

PROMOTING VALUES USING TECHNOLOGY IN LEARNING PROCESS

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ABSTRACT

The study aims to describe the efforts to develop values on college students assisted with Seesaw as online application. Descriptive qualitative was considered as the design of the study. It described the phenomena or a case qualitatively. 50 first graders of Elementary School Teacher Education Department were taking a part of this study. They carried out the learning process using Seesaw application. It was conducted during the first half of the semester in the academic year 2017/2018. The data collection employed documentation and interview. This study analyzed the loving, friendship, caring and social awareness, and responsibility as the values. The portfolio revealed that the values appeared in all of the posted photographs and captions. Based on the interview, most of them were engaged to take a part of the learning process. It attracted them to either upload the best photographs or composing good sentences on the caption. As conclusion, using Seesaw Application as a form of technology in the learning process gave effects on developing students' values. Results of the interview said so supporting the conclusion that it did not only affected the values but also the improvement of sentence quality.

Keywords: values, technology, learning

INTRODUCTION

Nowadays, teenagers are completely different if we compare them with the teens in the past. We can see from their eating habit, way of life, their free time activities, and clothes. They prefer going out for meals with their friends in a mall or ordering fast foods and sugary drinks to making healthy meals. Most of them are interested in joining a community or

having a discussion or a share with their friends. They rarely share their thoughts and feelings with their own family. Often, they have their own way of thinking, such as in solving their problem. Their clothes and fashion changes a lot. They follow current trends and wear clothes imitated from their favorite figures. Also, they were born in a digital or millennium era where almost all of the facilities are digitized. Most

of everything are now also computerized. That is why the teens nowadays are called as a technology generation. Mobile phones and internet are very essential for them. They spend their free times with music, movies, television, or video games. They prefer to get busy on the internet rather than to do sports. Uploading photos and videos are becoming their routines. Comments and updates are the ones that almost all people are waiting for. They always try to find new thing but sometimes not logical to be viral on the social media.

Young people cannot be separated from internet. It is very essential for their lives. Beri (2017: 19) assumes that social networking sites really influenced the life of students, their academic as well as their social and personal life influence from them. They access information through the internet by their mobile phone. They can download music and watch films on it. Moreover, using internet, they can communicate with others by social media. Distance is not a matter now. It can connect people from one place to another in seconds. It provides what people needs such as foods, goods, business, even entertainment. However, they do not realize that it can ruin their lives at the same time. Those who are too enjoy with their gadget might not think that there are lots of people around them. As normal people, they will talk each other but not for now. They have found comfort and a lot of fun there. It may cause loss of empathy, responsibility, and caring. They have their virtual friends but at the same time they can lose their real friends even family. It also happens in colleges.

College students are little bit different from those of the previous levels. They are now more independent. They are expected to manage their own time and schedule. They here are busier with lots of works. However, there are a few

of them who really care about their family who sent them to colleges. They are interested in traveling around the town seeing beautiful views and uploading new interesting photographs on their own social media. They do not realize that visiting a resort or a place is not only taking photographs but also recognizing it seen from the values. Many of them seemingly close themselves from their environment including their family only for staying in front of their smartphones. Probably they are losing their manner. It can be seen from their characters which look more unstable, emotional, sensitive, and sometimes intolerant.

College as a higher education institution where students learn essential features of their life must promote the values. It is one of the purposes of holding a higher education. It has two responsibilities which should be reached for the future. Colleges need to prepare and shape their students for their careers with good characters as human beings. They give what students need for their future life which probably necessary when they graduate. Then it is relatively close to a value-based education. Regarding to the mission, perhaps educators also prepare themselves too for teaching their students assisted with digital media which are very common with their ages. This study attempts to describe the efforts to develop values on college students assisted with online application. By using the application, the teachers facilitate their students to do the tasks or duties and insert values in it as well. In the classroom, teachers or lecturers can observe their characters and insert values directly however, outside classroom they never know what students act and who they interact with. Therefore, by the online instructions, teachers and lecturers will develop their attitudes and behaviors based on the values from distance.

This is the focus of the study which describes how values are inserted in the assignment given to the students and the effects as well.

Values in Education

Education is considered as a process which is purposed for developing biological, psychological, social and moral aspects of human being as a member of the society (Thornburg, 1984). It is expected to transfer knowledge, skills, and values in purpose of preparation for his life and also develop his identity. That is why values must be inserted in the education process.

Chaitanya (2017: 6) sees that value education guides us to decide what is good and worthwhile in our inherited culture. It provides principles and beliefs which are used as guides to behavior and enable people to decide their desirable lifepath. They protect people from negative behavior such as avoiding students from bad manners. Value-based education develop the essential values for instance moral, cultural, and spiritual. Then perhaps they can be internalized in people's lives. Furthermore, they are purposively converting their values to their behaviors. Values should be experienced in order to become one's identity.

Values also plays important roles in determining the routes of the society. According to Fitcher in Türkkahraman (2014), there are some functions of values regarding its existence: 1) they show the ways of thinking and behaving ideally; 2) values are used as means in judging; 3) they make people focus on useful and important cultural objects; 4) they play a role as a guide to adopt and realize social roles; 5) they perform as social control and restraint tools; 6) and they provide solidarity.

The values become bases for building characters. A research on the influence of higher education on college students' character development conducted by Astin & Antonio

(2004: 63) uses dependent variables and related literature on moral and civic development. They analyze from the factors influencing the variables civic and social values, cultural awareness, and volunteerism. Then they also involve some non-academic activities which seemingly contribute to their character development. Table 1 presents the measures.

Value in Family and Society

Howard et, al. (2004: 197) states that there three approaches of character educations which might be referred: caring, traditional character, and developmental. Caring and developmental are commonly called as moral education while the second one is referred to the narrow approach. The traditional character education means transmitting virtues of one's life. Family is a basis unit of this character education. People learn values for the first time in their family. They teach loving and respect others. Values can be realized through behavior and characters. They are expected to respect and aware of their environment and society. They are taught to recognize their surroundings.

In a society and school environment, young people make interaction with others. They share feelings and knowledges. In the end they make a friendship which they know each other's. Sometimes they create their own values, like social awareness and caring. They of course experience them all. Our duty is to promote the values. Responsibility is one of the values. It is needed not only in the classroom but also outside the school. It can be developed using the tasks given to them.

Using Technology in learning

Technology helps us in some cases to overcome problems. In education, it gives benefits and influences the learning process.

Table 1. Composites Developed By Factor Analysis
Astin, H. S. & Antonio, A. L. 2004.

Civic and Social Values	Participate in community action program Help to promote racial understanding Influence social values Develop a meaningful philosophy of life Be involved in environmental cleanup Help others who are in difficulty
Cultural Awareness	Acceptance of people of different races and cultures Knowledge of people of different races and cultures Ability to work cooperatively Understanding of community problems
Volunteerism	Perform volunteer work in college Hours per week doing volunteer work Plan to do volunteer work after college
Service Orientation of Institution	Many courses involve community service Priority to facilitate student involvement in community service Campus provides opportunities for community service Priority to help students learn how to bring about change in society Most students are strongly committed to community service Help students examine and understand their personal values
Diversity Orientation	Create a diverse multicultural campus environment Hire more minority faculty and administrators Recruit more minority students Many courses include minority group perspectives Hire more women faculty and administrators Many courses include feminist perspectives

The Impact of College on Character Development, 63

It promotes interactive process between teachers and students (Yang & Chang, 2012). It facilitates them to discuss through social media or online boards. Different from face-to-face classroom, they have enough time to reread and reflect their opinions. Walker & Kelley (2007) reveal that there are benefits of online learning emerged with mobile technologies like tablets, laptops, or other smartphones, and the previous instructions are not more engaged than the

online ones.

Seesaw Application in Learning

Seesaw is a tool to promote students' engagement in the learning process. It can be used for them from kindergarten through high school levels. It records their works in a digital portfolio so he teachers can observe and collect learning evidence. This application also accommodates the students to interact with others, post interesting and inspiring

photographs where they also can put a caption. Teachers can decide what theme will be posted in the journal, such as family, friendship, experience, history, etc. It allows the students to think deeper such as in analyzing the picture or illustration which are issued by the teacher. Furthermore, family may also be participated in learning since it provides parents' account.

METHOD

Design

Descriptive qualitative was considered as the design of the study. It described the phenomena or a case qualitatively.

Participants

50 first graders of Elementary School Teacher Education Department were taking a part of this study. They carried out the learning process using Seesaw application. It was conducted in the English class during the first half of the semester in the academic year 2017/2018.

Data collection

The data collection employed documentation and interview. Numeric data were not included in this study. The researcher gathered students' portfolio. Previously, they were asked to upload photographs attached with captions. The themes were me and family, my experience, and a special moment. Those were correlated with the values of loving, friendship, caring and social awareness. Semi-structured interview was administered to know their opinions related to the tasks such as their feelings about what they typed on the caption and feelings after doing the tasks.

Data Analysis Procedures

Their feelings were interpreted through the photographs and captions they uploaded. They represented the values which the students

experienced. Data from the interview were only used to support the discussion. Later the researcher investigated the writing progress to know the academic benefits of using Seesaw. Furthermore, by looking at the journals, the dates of submission could be observed so the researcher could determine students' responsibility.

DISCUSSION

The students were carried out three tasks, about family, experience, and special moment. In the first tasks, they told about their family. Most of them were very grateful for having a family. They were proud of being among the family members. It could be investigated from the sentences they composed. For instance, "Well I really love them and I don't want to lose them" stated by Fifin Anis Astutik. It represented her pride. Loving was the value appeared in this case. It described how she loved her family. College students in this range of ages usually felt comfortable when they were going out with their friends. They did not really care of their family. However, by investigating the works, they actually loved their Dad, Mom, and their brothers or sisters.

In the second task, they posted a photograph of their experience. It was one of their favorite part of the task when they looked very interested to do so. They showed their own and told everyone what they saw, did, and felt. There were many interesting photos. Some of them told about visiting beautiful places nearby while some others told about watching local events. Some photos reflected a close friendship seen from the caption telling about how happy the writer travelling with their friends. This was how values was inserted in the learning process. They not only posted a photograph but they also expressed their feelings of grateful of having

them as best friends. While some photos told us about their amazement of God's creatures. For instance, "I haven't seen a very beautiful view for a long time, now God stretches my eyes to see it. It makes my heart amazed. It is beautiful creation of Allah. It makes me always grateful for all the blessings that Allah gives. No words I can say besides thanks to Allah.. "Alhamdulillah". Then, which the favors of your God do you deny?" stated by Ayuk Widiyawati. She expressed her amazement and thanked to the God by asserting an article taken from Quran.

In the third task, they posted an interesting moment they had ever experienced. Family gathering, travelling, or charity program were recorded in the journals. They saw this as a great moment which could inspire their lives. Some of them posted Islamic annual events. Actually, the moments they posted were showing us the values inserted in the learning process. A charity could be view as a value of social awareness or caring which they really experienced.

In this online learning, the lecturer only commanded the students to do, plan, or record the works based on the themes. They were always correlated with the values which would be developed. The three tasks accommodated teaching values assisted Seesaw as the medium. Here they might discuss, share and give comments on the captions. Since the date of submission could be easily checked, they always tried to upload their works on time. It could promote their responsibility in accomplishing their duties.

Based on the interview, most of them were engaged to take a part of the learning process. It attracted them to either upload the best photographs or composing good sentences on the caption.

CONCLUSION

Based on the results, there were values which taught in the learning process, for instance loving, friendship, social awareness, and responsibility. All of the values successfully appeared in their works. To sum up, using Seesaw Application as a form of technology in the learning process gave effects on developing students' values. Results of the interview said so supporting the conclusion that it did not only affected the values but also the improvement of sentence quality. Then, this application was possibly used in other purposes and academic levels.

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