

Implementation of Character Education Policies on Online Learning in Elementary Schools

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ABSTRACT

Character education is integrated into the 2013 curriculum, so teachers are required to apply character education in the learning process in the classroom. The current implementation of online learning that is carried out at home is a difficulty for teachers to be able to instill character education directly into students. The purpose of this study was to be able to see what steps the teacher took in implementing character education in online learning in elementary schools. This research was conducted using a qualitative approach. Data collection techniques used are observation, interviews, and documentation. While the research data analysis techniques are data reduction, data display, and conclusion drawing and verification. The results of the study indicate that the implementation of character education in the implementation of online learning can be done by teachers using the Zoom application for elementary school students and in online learning that is carried out using various methods and learning media, it is hoped that there will be an inculcation of character values of honesty, responsibility, discipline, cooperation, collaboration, never give up, independent, and creative. So the implementation of character education in online learning in elementary schools can be carried out properly. This research can be used as a reference for character education in online learning in elementary schools because previous research has focused on the high school level.

Keywords: Character education; online learning; elementary school.

INTRODUCTION

A great nation is a nation that has good character in implementing its life as a nation and state. Indonesian people who have a high culture are very close to the customs they believe in. This is what makes Indonesian people civilized human beings. But in line with technological developments and the negative impact of globalization, it is undeniable that the Indonesian people are ultimately affected by the negative impacts, especially the nation's children.

One of the triggers for moral decline in school-age children is technological advances due to the development of globalization (Sasami). Therefore, the government issued a policy of

Strengthening Character Education (PPK) to prioritize and cultivate character education in the world of education. Character education is also integrated into the 2013 Curriculum so that in the learning process in the 2013 Curriculum, teachers must instill character education in students. Instilling student character is not easy and requires a lot of time, it can be said that character cultivation must be continuous or lifelong. So the school as an educational unit can be an effective instrument for inculcating the values of character education in students.

When the curriculum has been integrated with character education, it means that character instilling in students occurs during the learning process. But at the beginning of 2020, Indonesia began to be shocked by the Covid-19 outbreak originating from a new virus called SARS-CoV-

2. This virus first appeared and spread to humans in the city of Wuhan, China at the end of December 2019. After that, it spread throughout the world including Indonesia in March 2020. The Covid-19 pandemic had a tremendous impact on all aspects of life, including the field of education. With the rapid spread and danger of the Covid-19 outbreak to humans, the government immediately issued a policy for education. One of the policies in the field of education is to stop learning in schools which is then transferred to online or online learning. Learning in the network when interpreted in the Big Indonesian dictionary is connected through computer networks, the internet, and so on. Online learning means utilizing the internet network with connectivity, accessibility, flexibility, and displaying several types of interactions in learning (Ali & Afreni, 2020).

Therefore, online learning that is currently being carried out is distanced. So learning that is carried out outside the school environment or with remote online learning, provides extra tasks and responsibilities as well as challenges for teachers to be able to create a learning environment to develop ethics, responsibility, and character of elementary school students (Arhas et al., 2022) (Santika, 2020). A thing that is not easy for teachers and is a big enough challenge to achieve learning outcomes in both cognitive, affective, and psychomotor aspects. This is for education, namely how to form a complete generation which means having intellectual intelligence, a good attitude, and the skills needed to live life in society (Santika, 2020).

So from this pandemic situation, not all teachers are ready to face changes in the implementation of learning from offline to online or from face-to-face to distance learning (Suprianto et al., 2020). Therefore, many studies discuss online learning which has become government policy in the field of education. Learning in the network is a problem for teachers to achieve learning outcomes, especially in the effort to educate students' character (Utami, 2021). There is also a study conducted by Romdloni who researched to describe the condition of character education during the Covid-19 pandemic at the elementary school level (Romdloni, 2021). Purwati said in her research that character cultivation in Civics learning during this pandemic period certainly cannot be maximized because of online learning (Purwati, 2021). From some of these studies, it is this that makes researchers interested in examining how the implementation of character education in online learning in elementary schools can also be a reference for elementary school teachers who are carrying out online learning. So that even by carrying out online learning the teacher can carry out character planting in elementary school students.

Wynne mentions that character is generally regarded as good or bad behavior (Walberg & Wynne, 1989; (Fox et al., 2012). Even John Dewey defines character as the 'interpenetration of habit' and the effect of the consequences of the action on the habit (Althof & Berkowitz*, 2006). According to Lickona, the character is formed from three interrelated parts, namely 1) moral knowledge, namely an awareness of morals, knowing moral values, perspective-taking, moral reasoning, decision making, and self-knowledge; 2) moral feelings, namely where conscience, self-esteem, empathy, liking goodness, self-control, humility can feel and distinguish what is good and what is bad; and 3) Moral action, namely where competence, willingness, and habits can be carried out by students (Lickona, 2013). Character education is so important for the formation of a strong character. A strong character will not be formed if the learning process at school only focuses on activities that emphasize cognitive aspects (Saputro & Suharto, 2015).

Strengthening character education is carried out by applying the values of Pancasila, in character education, there are main values, namely religion, nationalism, independence, cooperation, and integrity (Kemendikbud, 2016). Character education for elementary school-age children is emphasized to use the concept of integrative thematic learning in its practice. Lickona explains character into several classifications, namely noble character (good character) which includes knowledge of goodness (moral knowing), then creates commitment (intention) towards goodness (moral feeling), and finally actually does good (moral behavior) (Lickona, 2013). The purpose of character education is to shape individual self-improvement continuously and train self-ability to lead to a better life (Juliardi, 2015). Character education must be instilled in children as early as possible, especially in elementary schools. Elementary school students need character education for their development needs because children who are now growing and developing are a reflection of the nation's future (Romdloni, 2021).

Therefore, to form students who have positive characters, an environment with character is also needed. Because character education is integrated into the 2013 curriculum, teachers are required to apply character education in the learning process in the classroom. This is to the national character development policy for 2010-2025 which states that "Character education in teaching and learning activities in the classroom is carried out using an integrated approach in all subjects (Kristanti, 2019). In addition to the teacher applying character education in the learning process, the teacher must also be able to provide an example or role model for his students, or in other words, the teacher becomes a role model for his students. The teacher's example that can be imitated by elementary school students is that the teacher comes to teach on time, the teacher dresses neatly and politely when teaching in class, and the teacher can also pay attention to the neatness of the class. This teacher's example is one of the most important factors to achieve the effectiveness of character education in elementary schools (Nirmayani, 2021).

During online learning where learning is distanced or not face-to-face, almost all teachers find it difficult to carry out character building for elementary school students. Moreover, with online learning, there are many problems with student attitudes which are considered more inclined toward the negative. Among them are student discipline in entering on time when learning is zoomed in. The collection of assignments that are not on time, not to mention the honesty value of students when answering tests, there is no guarantee that students do it honestly. Character formation is highly influenced by the environment. When online learning takes effect, the home environment and the community have an important role in shaping the character of elementary school students. A person's behavior is determined by the environment, meaning that a person will become a person of character when he grows up in an environment of character. For this reason, it is necessary to build a basic character that comes from the moral values of humanity in the community, both as individuals and groups (Nisa et al., 2016).

However, the challenges to online learning such as many students are already bored with online learning, piling tasks, and limited and disrupted internet networks are a big challenge that must be faced by teachers. The implementation of online learning with some of its shortcomings does not mean freeing teachers from the obligation to implement character education. Therefore, researchers are interested in researching how to implement character education in elementary schools in online learning during this pandemic.

METHOD

This study uses qualitative research methods, namely to reveal the facts about the phenomena that occur in the field, then conduct an in-depth analysis of the results. The research design in this research is through case studies. The participants in this study consisted of class teachers at SDN Pisangan Timur 11, East Jakarta. Researchers select participants based on their understanding of the problem in the research being conducted. The type of data disclosed in this study is narrative, participant data is described and explained in the form of oral and written document data. Collecting data in this research using observation, interview, and documentation techniques. Observations were made to observe the implementation of character education in online learning for elementary school students during the pandemic. The interview method was used to obtain information directly from sources about how to implement character education in online learning for elementary school students during the pandemic. The documentation method in this study was used to obtain data related to the implementation of character education in online learning for elementary school students in the form of learning device documents and student assignment portfolios. Data analysis was carried out using data analysis methods that consisted of three stages, which included data reduction, data display, and conclusion drawing and verification. In this case, the presentation of research results is presented by describing,

RESULT AND DISCUSSION

Result

The implementation of online learning using the zoom application for elementary school students still gives teachers the obligation to make learning tools consisting of lesson plans, teaching materials, learning media, LKPD, and evaluation. The RPP that is made is also the online RPP which is different from the offline RPP which is commonly used in face-to-face learning. From the analysis of interviews and documents obtained in online learning, the learning model used is obtained; Learning Media used; assignments are given to students as character-building; Collaboration with parents; and Home Visits.

Learning methods

The learning method used by the teacher is an innovative learning method that in its learning activities supports the formation of student character. The learning methods used by teachers in classroom learning are the Role Playing method, Contextual Teaching Learning, Problem Based Learning, and Project-Based Learning. The role-playing method is used by the teacher in learning how students act according to the material being studied which has been integrated with the character. For example in learning Indonesian with the material Apologies, Requests for Help, and Acknowledgments. Each student plays a role by saying the sentence. It is hoped that with students playing roles and saying the sentence of application, students will become accustomed to the sentence of apology. Sorry if you make a mistake, request Please if you want to ask someone for help. Say thank you to those who have helped. This sentence will be easy for students to pronounce when they are used to it, but it can be difficult if students are not used to doing it.

Another learning method used by the teacher is the Contextual Teaching Learning method. This CTL method is a method in which learning is related to students' real life or everyday life and students do it so that learning becomes meaningful. The CTL method is very suitable for building student character, such as in Civics material about obligations at home, namely helping parents, tidying up their rooms, putting things in their place, and doing assignments or studying at home. With the integration of PPKn material and character, it is hoped that by implementing the Civics material, students will become responsible for their obligations at home and become disciplined so that they no longer need to be ordered by their parents.

Problem-based learning is learning based on problems, PBL is one of the innovative learning methods that can make learning active. PBL brings students to learning that involves students being able to solve a problem related to the material discussed by going through the stages of the scientific method. With the Problem Based Learning method, students can connect knowledge with the problems discussed so that students have the skills to be able to solve problems. The PBL method is used by teachers in social studies learning with Natural Appearance material. The project-Based Learning method is almost the same as Problem based Learning, both of which are learning based on existing problems so that students can find solutions to these problems which are then linked in real life. When students are faced with the problem of flooding in their environment, students are asked how to overcome these problems. Through the learning experience process, it is hoped that the character of cooperation, collaboration, never giving up, independence, and creativity are expected. This learning experience can also develop and improve students' critical thinking skills. Through the learning experience process, it is hoped that the character of cooperation, collaboration, never giving up, independence, and creativity are expected. This learning experience can also develop and improve students' critical thinking skills. Through the learning experience process, it is hoped that the character of cooperation, collaboration, never giving up, independence, and creativity are expected. This learning experience can also develop and improve students' critical thinking skills.

Instructional Media

In addition to the learning methods used by teachers in learning, there is also the use of learning media used by teachers to be able to convey subject matter to students. For the subject matter to be integrated with character education, the teacher must be able to choose the right learning media so that the learning objectives are achieved appropriately. Even though learning is online, teachers still use learning media in the learning process. The learning media used by teachers vary, such as pictures or posters, learning videos, cartoons, or animations. Pictures or posters to convey material that must display symbols or images related to the subject matter. For example, pictures of natural sightings in the form of seas, lakes, or mountains. Posters can be used to assist students in accepting the messages contained in them, which can be in the form of invitations. For example, posters throw trash in its place, don't throw trash on the side of the river.

Learning media in the form of learning videos such as videos about natural appearances of rain, storms, earthquakes, or volcanic eruptions. By watching the learning video, students can understand the natural appearance that occurs and can implement disaster response. Students can detect it early and know what steps to take. Cartoon and animation media are very suitable to display a story in which there is a moral message. For example, regarding the obligation to carry out worship, there is an animated character named Samil. Samil is a boy of elementary school age. Samil is a good and cheerful boy, Samil likes to play but when he hears the call to prayer, Samil will finish playing and then hasten to pray. With characterizations like this, it provides a

real example for students how even though they are playing, they still carry out their obligations, namely worship. Generally, children like Samil's stories and the stories shown are also very simple regarding his life with his friends. Or it could be animated characters that already exist on television, such as the movie Upin and Ipin. Taking characterizations in animations or cartoons that must be considered are positive things that can be imitated by students in addition to stories that convey meaning or moral messages. Or it could be animated characters that already exist on television, such as the movie Upin and Ipin. Taking characterizations in animations or cartoons that must be considered are positive things that can be imitated by students in addition to stories that convey meaning or moral messages. Or it could be animated characters that already exist on television, such as the movie Upin and Ipin. Taking characterizations in animations or cartoons that must be considered are positive things that can be imitated by students in addition to stories that convey meaning or moral messages.

Assignment

The implementation of good learning is learning that realizes active learning. After the teacher explains the subject matter with the help of learning media, it is continued with students working on the LKPD (*Lembar Kinerja Peserta Didik/Student Performance Sheet*). Student Worksheets that are done by students have also been integrated with the learning methods used. This means that in working on the Student Worksheet students have also been directed in the formation of student character. LKPD is done during the learning process. After learning is complete, the teacher gives assignments related to being able to instill student character, namely by giving assignments to students to fill out daily journals. This Daily Journal contains student activities related to character. Filling in this daily journal is also to see student activities related to positive things that contain elements of character. Positive things that are done by students when done continuously become a habit. It is hoped that this will later become a character formation. Filling in the daily journal starts from waking up to going back to sleep. All assignments given by the teacher are then collected and become a student portfolio related to Character Education.

Parent Collaboration

To carry out character education during the online learning period, you can't just rely on the teacher. Even the most important is the factor of the home environment. When implementing learning, those who can supervise students in online learning are parents or mothers in general. So teachers must collaborate with parents so that the implementation of online learning can be carried out properly, especially the cultivation of character values that teachers do when online learning can be realized properly. Such as planting the values of honesty, discipline, and responsibility. In the implementation of online learning, there is a call from the government for parents to accompany students in the implementation of learning at home.

Home Visit

During online learning, the teacher does not meet with students. Therefore, the teacher makes home visits to students or home visits. Home visits are carried out by teachers to be able to control and supervise students as a form of responsibility as educators. So that students will still feel the attention of the teacher directly. During home visits, the teacher will invite students

to talk about their activities at home during online learning. Home visits are also carried out by teachers to find out the background of students' family circumstances and to become emotionally closer to students' families, especially their parents. In addition, the teacher also motivates students to keep learning and achieve their goals.

Discussion

Character is an attitude or behavior attached to a person's character which is a process of internalization with the surrounding environment to form a permanent personality. A person is said to have character if he has fulfilled the three components mentioned by Lickona, which include knowledge about morals (moral knowing), feelings about morals (moral feeling), and moral action (moral action). So the task of the teacher is not only to provide knowledge about the character but so that the character becomes a feeling which is then continued into action by the students. In the implementation of online learning, of course, this is not an easy thing for teachers to do. So the teacher must have a strategy to be able to continue to implement or implement character education in students' online learning in elementary schools. The main target of teachers in implementing character education is to incorporate character education into each subject so that the subject matter is not only cognitive but also character values that must be instilled in elementary school students (Sire, 2018).

Therefore, to be able to realize the integration of subject matter with character education, in the implementation of learning the teacher must be able to choose the right learning method. Learning methods can accommodate the implementation of learning that is not only cognitive but also on character values so that the learning process can continue to run to educate the nation's children (Santika, 2020). In addition to learning methods, teachers must also be able to choose learning media that are by the material and moral messages or character planting to be delivered. Character education can be done by making variations of learning media and then assigning students to practice the material that has been taught by the teacher. In addition, media images, videos, or cartoons featuring a character will provide important benefits in learning, especially in explaining a series of material contents in a logical sequence or containing meanings that can shape one's character (Sarafuddin, 2020).

The assignments given by the teacher to students are also part of the teacher's strategy in implementing character education. Teacher directing students to work on their assignments in groups by doing good cooperation with their friends, working independently and responsibly, and collecting assignments on time. Filling out daily journals and portfolios is a picture of student activities that can be seen how students' habits at home during online learning are done in their respective homes. With daily journals and portfolios, teachers can monitor or control student habits at home, whether they are positive or negative habits. In terms of character education, the expected positive habits of students.

Teacher supervision of student activities at home during online learning requires collaboration and communication with parents. Synergic collaboration between classroom teachers and all parties is certainly very influential in fostering students to have noble characters themselves. Monitoring actions were taken by classroom teachers both when in the environment and outside the school environment, the goals and expectations are none other than educating students so that character values grow in themselves to the maximum (Rizal & Munip, 2017). This collaboration with parents may always continue in the implementation of subsequent learning not only in online learning because parents also have a role in children's development in

terms of character formation. In the implementation of face-to-face learning in schools, teachers will find it easy to instill character values in students but the characters that have been built in schools may not be implemented because students spend more time in the home environment. Therefore, there is a need for cooperation between teachers and parents so that the child's character can develop properly (Aulia & Dewi, 2021). By Permendikbud No. 20 of 2018 it is explained that strengthening character education in formal education units is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports with involvement and cooperation between education, family, and community units as part of the National Movement for Mental Revolution.

There are many problems that parents and students complain about online learning in elementary schools. It has been almost two years since students have participated in online learning, so this causes boredom to study or online school for many students. This could be due to the many assignments that had piled up and students still did not understand the material explained by the teacher because it was through online learning. Therefore, to be able to evaluate character education, one of them is a direct observation by the teacher, who observes new attitudes or changes in attitudes that appear in elementary school students (Santika, 2020). Character education in online learning that is carried out at home will be influenced by the family environment and the environment in which you live. Therefore, home visits or home visits are carried out by teachers to be able to see how the condition of their families, environment, and economy is (Purwati, 2021). Home visits carried out by teachers are also to listen to complaints or problems faced by students and parents so that teachers can understand and make decisions for follow-up learning. If students have problems with not understanding the subject matter so that students become hampered in doing assignments or tests, the teacher will give a more detailed and direct explanation to students when doing home visits to students.

CONCLUSION

This character education is not just teaching students what is right and wrong, but how to instill good habits (habituations) so that students can understand, feel, and want to do good deeds. Character education in schools is something that leads to the strengthening and development of student behavior as a whole at a certain value that is designed and integrated into subjects. Character education in the implementation of online learning can be done by the teacher using the zoom application for elementary school students and in the implementation of learning choose: Learning models used such as role-playing, Contextual Teaching Learning, Problem Based Learning, and Project-Based Learning; Learning media used are pictures or posters, learning videos, cartoons, and animations; assignments given to students as character building such as LKPD, daily journals, and portfolios; teachers collaborate with parents; and conduct home visits or home visits to students' homes. This is done by the teacher so that the implementation of character education can still be carried out in online learning in elementary schools can be achieved properly. From online learning that is carried out using various methods and learning media, it is hoped that the character values of honesty, responsibility, discipline, cooperation, collaboration, never giving up, independence, and creativity is expected. daily journal and portfolio; teachers collaborate with parents; and conduct home visits or home visits to students'

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