



Implementation of Character Education in Online Learning of Elementary School in Ternate City, Indonesia

Safri Miradj	Universitas Muhammadiyah Maluku Utara, Indonesia safrimiraj@gmail.com
Taufik Abdullah	Universitas Muhammadiyah Maluku Utara, Indonesia taufiktaba@gmail.com
Taslim Buaja	Universitas Muhammadiyah Maluku Utara, Indonesia taslimsaidbuaja@gmail.com
Siti Aisyah	Universitas Muhammadiyah Maluku Utara, Indonesia sitiaisyah@gmail.com

ABSTRACT	<p>This research was carried out in order to find out the implementation of character education in online learning class III SD Negeri 1 Ternate City. The type of research used is qualitative descriptive. The data collected using observation methods, interviews and documentation that successfully collected a number of realities related to the implementation of character education in online learning. Then the data in the analysis uses the techniques of data collection, data reduction, data presentation and conclusions to determine the results of character formation through the implementation of character education in online learning of class III SD Negeri 1 Ternate City. The results of this study show that the implementation of character education in online learning has an impact on the formation of student character, including religious, disciplined, responsible, independent and politeness all that is seen from the beginning of character education students begin to change slowly</p>
-----------------	---

Keywords:	Implementation of character education, online learning, elementary school
------------------	---

Introduction

The pandemic triggered by the SARS-CoV-2 Virus has had a huge impact on all countries including Indonesia on all aspects of life. In the world of education there has been a widespread interruption to face-to-face learning activities in both schools and universities. In Indonesia since the implementation of Large-Scale Social Restrictions (PSPB) has had an impact on the disruption of education implementation at all levels. In connection with the implementation of learning during the Covid-19 pandemic, the Minister of Education and Culture of the Republic

of Indonesia has issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of the Spread of Coronavirus Disease-19 (COVID-19) which regulates Learning from Home (BDR) for all levels of education from kindergarten, elementary school, junior high school / MTs, high school / MA and university.

The implementation of this policy makes teachers and learners have to adapt by turning face-to-face learning into online learning. Online learning is all distance learning interactions carried out using the internet network with the

support of mobile devices (smartphones, laptops, computers) (Sadikin, et al., 2020). Online learning support applications that can be obtained include WhatsApp, google classroom, zoom, google meet and others. The success of the educational process cannot be separated from how the planning process, implementation and supporting policies are carried out continuously. Because education is the basic capital of development, every country has certainly put it on the main goal.

Education is the learning of the knowledge, skills, and habits of a group of people passed down from one generation to the next through teaching, training, or research. Education often occurs under the guidance of others, but it is also self-taught. The word education itself comes from the Latin *ducare*, meaning "to lead, direct, or lead" and the prefix *e*, meaning "out". So, education means "leading outwards" activities. Any experience that has a formative effect on the way people think, feel, or act can be considered educational.

The term character is taken from the Greek "*Charassian*" which means "*to mark*" or marking and focusing on how to apply the value of kindness in the form of actions or behavior, so that people who are dishonest, cruel, greedy, and other bad behavior are said to be people of bad character. Conversely, people whose behavior is in accordance with moral rules are called noble character. The definition of character according to the Ministry of Education and Culture Language Center is "innate, heart, soul, personality, ethics, behavior, personality, nature, character, character, character". As for character, is personality, behaving, nature, and character.

Learning is an activity that is carried out in an arranged and sequenced manner that is carried out interaction between educators and students, the environment in the school and teachers is a source of student learning where students get new knowledge from school. According to the National Education System Law No. 20 of 2003 states that learning is "the process of interaction of learners with educators and

learning resources in a learning environment". Learning is a process of learning activities carried out by teachers to foster thinking creativity that can improve students' thinking skills.

Learning is the process of interaction of learners with educators and learning resources in a learning environment. Learning is the assistance provided by educators so that there can be a process of acquiring knowledge and knowledge, mastery of skills and habits, and the formation of attitudes and trust in students. In other words, learning is a process to help learners to learn well. Online learning, or in a network, is a translation of an online term that means connected to a computer network. In other words, it is a face-to-face learning between teachers and students, but it is done through the internet network (online) from different places.

The implementation of character education in online learning also greatly affects the attitudes, nature and behavior of students, through teacher character education teaches how students maintain manners, discipline, responsibility, tolerance, curiosity and also care for the environment. This is in accordance with the core competencies of the K13 curriculum, besides that it can also be seen from the attitude of students when teachers teach online (*zoom*). Students are very guarding their attitude, doing learning preparation (*zoom*) on time, thinnest at the time of prayer before starting the lesson, dressed neatly using a uniform, actively ask questions if you do not understand the material conveyed, and appreciate older people.

Research Methods

Types of Research

This type of research planning is qualitative research, namely research on data collected and expressed in the form of words and images, words arranged in sentences, such as sentences from interviews between researchers and informants. This research planning uses a qualitative approach, which is to try to get the most complete information possible about the implementation of character education in online learning at SD

Negeri 1 Ternate City. Information dug up through in-depth interviews with informants (Principals, Parents of Students, And Teachers and Students). Qualitative techniques are used as an approach in this research because it is to understand rational reality as subjective, especially students in SD Negeri 1 Ternate City. The process of observation and in-depth interviews is the main sting in collecting data. From observation, it is expected to explore the implementation of character education in online learning at SD Negeri 1 Ternate City. The subjects in this study were the Principal, Parents of Students and Teachers as well as Students of Kela III SD Negeri 1 Kota Ternate, consisting of 17 male students and 19 female students.

Techniques dan Data Collection Instrument

In accordance with the form of qualitative research approach and data sources to be used, the data collection techniques used are by observation, interview, and documentation. The data collection techniques carried out in this study are as follows: (1) Observation: Observation is one of the methods of data collection by observing or reviewing carefully and directly at the research site to find out the implementation of character education in online learning; (2) Interview: An interview is a question and answer process in research that takes place orally with two or more people, face to face, and listen directly to information or information. The interview in planning this research was conducted to reveal how exactly the implementation of character education in online learning at SD Negeri 1 Ternate City. For this reason, researchers conduct interviews with principals, parents and teachers and students; (3) Documentation: Performed by recording or collecting data from documents in the research location. This documentation is intended to supplement data from interviews and observations. Documentation can be letters, drawings or photographs and other research-related notes.

Data Analysis Techniques

Qualitative data analysis is carried out in an interactive and continues continuously until it is completed, so that the data is already. Activities in data analysis are: (1) Data Reduction: Data reduction is an activity of summarizing, choosing the main things, focusing on important things, looking for themes and patterns and discarding unnecessary ones; (2) Display Data: After reducing the data, the next step is to disburse the data. In qualitative research, the presentation of data is usually carried out in the form of a brief description; (3) Verification (Conclusion Drawing): The third step in qualitative data analysis of conclusions and verification. The conclusions put forward are credible conclusions. This data analysis technique is used to find out the Implementation of Character Education in Online Learning at SD Negeri 1 Ternate City.

Discussion of Research Results

This research is a qualitative study that uses observation, documentation, and interview methods to find out how character education is implemented in online learning, especially Class III. The results that researchers get during school are observation of school conditions, observation of the implementation of character education given during online education and behavioral observations. students of the third grade of State Elementary School 1 Ternate City.

1. Implements Character Education on Online Learning Class III SD Negeri 1 Ternate City

According to the results of observations that researchers made during the descent to the location is the process of implementing character education in online learning starting from planning, namely making a learning implementation plan teachers who are adjusted to the situation and conditions that exist where the spread of the Covid-19 virus, thus requiring the learning process to be carried out online (*zoom*). According to Julaiha (2014: 226), the implementation of character education needs to

be implemented in an integrated manner in planning and learning activities with the introduction of values, the integration of values in the delivery of subject matter, and the design of learning activities that train students to apply character values. Therefore, the implementation of character education in online learning must be implemented integrally in the learning process and needs to be practiced continuously in students. Through this presentation, the purpose of this research planning is to discuss the process of forming the character of student responsibility through the implementation of character education in online learning.

Teachers must prepare a learning implementation plan (RPP) in such a way that the methods used are appropriate and understood by students. The challenge lies not only in how methods for the transfer of knowledge, but how online learning remains focused on character education. This is because education is not only a transfer of knowledge but also a transfer of valuable character education where the role of teachers is needed and cannot be replaced with any advanced technology. Of course, it is not easy for an educator to monitor how the character development of learners in situations that cannot monitor directly.

There are changes in learning methods during the pandemic carried out at home with online methods, understood by teachers not only to complete the learning curriculum, learning is not just a transfer of knowledge by conveying materials or giving assignments but there are values or characters that must still be instilled and built-in students.

The observations show that in the implementation of character education in actual online learning during the Covid-19 pandemic. First discipline, discipline that refers to the obedientness and order of learners in obeying the rules. In face-to-face learning situations, learners are accustomed to obeying the rules by wearing uniforms according to schedule and hats during flag ceremonies. Suddenly during the Covid-19 pandemic they studied at home. Of course, the

atmosphere is different. Second, honestly. When doing exams or doing assignments from teachers, students tend to do questions seriously because teachers monitor in class. Different when doing exams online, the seriousness of students in doing the exam is reduced and even invites students to do plagiarism because without supervision from the teacher even though parents accompany him, of course the supervision of teachers and parents is different. Third responsibility, in the face-to-face system of learners there is usually daily picketing activity. This is intended to train students to be responsible for their duties, different when the online system where children tend not to think about the surrounding environment because they feel it is the responsibility of parents. The fourth maintains courtesy to teachers and parents.

In the steps of implementation of character education, teachers also develop several characters such as developing religious attitudes, honesty, caring, discipline, responsibility, critical, polite, sense of want to know, independent, communicative, confident, maintain personal and environmental cleanliness and maintain courtesy to teachers and to older people. Based on research in the field researchers look at how teachers shape student character, and the results of the implementation of character education in online learning teachers have implemented the whole Character education that starts from the cultivation of manners, discipline, religion, mutual respect, dare to express, responsibility and maintain cleanliness. Based on the results of research conducted by researchers at SD Negeri 1 Ternate City, it was obtained that the third-grade teacher and other teachers had implemented character education in Online learning well. Character education is illustrated in planning, implementation, and exercise activities. Because each stage of learning must be able to load and explore the values of the character to be achieved. From the implementation of karate education on online learning provided by teachers, there are different responses from students through student interviews to express

their opinions. each. There are some students who feel happy and interested in the implementation of character education in online learning, according to him it is a new thing that becomes a new thing. New knowledge and experiences for them, there are also those who prefer to do learning face-to-face because they can meet with friends at school.

According to Mulyaningsih, Nurfiana, et al (2017:101). The term online learning models (OLM) was originally used to describe learning systems that utilize *computer-based internet technology (CBL)*. In later developments, computer functions have been replaced by mobile phones. Learning can take place more flexibly. People can learn anywhere, anytime, and in any situation. Learning can not only be done through the process of face to face between teachers and students. Now, students can still teach bells even though the distance with teachers is far apart.

Based on the results of the interview, it can be concluded that the teacher always teaches students to be disciplined, responsible, maintain themselves and the environment, and maintain politeness. Courtesy to teachers and older people. Guru always teaches students to always be disciplined, responsible, maintain cleanliness and maintain courtesy to teachers and to older people. and online learning turned out to be quite interesting. Implementation of character education in online learning has a positive impact on the character of children, the implementation of character education produces good child character, especially when learning online (*zoom*). Guru always familiarizes its learners to discipline in the learning process such as answering greetings, focusing on lessons and asking if there are those who are not understood. In addition, teachers also accustom students to pray before lessons start even in online conditions. Guru always teaches us to always maintain discipline, maintain personal and environmental cleanliness, be responsible for what is required to be Work and respect for older people.

Implementation of character education in online learning, students become disciplined when the learning process takes place, especially when online (*zoom*), independent, creative, can maintain cleanliness self and environment, mutual cooperation. With the implementation of character education can shape the character of children for the better, especially when learning online, because online learning is a new thing. According to peppy rizma (2020) character education has several important benefits for children including:

- a. Forming self-character: Character education makes individuals who are advanced, independent, and sturdy in grasping principles.
- b. Knowing the opportunities and dangers of the environment: Character education will be a bulwark in combating various harmful behaviors. Help prepare children for the many unknown opportunities and dangers that exist in today's society. Character education gives them the knowledge they need to know what dangers exist in society and deal with them properly.
- c. Mental and moral training: Prevents the occurrence of weak mental states with bad morals. With the increase in the mental and moral condition of the individual, it will create a conducive atmosphere and prevent divisions.
- d. Both in making decisions and responsibilities: As morale and thinking skills increase, this education plays an important role in influencing the ability to think individuals. Therefore, a person will be wiser in making decisions. And encourage a great sense of responsibility.
- e. Discipline: Students can follow the teaching and learning process with discipline and be careful in doing things.

2. Results That di Get in The Implementation of Character Education in Online Learning Class III SD Negeri 1 Ternate City

According to the results of observations that researchers made during the descent to the location is the implementation of character education in online learning requires the role of teachers and parents to cooperate with each other in developing children's character, especially during the Covid-19 pandemic, to produce very good results. The implementation of character education in online learning has a very important value content taught to students, so that students understand and begin to improve the character that exists in them. The implementation of character piercing in online learning also greatly affects the attitudes, nature and behavior of students, through teacher character education teaches students about how to maintain attitudes. courtesy, discipline, responsibility, tolerance, curiosity and caring for the environment. It can be seen from the attitude of students when the teacher teaches students to take care of their attitude, following the teaching and learning process in a timely manner through online (*zoom*), dress neatly, answer greetings, focus when reading Do'a study, and ask questions if you do not understand the lessons conveyed by the teacher, Mutual respect, respect the older people and maintain cleanliness of themselves and the environment. Therefore, the learning carried out today is during which is remote. Of course, it is a challenge for teachers in order to achieve learning outcomes, especially in the effort of children's character education. (Bilfaqih & Qomarudin 2015:182)

According to Sunaryo Kartadinata (Dharma Kesuma, Cipi Triatna et al 2011:9) the first goal of character education is to facilitate the strengthening and development of certain values so that they are realized in children's behavior, both when the school process and after the school process (after graduating from school). The purpose of character education is that students can be responsible in doing tasks and cooperatives in following the learning process, as well as pay attention, answer greetings, active, and well-behaved in order to correct the values of moral deterioration in individual behavior. The

purpose of character education is to shape a person's behavior that manifests in the unity of the individual self. Character is a person who gives unity and strength to the decisions he makes. Therefore, character becomes a kind of individual identity of a person who is always changing.

From the implementation of character education in online learning, it turns out that the results are obtained that character can be formed through the educational process in several places, namely at home, in school and in the environment. around the place of residence. Obtained the results of the implementation of character piercing in online learning that students can already be disciplined in teaching and learning activities when online (*zoom*) and there is already a sense of responsibility in completing the tasks given by the teacher. Implement character education in online learning teachers always teach positive character education as well as when studying in school, character education provided tteachers in accordance with the core competencies and curriculum of K13, teachers teach about maintaining discipline, being independent, being honest, creative, communicative, maintaining personal and environmental cleanliness, being responsible for what is done and maintaining manners to older people. So that the implementation of character education in online learning is very good.

Implement character education in online learning teachers always teach positive character education as well as when studying in school, but there are parents who prefer Learning is carried out in schools. Implementation of character education in online learning has a positive impact on the character of children, the implementation of character education produces good child character, especially when learning online (*zoom*). Parents must be more assertive when studying with children, so that children can focus if there is an explanation given by parents. The implementation of character education in online learning has a positive impact on children's

character, character education in online learning is not an easy thing by therefore, the importance of cooperation between teachers, parents and students in order to produce good results. The reason the researchers interviewed 6 people was to look at the background of parents based on their education and experience, so that the 6 people were considered able to Represent other respondents. Because the 6 people selected are key informants so the answers of 6 people are already considered representative and not much different from the responses of other informants. According to Ratna Megawangi (Dharma Kesuma, Cipi Triatna et al. 2011:5) an educational effort to educate children in order to make decisions wisely and practice them in everyday life, so that they can make a positive contribution to their environment.

According to Fakry Gaffar (Dharma Kesuma, Cipi Triatna et al. 2011:5) a transformation of life values to be grown in one's personality so that it becomes one in that person's life behavior. The term character is taken from the Greek "*Charassian*" which means "*to mark*" or marking and focusing on how to apply the value of kindness in the form of actions or behavior, so that people who are dishonest, cruel, greedy and other bad behavior are said to be people of bad character. Conversely, people whose behavior is in accordance with moral rules are called noble character. The definition of character according to the Ministry of Education and Culture Language Center is "innate, heart, soul, personality, ethics, behavior, personality, nature, character, character, character". As for character, is personality, behaving, nature, and character.

According to Doni Koesoema, (Taufik Abdulah: 2016: 7) Character education can be said to be an attempt to revive the ideal-spiritual pedagogy that was lost in the wave of positivism pioneered by the French philosopher *Aguste Comte*. In the history of human development is subject to the laws of nature, but the freedom that man has allowed living freedom and growth both physical and psychic. Character Education is an education that supports the social, emotional, and

ethical development of students. While in simple terms character education can be interpreted as a positive thing what the teacher does and affects the character of the students he teaches. Character education is an effort to build character (*character building*). *Character building* is the process of carving or sculpting the soul in such a way, so that it is unique, interesting, and different or can be distinguished from others, such as a letter in the alphabet that is never the same between one and another, so that people of character can be distinguished from each other.

Character is a combination of morals, ethics, and morals. Morals focus more on the quality of human actions, actions, or behaviors or whether they can be said to be good or bad, or right or wrong. On the contrary, ethics gives judgments about good and bad, based on the norms that apply in a particular society, while the morals of the order emphasize that in essence in humans it has been held up by beliefs where both good and bad exist. Therefore, character education is interpreted as value education, ethics education, moral education, character education, whose purpose is to develop the ability of students to give good-bad decisions, maintain what is good, and realize that good in everyday life wholeheartedly.

Individual character will develop well, if obtaining the right reinforcement, namely in the form of education. Character education in Indonesia is a national movement to create schools in fostering ethical, responsible youth generation, because character education emphasizes more on the aspect of universal values. The implementation of character education for a nation is an absolute thing that must be realized including Indonesia, because the purpose of character education is to form people with noble character. When a nation has a quality generation that is with their good morals, then the nation will become a great nation, respected by other nations, and become a prosperous nation. Character development was declared nationally by Susilo Bambang Yudhoyono in 2010 with the hope that the quality of Indonesian human

character will increase. But as time went on it turned out to be another talking reality. Precisely now there are many immoral acts whose perpetrators come from among students.

This indicates that the implementation of character education in Indonesia has not been fully successful. The problem is not in the values of the characters offered, but the process of conveying and transferring characters that need to be improved and improved in order to run effectively. In addition, every educator or society in general needs to understand the urgency and concept of character education so that at the time of transferring the character has a clear and definite direction. Therefore, effective character education is needed as an alternative solution in dealing with character education problems in this country so that the expected purpose of character education is to create a quality young generation both morally and intellectually and can become a dignified nation can be achieved.

3. Positive And Negative Impact of Character Education Implementation on Online Learning

Online learning during this pandemic is not easy, there needs to be good cooperation from various educational subjects. Good education is a process that is not limited to giving and receiving learning, but behind it there is a positive attitude that is able to grow, namely good character and manners. Online learning will be considered not difficult if responded to and faced with the right attitude, so it can be a good learning method. Covid-19 is a dangerous virus, therefore during the Covid-19 pandemic, the Government issued a policy on how to implement online and offline learning. During learning is carried out as the right step to be able to prevent and suppress the transmission of the Covid-19 virus, even students do not miss lessons as planned in the curriculum for one school year.

The implementation of character education in online learning is carried out by building school communication with parents, learners and cooperation with the environment. During the

pandemic, students must learn and do their activities at home. This can be a good situation for the development of character education in a family environment. Because the house should be a good place and even better to do the development of the character attitude. This is where parents have a lot of time in forming their children to have a good and strong character. Of course, parents must become educators, replace teachers in schools, take a central role as life educators at home during the pandemic,

Saat learners are carrying out distance learning (school from home) still controlled and controlled by teachers. Implementation of positive character education that can be developed by teachers in accordance with the core principles of the K13 curriculum such as having a religious nature, curiosity, honesty, discipline, responsibility, care, tolerance, cooperation, manners, confidence, and others. In addition to implementing character education in online learning, teachers also visit once a week to students' homes to see child development while providing education. character directly on learners.

The implementation of character education in online learning turned out to produce good results, although the process is a little difficult because of the distance and time limitations that teachers have. in the formation of student character. Therefore, the school and parents need to work together in the formation of children's character to produce very good results. The implementation of character education in online learning also greatly affects the attitudes, nature and behavior of students, through teacher character education teaches how students maintain courtesy, discipline, responsibility, tolerance, curiosity and also caring for the environment. This is in accordance with the core competencies of the K13 curriculum, besides that it can also be seen from the attitude of students when teachers teach online (*zoom*). Students are very guarding their attitude, doing learning preparation (*zoom*) on time, thinnest at the time of prayer before starting the lesson, dressed

neatly with use uniforms, actively ask questions if you do not understand the material conveyed, and respect older people.

Conclusion

Based on the results obtained from research on the implementation of character education in online learning class III SD Negeri 1 Ternate City, Central Ternate District is the implementation of character education in online learning It turned out to produce good results, although the process was a little difficult because of the distance and time limitations that teachers have in the formation of student character. Therefore, the school and parents need to work together in the formation of the child's character to produce excellent results. In addition to implementing character education in online learning, teachers also visit once a week to students' homes to see child development while providing character education. directly to the learners. (1) How teachers implement character education in online learning starting from cultivating manners, discipline, responsibility, curiosity and maintain cleanliness; (2) The results obtained from the implementation of character education in online learning are producing quite good results, students are very good at maintaining manners, discipline, responsible, curious and maintaining cleanliness or caring for the environment.

References

1. Andi Purnama (2020) <https://ruber.id/pendidikan-dasar-hingga-pendidikan-tinggi-beralih-ke-pembelajaran-daring/> accessed on Monday, November 11, 2021, at 23:00
2. Bilfaqih, Yusuf, et al. (2015) *The Essence of Preparing Online Learning Materials*. Deepublish. Jannah, Miftahul, et al. "The Problem of Online Learning in Aqidah Akhlak, Fiqh and Mathematics Subjects in Madrasah Ibtidaiyah." *Al-Madrasah: Madrasah Ibtidaiyah Education Journal*
3. Dharma Kesuma, Cepi Triatna, et al. (2011) *Character education*. Yogyakarta
4. July, S. (2014). *Implementation of character education in learning*. *Journal of Dynamics of Science*. <https://journal.iain-samarinda.ac.id>
5. Ministry of Education and Culture: (2003) *Indonesian Law Number 20, Year 2003, concerning the National Education System*
6. Muhibbin Syah, (2010) <https://www.gurupendidikan.co.id/pengertian-pendidikan/> accessed on Saturday , October 9, 2021 at 22:00
7. Pramasanti, R., et al (2020). *Implementation of character education of responsibility and cooperation in thematic learning curriculum 2013 at SD Negeri 2 berkoh*. *Journal of Educational Publications*. <https://unimuda.ejournal.id>
8. Peppy Rizma (2020) <https://bpkpenabur.or.id/news/blog/5-manfaat-pendidikan-karakter-yang-penting-untuk-anak> accessed on Friday, January 28 at 9:00 AM
9. Santika, I. Wayan Eka (2020). "Character education in online learning. " *Indonesian Values and Character Education Journal* <https://ejournal.undiksha.ac.id>
10. Taufik Abdullah (2016). *Character Theory And Implementation Education In Schools*. Yogyakarta
11. Utami, S. W. (2019). *Application of character education through student disciplinary activities*. *Journal of Education*, <https://journal.unesa.ac.id>
12. Winaya, A.M. (2020). *Online Learning as the "New Normal" school during the National Webinar Pandemic*. Dwijendra University Elementary School Education Study Program, June 19, 2020, Denpasar. Santika, I. W. E. (2020). *Character education in online learning*. *Indonesian Values and Character Education Journal*
13. Mulyaningsih, Nurfiana, et al (2017). "Research-Based Learning Development in the Department of Tadris Indonesian FITK, IAIN Sheikh Nurjati Cirebon" in the journal *Indonesian Language Education and Literature*.