FACING ONLINE LEARNING PROBLEMS THROUGH CHARACTER BUILDING, A TEACHER STRATEGY

Sita Aulia Rahmah[1]
Siti Komariah[2]
Siti Nurbayani. K[3]

[1,2,3] *Indonesian Education University, Bandung*
Email: [1]sitaauliarahmah6@gmail.com
[2]sitikomariah@upi.edu
[3]s.nurbayani@upi.edu

Abstract

The pandemic has been putting pressure for us to make a big digital leap, in an instant, education changed as if it's a digitalization remote, forces pupils to manage and master digital device in order to participate in education, and it's not just the pupils who adhere to these changes, but also the teachers, schools, families, even society. This online learning system demands teachers' role, even more, bestowing the measurement of a successful online learning process, which determined by the teacher, creativity enhancement so that learning becomes interesting with the fully online e-learning format

learning method. This case study research will examine teachers' strategies to overcome problems that arise in online learning through character building. This research purpose is to describe educator roles in overcoming online learning problems through character building. This research captures its data through observations, in-depth interview, documentation study and literature study. Furthermore, this research uses data reduction, data display, and conclusion drawing as methods of analysis. To test the reliability of the data, this research uses data, method and source triangulation. The result of this research shows that teachers and pupils collaboration through its creativity is a must, one of it is to involve OSIS as an activity partner.

Keywords: *Teacher, Online Based Learning, Character Building*

Abstrak

Keberadaan pandemi memberikan sebuah tekanan untuk melakukan lompatan digital, dalam sekejap pendidikan diubah seperti sebuah remot digitalisasi yang memaksa peserta didik untuk mengelola dan menguasai alat digital untuk berpartisipasi dalam pendidikan, dalam proses seperti ini yang harus menyesuaikan bukan hanya peserta didik semata melainkan guru, sekolah, keluarga hingga masyarakat. Pembelajaran daring ini memberikan tuntutan yang lebih pada peran seorang guru, dengan melimpahkan tolak ukur keberhasilan proses pembelajaran yang dilakukan secara daring, peningkatan kreativitas agar pembelajaran menjadi

menarik dengan metode pembelajaran fully online e-learning format. Penelitian Studi Kasus ini akan membahas mengenai strategi guru dalam mengatasi permasalahan dalam pembelajaran daring melalui pembinaan karakter. Tujuan penelitian ini untuk menggambarkan peran pendidik dalam menghadapi permasalahan pembelajaran daring melalui pembinaan karakter. Teknik pengumpulan data dilakukan dengan observasi, wawancara mendalam, studi dokumentasi dan studi literatur. Metode yang digunakan untuk menganalisis data dengan langkah mereduksi data, display data dan penarikan kesimpulan. Untuk menguji keabsahan data menggunakan triangulasi data, metode dan sumber. Hasil penelitian ini menunjukkan bahwa guru harus mampu berkolaborasi dengan peserta didik melalui kreativitas yang dimilikinya salah satu cara yang bisa dilakukan dengan melibatkan OSIS sebagai mitra kerja.

Kata Kunci: *Guru, Pembelajaran Daring, Pembinaan Karakter*

Introduction

One aspect that has the most crucial implications of this pandemic is the field of education, learning which was originally face-to-face is now being eliminated in both school and campus environments, as a substitute for face-to-face learning, learning is replaced by an online system

that requires students to carry out learning at home (home learning) (Bowdle & Munoz-Price, 2020). This policy is a proactive step from the government-issued through circular number 4 of 2020 which states that the learning process is carried out at home through online learning as an effort to minimize the spread of the virus rate specifically among students and widely in the community (Kemdikbud, 2020). In practice, learning units in Indonesia apply home learning by utilizing various learning applications such as zoom, google classroom, cisco webex and the like (Oktavia et al., 2019). Previous research has revealed that online learning is a form of learning that is able to generate various types of learning interactions by facilitating accessibility, connectivity, flexibility (Kuntarto, 2017).

The advantages provided in online learning can connect students directly with learning resources (databases, libraries) without direct contact, but interaction and even collaboration are built (Bali & Holilah, 2021; Sadikin et al., 2020). As a form of practice, there are 3 categories of online learning. *First*, Web

Supported E-Learning, which is learning that is done by using a website that contains summaries, learning objectives, assignments, tests and evaluations. *Second*, Blended of Mixed E-Leaning, the learning process is carried out in two ways, namely face-to-face and some other students use online devices. *Third*, Fully Online E-Learning Format, the learning process is carried out entirely online which includes face-to-face processes between students and teachers (Slavin, 2015).

Almost all education in the city of Bandung chooses to use the Fully Online E-Learning Format with fully online learning. From the point of view of educators, it is argued that online learning places more demands on the role of a teacher, by providing benchmarks for the success of the learning process carried out online is determined by the teacher, increasing creativity so that learning becomes interesting (Bali & Musrifah, 2020). In addition, various other obstacles arise in online learning that is felt by educators, including lack of training, awareness, interest in implementing online learning which is quite a difficult challenge. Another thing that is quite crucial from an

educator's point of view is the lack of personal touch and interaction caused by connectivity which is one of the weaknesses in online learning, because basically face-to-face meetings are the spirit in the learning process, then this online learning makes work being overtime and short time. There are teachers who feel that the working time is very long because communication with students is longer including assignments, there are also teachers who only abort the obligation by providing material briefly without providing further assistance regarding the assignment.

The additional work felt by parents in accompanying their children considering that parents are not fully able to provide maximum assistance. Considering that there are parents who work and have to share their attention with other children so that it requires cooperation between teachers and parents, because teachers cannot accompany children when learning continuously online which causes teachers and parents to rely on each other (Dewi, 2020). This situation is also felt by Finland as the country with the best education. From the point of view of teachers in Finland adding that online

learning is quite tiring compared to teaching in class both in the form of teaching, how to make personalized assignments, especially how all of this can be handled with steps fast. In this research study illustrates that the existence of online learning has a major effect on cultural issues, values, attitudes, mindsets and identity (Livari et al, 2020).

A similar case is also felt by SMA Negeri 20 Bandung which implements an online learning system with the Fully Online E-Learning Format learning model when compared to face-to-face character building that is able to run well through programs that are planned and packaged attractively through curricular, extracurricular activities and habituation, although in reality there are still obstacles that often occur, they can still be controlled. When compared in pandemic conditions like this, character development cannot occur face-to-face because learning is carried out entirely through a zoom platform. Besides that there is a decrease in the quality of the character of students with various causes including the number of teachers who focus on providing learning

material only so forget to carry out habituation by praying, greetings, and other activities carried out when conventional learning can still be applied in online learning. Then the working time is very long, such as students asking for additional time outside of subjects, contacting teachers at night, asking students for assignments to immediately collect assignments, because with online learning students have decreased in terms of courtesy, timeliness and a sense of responsibility as experienced by Finland.

There are also some teachers who find it difficult to build healthy communication with their parents so that they rely on each other. There are some parents who cannot work together to build character values such as the obligation to get up early, do assignments and even some parents cover up mistakes his son. This research will provide solutions in dealing with problems that occur in online learning, especially teachers as a key in the online learning process, with this research it can help teachers in dealing with problems in the field, especially the decline in student character.

Method

This research is an analytical study of the strategies used by teachers in dealing with problems that arise in online learning, one of the ways used with character building is carried out by habituation and subject integration activities, one of the things that are interesting is the strategy used using collaboration and partnership with the student council. Therefore, the authors use a qualitative approach with a case study method in the hope of getting the right formulation informing teacher strategies at SMAN 20 Bandung in dealing with problems that arise in online learning. In the end, it will provide an overview in dealing with the problems of character building students in online learning through character building.

This research location is located at SMAN 20 Bandung which is located at Jalan Citarum No. 23 Bandung City. As for the subjects in this study, namely the teaching staff of SMAN 20 Bandung consisting of: (1) Principal, (2) Deputy Head of Student Section, (3) Subject Teachers. The data collection techniques used were

observation, in-depth interviews, documentation study and literature study. Data processing and analysis researchers used the process of compiling, categorizing data and looking for linkages from the data obtained with the aim of getting their meaning. The resource person used in the results and discussion uses a pseudonym in maintaining the privacy of the informant.

Results and Discussion

Results

From the point of view of educators, there is a great fear of seeing the results of online learning because educators feel that students following online learning are only a formality, even though not all students are like that but this is a burden on educators. When the interview is described, a teacher says;

> "Because in my opinion, the condition of the pandemic divides the children, 25% listen, 50% are gray and 25% do not listen. Gray means it's there but who knows what it's doing (Melati, Personal interview, 2020)".

When viewed from the 21st Century Skill, in general, students experience serious problems. *First*, in a critical perspective, educators have difficulty building critically for students, various strategies have been used, including opening a discussion by giving questions that must be answered by competing by students, making cases in learning which students will respond to, providing a reward and punishment system. This is quite constructive and influential only for some students, it can be seen that the competitive spirit of students begins to decrease, the level of courage and motivation begins to decline. The backgrounds that affect a lot, ranging from the interests and talents of students who are not given space because online learning is more focused on academics, while the interests of students are not always in the academic field or non-academic, besides that there is no space using gestures, eye contact, feelings, touch that cannot be replaced by anything in learning because actually this can guide us to get to know students. Not all students are active but there are also students who are quiet. This is the difficulty that arises in processing

emotions and developing students. The difficulties that often occur in cultivating criticality in students include limited space and time, responses from students, which of course not all are open, so that they require a personal approach, do not want to be on cam in answering questions and online learning tends to make participants fed because participants students stopped only from the teacher's answer, this was reinforced by an interview which suggested;

> "Students are not responsive, just like they don't want to be on cam, don't want to open other sources because they are lazy/don't want to explore, many students make school just a formality (Novi, Personal interview, 2020)".

Second, communication is one of the most impactful elements in online learning, all means have been used in building good communication, including creating a group of homeroom teachers with parents, homeroom teachers with students, but in the end what runs is more of a personal approach so it looks very it is clear how or not parents play a role in online learning activities.

"Sometimes parents cover-up, complain that most of their duties are so visible that parents who care and don't care, there is a sense of mutual reliance when parents are overwhelmed even asking when their online is over, sometimes there are also parents who are not cooperative, such as waking them up. In the morning. There is also one case that I experienced I had tried to get the child to get a value but his mother did not respond at all. Even though this condition requires good cooperation (Melati, Personal interview, 2020)".

This mutual dependence arises when parents are forced to become accompanying teachers at home in the learning of students, with all their limitations, such as working parents, sharing focus with their other children. This is what sometimes makes the response of parents difficult in building synergy. Forming collaborative learning is one of the alternatives in building learning variations in increasing the criticality and initiative of students in instilling a sense of tolerance, appreciating and respecting differences, but in reality collaborative learning can be detrimental and beneficial to students. For students who are responsive, collaboration becomes very fun, but for some other students when collaborative learning is

burdensome for one of the students, one example of collaborative learning is teamwork, in conditions like this group learning becomes learning that must really be accompanied because In the case of many groups learning was done by only one person, this was strengthened by interviews. Growing and developing is a characteristic of adolescents, growing maybe more physically but developing means exploring the creativity or potential that exists within the individual, but conditions like this make it difficult for educators to study the creativity of students as expressed by several sources.

"Usually I provoke it by providing motivation for grades so that it can indirectly raise the child's mood, and those who can answer quickly will certainly get a reward. It is very difficult to find them in online conditions like this because they cannot see at all, if there is a meeting. immediately visible gesture. I always appreciate and direct me to take part in the mathematics olympiad, because it can be seen from the children who can do it in 2 minutes of zooming in mathematics (Melati, Mathematics Teacher). We direct it to the initiative and the students are excited about participating in online competitions, through the student council, if in online learning, educators can't just move, but we also need parents to be

informed about the children's interests and we help encourage and facilitate, but this only applies. For parents who are active, if passive, I think we are also confused about what to look for, giving room to develop their character through the means that can be done through this pandemic (Novi, Personal interview, 2020)".

Changes that are applied in face-to-face changes to online learning are certainly more innovative and challenge educators to be able to understand students, provide encouragement because this renewal certainly has a very impact on educators. Educators feel they are becoming more organized in providing learning, increasing IT skills as expressed by the sources.

"Through online learning, I can use interactive applications such as quizzes. Yes, I am more technologically proficient so I can go hand in hand with students, which is certain step by step because online learning is also a new experience for me, starting from digital absences, assignments through gc and now for the current application. I personally want math to be known for friendly maple, I make it fun to eat it interactive (Melati, Mathematics Teacher). "In the past I used GC and zoom, it was not proficient or common, but thank God it is now used and has become a new thing for both students and teachers, using current applications and increasing

discussion (Novi, Personal interview, 2020)".

The responses given by students themselves in receiving renewal were very diverse as expressed by the speakers.

> "What is the meaning of the subject if all the subjects are not implied in everyday life, then why is character education important but all teachers have not implemented it. If you want to understand the subject of online learning, it must be memorable so that you can have a moment and remember it. Because the neurons in our brain will work if we are happy, if we are sad, angry, the material is just passing through, so there is the term learning is fun. It is true that there is no such thing as teaching and learning activities but it should be learning and learning activities so there should be no teaching because the teacher is also learning because sometimes the information is more updated by students, so when students mean more teachers learning and vice versa. The teacher does not always teach but also acts as a facilitator. The learning is not based on concept anymore, it should be casuistic like the Covid pandemic seen from a sociological point of view so that the criticism is increasing not being teacher-centered. It should be student-centered, but it is difficult because there are many teachers who show off their teaching (Sandra, Personal interview, 2020)".

Discussion

The strategy used by the teacher is doing routine habituation which begins with reading the holy verses of the Quran, singing the song Indonesia Raya, literacy. After the habituation is carried out, the teachers carry out character development which is integrated into subjects, usually in the form of case studies, role-playing related to everyday life. The next strategy involves counselling guidance in responding to this character decline by creating a google form which contains complaints and criticisms from students regarding the constraints of online learning so that learning can be continuously updated by paying attention to the comfort between the two parties between students and educators because the impact is very extraordinary.

Online learning is a lot of children who experience stress, unfairness, disappointment, confusion, therefore guidance and counselling must provide extraordinary assistance because it can have fatal consequences, besides that learning must be able to give an impression to a child so that the students' initiative and sense are critical. can

appear. Strategies in the form of policies are continuously updated by the principal in response to criticism from educators, students, the community and also parents, including evaluations of online learning, until now online learning has undergone approximately five evaluations including: (1) The provision of learning is given the flexibility for educators to use the application/platform as comfortable as possible with whatever principles, but in reality the teacher seems to be doing nothing but the assignment to students becomes excessive, (2) Using zoom alternately every week, at week 1 class X zooms, week 2 class XI zooms and week 3 class XII zooms, but in fact the task is still overwhelming and ineffective, (3) Zoom is in the form of teamwork based on the MGMP so that there are teachers who explain and there are teachers who supervise them but it is not yet effective because the teachers become dependent on each other, (4) Implemented like a public lecture with Host and Co-Host considered to be quite effective but assignments are still booming, and (5) In the end, the zoom is given 75 minutes in which 60 minutes are given the flexibility to the teacher

to explain the material and 15 minutes of assignments, so like it or not the teacher has to prepare more for everything because every day it must be reported through the link bit.ly/BDR Implementation Report regarding any activities which is conducted.

Then in packaging the creativity, criticality and innovation of students, teachers collaborate with activities that are partnered with OSIS as a way to explore the interests and talents of students, activities that have been carried out include:

**Table 1.1. Activities Carried Out at
SMAN 20 Bandung During Online Learning**

No	Activity Name	Date of Activity	Activity Conducted
1.	Podcastrap	March 28, 2021	Podcast activities where students become moderators inviting one of the teachers to discuss the topic of "ETHICS" using the YouTube Twenty History platform.
2.	Memories 20/ Flowers Day	April 1-7, 2021	Give flowers to people who are instrumental, inspire, always provide assistance and give a good impression on students.
3.	Metanoia (Mental Health)	On April 7, 2021 at 1 PM until finished.	One form of concern for the problems that are present in students in the midst of online learning by holding webinars with psychologists.

No	Activity Name	Date of Activity	Activity Conducted
4.	Kartini Day	April 21, 2021	Build the creativity of students by holding class Instagram feeds competitions, drawing competitions and inspirational story competitions for the figure of "Kartini di Hidupku".
5.	Filanthropia We Share We Care	April 19-26, 2021	Social service activities in the form of donations given to the board of the Kurnia Asih orphanage.
6.	Islamicgram	Every week	One of the Instagram platforms @twentyhistory which discusses social media *adab*, abandoning prayer, good and bad intentions, the virtues of *shadaqah* and *infaq*, insecure, decoration is a woman's nature, fake hair, fasting to increase piety, *dhuha* prayer makes sustenance smooth, nothing is wrong It is better than patience, remember me, to form a Muslim personality, sure that you still want to "ngegodin".
7.	Defend the Nation with the Title Hero of the Golden Generation.	March 2021	Tells the figure of a hero or aspirations in the future based on a sense of nationalism and tolerance.

(Source: Processed by researchers based on field findings, 2021)

Departing from Mahatma Gandi's thought, which revealed that the fatal sin in the education process is

education that is carried out without character, so that brain intelligence is not the most important measure, but the morale of students is an important element that will be applied when students enter society (Syarbini, 2012). Thomas Lickona explained the importance of character education, where character education is equivalent to intelligence education, courtesy education is equivalent to literacy education, educating virtue is equivalent to educating science, so that as a place for formal school education has an important element in shaping the character of students in providing direction as an effort to build a smart generation in building the nation's culture and civilization. It seems very clear that the urgency of character education is able to change all aspects of a person's life and to make this happen, various parties who are present are required to support its implementation.

The character has a close relationship with personal characteristics that are relatively stable and serve as a basis for describing behaviour that is within the prevailing values and norms. Relatively stable means that character is one of the elements that are difficult to change because

it has an influential power in one's life. So that the conclusion obtained means that character is the result of thinking, heart, feeling and intention which is described through character, morals and the value of goodness in behaviour that places character as the most important position in life. The character has a role in the sustainability of human life in society, especially for one's success in carrying out daily activities.

In character building, there are six pillars that become the basis for its application, namely Trustworthiness, the term to shape a person's character into an integrated, honest and loyal person. Caring, a character that is formed in fostering a sense of care and social sensitivity in seeing the surrounding conditions. Respect, a character that is formed in instilling a sense of respect and respect without prioritizing personal interests. Citizenship, a character that is formed in instilling laws and regulations which are made as a form of order in life and a sense of care for the natural environment. Responsibility, a character that is directed to shape a person to be responsible, disciplined, and always in

totality in doing something (Muslich, 2013).

When it is described the six pillars of character, it will be illustrated as follows, it can be seen that each component has a special character that is formed into the basis of a person's character.
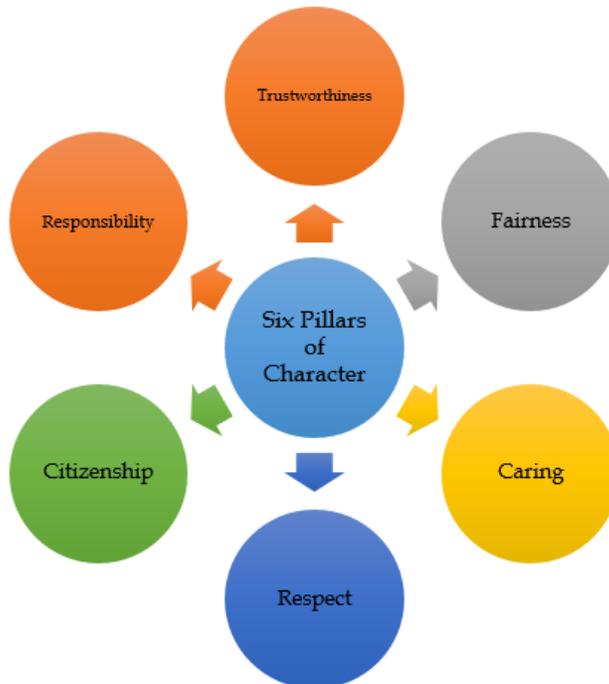
Figure 1.1 Six Pillars of Character (Muslich, 2013)

In general, the application of character education is not that difficult if you look at the backgrounds of students who basically already have character, but the

most difficult thing is to foster this character so that they are able to survive in any condition. Therefore, schools have important roles in implementing character education in schools. *First*, namely the role of the teacher will be described as a good figure, role model, so that it will be appropriate to be obeyed and imitated. A good teacher is a teacher who loves the educational process, is sincere in doing things related to education without demanding a lot of rights, is smart, has good behaviour, is wise and has a lot of knowledge with the concept of local wisdom in painting their students. So that the teacher's responsibility is not just cognitive but psychomotor and affection side.

Second, the principal should ideally be responsive to reforms in implementing learning. The principal becomes a central figure in the process of internalizing the noble values of life, so that implementation starts from the leader first before the policy is set.

Third, students who must understand the principles of character education include understanding that character is determined by what is done not based on what you say or believe. The attitude or decision taken

will determine what he will be like, this leads to a dynamic character (Syarbini, 2012).

A good character will always be carried out in a way that is good for their life, so that students will consider themselves valuable and not easily used for purposes that are not good, so that the quality of a person will be seen. Never take bad things from others as a guide for the life of students because it will affect their moral fortitude. Everything that is owned will certainly have meaning and transformative, in the end, actions with character will become valuable. The payment for each individual with character will be manifested by him who continues to build into a better person.

In the theory of constructive structuralism, there are three important concepts known as the composition of social practices which are expressed by the equation (Habitus x Capital) + Realm = Social Practice (Harker et.al, 2007; Rahman et al., 2019). This formula implies that the role of an actor or agent in a structure can form a relationship that gives birth to a habitus by involving capital and realm. Capital is defined as an object or

potential that grows in a person which is processed into energy in material and non-material forms in the form of culture, social capital and symbolic capital. Then the domain or criteria when someone has capital, that person will have power in a certain field, like a game if the player controls the field, there is a possibility that the player will win the game and vice versa, then in the end a habitus will be born, which can be a lifestyle, character values, hope, which is seen with the response given in an activity (Bali, 2020).

Overall, Pierre Felix Bourdieu's theory emphasizes that every arena or social space needs appropriate capital and habitus in order to be played in that arena, one's ownership of the capital and the appropriate habitus will shape a person to become dominant in an arena that is controlled (Musarrofa, 2020). Likewise, a teacher when a teacher wants to examine a problem in online learning through a personal approach, one of which is character building, then he will produce capital that is used as energy in conquering the realm, the realm is interpreted as a problem that is present in online learning to conquer

students and in finally when the teacher is able to conquer the students the teacher will get used to dealing with conditions like this and become a habitus.

Even though a strategy has been made in such a way that this cannot run smoothly without support from the surrounding environment such as parents and the community, when the teacher has provided the maximum strategy but is not supported by other components it will be useless because other components will have a significant influence. Quite significant on the habits of students. This is because teachers can no longer control freely as in a classroom that can be seen and touched, good cooperation is needed.

Conclusion

Online learning is a great challenge for teachers, how not to change the system quickly requires teachers to be able to take digital leaps in preparing for learning. SMAN 20 Bandung is one of the schools that is quite good at dealing with the problems that occur even though the position of dealing with the difficulties that are present

will always exist. Character building is a way of conquering the problems that are present, through a personal approach it can encourage students to become accustomed and to meaningful learning without continuing to focus on the material to make learning more meaningful. In building creativity, innovative teacher students must enter the environment of students by increasing their partners with OSIS as a way to understand the realm of children so that the interests and talents of students can be managed properly.

In the end, such a strategy cannot run smoothly without the support of the surrounding environment such as parents and the community, when the teacher has provided the maximum strategy but is not supported by other components it will be useless because other components will have a significant influence on the habits of students. This is because teachers can no longer control freely as in a classroom that can be seen and touched, good cooperation is needed.

REFERENCES

Aji, W., Dewi, F., Kristen, U., & Wacana, S. (2020). Dampak Covid-19 Terhadap Implementasi Pembelajaran Daring, *2*(1), 55–61.

Bali, M. M. E. I. (2020). Interaksi Edukatif Pendidikan Islam Perspektif Buya Hamka dalam Menghadapi Society Era. *MANAGERE: Indonesian Journal of Educational Management*, *2*(1), 62–76. http://jurnal.permapendis.org/index.php/manage re/article/view/28

Bali, M. M. E. I., & Holilah, N. (2021). The Role of Foster Caregivers in the Effectiveness of Online Learning in Pesantren. *Edukasi Islami: Jurnal Pendidikan Islam*, *10*(1), 339–362.

Bali, M. M. E. I., & Musrifah. (2020). The Problems of Application of Online Learning in the Affective and Psychomotor Domains During the Covid-19 Pandemic. *Jurnal Pendidikan Agama Islam*, *17*(2), 137–154.

Bowdle, Andrew & Munoz-Price, Silvia. (2020).
Preventing Infection of Patiens and Healthcare
Workers Should Be The New Normal in The Era Of
Novel Coronavirus Epidemics. *The American Society
of Anesthesiologists, 132*, 1292-1295.
*https://pubs.asahq.org/anesthesiology/article/132/6/1292/
108981/Preventing-Infection-of-Patients-and-
Healthcare.*

Dewi, Wahyu. (2020). Dampak Covid-19 Terhadap
Impelentasi Pembelajaran Daring di Sekolah Dasar.
Jurnal Ilmu Pendidikan, 2(1), 55-61.
https://edukatif.org/index.php/edukatif/index.Di
akses melalui situs:
http://sosbud.kompasiana.com/2011/09/25/tawu
ran-adalah-realita-pelajar-indonesia/pada tanggal
25 Desember 2020.

Haralambos and Holborn. (2004). *Sociology: Themes and
Perspectives 6th.*

Harker, Richard, et.al (ed). (2007). *(Habitus x Modal) +
Ranah =Praktik: Pengantar Paling Komperehensif
kepada Pemikiran PierreBourdieu,* (diterjemahkan dari

An Introduction to The Work ofPierre Bourdieu: The Practice Theory oleh Pipit Maizier). Bandung: Jalasutra.

Kemendikbud Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran *Coronavirus Disease* (COVID-19). (2020). *Surat Edaran Menteri Nomor 4 Tahun 2020.* http://pgdikmen.kemdikbud.go.id/read-news/surat-edaran-mendikbud-nomor-4-tahun-2020.

Kuntarto, E. (2017). Keefektifan Model Pembelajaran Daring dalam Perkuliahan Bahasa Indonesia di Perguruan Tinggi. *Indonesian Language Education and Literature, 3*(1), 99-110. *10.24235/ileal.v3i1.1820.*

Livari, Netta, Sharma, Sumita & Olkkonen Leena Venta. (2020). Digital Transformation Of Everyday Life-How COVID-19 Pandemic Transformed The Basic Education Of the Young Generation and Why Information Management Research Should Care. *International Journal Of Information Management,* 1-6. www.elsevier.com/locate/ijinfomgt.

Molinda, M. (2005), *Instructional Technology and Media for Learning*. Ohio: New Jersey Colombus.

Musarrofa, Ita. (2015). Mekanisme Kekerasan terhadap Perempuan dalam Rumah Tangga Perspektif Teori Kekerasan Simbolik Pierre Bourdieu. *Jurnal Ilmu Syariah dan Hukum, 49*(2), 459-478. http://ejurnal.kependudukan.lipi.go.id/index.php /jki/article/download/148/181.

Muslich, M. (2013). *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional.* Jakarta: PT Bumi Aksara.

Oktavia, D., Bali, M. M. E. I., Rahman, H., Umar, U., Syakroni, A., & Widat, F. (2019). Exploration of Fine Motor Skills through the Application of Paint. *WESTECH*, 1–6. https://doi.org/10.4108/eai.8-12-2018.2284038

Rahman, K., Wahid, A., Afandi, I., Bali, M. M. E. I., & Hakim, L. (2019). Effectiveness of Teams Teaching-Hybrid Learning (TTHL) in Higher Education. *WESTECH*, 1–6. https://doi.org/10.4108/eai.8-12-2018.2284036

Sadikin, A., Hamidah, A., Pinang, K., Jl, M., Ma, J., Km, B., … Indonesia, P. (2020). Pembelajaran Daring di Tengah Wabah Covid-19 (Online Learning in the Middle of the Covid-19 Pandemic), *6*(1), 214–224.

Slavin, R. E. (2015). *Instruction Based on Cooperative Learning*. Handbook of Research on Learning and Instruction, 388–404. https://doi. org/10.4324/9780203839089.ch17.

Syarbini, A. (2012). *Buku Pintar Pendidikan Karakter*. Jakarta: Prima Pustaka.