Impact Analysis of Online Learning Toward Character Education of Elementary School Students In The New Normal Era

L. Virginayoga Hignasari[1],
I Komang Wisnu Budi Wijaya[2]

[1]Universitas Mahendradatta
[2] Universitas Hindu Negeri I Gusti Bagus Sugriwa
Denpasar

A. Introduction

Pandemic Covid-19 in Indonesia is now entering a new chapter. Since it was announced by the Indonesian Government, that to stimulate the Indonesian economy, based on the president's decision to keep the attention of the WHO, Indonesia has begun to implement the new normal era. New normal is a new order, habit and behavior based on adaptation to cultivate the behavior of clean and healthy living was then called as new normal (Kementrian Kesehatan Republik Indonesia, 2020). As for the new habits and behaviors were ways that were done with routine such as washing hands soap, wear masks when out home, keep a safe distance and avoid the crowd. With this new habit was expected to be a collective consciousness to be able to run well in order to reduce the number of people affected by this virus. WHO gives some indicators that were requested to be complied with by all the countries in the world in order to adjust their normal life, new normalcy with Covid-19 namely:1.Not adding transmission or expanding transmission or reduce transmission maximally. 2. Using

a health system indicator that was how high the adaptation and capacity of the health system can respond to the service Covid-19. 3. Surveillance how to test someone or a bunch of crowds whether he could potentially have a covid-19 or not so did the massif test (Putsanra, 2020).

In this *new normal* era some sectors began to be opened gradually. Shops, offices, tourist attractions, slowly began to open. But different from schools and colleges. Although in *new normal* era, learning activities of students has not been considered safe to do with face to face. Therefore, learning was still implamanted by online. Although learning was still by online, the fact that many obstacles occur in the field. Not all students were able to adapt to this new method of education especially elementary school students. Children who were at the level of education were very vulnerable in the case of not getting the same study material, if there was no good cooperation between the teacher and the parents. Therefore, the Ministry of Education and Culture asked that teachers not only focus on pursuing the curriculum targets. But also equip students with life-enhanced abilities with character values. The aim was that the distance learning methods no longer burden teachers, students, or parents. This adjustment of learning has been described as in circular Letter Number 2 Year 2020 concerning the prevention and handling of Covid-19 in the Ministry of Education and Culture neighborhood, as well as in circular letter Number 3 Year 2020 on the prevention of Covid-19 in the education unit.

Education of character related to education that built and developed individuals in whole both physical and spiritual and can be implemented in accordance with the national education system in Indonesia. Characters were identical to morality, ethics, and moral, so that the

character was a universal human behavior values encompassing the entire human activity, both in order to connect with God, with himself, with his fellow man, as well as with his environment, which manifested in the mind, attitudes, feelings, words, and deeds based on religious norms, law, manners, culture, and customs Characters relate to manners, morality, self-esteem, ambition, choosing close friends, sincerity, wills, and modernity. Thus, character education was an education related to the quality of the individual instrinsics, whether personality, character, temperament, talent, human interaction with God, human interaction with others, and human interaction with the environment (Sari, 2020).

The systematic structured character education has a positive impact on academic achievement (Salafudin, 2013). The internalization of this character's education will be an indirect power to select and filter out every challenge that comes from the outside of both the Western culture, the values of society, and the thoughts through print and electronic media. The war of thought, culture, economics, morals and values occurred so devastating in the era of open competitions today, so it takes individuals and communities who were resilient and consistently undergo sublime values that have been implanted early on. Character building and character education was a must because education not only makes students intelligent, also had the character and manners, so that its existence as a member of the community becomes meaningful to both himself and others. The easiest construction of the character was when the children are still seated in elementary school (Judiani, 2010).

As long as the learning was implemented by online in the *new normal* era, surely there will be some learning components that were missing when compared to the

lessons learned in the classroom. The submission of materials can be transferred by online learning, but the values contained during the study conducted in the class with direct face-to-face and any learning activities that support the school do not be transferred through online. One of them was character education. In the online learning, teachers cannot directly direct the students in relation to the character values expected according to the curriculum. Teachers can only convey verbally the character's values. A deeper understanding of the character was actually gained through practice directly. This was an important role for parents as long as the children study at home. The education of characters that cannot be transferred directly by online learning by the teacher. It should be replaced by activities in the home who were able to facilitate the character's education. Parents can be instrumental in creating an effective learning atmosphere and were able to put sublime values in accordance with character education in the curriculum. Not only focuses on the learning materials, but character education was also very important especially for the mental development of students at the elementary school level. Seeing the importance of character education in students and seeing the learning problems that are naturally occurring in this *new normal* era, the purpose of this writing was to discuss the impact of online learning on the character building of elementary school students.

B. Discussion
1. Elementary School Education in the New Normal Era

Entering in *new normal* era, the sector in education was one of the government's focus. Although some sectors

have begun to be allowed to operate while paying attention to the applicable health protocols, our education still cannot be carried out as it should be like the time before the Covid-19 pandemic. Learning activities in the *New Normal* era still implemented by online learning, it was do for the safety of all students. There were changes in the context of the activities that occured in the new normal era it were.

a. Advanced technology in learning with maximum;
b. Synergy between techers, students and parents in learning activities from home;
c. Teachers, students and parents must be proficient in using technology;
d. Teachers and parents become more creative to create engaging and meaningful content and learning activities for children;
e. Restore the primary role of the family in this parent as the primary educator for the child;
f. The closeness between children and parents was stronger

This digital era was precisely in need of a teacher's role in filtering information to students. Therefore, it becomes the challenge of educators to be able to adapt to the developments of the era especially this digital age to open innovation in teaching. Educators should not be reluctant and hesitate to try a digital platform, through a digital platform, the task division becomes easier and also schedules the learning process easier with the learning management system . In this era of new normal, teachers and parents were required to familiarize themselves with the technology to seek information and communicate, when students had to do learning from home (Wijoyo & Indrawan, 2020). This government policy was very good to be applied because with this online learning, teachers were more creative and able to innovate in designing

meaningful learning for children. In addition to the study done at home restores the role of parents as the primary educator for children in the family.

Learning in this new normal era that was had a positive and negative side. If viewed from the positive side of learning online gave students the opportunity to be able to study independently, students can access learning materials online anywhere and anytime. But if viewed from negative side, there was a lot of complaints happening in the community, especially the parents of students. For those who live in rural areas and Internet access was difficult, surely it will be a factor of students in following the learning during this normal new period. There were several obstacles faced by the unit of educators, parents and students in the implementation of the learning in the new normal era: (1) There was no definite guideline in teaching distance, (2) Parents did not understand the learning materials in elementary school so that the results do not match the expectations of teachers, (3) Difficulty to create a narrative of child Development Report, (4) Limitation of infrastructure will impede educational innovation, (5) The use of educational technology requires funds for teachers or parents especially the Internet (Wijoyo & Indrawan, 2020). But addressing the matter, the government made alternative distance learning was the delivery of learning conducted through television media. It is expected that more children will be students in remote areas and students in the middle and lower level of society to keep learning materials even with limited facilities.

2. Character Education Elementary School Students

The Indonesian government had now issued a mandate to all elements of education to carry out character education.

This was stated in Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education and Minister of Education and Culture Regulation Number 20 of 2018 regarding Strengthening Character Education in Formal Education Units. Character education was triggered because currently, the Indonesian nation was experiencing moral degradation. The Indonesian nation seems to have lost the positive character of the Indonesian people, for instance friendly, tolerant, religious, and hard work. Increasing cases of violence and crime are evidence that the Indonesian nation has undergone moral degradation.

Character education was an effort to build positive individual character through education so that it supports students' social, emotional, and ethical development (Aeni, 2014). Character education can further be interpreted as a planned and systematic attempt to instill positive values to citizens in order to form personal character with noble character (Rahayu, 2012). Character education was also termed moral education. Lickona (2003) divides three moral domains, namely moral knowing (insight about morals), moral feeling (feelings about morals), and moral action (actions about morals) (Lickona, 2003). Moral knowing includes some aspects, such as (1) Moral awareness, (2) Knowing moral values, (3) Perspective-taking, (4) Moral reasoning, (5) Decision-making, and (6) Self-knowledge; Moral Feeling includes aspects of (1) Conscience, (2) Self-Esteem, (3) Empathy, (4) Loving the good, (5) Self-control, and (6) Humility; while Moral Action covers aspects: (1) Competence, (2) Will, and (3) Habit (Sastroatmodjo, 2012).

In Indonesia, the implementation of character education was carried out at the Tri Education Center namely family, school, and community. There are 18 (eighteen) characters that must be taught in children, namely

religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendship, peace, love reading, caring about the environment, caring socially and responsibly. Explanations of each character item are presented in Table 1.

Table 1. Description of the Nation's Character Value

No	Character Value	Description
1	Religious	Obedient attitudes and behaviors in implementing religious teachings, being tolerant of the implementation of other religious worship, and living in harmony with followers of other religions.
2	Honest	Behavior that is based on efforts to make someone as a person can continually be trusted in words, actions, and work.
3	Tolerance	Attitudes and actions that respect differences in religion and ethnicity of others.
4	Discipline	Actions that exhibit orderly behavior and comply with various rules and regulations.
5	Hard Work	Actions that exhibit orderly behavior and comply with various rules and regulations.
6	Creative	Think and do something to produce a new way or result

		from something we already have.
7	Independent	Attitudes and behaviors that are not easy depend on others in completing tasks.
8	Democratic	How to think, behave, and act that assesses the same rights and obligations of someone and others.
9	Curiosity	Attitudes and actions that always strive to find out more deeply and extensively from something that is learned, seen, and heard.
10	National Spirit	A way of thinking, acting and having the insight that places the interests of the nation and the state above self and group interests.
11	Love of the Motherland	A way of thinking, acting and having the insight that places the interests of the nation and the state above self and group interests.
12	Respect for Achievement	Attitudes and actions that encourage him/her to produce something that is useful for society, acknowledge, and respect the success of others.
13	Friendship	Attitudes and actions that encourage someone to produce something that is useful for

		society, acknowledge, and respect the success of others.
14	Peace	Attitudes and actions that encourage someone to produce something that is useful for society, acknowledge, and respect the success of others.
15	Love Reading	The habit of providing time to read various readings that render virtue for someone.
16	Caring about the Environment	Attitudes and actions that perpetually try to prevent damage to the surrounding natural environment, and develop efforts to restore natural damage that has already occurred.
17	Caring Socially	Attitudes and actions that continuously desire to present assistance to others and people in need.
18	Responsibly	The attitude and behavior of a person to carry out their duties and obligations, which he/she should do, towards oneself, society, environment (natural, social and cultural), the state, and God Almighty.

(**Source :** (Kemdiknas, 2011)

The implementation of character education for students must pay attention to certain principles. The principles of implementing character education were as follows:

a. The noble values of the nation's culture can be taught through feeling, thought, heart, and sports by integrating certain subjects.
b. The development of character values was carried out through the learning process in each subject.
c. The development of character values was an ongoing process.
d. The program of the development goes through routine activities of school culture, modeling, spontaneous activities at the time of the event, conditioning and integrating the education of character values with the subject matter, and referring to the development of the basic competencies of each subject (Bahri, 2015).

Character education should be performed to students since elementary school age. In its implementation, of course, must pay attention to the affective development of elementary school-age children. Affective development of elementary school-age children is when children possess high egocentric nature, like to hang out in groups, hate failure, and like to use social norm comparisons (Budiman, 2017). Based on this fact, the implementation of character education in elementary schools can utilize three approaches, namely:

a. Exemplary Approach: The exemplary approach was frequently identified as the model approach. In internalizing values to students, teachers were expected to be models or role models. In this case, the teacher was required to convince good behavior to students. In using the exemplary approach, students with good character can also be used as role models for other students.
b. Integrative approach. Character was a collection of values that characterize a person. A number of character-forming values must be internalized in an

integrated manner, not internalized separately. In addition, the internalization of character values can be integrated into all subjects. In this case, each teacher must be able to indirectly internalize character values. Therefore, all teachers play a very vital role in strengthening and developing the character of students.

c. Comprehensive approach. A comprehensive approach to character education involves various related components and various backgrounds (Sudiana, 2019).

3. Impact of Online Learning on Character Building

Character education was an education that develops character values in students so that they have values and characters as a character himself, applying those values in his life, as a member of society and citizens who are religious, nationalist, productive, and creative. Character education functions are: 1) development; 2) repairs; and 3) filters (Judiani, 2010). Development, namely the development of potential learners to be privately behaved well, especially for learners who have had attitudes and behaviors that reflect the character of the nation. The improvement was to strengthen the national education career to be responsible in developing more dignified learners potential. The screener, which is to select the culture of the nation itself and the culture of other nations that does not conform to the values of dignified character.

The purpose of character education was : 1) develop the potential for the kalbu/conscience/affective learners as human beings and citizens who possess the values of the nation's character; 2) Develop the habits and behaviors of the most praised learners and align with the universal values and cultural traditions of the religious nation; 3)

Instilling the spirit of leadership and responsibility of learners as generations of the nation's successors; 4) Develop student's ability to be independent, creative, national-oriented; and 5) expands the environment of the school life as a learning environment safe, honest, full of creativity and friendship, and with a high and strong national flavor (Judiani, 2010).

Character education was not a new stand-alone subject, not being included as a new standard of competency and basic competence, but integrated into existing subjects, self-development, and school culture. Therefore, teachers and schools need to integrate the values that are developed in character education into the curriculum, syllabus, and Learning Program plan (Judiani, 2010). Character education learning before the Covid-19 pandemic using an active and child-centered student learning approach was usually done through a variety of activities in classrooms, schools, and communities. Activities in the classroom, the development of certain values such as hard work, honesty, tolerance, discipline, self-reliant, national spirit, love of homeland, and like to read can be through the learning activities that teachers commonly do. For the development of some other values such as social care, environmental concern, curiosity, and creative require conditioning efforts so that learners have the opportunity to elicit behaviors that demonstrate those values. The implementation of character education development at the time before the pandemic was not without barriers, there was still constraints from the inside and outside the educational environment itself. Constraints from the outside of the form of social change that change the value, norms, culture of the nation that become free, while the constraints originating from within the educational

environment include the mind set, education policy, and curriculum (Yulianti et al., 2013).

In this period, learning activities were still done online from home. For elementary school students, learning at home will certainly give a different atmosphere for them. Most students consider not learning at school to make them more relaxed in carrying out learning from home. In addition, the constraints of direct interaction with teachers also make the delivery of learning materials very limited. Limited delivery also has an impact on the character's building. It was what made the role of parents in this situation very important. In this new normal era, children were more engaged with parents and families. Time online interactions with teachers are very limited. Parents are required to accompany and supervision the child during learning was still done remotely. Parents should play an active role to create effective learning atmosphere so that children can learn well.

Learning from home did not mean the child was just sitting in front of the screen and listening to the teacher conveys learning materials. The consequence of learning from home was that children will surely be tempted to do other activities such as playing or watching television. If not directed by parents, the child will feel that the learning activities were done from home as a long holiday. Parents in this situation should be able to invite children to keep learning with routine and discipline. Besides learning materials, character education must also be implemented. Through daily activities at home, parents should be able to invite children to engage and instill the sublime values that exist in the home. Activities undertaken during the children were at home, must be able to teach the character set in the curriculum. Therefore, communication between teachers

and parents was very important in designing home learning activities that facilitate the character's education.

In addition to conducting online learning that was guided by teachers, while at home children will do more non-academic activities such as playing, exercising, helping parents and others. Character education that was initially implied in the learning activities in the classroom, now character education can be taught through the activities that children do daily at home. But most of the parents have not realized that the activities that children do during the home can become a medium to teach the character education to the child. Children's activities that take place at home during the normal new era run naturally, without any emphasis on the character's education itself. But the other parents group were focused solely on understanding the learning materials and the assignments given by the teacher. On the other hand, there was also a group of parents who foster character education based on the norms that the family embraced. This was like the results of the research conducted by Sari stating that the activities performed by children during the home like to help mothers cook, clean the equipment and utensils, and clean the house. Based on these three activities, family values are obtained regarding hygiene, health, and responsibilities. In addition, giving happiness to his father by massaging was one of the educational character education as a manifestation of affection and respect for parents (Sari, 2020) Other activities that can be done to facilitate character education during the time of study at home was to invite the child to gardening. With gardening children will learn to appreciate and understand with the processes, learning to work through stages, such as preparing seeds and setting up a place, gardening can also be a workspace among family members, as well as

learning new things about plants, gardening in confined spaces, and proper gardening methods. The benefits of gardening during Covid-19 are filling activities while at home, avoiding saturation/stress, and improving immunity (Sari, 2020).

Based on the above exposure, it can be naturalistic that, positive activities undertaken at home were able to foster a good spirit and education in the family environment, one of which was character education. Activities undertaken by children along with families at home were able to teach children about character education that was appropriate to the norms embraced by each family and does not contradict the surrounding community. But it is back again to the awareness of parents in educating his children. It was also not detached from the role of the teacher in communicating to the parents how important the character education is especially for elementary school students. Although during this period, learning was implemented by online by utilizing technology, but the real role of the teacher can not be replaced by technology. Because teachers were not merely sources of science, they must be examples and examples that transfer sublime values to students. The physical existence of a teacher continues to be needed by the students in the learning process because its function was not only to convey material and transfer of science but educate the character and teach how to interpret and live life better. The thing that needs to be reflected, that the important thing in life such as responsibility, discipline, empathy to others, honest, hard work, mutual respect, loving fellow man, simplicity, sincerity, and others can not be found even in sophisticated technology though. It is only derived from the character's transparency and habituation. That is the true role teachers cannot afford to replace by any technology.

The difference that occurs in this era was the role of parents was very important as a facilitator in providing character education to children. With the learning did at home will certainly restore the role of parents as the primary educator of the child. In the beginning, children will be taught more and learned in school whether it was subject matter or character education. But with this kind of condition, the important role that parents should do for a child's medidik especially implanting sublime values was restored again in accordance with with their essence. Parents who care about the development of his son will strive to create an effective home learning activities and be able to invite the child to perform positive activities that can be used as a media in character education. The synergy between parents and teachers in this era was very important. Parents must always accompany the child to learn and always strive to teach the children about the sublime values instilled in the family norms. A well-created cooperation between teachers and parents will make the child during the study at home to gain maximum learning and education.

C. Conclusion

Entering the new normal era, the government of Indonesia was still with the same policy in education that learning was still implemented by online from home. It was considered because it was somewhat difficult to implement the Covid-19 health protocol among students especially for elementary school students. With that in consideration, all learning activities were still implemented in their respective homes. Reality happens, learning in a new normal era that was had two distinct sides, namely the positive side and the negative side. In spite of this, the impact of learning in this era was that

teachers were more focused on transferring the content of learning materials delivered to students. Character education that should be implied in every learning, with conditions like this the meaninglessness of character education was not up to the maximum to the students. This was what resulted between parents and teachers must synergize to create a learning atmosphere that can teach character education to children. Parent's role is very important as a facilitator in providing character education to children. With the learning at home will certainly restore the role of parents as the primary educator of the child. In the beginning, the child will be taught more and learned in school whether it was subject matter or character education, but with these conditions, the important role that parents should educate children especially implanting sublime values was returned in accordance with the essence. With the conditions faced today, making the relationship and proximity between parents and children is getting closer. A well-created cooperation between teachers and parents will make the child during the study at home to gain maximum learning and education.

Refrences

Aeni, A. N. (2014). Pendidikan Karakter Untuk Siswa SD Dalam Perspektif Islam. *Mimbar Sekolah Dasar*, *1*(1), 50–58.

Bahri, S. (2015). Implementasi Pendidikan Karakter Dalam Mengatasi Krisis Moral Di Sekolah. *Ta'allum*, *3*(1), 57–76.

Budiman, D. (2017). *Karakteristik Siswa Sekolah Dasar*. Bandung: Universitas Pendidikan Indonesia.

Judiani, S. (2010). Implementasi Pendidikan Karakter di

Sekolah Dasar Melalui Penguatan Pelaksanaan Kurikulum. *Jurnal Pendidikan Dan Kebudayaan*, *16*(Edisi Khusus IIIl), 280–289.

Kemdiknas. (2011). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Kementerian Pendidikan Nasional.

Kementrian Kesehatan Republik Indonesia. (2020). *Vaksin Covid-19 Belum Ditemukan, Pemerintah Siapkan Skenario New Normal*. Kemenkes.Go.Id. https://www.kemkes.go.id/article/view/20052900001/ vaksin-covid-19-belum-ditemukan-pemerintah-siapkan- skenario-new-normal.html

Lickona, T. (2003). *My Thought About Character*. Ithaca and London: Comell University Press.

Putsanra, D. V. (2020). *Apa Itu New Normal dan Bagaimana Penerapannya Saat Pandemi Corona_ - Tirto*. Tirto.Id. https://tirto.id/apa-itu-new-normal-dan- bagaimana-penerapannya-saat-pandemi-corona-fCSg

Rahayu, S. (2012). Upaya Membentuk Generasi Penerus Bangsa yang Berkarakter Melalui Jalur Pendidikan. *Konferensi Nasional Pendidikan Indonesia (KONASPI) VII*, 140–146. Yogyakarta.

Salafudin. (2013). Pendidikan Karakter Melalui Pembelajaran Matematika. *Jurnal Penelitian*, *10*(1), 63–76.

Samrin. (2016). Pendidikan karakter (sebuah pendekatan nilai). *Jurnal Al-Ta'dib*, *9*(1), 120–143.

Sari, D. P. (2020). Kreativitas Pendidikan Karakter di Keluarga pada Pandemi Covid-19. *Prosiding Seminar Nasional Hardiknas*, 107–114.

Sastroatmodjo, S. (2012). Menanamkan Nilai-Nilai Karakter Generasi Emas: Menyongsong Indonesia 2045. *Konferensi Nasional Pendidikan Indonesia (KONASPI) VII*,

3–15. Yogyakarta.

Sudiana, I. N. (2019). *Pembelajaran Berbasis Karakter Di Sekolah Dasar*. Singaraja.

Wijoyo, H., & Indrawan, I. (2020). Model Pembelajaran Menyongsong New Era Normal pada Lembaga Paud di Riau. *Jurnal Sekolah*, *4*(3), 205–212.

Yulianti, S. D., Djatmika, E. T., & Santoso, A. (2013). *Pendidikan Karakter Kerja Sama Dalam Pembelajaran Siswa Sekolah Dasar Pada Kurikulum 2013*. 33–38.