

The Effectiveness of Hybrid Learning in Character Building of Integrated Islamic Elementary School Students During the COVID -19 Pandemic

Trisni Handayani¹, Novelia Utami²

¹ Teacher Training and Education, Muhammadiyah University Prof Dr HAMKA, Indonesia
Email: trisni@uhamka.ac.id

² Teacher Training and Education, Muhammadiyah University Prof Dr HAMKA, Indonesia
Email: noveliautami@uhamka.ac.id

(Received: 30-10-2020; Reviewed: 25-11-2020; Accepted: 28-11-2020;
Available online: 30-11-2020; Published: 20-12-2020)



This is an open access article distributed under the Creative Commons Attribution License
CC-BY-NC-4.0 ©2020 by author (<https://creativecommons.org/licenses/by-nc/4.0/>).

Abstract. *In the midst of the COVID-19 pandemic that has hit the world, it has an impact on various sectors, including the education sector so that the learning process continues in shaping the character of the nation's children. The government provides a distance education policy, but in reality there are many obstacles. Teachers can continue to carry out learning with a hybrid learning model, it is hoped that character building will still be instilled. The purpose of this study was to determine the effectiveness of hybrid learning in character building of students at Raudhatul Muttaqin Islamic Elementary School, Bekasi. The research method used is mixed methods with quantitative and qualitative analysis. Based on the results of data analysis, research findings indicate that character building is still instilled with parental guidance and reporting to school in the form of an electronic Learning Management System then validated by the teacher. Face-to-face effectiveness of 90.5%, online 70.6%, and adequate infrastructure 82% character building can still be applied even with hybrid learning. This shows the important role of parents at home is very high. Further research is needed so that the strengthening of character education can continue to be realized even with various approaches.*

Keywords: COVID-19, Character building, Elementary school, hybrid learning.

INTRODUCTION:

Indonesian education is currently experiencing complex problems regarding the character of the nation's children. This is a serious problem that must be of particular concern to the world of education and the family. We can see the shift in personality orientation that leads to the decline in morals and character of the nation's children recently. This indicates a character crisis case in society. Educational institutions are no longer a place for knowledge transfer only, but more than that as the formation of attitudes,

behaviors, and character of someone who is expected to create a golden generation in 2045 (Rokhman, Hum, Syaifudin, & Yuliati, 2014).

Character education is not new in Indonesia, it is clearly stated in Pancasila as the basis of the state (Murniyetti, Engkizar, & Anwar, 2016). There are many ways that can be done in the formation of character education in accordance with the Presidential Decree 87 of 2017 which confirms the education of the character of the movement through the harmonization of sports, feelings, thoughts and sports by involving families and communities

under the responsibility of the education unit (Kemendikbud, 2017). As a movement, teachers collaborate with parents and the community to create a synergy for the development of student character building. So that character education can be carried out optimally, effectively and efficiently, it is necessary to support education management (Masyhud Sulthon M, 2018), (Fitri Suzana Raja, Akbar Makruf, 2018). Character education in Indonesia needs to be given strengthening and development to minimize problems that occur, such as fights between students, juvenile delinquency, extortion, rape, bullying, priority to oppress juniors, even cheating which has become a culture of creating plagiarism generation (Rina, Suminar, Damayani, & Hafiar, 2020). Based on the results of research conducted by Sukendar that schools are directly involved in ordering character by emphasizing three aspects that can be said to be religious, morality and leadership (Sukendar, Usman, & Jabar, 2019). Each school has its own policies in implementing culture and character for its students.

Other countries such as Japan and Taiwan have implemented character education in an integrated and connected manner between the three education centers, namely school, family and society, this shows the important role of these three elements as a moral education laboratory. (Junaedi Mahfud, 2017), (Mei-Ju, Chen-Hsin, & Pin-Chen, 2014), (Widiuseno, 2019). Because character is a priority in education, every nation and country character building is a serious concern.

Character education is not instantaneous, it takes a process and time in its formation, so that habituation is important for the formation of student character (Hidayat Nur, 2016). Even with all the limitations and the COVID-19 pandemic currently facing, character building must still be implemented and become a habit.

COVID-19 has an impact on all sectors, one of which is education, but in fact, a lot has happened due to limited school infrastructure, teacher readiness, student readiness, and parental readiness (Mirzab & ADept., 2020). The Minister of Education and Culture emphasized that distance learning is carried out to provide a learning experience without being burdened with the achievements of the applicable curriculum, this learning process can also be carried out according to interests and conditions (RI Mendikbud, 2020). Through a policy issued by the Ministry of Education and Culture, distance

learning is an alternative using various technological media. Other countries have also made the same policy to break the chain of transmission of COVID-19 through online learning (Dujaili, Blebil, & Mohammed, 2020), (Favale, Soro, Trevisan, Drago, & Mellia, 2020), (Kuhfeld et al., 2020).

There is still a lot of public understanding that learning is carried out in the classroom. The public assumption that classrooms are real schools and online (virtul) classrooms are seen as ineffective. Educational technology offers various options for developing teacher and student learning using internet-based technology networks with various platforms used (Sørensen & Levinsen, 2015), (Hertiavi, 2020).

The COVID-19 pandemic requires schools to carry out learning using technology such as handphone or laptops and must use internet quotas. However, there is something that cannot be reached easily when technology grows and develops in education, namely character. The fundamental question is how can character building be carried out by relying on technology?. During the COVID-19 pandemic, online learning currently relies on both synchronous and asynchronous. Entering the era of the industrial revolution 4.0, technological progress has a profound impact on educational institutions, especially teachers and students, this will also have an impact on character building, so it requires cooperation and commitment of all educational elements so that superior character is created in the 21st century (Nurohman, 2014), (Zidniyati, 2019).

Hybrid learning is one of the important applications during the COVID-19 pandemic by integrating learning using a platform, Anthony offers from the results of his research that hybrids can be done with the 5i model includes initiative, interaction, independent, incentive, and improvement in this way is seen as more effective (Wong, 2008), (Bubas, Kermek, & Radosevic, 2006). Based on the results of Estrada's research, it is revealed that with a hybrid learning model students are able to be more creative, collaborative in solving a problem (Barrón-Estrada, Zatarain-Cabada, Zatarain-Cabada, & Garcíá, 2010). Other studies reveal that constructivism-based hybrid learning can increase the Multiple Core Integrity representation in a good category, this indicates that through hybrid learning students can construct their understanding of the learning received (Asyrofí & Junaedi, 2016). But in fact,

many students experience stress with different levels of pressure, that with online learning students become more bored and their character becomes weaker than learning at school. Such as research which reveals that flipped classroom type hybrid learning by considering learning styles and academic culture can minimize stress with the prototype model (Mucshini & Siswandari, 2020). Hybrid learning should be fun learning and can increase student creativity and independence, but with the COVID-19 pandemic, many people are not ready for technological literacy, as a result there are many wrong methods and students become bored and tired, thereby increasing student stress.

From several research findings that have been carried out by previous researchers, hybrid learning can be done in all situations, especially it can be used during the COVID-19 pandemic so that the learning that has been planned can run properly. However, there has been no previous research that examines the relationship with character education-based hybrid learning in elementary schools. Because, so far, previous research has focused on experience, learning outcomes, motivation, learning effectiveness, technology literacy, creativity, and collaboration in solving problems. According to researchers, even with the COVID-19 pandemic situation, education continues through distance learning but still builds character, especially in elementary school children because character education must be formed from an early age, this is in line with the success of Indonesian education by giving birth to a golden generation that is strong and has character. So the purpose of this study was to determine the effectiveness of hybrid learning in character building of students at Raudhatul Muttaqin Islamic Elementary School, Bekasi, Indonesia.

This school has implemented hybrid learning. The COVID-19 pandemic, the school is developing the concept of online learning using the Learning Management System (LMS) to be even more intensified, which requires the learning process to take place from home. This makes researchers interested in how character

building can be implemented properly through habituation carried out using hybrid learning.

METHOD

This research method uses mixed method research, which is a method that is applied if the researcher has questions that need to be tested in terms of outcomes and processes, and involves a combination of quantitative and qualitative methods in one study. (Sugiono, 2013). The data sources of this study were 35 researchers, teachers and parents who had participated in hybrid learning. The data collection technique is carried out by an online process using google form which is addressed to teachers and parents of students through observation, interviews, documentation (Arikunto Suharsimi, 2013).

The data analysis was carried out using Miles and Huberman with several processes including data reduction, data collection, data presentation and conclusion drawing (Sugiono, 2013). After the data is obtained from statistical calculations using SPSS, the data is combined with the results of interviews and questionnaires for character education variables and hybrid learning variables which are distributed to respondents.

RESULTS AND DISCUSSION

Result

The formation of a character is very important to start early. Many people are smart but fail in life. Therefore it is necessary to instill a strong character in students. Character building can be done in the school, home and community environment. The condition of the COVID-19 academy requires that education be carried out online with both synchronous and asynchronous. This research instrument is distributed online using google form.

Based on data analysis, it can be described the comparison of character building using hybrid learning as follows:

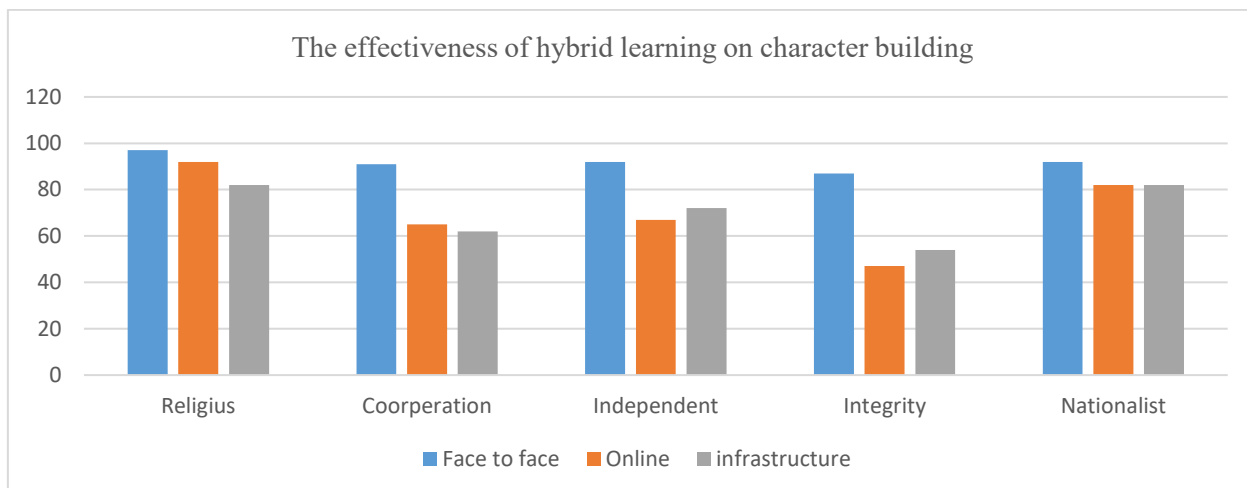


Figure 1. Comparison of Variable Effectiveness

From this graph, it can be said that character building-based hybrid learning at the School is better done face to face when compared to the online method, of course supported by adequate facilities and infrastructure. The analysis is based on qualitative and quantitative data with a percentage comparison as follows:

Tabel 1. Presentase Instrumen Dimensi Variable

| Dimensi | Face to face | Online | Facilities and Infrastructur |
|--------------|--------------|--------|------------------------------|
| Religius | 97 | 92 | 82 |
| Cooperation | 91 | 65 | 62 |
| Independence | 92 | 67 | 72 |
| Integrity | 87 | 47 | 54 |
| Nationalist | 92 | 82 | 82 |

Data analysis shows that the face to face average value is 90.5%, online is 70.6%, and the readiness of facilities and infrastructure is 82%. The findings show that character education implanted is an important role and commitment of parents at home who have created an independent curriculum to continue the school program by instilling character that has been commonly done while in the school environment.

Good collaboration between teachers and parents as well as community support in character building is very high so even though the COVID-19 pandemic is still being carried out seriously by the parents. Adequate facilities and infrastructure are important supporting factors this can facilitate the planting of characters. The following is a display of the LMS used at the Raudhatul Muttaqin Integrated Islamic Elementary School:

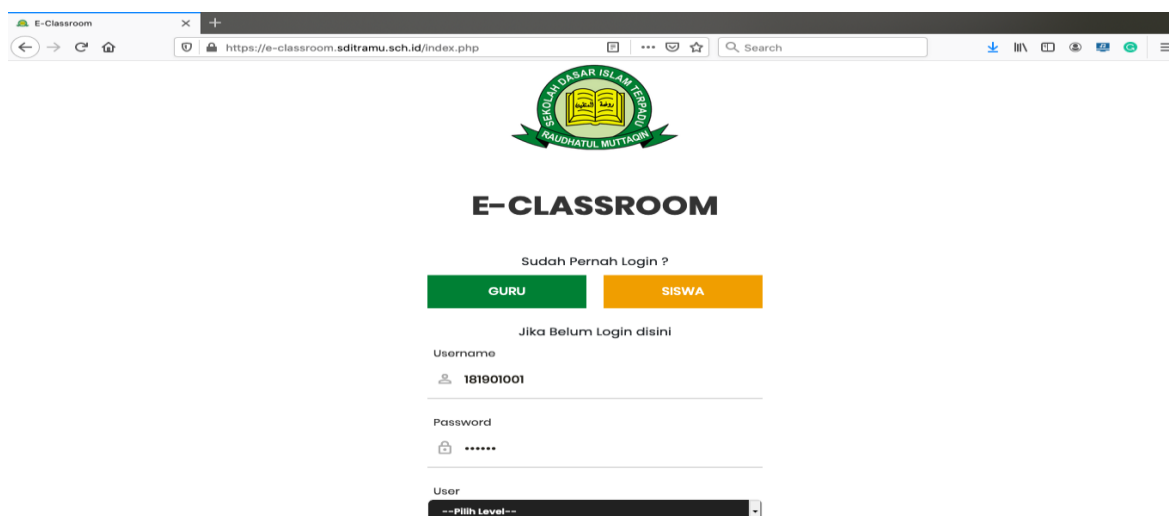
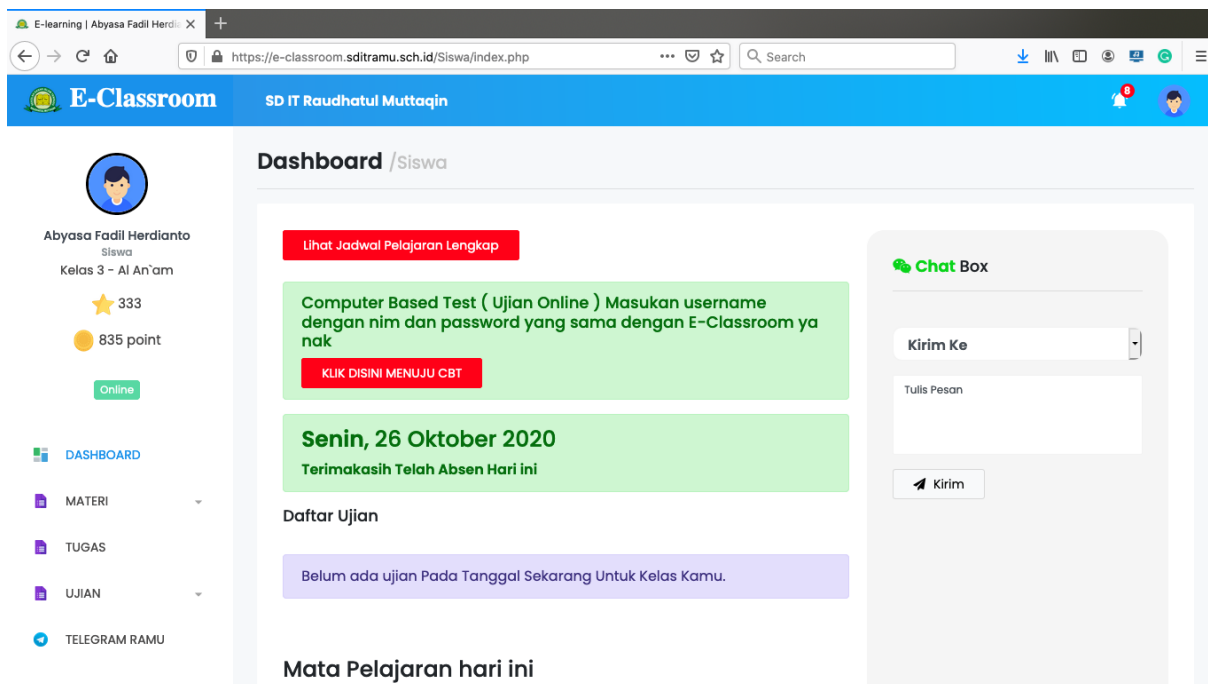
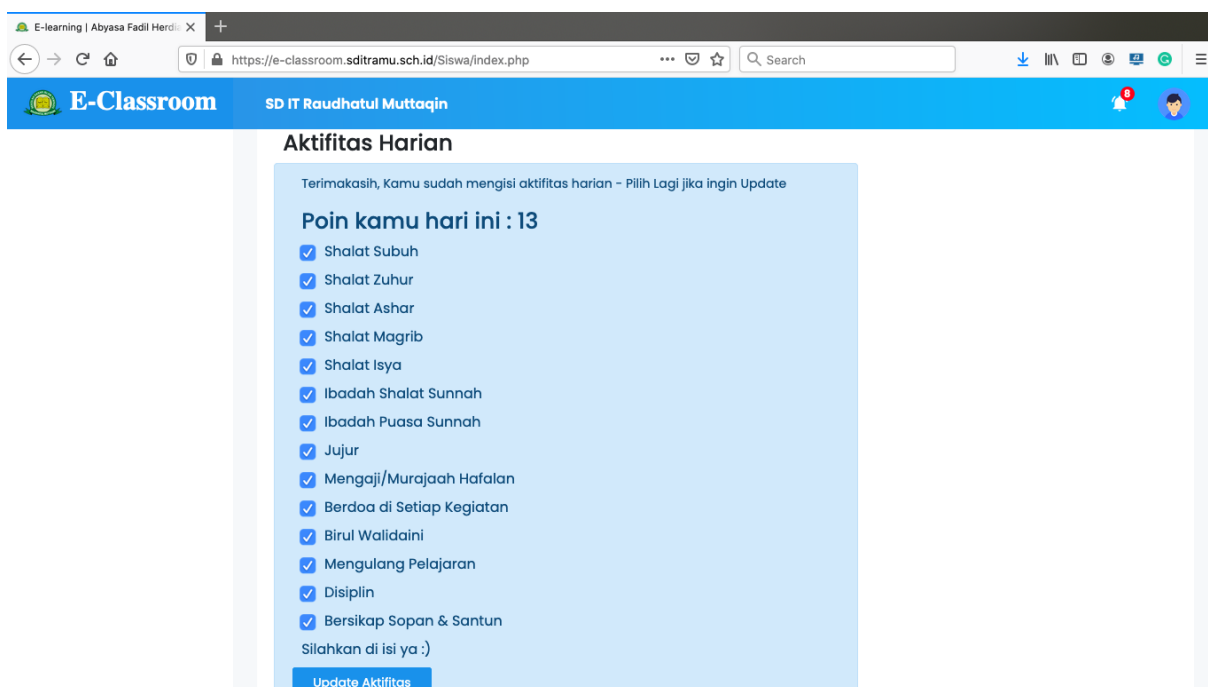


Figure 2. Screen shoot of login page appearance



Figur 3. Screen shoot of dashboard appearance



Figur 4. Screen shoot of character-based daily activities appearance

The LMS used by the students is very user friendly. Every day students can log in individually and can click on daily activities then save and the teacher validates the results of daily activities. Of course, students need to be accompanied and guided by their parents. By using LMS students are more closely monitored in carrying out activities at home even though learning is online. The results of the interview

show that parents and teachers are actually not ready for the current situation, but are trying to continue to provide support and carry out good cooperation.

Discussion

The limitation of this study is that in collecting data because of the conditions during

the COVID-19 pandemic, there are not many references related to the correlation between hybrid learning and character education. However, referring to the 2013 curriculum that thematic character education is integrated with all subjects in elementary schools (Oktaviani & Subekti, 2018), it needs good implementation even with hybrid learning. Character education is important in student development, especially in elementary school children. The character that is formed is believed and underlies the person's point of view, thinking, attitude and way of acting consisting of moral values and norms such as honesty, courage to act, trustworthiness, respect for other people (Hendarman & Dkk, 2017). The same as the character instilled in SD Raudathul Muttaqin which is well programmed, but if there is no synergy of cooperation and support from all parties, this program cannot run effectively, especially the role of parents. This is appropriate with previous research that the role of parents in accompanying children to study at home is very important despite experiencing obstacles in various ways during the COVID-19 pandemic so that digital learning is an effective alternative (Rochman, Nasrudin, Mulyani, Suci, & Pertiwi, 2020), (Novianti & Garzia, 2020), (Bania, Nuraini, & Ulfa, 2020). The purpose of character education is to improve the quality of educational processes and outcomes that lead to the formation of student character as a whole, integrated and balanced, in accordance with the competency standards of graduates in each educational unit (Yuliana, Dahlan, & Fahri, 2020). In accordance with the findings of research at the Raudhatul Muttaqin Integrated Islamic Elementary School, the formation of morals becomes a priority even with hybrid learning. Character building must be balanced with the various potentials that students have (Yufiarti, Rihatno, Nuraini, & Sholikah, 2018). In accordance with the research findings, even though the COVID-19 pandemic, schools are developing hybrid learning methods based on character education so that school goals can be achieved. It is fortified with previous research that hybrid learning can build individual understanding and concepts of knowledge so that it is very suitable for learning to be carried out during a pandemic both synchronous and asynchronous while still building student character (Prilipsky & Zaeva, 2020). Researchers hope that there will be further research related to character building with various approaches that are appropriate to the times.

CONCLUSION AND SUGESTIONS

The results showed that character building-based hybrid learning is quite effective in use, but this must have a strong commitment from parents to collaboration with teachers. It seems that the seriousness of the school in implementing Hybrid learning based on character education, namely there are religious, cooperation, independent, integrity and nationalist dimensions that appear in the learning management system (LMS) facility so that it can be accessed by all students and teachers. So that the effectiveness of hybrid learning in character building can be applied even with the COVID-19 pandemic.

Suggestion from research, it would be better if the LMS that has been used makes the learning process synchronous so that there is no need for additional platforms, this will be more effective and efficient.

ACKNOWLEDGMENTS

We would like to thank the Research and Development Institute (LPM) University. Muhamamadiyah. Prof. Dr. HAMKA and Raudhatul Mutaqin Integrated Islamic Elementary School, as well as the parents who helped us during the research.

REFERENCES

- Arikunto Suharsimi. (2013). *Dasar-Dasar Evaluasi Pendidikan*. In R. Damayati (Ed.) (2nd ed., p. 39). Jakarta: PT Bumi Aksara.
- Asyrofi, M., & Junaedi, I. (2016). Kemampuan Representasi Matematis Ditinjau Dari Multiple Intellingence Pada Pembelajaran Hybrid Learning Berbasis Konstruktivisme. *Unnes Journal of Mathematics Education Research*, 5(1), 32–39.
- Bania, A. S., Nuraini, N., & Ulfa, M. (2020). Character and Student Ability of Covid-19 Understanding in Digital Era in 2020. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(3), 2233–2240. <https://doi.org/10.33258/birci.v3i3.1156>
- Barrón-Estrada, M. L., Zatarain-Cabada, R., Zatarain-Cabada, R., & Garcíá, C. A. R. (2010). A hybrid learning compiler course. *Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in*

- Bioinformatics*), 6248 LNCS, 229–238. https://doi.org/10.1007/978-3-642-14657-2_21
- Bubas, G., Kermek, D., & Radosevic, D. (2006). *Instructional Design in Hybrid Learning: Use of E-learning Technologies to Develop Competence in Online Communication*.
- Dujaili, J. A., Blebil, A. Q., & Mohammed, A. H. (2020). Approach to teaching and learning during COVID-19 global pandemic. *Pharmacy Education*, 20, 41–42. <https://doi.org/10.46542/pe.2020.202.4142>
- Favale, T., Soro, F., Trevisan, M., Drago, I., & Mellia, M. (2020). Campus traffic and e-Learning during COVID-19 pandemic. *Computer Networks*, 176, 1–26. <https://doi.org/10.1016/j.comnet.2020.107290>
- Fitri Suzana Raja, Akbar Makruf, M. R. (2018). CHARACTER EDUCATIONAL MANAGEMENT (A CASE STUDY IN THE ELEMENTARY SCHOOL PENYENGAT ISLAND). *Indonesian Journal of Educational Review*, 5(1), 23–27.
- Hendarman, & Dkk. (2017). Konsep dan Pedoman Penguatan Pendidikan Karakter. *Pusat Analisis Dan Sinkronisasi Kebijakan Sekretariat Jenderal Kementerian Pendidikan Dan Kebudayaan*, 1–64. Retrieved from http://file.upi.edu/Direktori/FIP/JUR._PSI/KOLOGI_PEND_DAN_BIMBINGAN/195003211974121-SUNARYO_KARTADINATA/Konsep dan Pedoman PPK Cetakan Kedua.pdf
- Hertiavi, M. A. (2020). Penerapan E-Learning dengan Platform Edmodo untuk Meningkatkan Hasil Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 4(1), 1. <https://doi.org/10.32585/jkp.v4i1.442>
- Hidayat Nur. (2016). IMPLEMENTASI PENDIDIKAN KARAKTER MELALUI PEMBIASAAN DI PONDOK PESANTREN PABELAN. *JPSD*, 2 No 1(1), 128–145. <https://doi.org/10.1192/bjp.111.479.1009-a>
- Junaedi Mahfud, S. F. (Walisongo S. I. U. (2017). MORAL EDUCATION IN JAPANESE SCHOOLS A MODEL FOR IMPROVING CHARACTER EDUCATION IN INDONESIA. *Analisa Journal of Social Science and Religion*, 2(1), 23–40. <https://doi.org/http://dx.doi.org/10.18784/analisa.v2i01.416>
- Kemendikbud. (2017). Gerakan Penguatan Pendidikan Karakter (PPK) [Infographics of the Strengthening Character Education Movement]. *Indonesian Ministry of Education and Culture*, 1–10. Retrieved from https://cerdasberkarakter.kemdikbud.go.id/?page_id=132
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. *Educational Researcher*, 49(8), 549–565. <https://doi.org/10.3102/0013189X20965918>
- Masyhud Sulthon M, T. Z. (2018). Manajemen Pendidikan Karakter di Sekolah. In *Seminar Nasional* (p. Hal. 136). KUDus.
- Mei-Ju, C., Chen-Hsin, Y., & Pin-Chen, H. (2014). The Beauty of Character Education on Preschool Children's Parent-child Relationship. *Procedia - Social and Behavioral Sciences*, 143, 527–533. <https://doi.org/10.1016/j.sbspro.2014.07.431>
- Mirzab, M. M. H. and T., & ADept. (2020). Perspective of Students Regarding Online Learning during the COVID-19 Pandemic. *Tathapi -UGC Care Journal*, 19(13), 106–115.
- Mucshini, B., & Siswandari, S. (2020). Hybrid Learning Design to Minimize Academic Stress of Digital Natives' Generation in Accounting Course. *Journal of Educational Science and Technology (EST)*, 6(1), 1. <https://doi.org/10.26858/est.v6i1.11045>
- Murniyetti, M., Engkizar, E., & Anwar, F. (2016). Pola Pelaksanaan Pendidikan Karakter Terhadap Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 6(2), 156–166. <https://doi.org/10.21831/jpk.v6i2.12045>
- Novianti, R., & Garzia, M. (2020). Parental Engagement in Children's Online Learning During COVID-19 Pandemic. *Journal of Teaching and Learning in Elementary Education (Jtlee)*, 3(2), 117.

- <https://doi.org/10.33578/jtlee.v3i2.7845>
- Nurohman, A. (2014). Signifikansi Literasi Informasi (Information Literacy) Dalam Dunia Pendidikan Di Era Global. *Jurnal Kependidikan*, 2(1), 1–25. <https://doi.org/10.24090/jk.v2i1.537>
- Oktaviani, R. N., & Subekti, E. W. (2018). Developing Children's Supplementary Literature Book Based On Character Education In Sixth Grade Of Elementary School. *Journal of Educational Science and Technology (EST)*, 4(2), 111. <https://doi.org/10.26858/est.v4i2.6065>
- Prilipsky, R. E., & Zaeva, M. A. (2020). A Hybrid System for building a Personal Knowledge Base. *Procedia Computer Science*, 169(2019), 96–99. <https://doi.org/10.1016/j.procs.2020.02.120>
- RI Mendikbud. Surat Edaran No 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19) (2020).
- Rina, N., Suminar, J. R., Damayani, N. A., & Hafiar, H. (2020). Character education based on digital comic media. *International Journal of Interactive Mobile Technologies*, 14(3), 107–127. <https://doi.org/10.3991/ijim.v14i03.12111>
- Rochman, C., Nasrudin, D., Mulyani, S., Suci, C., & Pertiwi, R. (2020). DISTANCE LEARNING DURING THE COVID - 19 PANDEMIC: STRENGTHENING OF CHARACTER, PRODUCTIVITY, AND STEM COMPETENCY, 7(2).
- Rokhman, F., Hum, M., Syaifudin, A., & Yuliati. (2014). Character Education for Golden Generation 2045 (National Character Building for Indonesian Golden Years). *Procedia - Social and Behavioral Sciences*, 141, 1161–1165. <https://doi.org/10.1016/j.sbspro.2014.05.197>
- Sørensen, B. H., & Levinsen, K. T. (2015). Powerful practices in digital learning processes. *Electronic Journal of E-Learning*, 13(4), 291–301.
- Sugiono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods)* (Cetakan ke). Bandung: Alfabeta, Bandung.
- Sukendar, A., Usman, H., & Jabar, C. S. A. (2019). Teaching-loving-caring (asah-asih-asuh) and semi-military education on character education management. *Cakrawala Pendidikan*, 38(2), 292–304. <https://doi.org/10.21831/cp.v38i2.24452>
- Widuseno, I. (2019). Pola Budaya Pembentukan Karakter Dalam Sistem Pendidikan Di Jepang. *Kiryoku*, 2(4), 48. <https://doi.org/10.14710/kiryoku.v2i4.48-57>
- Wong, A. (2008). *5i: A Design Framework for Hybrid Learning* (Vol. 5169). https://doi.org/10.1007/978-3-540-85170-7_13
- Yufiarti, Y., Rihatno, T., Nuraini, S., & Sholikah, M. (2018). Character Building Methods Elementary School Teacher in Jakarta Region, 251(Acec), 222–224. <https://doi.org/10.2991/acec-18.2018.52>
- Yuliana, N., Dahlan, M. R., & Fahri, M. (2020). Model Pendidikan Holistik Berbasis Karakter Di Sekolah Karakter Indonesia Heritage Foundation. *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 12(1), 15–24. <https://doi.org/10.17509/eh.v12i1.15872>
- Zidniyati, Z. (2019). Penguatan Pendidikan Karakter di Sekolah Dasar di Era Revolusi Industri 4.0. *Tarbiyatuna: Kajian Pendidikan Islam*, 3(1), 41. <https://doi.org/10.29062/tarbiyatuna.v3i1.199>