Abstract – Learning is linked to the vision, system and curriculum in all educational levels. Currently, Indonesian government is developing the character building of Indonesian students. The objective in character building for students is to develop the value to know the right things, to love the good values, to have desire on doing the right things, and to act based on good values.

In this era, the information flows fast and effectively. This progress also comes in education via internet and e-learning. E-learning increases the participation of each person in education without depending on time, place, and space. However, it can decrease the role of teachers and counselors because it can enable the self-study. For the character building, it can create a problem because the value of the mission might be undeliverable to the students.

As conclusion, character based learning can be integrated in the selection, production, adaptation, improvement, and updating of course content, virtual environment should be based on character building, strategy for integration of character values to e-learning according to six human character pillars, student assessment can be fair and flexible and flexible features of course based on character building.

Keywords – Character Based Learning, Character Building, Education, eLearning, Values.
School should provide skill and information contents, and enriches them with competence to think critically and creatively, communication ability and social life.

In addition to improve science and technology area, the educational elements must concern on harmonization and character value based on the glorious national culture.

Character is someone’s demeanor, behavior, or personality formed by internalization of many virtues which is believed and used as the base for viewpoint, to think, pose, and act. [5]. Virtue comprises of a series of values, moral, and norms, honesty, bravery, trust, and respect. Someone’s interaction with other people causes society characters and national characters. Therefore, national character building can only be done through individual character building [5].

III. DEVELOPING CHARACTER LEARNING

Culture and Character learning are developmental and distinguished with cognitive learning. The content of cognitive learning could be made based on its topics whereas couldn’t be made based on the topics.

Culture and character building are integrated in topics, self-development and school culture. Students recognize and accept culture and character values as their own values and they are responsible to decision taken through several steps: to know a choice, to assess a choice, to determine findings, and to make a value as his self-confidence. With this principle, students learn through the process of thinking, posing, and acting. All three processes are used to develop students’ ability to do social activities and push students to see themselves as social humans. Values trained in character learning will be based for their actions in daily life.

The principles used in culture and character learning are [5]:

- Continuously,
- integrated in all subject, local content, personality development, and school culture,
- values aren’t taught but they are developed,
- learning process is done actively and agreeably.

The self-developmental program, the planning and performing programs of the culture and character learning are done by integrating school daily activities through routines school activities, spontaneous activities, model activities and elicited activities including e-learning implementation in education.

IV. E-LEARNING QUALITY

E-learning constitutes terminology that is used for representing electronic media for education and learning. Electronic media in e-learning include: internet, intranet, extranets, satellite broadcast, audio/video, Interactive TV, CD-ROM, and other digital media.

E-learning is one of transformational aspect of education that enables students to have access to the extent of information and make learning more flexible.

The Swedish National Agency of Higher Education had developed a qualified model for e-learning. The model for assessing quality in e-learning comprises ten quality aspects which becomes of assessments [6]:

1. material/content,
2. structure/virtual environment,
3. communication, cooperation and interactivity,
4. student assessment,
5. flexibility and adaptability,
6. support (student and staff),
7. staff qualifications and experience,
8. vision and institutional leadership,
9. resource allocation, and
10. the holistic and process aspect

In e-learning, the selection, production and adaptation of course content are important to the quality of e-learning [6].

Systematic improvement and updating to the virtual environment are needed on a continuous basis [6].
Communication, cooperation and interaction are at the core of learning. The new digital learning environments and their content support communication, cooperation and interactivity [6].

Learning innovation has to include innovation/alignment of assessment [6].

One crucial quality aspect of e-learning is the degree of flexibility. Flexible features of course design include: where to study (location), when to study (time), study period (duration), study pace (full time/part time), language(s) of instruction and content, adaptation of methods to disabled people, number of people admitted (scope), individual studies and/or group-based studies [6].

A large number of studies have shown that support to students and staff is crucial for successful e-learning implementation. In e-learning, social support is often regarded as equally, if not more, important [6].

Staff qualifications in, and experience of, e-learning are key factors for success. Not just teachers but also all staff involved in e-learning need to acquire the necessary skills, and systematically update their knowledge and strategies [6].

A long-term vision for e-learning must guide current practice and establish a common goal for the institution. Feedback, follow-up and strategic management from institutional administration encourage and support staff and students involved in e-learning initiatives [6].

In e-learning, resources have to be reallocated from physical locations (lecture halls, libraries, administration offices) to new resources based on the specific needs of e-learning (technical infrastructures, support organizations and staff development) [6].

When implementing e-learning, it is important to adopt a holistic approach. The ten aspects of e-learning quality must fit together. When one part of quality changes, all other parts needs to be realigned accordingly [6].

V. INTEGRATED CHARACTER BASED LEARNING TO E-LEARNING

Character based learning can be integrated in school daily activities and e-learning. Character learning integrated in e-learning can give worthwhile experiences for students. They can be integrated in the selection, production, adaptation improvement, and updating of course content.

The strategy for integration of character values to e-learning can be done by adopting six human character pillars issued by Character Counts (a project of The Josephson Institute of Ethics) [2]: respect, responsibility, civic virtue and citizenship, fairness, caring, and trustworthiness.

Responsibility and Trustworthiness

The integration of responsibility and trustworthiness values in e-learning can be done through studying of one topic by using attainment target agreed by both the students and the teacher. Studying by using attainment target and agreement can train the students to discipline and focus on their studies.

Civic virtue and citizenship, and Respect

Inserting regional or national culture on e-learning constitutes one of strategies that can be applied. For example, by using figures in regional stories on video media, students can know and follows those figures. So, students don’t only learn about the material but also develop cultural knowledge and their civic virtue and citizenship. The other example is by using the latest events in the society as the learning (contextual learning). This method will increase students’ care and respect on their environment.

Caring

Expressing opinion skills through e-learning forum will train students’ care and willingness to share with others.

Fairness and Respect

Fairness and Respect values are integrated in e-learning through digital copyright on students’ assignments. Sincerity principle is emphasized on appreciation and respect.
linked to other people on copyright issue.

**Responsibility and Flexibility**

 Designing content and assessment on e-learning should concern on responsibility value and flexibility. With fuses flexibility in e learning and responsibility value, it is expected that students not only gain control content but also stimulate students to think critically and creatively, so students will have good problem solving ability.

 Problem solving ability is not only to solve problems on their study but it is also needed by students to solve their daily problems.

 All character values integrated in e-learning are expected to arise both soft skills and hard skill on the students.

**VI. CONCLUSIONS**

 As conclusion, character based learning can be integrated in the selection, production, adaptation, improvement, and updating of course content, virtual environment should be based on character building. The strategy for integration of character values to e-learning according to six human character pillars include: respect, responsibility, civic virtue and citizenship, fairness, caring, and trustworthiness, student assessment can be fair and flexible and flexible features of course based on character building.

**REFERENCES**


