E-Character Education among Online Learning: Focusing on Performance, Collaborative, and Spiritual Character

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Abstracts: Character development is one of the goals of the teaching and learning process. On the other side, teachers are still looking for an effective way to instill good character in the students through online learning. According to the survey, this research focuses on the students' characters of individual performance, collaborative and spiritual character. The transition from conventional to e-learning because of the Covid-19 pandemic significantly affects the readiness of lecturers and students to get involved in learning activities, which affects the development of the students' characters. This is a mixed method case study, conducted in seven university. Seven hundred forty-six students of public and private higher educations in Indonesia were investigated in this research. Data collected through observation, field journals and interviews. Data were analyzed through quantitatively and qualitatively. The result showed that the students' performance and collaboration characteristics were not as good as their spiritual character. The students did assignments without paying too much attention to the quality of the content. The students tended to finish the assignments independently, they were rarely involved in the discussion, felt the changing of the academic climate because of the difficulties in accessing the platform to fulfill the needs of remote interaction among the students. The lecturers' readiness was unfamiliar with the teaching platform, and they needed time for converting teaching material into digital form and gave them many assignments.

Keywords: Character Education, Online Learning, Performance, Collaborative, Spiritual.

1. INTRODUCTION

Higher education bears excessive responsibility in instilling the values, shaping the characters and intellectual resources to the nation in the future. There are three reasons for someone to continue their education to higher education: to reach the education degree or professional, get a better job, and acquire a quality career [1]. Higher education is a special way to get a job that relates to the majors/areas of expertise and in shaping one's personality.

The Covid-19 pandemic has brought significant changes in higher education toward the teaching and learning process, interaction among students and lecturers, and policy in higher education [2]. On the other hand, this pandemic also provides the opportunity for the stakeholders to redesign the effective teaching and learning that maximize students' potential as on-site learning. In the present time, IT-based-online teaching and learning plays an important role in facilitating teaching and learning activities and interactions among teachers and students. Though several higher education has conducted online teaching and learning before the Covid-19 pandemic, the problems remain to exist (Mok et al., 2021; Hanafi et al., 2021; Herman, 2020; Iglesias-Pradas et al., 2021; Mishra et al., 2020). Various online-teaching strategies have grown rapidly during the Covid-19 pandemic, namely DLPCA [8], Multimodal Teaching and Learning [9], Blended Learning [8], Massive Open Online Courses [10], etc. However, one of the most common problems in online learning is how to build the students' characters [11]. One of the characters of excellent students is formed by the academic environment on campus [12]. One is considered having good characters is shown by his/her attitudes and habitual activities.

According to the highest standardized attitudes in every condition, the good characters are spiritual motivation to do the right things [13]. The character relates to moral, which simplifies defined as the moral intelligence that understands how to do good things, and moral orientation that willingness to do what is considered good [14]. Character consists of three elements; moral knowing, feeling, and action [15]. Regarding those three elements, one

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is considered to have good character is he/she knows about good things, interests in good things, and acts good things. Those three elements will guide someone to have a good habit of thinking, feeling, and acting within spiritual and social values.

Considering the importance of this character, character education in the Indonesian education area has become the massive focus in teaching and learning at each education level [16]. The curriculum of higher education in Indonesia has been implemented since 2012 that integrates characters of attitudes, knowledge, and skills. Education emphasizes moral development, not only cognitive. Character education values emotional development, which morally and socially aligns with cognitive development [17]. Character education is not the teaching process or transfers information and scores; however, a process to facilitate, guide, encourage, direct, reinforce, and exemplify the students. Delving students' potential can be actualized optimally to form various capabilities that will form the students' personalities.

In the academic campus world, character education is implemented through values integrated into the teaching and learning materials and activities, culture development/ academic culture in the campus, campus discussion forum, organization activities, and daily habit on campus. Character education becomes the dominant matter in conducting education programs because character education is the soul, passion, energy, or spirit that encourages and will motivate and direct the implementation of education [18]. For on-site learning, delivering the values is more accessible because of the intensive interaction among the lecturers, students, and campus environment.

In the futuristics education, online teaching and learning is a concept that emerges because of the technology advancement, whilst in the psychological perspective, online teaching and learning provide relaxation and security in the era of the Covid-19 pandemic because teaching and learning are still can be conducted in the middle of the pandemic. The rapid development of technology within the industrial revolution 4.0. also affects the teaching and learning process. The emerging innovation enables teaching and learning efficiency from the lecturers' roles including the source of knowledge, model, and teaching and learning time. In this state of emergency, the transition to online teaching and learning is one of the solutions[19], and also becomes the alternative for the students who have problems with the geographical distance with the campus [20].

In the transition compulsion perspective, emerges several difficulties that perceived by the lecturer in implementing the online teaching and learning, such as technology complexity [7], the changing of the teaching and learning model, the suitability of approaches with the utilized platform, and how to instill character values. Character education used to be densely noticed in the academic world inside the campus starts unraveling because the teaching and learning process occurs from home and different environments. The established communication in online teaching and learning becomes very limited, the lack of real socialization, reduce skills, access/network congestion, additional cost, these all factors influence the students' emotions and learning motivations. According to Yoga Purandina & Astra Winaya (2020), the character is strongly influenced by the environment where the one's developed. Although however, the hereditary factor can also influence the character, it's a very small percentage. The Josephson Institute survey investigated 43.000 teenagers about the values and character showed a surprising result. Most teenagers confess plagiarism from the internet and lie to their parents about important things. This concern is further exacerbated by the fact that 92% of these teenagers claim to be satisfied with these ethics and characters [22].

2. LITERATURE REVIEW

Student character is an important aspect in educational development. Good character is the essence of moral competence because good character makes individuals want and pursue goodness [23]. The formation of student character will determine the quality of the nation's generation in the future. For this reason, character education is needed that is able to support sustainable development [24]. The active role of all parties is needed in order to carry out education which is a vehicle for the formation of student character. In this case, character education raises awareness that educators must pay attention to the harmony of learning and students' perceptions of themselves as individuals who have values and identities. [25]. Even though the end result of student character is not entirely the

responsibility of the university, the process of formation at the university level is the closest in determining how good the character of students is to become human resources who are national and live in society. [12].

Johnson, Osguthorpe, & Williams (2010) classified several types of characters that developed in the teaching and learning online, namely 1) performance character that is a cognitive disposition, emotional and personal habit to reach self-excellence in the learning environment; 2) Collaborative/relational-oriented character is the character which is needed in the interpersonal relationship in building social/community awareness to achieve common goals; and 3) Spiritual character is the idea, attitude, trend and/or habit that refers and based on the soul, and spiritual awareness. Therefore, this study aims to identify Indonesian students' character development through performance, collaborative, and spiritual character, and the lecturers' readiness toward the teaching and learning online model in public and private higher education in Indonesia.

The word character comes from ancient Greek which means "to engrave", implies the understanding that engraved traits will affect a person in certain behaviors and manners. [27]. Character is interpreted as a good personal quality, knowing about goodness, willing to do good, and behaving well in a real and consistent manner. Character is the result of the mind, heart that radiates in everyday behavior. Education is an effort to form morals and ethics as character building. For this, intellectual and moral aspects cannot be separated as the formation of individual character. Intellectual goodness prepares mental conditions in which individuals can understand and choose an orientation correctly. Likewise, moral goodness will justify good actions so that it becomes a personality trait in behaving [28].

Various problems in developing student character through online learning during the Covid-19 pandemic illustrate the difficulties of lecturers in controlling the achievement of learning objectives related to this character. Impact of switching from traditional learning to online learning as long as students have some problems with switching to online learning during the COVID-19 Pandemic such as technology, mental health, time management, and balance between life and education [29], [30], [31], [32]. By paying attention to the various mental impacts that occur during online learning during the COVID-19 pandemic, lecturers need to focus attention on character development to the maximum extent possible. If in face-to-face learning character development is carried out directly by the lecturer during the learning process and in activities in the campus environment. On the other hand, students' positive responses to online learning with its various advantages [33] indicates a student's desire to continue the online learning process [34].

Because the development of student character is greatly influenced by the academic atmosphere or the nuances of an environment that has an academic spirit. An understanding of the development of the academic atmosphere will shape the character of students as intellectual beings with academic quality. Whereas in online learning character development is generally reflected and integrated in designs and materials developed by lecturers by utilizing technology. In other words, that character development in online learning is only carried out during class hours, while the environment no longer provides roles that are aligned with campus academics. The use of various technological devices in online learning is an ethical endeavor. Therefore, the characteristics of developing performance character, social character and spiritual character in online learning should be reflected and integrated in the design and learning materials. Learning activities that can be carried out in various contexts, such as relationships and collaboration between students and between students and lecturers, online discussion forums, assignments that utilize technology.

2.1. Research Questions

1. What are the difficulties of students on online teaching-learning during the COVID-19 pandemic?

2. What are the readiness of lecturers in facing online teaching-learning during the COVID-19 pandemic?

3. What are the e-character performance of students on online teaching-learning during the COVID-19 pandemic?

4. What are the e-character collaborative of students on online teaching-learning during the COVID-19 pandemic?

5. What are the e-character spiritual of students on online teaching-learning during the COVID-19 pandemic?

3. METHOD

This study was conducted with a case-study method by selecting plausible cases to be observed during the online learning, namely 1) the process of teaching and learning, 2) the notes of students' character development, and 3) the reflection of lecturers' readiness. These three cases were selected based on the typical online learning and factors that can affect the students' character development during online learning. Thus, figure 1 reflects the obstacles that often occur in online learning. Figure 2 reflects the online learning model utilized by the lecturers. All tables in this article reflect the development of independent performance, collaborative, and spiritual character in students during online learning.

3.1. Sample / Participants

To reach the students' population broadly and effectively, the instruments of this study were managed and distributed online. The participants were 746 students from various arabic language education in the public and private higher education located in Indonesia. The participants from public higher education were 290 students, and private higher education were 456 students. The participants of this study were more than 80% from students' arabic language education, very high representation of the students' population.

University	Status Higher Education	Province	Total
Universitas Negeri Jakarta	Public	DKI Jakarta	154
Universitas Negeri Makassar	Public	Sulawesi Selatan	16
Universitas Sultan Ageng Tirtayasa	Public	Banten	120
Universitas Muhammadiyah Prof. Dr. Hamka	Private	DKI Jakarta	85
Universitas Muhammadiyah Sidoarjo	Private	Jawa Timur	27
STKIP Lubuk Linggau	Private	Sumatera Selatan	344
		Total	**746**

3.2. Research Instrument

Researchers used 3 instruments for observation, field notes and interviews. Observational instruments are used for the purpose of observation, assessing regularly changes in student behavior in terms of a) activeness and participation in class, b) involvement in group discussions and asking questions, c) punctuality, d) attendance.

Field notes used an instrument in the form of a questionnaire, this became the main instrument that researchers used to collect data with the aim of investigating the characters that developed during covid-19 online learning, all

participants were given self-assessment questionnaires. The questionnaire consisted of 33 questions with a Liker scale type of 1 to 4 ranging from disagree, undecided, agree, and strongly agree. The questionnaire is categorized into 5 dimensions as follows:

a) Difficulties of students on online teaching-learning during the COVID-19 pandemic, sebanyak 11 pertanyaan;

b) The readiness of lecturers in facing online teaching-learning during the COVID-19 pandemic, sebanyak 4 pertanyaan;

c) E-character performance of students on online teaching-learning during the COVID-19 pandemic, sebanyak 8 pertanyaan;

d) E-character collaborative of students on online teaching-learning during the COVID-19 pandemic, sebanyak 4 pertanyaan;

e) E-character spiritual of students on online teaching-learning during the COVID-19 pandemic, sebanyak 6 pertanyaan;

Finally, the interview instrument uses open-ended question items for students and lecturers. Interview instruments are used to ask in more detail about the various kinds of difficulties students face during online learning, the possibilities for characters that develop during online learning.

3.3. Data Collection Procedures

To obtain data from the three cases, data was collected through observation, using field notes and interviews. 1) Observation, carried out by observing the students' character development during the online lectures. The main focus was on how the students plan and organize their assignments, distribute roles, collaborate, lecture climate, engagement in lecture and feedback, and the assessment process; 2) Field notes by using semi-open and closed questions utilizing Google Forms. The permission of collecting data in this study was granted by the leader of the universities. The participants were recruited by the head of the study program and voluntarily answered questions. The students voluntarily answered questionnaires and participated in discussion groups. The data recorded is the result of student answers in the distributed questionnaire and data on the form of student participation in the lecture process; 3) **Interview**, serves to expand the information obtained in the group discussions. Interviews were conducted with lecturers and students through virtual face-to-face, and took place from March to April 2021

5.4. Data Analysis

Data analysis was carried out quantitatively and qualitatively. Quantitative data analysis used descriptive statistics. The stages of data analysis are explained as follows: 1) Data reduction, aims to facilitate understanding of the collected data so that it can provide a more detailed picture. Data reduction is done by grouping the data based on the object of research. The data is simplified, grouped and discarded unnecessary data. 2) Presentation of data aims to classify the data into the object of research. Quantitative data were obtained from field notes in the form of questionnaire answers, which were presented by making percentages. While the qualitative data obtained from the results of observations, participation, and interviews. The presentation of the data is done by summarizing and grouping the data into an analysis tables, graphs and diagrams. 3) Drawing conclusion is the final stage in the process of the research to give meaning to the data that has been analyzed.

4. RESULTS

In early 2020, the teaching-learning process in all levels of education in Indonesia simultaneously changed the direction based on online learning regarding the spread of the coronavirus disease 2019 (Covid-19). Conventional on-site learning cannot be conducted because of the prohibition to mingle and socialize in groups. Online learning is not just transforming the learning tools from face-to-face into virtual or changing paper-based assignments into soft files. Arkorful & Abaidoo, 2015 mentioned several advantages in implementing distance lecturer, including: (1) time flexibility; (2) increase knowledge because of the ease in accessing the number of information; (3) provide greater opportunities for students in online discussion forums; (4) allow students to learn independently regarding their own pace.

4.1. Findings related to the difficulties of students on online teaching-learning

To get the findings of objective one, the researcher utilized the field notes and interviewed to obtain data on the obstacles faced by the students in the online learning during the Covid-19 pandemic. Online learning is a new way of teaching and learning that utilizes electronic devices and the internet to deliver learning. The transitions of these learning facilities raise many constraints and obstacles both from the lecturers and the students. Considering that this transition occurred suddenly without any prior preparation from each education provider. The constraints faced by the students in public and private higher education during online teaching and learning are generally described as follows:

Table 2. Constraints faced by the students in online learning

No	Constraints faced by the students in online learning	% constraints in public higher education students	% constraints in private higher education students
1	The assignments from lecturers were given at the same time.	25.9	24.3
2	The slow internet access/connection problem	20.3	26.8
3	The limited internet quota	20.0	23.0
4	The less supportive friends	18.9	14.1
5	The difficulties in online learning	14.9	11.8

Based on the above table, the most significant constraints of the students in public and private higher education resulted in percentages close to each other. The main constraint on average is caused by assignments that some lecturers give at the same time. One of the interviews with the lecturer resulted:

"College students are mature and independent students; their ability to look for the information by utilizing technology allows them to learn and gain knowledge. The lecturers give the assignments to accustom the students with independent learning and confirm their readings."

The next constraint is the slow internet access and limited internet quota, which decrease students' learning motivation. Especially when they have constraints in explaining main material/topics that can cause disturbances in subsequent meetings. The next constraint lies in less supportive friends, especially in group assignments. And the constraints on online learning, for the students with certain learning styles, face difficulties following this learning model.

In addition to the five main constraints, some students respond the questions with the following answers, such as:

1. "My house conditions do not support effective online learning. My house is small, and I have to share a room with my brother and sister, who are also doing online learning."

2. "My parents lost their jobs during this pandemic, so I didn't have enough money to buy a laptop, computer, or internet quota. As a result, I can only maximize my cell phone, and this makes it difficult for me to follow each learning process, collaborate in writing papers, and complete individual assignments."

3. "In certain platforms such as Google classroom, I have difficulties understanding the learning material through written explanation. It is easier for me to get an understanding when I hear directly from the lecturer. Moreover, almost every course often requires resume assignments with very short deadlines. This consumes my time a whole day only for completing the assignments for each course."

4.2. Findings related to readiness of lecturing in facing online teaching-learning

Several open platforms and software can be considered to support and facilitate collaborative learning based on communication and interaction skills. When lecturers chose or used one of them, it is important to recognize that ICT plays a role as a pedagogical approach and instructional design [36]. Since one platform can't meet the needs of learning activities, it is necessary to include/collaborate another platform into the online learning environment if needed. In addition, it requires honesty so that students can use familiar tools.

Learning spaces in online learning can be synchronous, asynchronous, or collaborative of both. Virtual synchronous is learning is conducted directly through virtual meetings in real-time but in a different place. Collaborative asynchronous is learning that is conducted with other people anytime, anywhere. Learning is done by criticizing, discussing, evaluating, comparing, and researching, mediated by collaborative technology. Self-directed asynchronous is learning that is conducted independently, anytime, and anywhere. Students can take the initiative to determine their learning needs and goals. The following are learning spaces that the lecturers utilize in online teaching and learning:
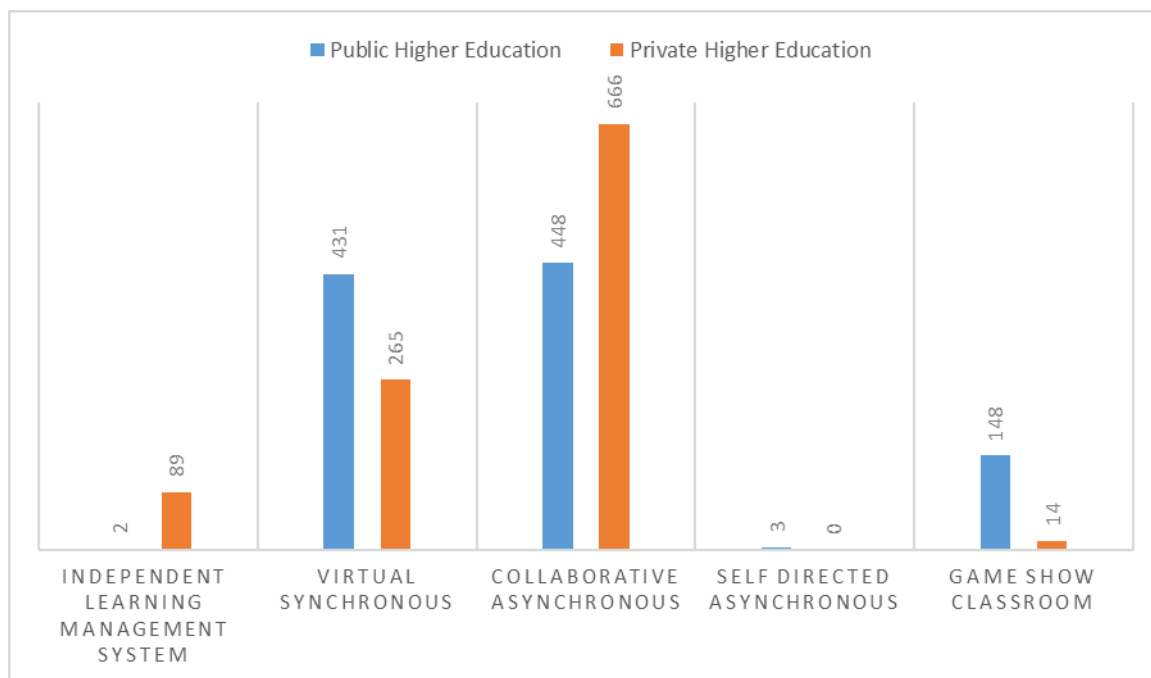

Figure 1. E-learning model utilized by the lecturers

Based on the above-clustered column, public and private higher education have very significant differences: 1) Independent Learning Management System: private higher education appeared to be more prepared in terms of infrastructure to conduct online teaching and learning when compared to public higher education; 2) Virtual Synchronous: in delivering the materials, public higher education utilized more virtual learning rooms so that it is easier for the students from public higher education to absorb and understand the material because they hear the explanation directly from the lecturers. The platforms utilized include WebEx Meeting, Zoom, Google Meeting; 3) Collaborative asynchronous: private higher education utilized this learning space rather than public higher education, whilst the platforms used were: Google classroom, Microsoft Teams, WhatsApp, and Telegram; 4) Self-directed asynchronous: this surprisingly resulted that public and private higher education are almost not utilized YouTube platform, television or podcast for learning; 5) Game Show Classroom: the data showed that evaluation models in public higher education appear to be more various than in private higher education. The platforms utilized in the evaluation of learning, namely Quizizz, Kahoot, Seesaw, Google Forms, and Quizlet.

In addition, in terms of learning platforms in increasing the students' participation in online learning, lecturers must be ready in terms of 1) communication capacity; the lecturers can increase learning participation and motivation when they can interact well; 2) maximize social media for increasing learning enthusiasms. Setting up

social media can stimulate students to be more active and aggressive in learning [37]; and 3) the provision of rewards and free facilities has been proven to effectively increase the level of participation [20].
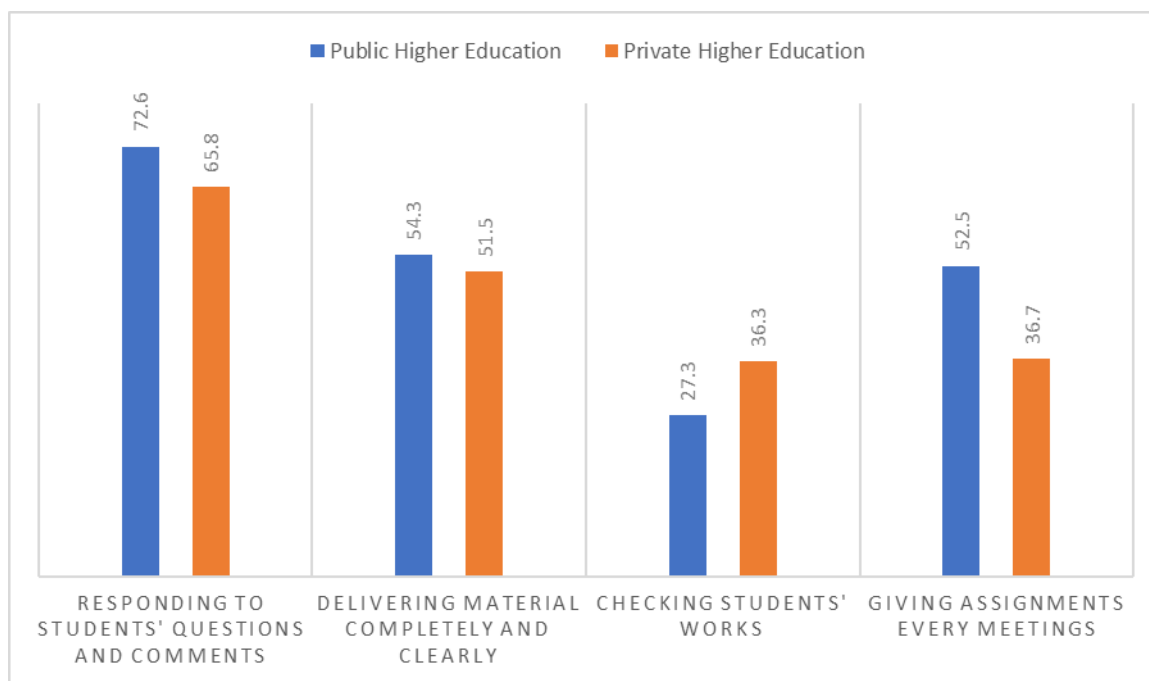

Figure 2. Lecturers' readiness in online learning

Figure 2 shows that in general, lecturers in public higher education are more prepared to conduct online learning, indicated by the quickness of the lecturers' responses and comments to students' questions, and are thorough and clear in delivering materials, but were less in checking students' works/assignments. On the other hand, private higher education excels in the quickness of correcting students' works. Private higher education has already developed Learning Management System (LMS) independently, but the interviews with the lecturers resulted:

"LMS has not yet equipped with a virtual meeting learning space or game show features that are easy-to-use. Instead, LMS that has been developed is still in the form of collaborative asynchronous, like Google Classroom but with more features, specifically to control the appropriateness of the material with the semester learning plan (RPS)."

The readiness of the lecturers significantly affects the students' character development during online learning. There were not many differences with on-site learning, where learning must be conducted in an interesting and meaningful way. The learning, which is exciting and meaningful can be conducted through the active learning method, not only as of the listeners but students are also involved in solving the problems and experienced-based. The difference with on-site learning, in online learning lecturers, must also determine the appropriate platform, so that exciting and meaningful learning can be implemented appropriately.

Some lecturers with limited technological capabilities will find it challenging to implement interesting learning models. The lecturers need to adapt to technology, which significantly affects the lecturers' fast response to the students' questions and comments and comprehensiveness in delivering the learning materials. Nevertheless, the lecturers' readiness towards online learning models and supported by LMS or the ability in utilizing the appropriate platform can increase the students' characters in building interest, providing opportunities in creative thinking, and testing ideas. Hence, effective character educators always search for intersections between academic content and the quality of the character they want to develop.

4.3. Findings related to the e-character of students on online eLearning teaching-learning

Online learning requires self-directed learning from the students, such as controlling the learning process independently, recognizing where to get help, creating learning styles, and assessing knowledge and skills needed. Autonomy (independence, autonomous, self-directed) is the most important character to maintain the quality of independent performance. The characteristics of individual performance were as follows:
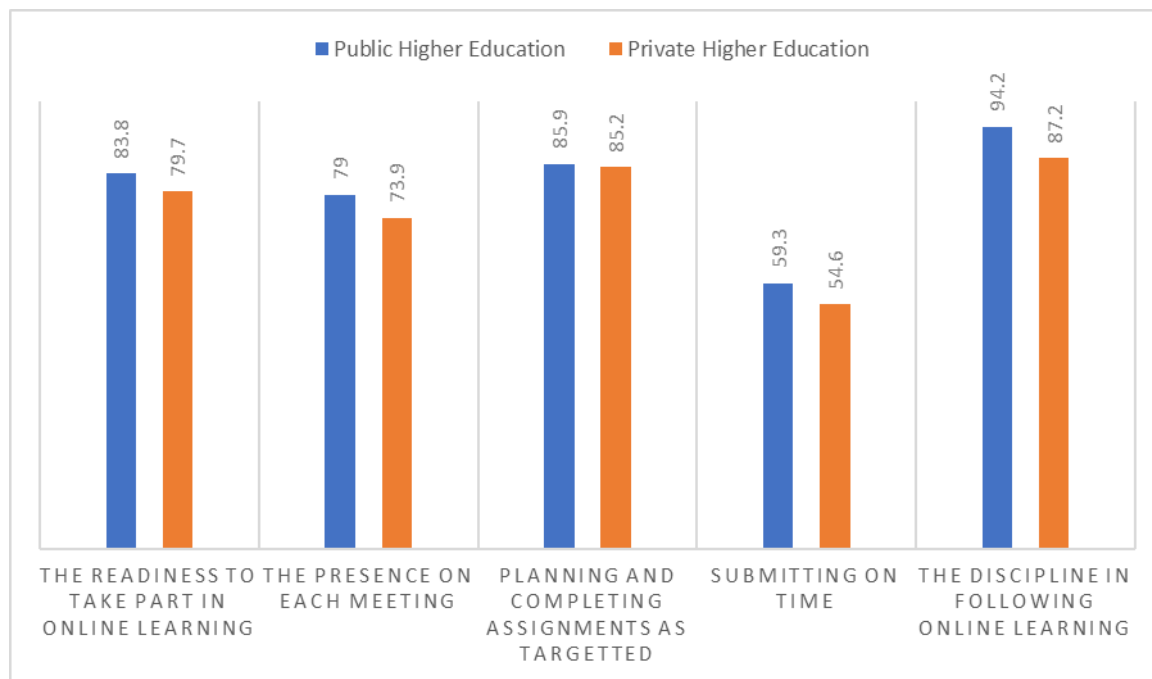

Figure 3. The characteristics of individual performance

The character of independence is constructed based on 'willing values' such as self-preparation, perseverance, diligence, and self-discipline, and mastery-oriented. The students of public higher education appear to be superior in developing the character of individual performance indicated by the readiness and attendance in lectures, being able to finish the assignments on time, and being disciplined in participating in online learning. The interviews with the students resulted that the ability of the students in developing individual performance were very dependent on friends who motivate each other:

"I have to reorganize my passion and willingness to learn. Therefore, my readiness in taking part was depended on friends who were motivated and keep each other in the spirit of learning together."

The interview with the students of private higher education also resulted that this character development was depending on the ability to enjoy the learning process.

"I don't enjoy the process of learning online because this learning model seems rushed in the middle of a pandemic. But lecturers and students have no choice. The lecturers who were not ready with online learning assign many assignments to the students, such as resuming, paper writing, individual assignments, portfolios, etc. A large number of those assignments make the quality of those assignments were not my concern. The most important thing is that the assignments were submitted on time, and I didn't get a warning, that's enough."

The data shows that public higher education students have better individual performance characteristics than those in private higher education, which was indicated by the readiness and discipline in joining online learning. However, being ready and discipline were not sufficient for developing individual performance characters. The character of students' performance in higher education is not very significant because students can control the

learning process by depending on compatible and motivating friends. The students' abilities in preparing and completing learning targets were dependent on the presence and activeness of fellow friends. It is undeniable that students learning motivation declined during the transition of the online learning model in the early pandemic of Covid-19. In addition to the adaptation process towards the transition of learning models, students also have not determined and controlled their learning independence. They have to redesign the way of learning according to their learning style and determine their learning targets, which all depend on compatible friends who arrange their learning strategies together.

Students from private higher education seem capable enough to plan and complete assignments according to targets. However, their individual performance characteristics do not significantly develop in online learning due to the number of daily assignments given by lecturers.   Thus, the students have not been able to measure their self-knowledge and have not assessed their needs for knowledge and learning skills.

Findings related to objective four

Researches in recent years on computer-supported collaborative learning have allowed a new paradigm to emerge. This paradigm connects the main teaching and learning theories within technological resources [38]. The collaborative approach to online learning in higher education is focused on activities in the learning environment and requires both social and educational skills.

Social Skills

Social interactions occur in online learning must occur in collaborative learning, for example, the platform that is used to support communication among students and lecturers, the availability of spaces for students to work in groups that provide the necessary tools for collaboration. Therefore, the character of relational social (relational character, relational-oriented character) is a character that is needed in implementing online collaborative learning. The most important qualities of this character are integrity, caring, open-mindedness, and sharing with others. Though online learning is characterized by social and spatial separation among lecturers and students, the need for a relational character is a crucial factor for successful learning [39].
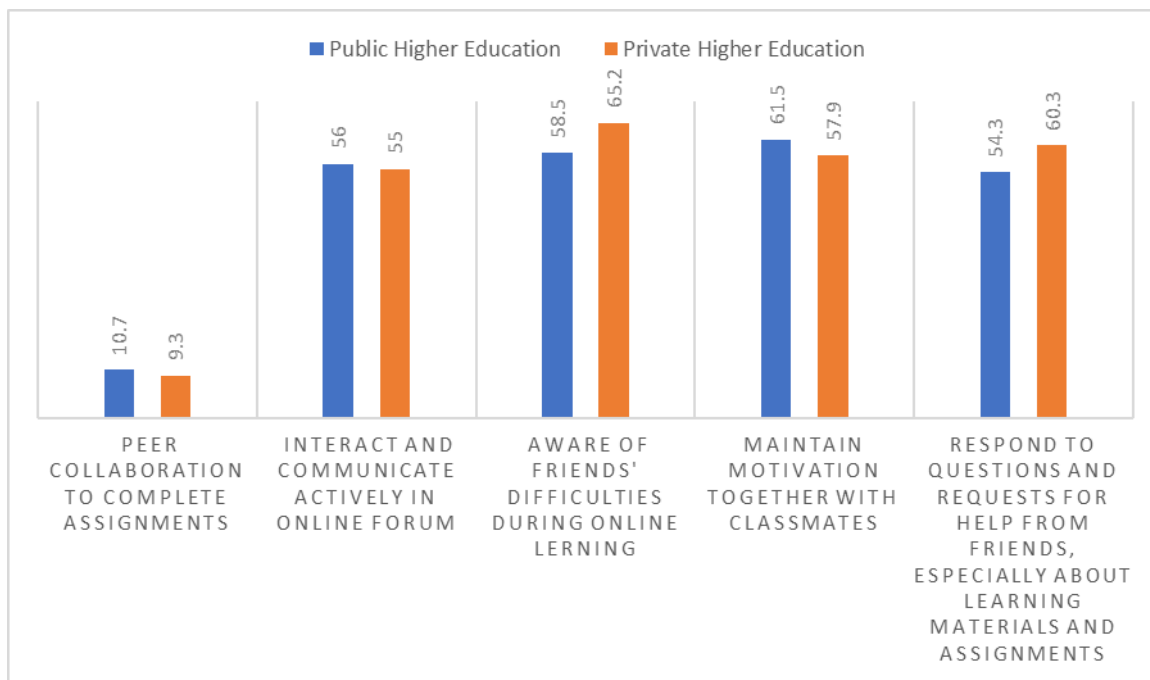

Figure 4. The character of Social Interaction

In the context of online learning, the relational social character is a sustainable collective awareness among students, a sense of belonging, commitment, and cooperation to achieve common goals. This character is more developed in private higher education students, namely in terms of understanding friends' difficulties during online learning. This form of concern is manifested in sharing information through short messages or video calls and sharing learning tips from the internet.

Moreover, education abilities relate to encouraging students' independence, individual self-regulation capacity, and responsibility in ownership. Group ownership is strongly influenced by two principles: individual accountability and positive interdependence [40]. This character is more developed in the students of public higher education that appears from the development of feelings to maintain mutual motivation with the classmates, that is manifested by taking the initiative to create groups or small online discussion groups in completing a group or individual assignments, creating peer tutor group, and collaborating in completing assignments.

Findings related to objective five

The development of spiritual character in online learning is conducted to train and guide the students to have thoughts, attitudes, tendencies, and behaviors based on spiritual awareness, which are expected to reduce personal desires [26]. The development of these characters is carried out by integrating into the individual learning process and involving individual experiences recognized by the students during online learning.
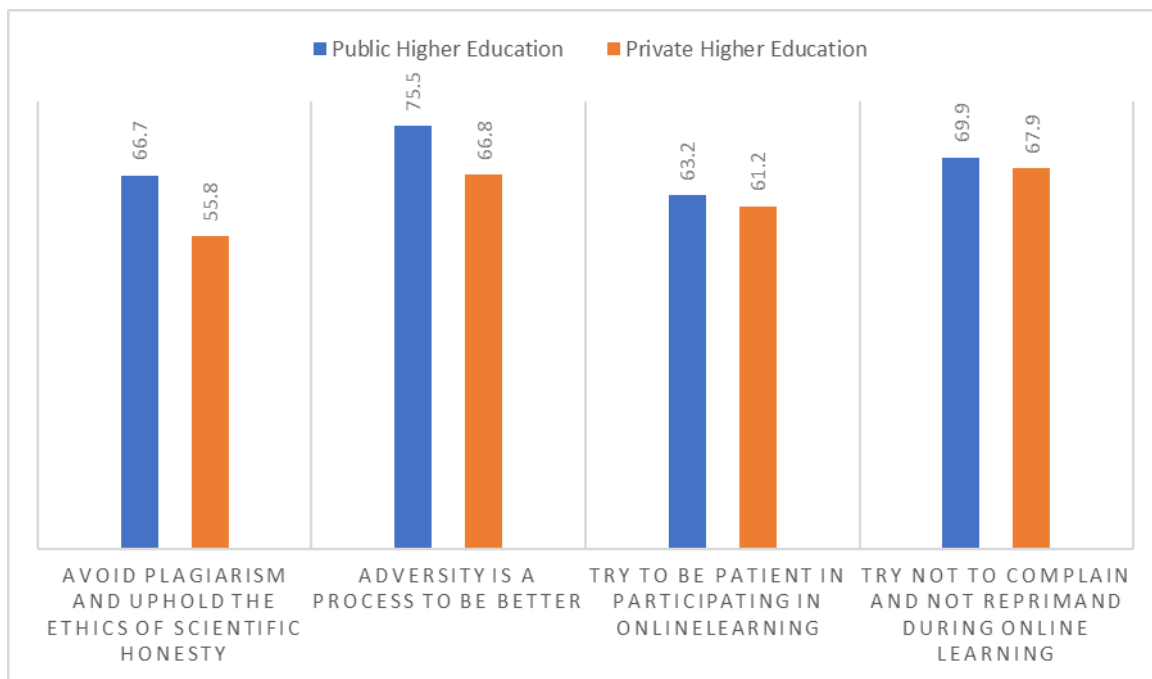

Figure 5. Spiritual Character

The public higher education students seem to develop more spiritual character during online learning in terms of honest thinking, awareness, and patience. The thinking process of students who are faced with many assignments given at the same time by the lecturers can be affected by the ease of access to various kinds of information from the internet. Plagiarism is unavoidable in this condition. The students who have good spiritual character can fortify themselves and avoid cheating in the learning process. The development of spiritual character during online learning can achieve several things, including the ability to take lessons from events that occur to him/herself or others, react, and find solutions.

DISCUSSIONS

It has now been one year of online learning conducted. In the first semester, education freezing occurred when the lecturers were still preparing steps in integrating technology in the teaching and learning process to determine the appropriate methods and approaches to make students utilize the technology. Before this pandemic, online education was considered education that certain universities only provided, but online learning has become a big challenge that must be encountered over time. In this situation, all elements in the field of education are demanding to organize for a model transition from on-site to fully online learning, attempting to understand the implication of the chosen approach and paying attention to the developments experienced by the students.

The lecturers' readiness is very influential on learning, motivation, and character that developed in students. Meanwhile, this research found that the biggest constraints for the students were from the lecturers' readiness in conducting online learning. The data of this research resulted that the number of assignments burdened the students, and almost every assignment comes simultaneously at the same time. The public higher education students resulted in the highest portion of assignments from the lecturers at 52.5% and private higher education at 36.7%. However, only a few lecturers checked the students' works; most of the other lecturers almost did not provide feedback for the student's work.

The recently joined online learning students obliged high expectations in obtaining information, input, and learning support that they would get from the lecturers. When the lecturers cannot deliver these expectations, the students tend to become discouraged and demotivated because these expectations were not encountered. Therefore, this learning satisfaction impacted motivation and personal character developed during that online learning (J. Kim et al., 2011).

Good learning should be conducted with interaction. When distances and spaces separate lecturers and students, thus creating a relationship between those two things becomes increasingly essential. Therefore, the students can interact comfortably, ask questions, and contribute to learning; one step often is dividing students into study groups and requiring them to work together to solve problems. Since in the virtual classroom, collaboration is very important to interact more than in the classroom.

If teaching and learning only occur in one direction in which the lecturer delivers an explanation or the students are asked to read/listen to the material independently, there is no interaction. This interaction refers to two directions, both among lecturers-students and students-students. The presence of the lecturers is a determinant to predict the occurring interactions and making students present socially and cognitively in the classroom. Although the students can study independently, the presence of the lecturers remains a core element in constructing engagement, directing the development, and forming a student learning community in a virtual space. Thus, the positive relationship between lecturers' interaction and attendance is sufficient to determine that the student's expectations lead to learning satisfaction in the context of online learning.

The evidence proves that learning satisfaction is also influenced by media integration and teaching quality (J. Kim et al., 2011). The transition into online learning places lecturers in a unique situation, demanding the ability of the lecturers to collaborate with the technology and demanding the speed with which lecturers adopt the most recent form of teaching (Scherer et al., 2021). How lecturers choose and utilize media appropriately must be considered to motivate and attract social presence and students' learning motivation. Each learning media has its purpose; the lecturers are encouraged to choose each media optimally to motivate the students. Here, the role of the lecturers is more toward being the facilitators who include providing a good learning environment and providing positive guidance to pursue success in learning.

The lecturers' consideration in choosing the learning platform and model significantly influenced the interaction among the students in establishing interactions (Yawson & Yamoah, 2020). The platform chosen by the lectures should respect the combination of time and place and offer the flexibility of interactions among the students in getting learning convenience. Thus, higher education has prepared the students to be ready to deal with technology effectively (Songkram & Puthaseranee, 2015). Hence, ensuring the existence of group work and a suitable platform for interaction becomes more important in online classes. Group work allows students to deepen their

understanding of the taught material in class.

The quality qualifications of higher education graduates are knowledgeable, moral, ethical (Songkram & Puthaseranee, 2015). The age level of undergraduate students (range 18-24 years) can be classified as being in a transition period, from late adolescence to adulthood. This time the level of spirituality is individual-reflective, characterized by the emergence of critical reflection on religious opinions, beliefs, and values that were previously held as a principle. At this stage, he realized that he could no longer depend on people's opinions but had to take responsibility for his own choices. With this spiritual character, students can consciously give meaning to all events in life and understand social ethics and social diversity.

CONCLUSIONS

Character is a representation of inner motivation, which is reflected in daily behavior. Character building is carried out in face-to-face learning by distributing values through intensive interaction between lecturers, students, and the campus environment. However, during the online learning period, character education, which used to be thick in academics on campus, began to break down because the learning process took place from home in a different environment. The formation of independent performance characters is quite difficult to channel because lecturers and students are still adapting to the online learning process. Here, the readiness of the lecturer plays a large role in the formation of this character. Lecturers who are not ready to learn in class will impact the lecture model and the number of tasks assigned to students. In contrast to performance characters, social characters are formed quite well because of a mutually beneficial relationship in maintaining motivation to learn with classmates; students become more frequent in discussing with friends to complete assignments. Likewise, spiritual character, in the form of self-awareness, honesty, and responsibility for one's own work.

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