

Resilience and The Character of Student Curiosity in Discovery Learning-Based Online Learning

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ABSTRACT

The Covid 19 pandemic has had many impacts on various sectors of human life. The education sector is also feeling the effects of the pandemic that hit almost all parts of the world. Learning that initially takes place in the classroom turns into online learning. This article was written using a literature study approach. The data obtained comes from similar articles from various sources in national journals. The use of discovery learning models in online learning can be done in many ways. For example: the teacher gives a picture of the problem to the student to be examined comprehensively. After students can find and think deeply about the material with the attachment of discovery learning. Of course, the material conveyed through the picture must be creative in order to match the character of students' curiosity. In addition, the delivery of material can be delivered by utilizing the LMS (Learning Management System) platform, such as: edmodo, schoology, google classroom and so on. This learning design aims to make students have an attitude of resilience to the covid 19 pandemic that is sweeping around the world today.

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Introduction

The COVID-19 pandemic has had many impacts on various sectors of human life. Various sectors of life have made several adjustments and adaptations to this pandemic. The government has also issued many regulations in response to the COVID-19 pandemic. Several regulations have been implemented by the government, including: 1) Limiting the arrival of foreign nationals into the country; 2) Instructing the public to work from home; 3) Instruct students to study from home; 4) Applying social distancing; 5) Apply physical distancing; 6)

Apply the use of masks; 7) Promote hand washing program with soap; 8) Socializing to reduce mobility; 9) Implement PSBB (Large-Scale Social Restrictions); 10) Implementing PPKM (Enforcement of Restrictions on Community Activities); 11) Implementing micro-scale lock down in the red zone area

Some of the policies and regulations imposed by the government above are preventive measures and aim to stop the spread of the covid 19 virus. With the several regulations that have been put in place, it is proven that the transmission rate of the covid 19 virus has decreased. On the other hand, the spread of the COVID-19 virus will increase again if people start to ignore the COVID-19 pandemic. The education sector is also feeling the impact of the pandemic that has hit almost all parts of the world. Learning that initially took place in the classroom turned into online learning. Online learning provides easy access and can be done anywhere and anytime (Prasetyo, Anwar, et al., 2021). This convenience is a positive side of online learning. However, the negative side of online learning also needs to be considered and a solution is sought together.

This online learning or distance learning (PJJ) is implemented as a response to the COVID-19 pandemic (Kusuma, 2020). Online learning is carried out by utilizing the Uniqhba LMS platform, Zoom Meeting, Webex and others (Yohana et al., 2020). Online learning supports government programs to study from home and work from home. Online learning can be done using telegram, google classroom, youtube, facebook, and messenger (Rosali, 2020). In some places online learning by utilizing the WhatsApp application is a favorite because it is practical and easy to implement (Kutsiyyah, 2021). The use of YouTube as a learning medium is also often used in the COVID-19 pandemic (Prasetyo, Hamid, Jasiah, et al., 2021). Online learning that is applied during the COVID-19 pandemic must be designed properly. This is because there are several shortcomings found in the online learning process, including: 1) boredom and lazy to learn in students; 2) parents are busy working; 3) limited internet quota; 4) parents have difficulty acting as teachers at home (Prasetyo, Hamid, Mubarak, et al., 2021)

Based on the findings above, of course, teachers or lecturers need to design online learning that is suitable to stimulate students' interest in learning and students' curiosity about the material to be taught. This curiosity character needs to be instilled and accustomed to students in order to support the learning process. The right learning design and supporting the character formation of students' curiosity will be useful as a form of student resilience to the impact of the COVID-19 pandemic. Discovery learning is suitable in supporting the learning process that emphasizes the cultivation of students' curiosity character.

Method

This article was written using a literature study approach. The data obtained came from similar articles from various sources in national journals. The literature study in this article needs to be done because there is no research that discusses the correlation between online learning, discovery learning, resilience and the character of curiosity.

Findings and Discussion

Online Learning

Online learning is a new way in the teaching and learning process that uses electronic devices, especially the Internet in the delivery of learning. Online learning, completely dependent on Internet access. According to Imania (2019), online learning is a way to deliver conventional learning that is delivered digitally through the Internet. Online learning is considered to be the only means of conveying material between teachers and students during a pandemic emergency. Online learning is often also referred to as online learning and some also call it e-learning. The application of online learning or e-learning has several benefits, including:

1. Easy access
2. Can be used on mobile phones, laptops, tablets and others
3. Can be run anywhere and anytime
4. Practical and efficient
5. According to the times
6. Integrated
7. Big data based (Prasetyo, Wahira, et al., 2021)

For teachers who can perform face-to-face learning, this condition poses a lack of learning preparation. The changes that occurred quickly and suddenly following the spread of Covid-19 have forced everyone to become technology literate. Through technology, this is the only bridge that can connect teachers and students in learning without having to be face to face.

In face-to-face learning activities, the means of learning can be people, surrounding objects, the environment and anything else that the teacher can use as an intermediary to impart the topic. This will be different when learning takes place online. All media or tools that the teacher can present in real terms become visual media due to distance limitations. Online learning can be done by combining various types of learning resources such as documents, images, videos, audios in learning. The teaching materials can be used by students by viewing or reading them. Learning resources like this are the main capital in developing online learning.

Because, if the teacher makes learning as attractive as possible and according to the characteristics of the students, the learning objectives can also be achieved in online activities.

Character of Curious

The learning process must also pay attention to strengthening and character education in students. One of the characters that must be instilled in students is the character of curiosity. According to Ardiyanto in (Afrida & Handayani, 2018) the character of curiosity forms students into active individuals in the process of thinking and observing. The learning process that always presents new things for students is very useful in developing the character of students' curiosity. Curiosity is one of several parts of character education that emphasizes curiosity about something that is seen and heard (Gamar & Taib, 2018). Students' curiosity will be useful in students' understanding of the subject matter (Aningsih & Asih, 2017).

There are several indicators of the character of curiosity, including:

1. Actively ask friends and teachers about the subject matter
2. Displays interested and uninterested behavior in the subject matter
3. Dig up information from many learning sources related to the subject matter
4. Looking for supporting information related to the subject matter (Kemdiknas, 2010)

Resilience

Resilience has a meaning as a person's ability to be strong and be able to get out of the pressure that is in front of him. Resilience is also defined as a person's ability to wake up and be able to overcome various stressful conditions (Missasi & Izzati, 2019). Resilience is a person's endurance in dealing with various things in all conditions (Fatmasari, 2015).

Resilience is also useful for overcoming various challenges in a student's study process (Hendriani, 2017). According to (Dewanti & Veronika Suprapti, 2014) in Shatte (2002) explains that there are seven abilities that can form resilience, namely:

1. Emotional mastery
2. Drive control
3. Optimism
4. Situational analysis skills
5. Empathy
6. Self-efficacy
7. Ability to achieve positive things after adversity

Mackay and Iwasaki (Yu & Zhang, 2007) stated that individuals who have the ability to be resilient, as following: (a) Individuals are able to determine what is desired and not dragged into a circle of helplessness; (b) Individuals are able to regulate various feelings, especially negative feelings arising from a traumatic experience; and (c) Individuals have views or the ability to see the future with better

Covid pandemic 19 requires everyone to survive and rise from abnormal conditions to make themselves resilient (Kristiyani et al., 2020). A resilient has a character that makes him able to survive and adapt in the midst of challenges (Listyandini & Akmal, 2015).

Discovery Learning

Discovery learning is a learning model that emphasizes student activity. Discovery learning provides opportunities for students to explore their knowledge and understanding independently. In this discovery learning model, the teacher is tasked with guiding and directing students to learn actively and creatively.

In applying the discovery learning model, it can be combined with the help of related learning videos (Atika & Nuswowati, 2018). The application of discovery learning trains students to build concepts independently and form a generalization (Fauzi et al., 2018). Previous research stated that the discovery learning model can improve student learning outcomes through the process of reasoning and finding concepts from a subject matter (Fitri, 2015). The use of discovery learning learning models has the aim of making the learning process active and creative (Halim et al., 2019).

The use of discovery learning models in online learning can be done in many ways. For example: the teacher gives a picture containing the problem to students to be explored comprehensively. After that, students can find and think deeply about the material with a discovery learning approach. Of course, the material conveyed through the picture must be creative in order to stimulate the character of students' curiosity. In addition, material delivery can be delivered using the LMS (Learning Management System) platform, such as: edmodo, schoology, google classroom and so on. This learning design is designed to make students have an attitude of resilience to the COVID-19 pandemic that is currently engulfing the entire world.

Conclusion

The COVID-19 pandemic has brought many changes in the world of education. The transition from face-to-face learning to online-based learning has its own challenges. This

change in learning patterns requires students to develop their own resilience. In addition, it is important for educators to ensure that the quality of education remains good and provoke student curiosity through online learning that is discovery learning.

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