students themselves and the nation will be harmed, because these students will later have the task of advancing the nation and state, becoming national leaders, and supervising the performance of national leaders to stay on track, so the importance of character education is instilled in students. in order to turn into the right individual and become the right successor of the nation.

In addition to the impact it has had on student learning, the COVID-19 pandemic has also changed the character of students where this is also a result of increasingly high technological advances, easy access to technology, and the desire to get everything instantly. Online learning makes students disoriented, stressed, uncreative and less productive and causes reduced interest in reading due to no direct monitoring from teachers or parents, many students ignore online learning which causes a decrease in character or changes in the character of the students themselves , and instead many students play online games (Suriadi et al., 2021).

It is necessary to internalize character education, so that students can get rid of bad behavior and change to have good behavior, students must become agents of change, social control, and iron stock, as well as human beings in Indonesia who have leading potential and characteristics that start to develop. supported by the mastery of science and technological innovation sociologically. Value internalization is essentially a process of instilling social values, beliefs, and attitudes into social action, however, the internalization process grows from within oneself to an understanding of values (Wardani, 2019).

Good character or behavior will emerge as a habit, so that students always behave, think, and behave based on the truth values described above. Inappropriate social values will disappear and be replaced by social values that are understood by the wider community as true and adhered to values. The process of internalizing character education can be carried out even during the COVID-19 pandemic through entrepreneurship education, because entrepreneurship learning is knowledge about values, attitudes, and skills that are useful for facing life's challenges, entrepreneurship

education in tertiary institutions has a system that will provide students with provisions with the ability and attitude of entrepreneurs as a means to foster an entrepreneurial spirit. The pandemic has also had an impact on the Indonesian economy with the need to advance entrepreneurship education to grow young entrepreneurs to push the Indonesian economy to be better. Entrepreneurship education is considered as one of the important ways to influence the competitiveness of any country or industry, this provides an opportunity during the COVID-19 pandemic to become a more competitive educational environment.

Embedding the process of internalizing character education during the COVID-19 pandemic through entrepreneurship education as follows:

1. Value transformation stage

At this stage the teacher explains the values of character education and entrepreneurial character through verbal communication. This value transformation is only a transfer of knowledge from instructor to students through discussions, presentations, and questions and answers, by providing examples of entrepreneurial experiences of people who have been successful in their fields. Online learning allows teachers to carry out the value transformation stage through digital platforms such as *Zoom* or *Google Meet* because these *platforms* can see firsthand whether students understand what is conveyed and can live up to the values of character education that have been conveyed, such as not being able to cheat during exams even though the teacher cannot monitor directly, must be responsible for doing tasks and so forth. This stage is carried out when entrepreneurship education takes place by integrating character values in all courses that are in accordance with character education and entrepreneurship education.

2. Value transaction stage

At this stage the values of character education and entrepreneurial character are carried out by communicating in two directions which are reciprocal so that an interaction process occurs. Refusal to adhere to good attitudes or character traits is certain to occur, in this case the teacher must instill these characters with a sense of comfort without coercion and gradually so that students will get used to these attitudes and character patterns so that they become habits. The teacher also gives assignments to students to carry out field observations and interview business actors to find out that entrepreneurship is running, and can apply entrepreneurial values that have been

exemplified. With assignments like this, students have a clearer picture of entrepreneurship and values. entrepreneurship. Observations and interviews were conducted virtually due to the pandemic.

### 3. Trans internalization stage

At this stage dealing with the mentality, attitude, and personality of students, the teacher must really pay attention to good attitudes and behavior so that there are no conflicts with students, because students will imitate or imitate the behavior of the teacher. The teacher gives a direct example of the personality or character that is instilled, namely the teacher behaves honestly, is disciplined, is tolerant of differences, has high responsibility, works hard, is creative, is independent, has democratic traits and attitudes, loves the motherland, has a national spirit, achievers, can socialize, love peace, love to read, and care about the social environment, all of these behaviors must be reflected in the teacher's daily life so that students emulate and apply them in everyday life.

The values of character education that want to be instilled through the entrepreneurship education path are having a religious nature towards the religion they adhere to, behaving honestly, being disciplined in various ways, being tolerant or appreciating differences, having high responsibility, always working hard, having a mindset creative, independent in acting, has democratic characteristics and attitudes, loves the motherland, has a high national spirit, achieves, can socialize well, loves peace, likes to read, and cares for the environment and social. Entrepreneurship education contains various noble values or good values that can be used as a forum for cultivating the character of students, namely courage, wisdom in life, honesty in ethics, having beliefs and principles, foresight in seeing opportunities, where this entrepreneurship education is carried out by creating these entrepreneurial values, in the end entrepreneurship education will provide the inculcation of character education values which then shape the nation's character, in accordance with the direction of character education which is to form the whole individual, as an individual who has the skills, character, understanding as an entrepreneur.

The correlation between the internalization of character education and entrepreneurship education, where the two materials aim to shape the personality and attitudes of students so that they are better able to apply them in everyday life. This formation process is carried out gradually and every day. Each material provides an



overview of correct social values to be applied in everyday life. Teachers must understand that character education can be included or merged into entrepreneurship education so that students have the same character as social norms.

## CONCLUSION

The COVID-19 pandemic has made college students becoming more individualistic and seen as self-limiting, character education is needed to prevent the fading of student character. With advances in information technology and globalization, efforts to strengthen character are urgently needed so that the culture of individualism, hedonism, materialism and foreign cultures that are not suitable for application in our country do not interfere with the process of strengthening student character.

Internalization of character education is implemented in tertiary institutions because students play a very important role as *agents of change*, namely as a driving force in a better direction, namely through the line of education so that they can have more knowledge, skills and mindsets that are creative and innovative which in turn bring progress to the nation. Another function that is no less important that students have is as social control. Students have the power to become an alarm against the life of society, nation and state. When there is something or action that is out of the way and not in accordance with the rules and norms that apply, students can be a reminder to provide criticism and input. Also related to policies - policies issued by the government. Students must always be the voice of society. Because the torch of struggle is in their hands.

These values are instilled through three stages and carried out in stages and continuously the internalization of character education during a pandemic can be carried out, namely 1) The value transformation stage, with presentations, question and answer discussions via Zoom or Google Meet. 2) The value transaction stage, carried out by field observations and virtual interviews with entrepreneurs. 3) Stages of internalization trance, carried out with virtual practice.

Students are expected to always have good behavior, so that in carrying out daily life full of good things and can be accepted in society at large. Besides that, it fosters more empathy and sympathy for social problems that occur. So that in society do not develop bad values.

The limitation in this research is that there has not been a more in-depth discussion of entrepreneurship broadly and the impact of entrepreneurship as a result of the COVID-19 pandemic. Subsequent research is able to provide an explanation and description of

entrepreneurship and what entrepreneurship should be like during a pandemic.

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