Character Education in the Pandemic COVID 19 Era from Elementary School Teachers Point of View

Badawi*[1], Sri Nurhayati[2], Muhammad Ilham Syarif[3], Ahmad Wahyu Hidayat[4], Muhammad Iqbal Fasa[5]

*[1]Universitas Muhammadiyah Kotabumi, Indonesia
[2]Institut Keguruan dan Ilmu Pendidikan Siliwangi Cimahi, Indonesia
[3]Institut Agama Islam Negeri Batusangkar, Indonesia
[4]Universitas Islam Negeri Sunan Kalijaga Yogjakarta, Indonesia
[5]Universitas Islam Negeri Raden Intan Lampung, Indonesia
*Corresponding email: badawi@umko.ac.id

Abstract

The purpose of this study was to understand how to actualize character education in elementary education at the pandemic COVID 19 Era and have teachers' views on it. Participants of the study consisted of six teachers giving character education. The data, collected with semi-structured interviews, were content-analyzed. The results revealed that participants have difficulties in planning, implementing, and evaluating technology-based character education lessons concerning learning outcomes, content, instructional materials, activities, and methods, and they also offered some solutions to them.

Keywords:
Character Education; Pandemic Covid 19; Elementary School

A. Introduction

Affected by the coronavirus, many countries need schools to suspend classes in order to stop the spread of the virus, which challenges the normal schools of 370 million students worldwide (Musa et al., 2022; Musa & Nurhayati, 2020; Nurmalia et al., 2022; UNESCO, 2020). It should be noted that the long term isolation has made students face some difficulties in online learning. Among them, an unknown severe infectious disease has prompted students to get serious stress responses. In particular, COVID-19 seriously threatens student health and causes anxiety and depression, which can affect isolated student learning engagement at home(Samantha Kelly, B., Rebecca, D., Richard, A., Gideon James, R., & Neil, 2018).

The 21st century itself has arguably brought about new understandings, definitions, and educational requirements, all of which must now be carefully considered with Covid-19. The 21st century, known as the information and technology age, has affected education as in all areas of life. The definition of education, students, teachers, classrooms, and schools has changed. The teaching and learning process is no longer just an activity that is carried out in the classroom. Teachers are expected to convey information, be a source of information, and do their teaching work, but they are expected to guide the development of their students and offer opportunities for them to carry out their learning. Besides, teachers are also expected to have 21st-century skills such as life and career, study skills and innovation, knowledge, media, and technology, and to advance their personal and professional development (Aisah et al., 2024; Kurniawati et al., 2024; Nurhayati et al., 2024; Somantri et al., 2024; Supiah et al., 2024). On the other hand, students are also expected to become individuals with 21st-century skills and have creative, critical, problem-solving skills, adapt to innovation, solve their learning problems,

reach reliable and different sources of information(Karwati & Nurhayati, 2024; Sholihah & Nurhayati, 2024; Susanti & Nurhayati, 2024).

The learning model changes instantly, without careful preparation. Some students are indeed quite happy because they do not have to get up early to go to school, the teachers certainly have more time to do other things because they do not go to school anyway(Xiantong Yang, Mengmeng Zhang, Lingqiang Kong, Qiang Qang, 2020). The Covid-19 pandemic requires all activities to be carried out from the home to avoid transmission of this virus. All aspects are affected to follow the government's advice not to interact with society. Likewise, with teaching and learning activities. Including teaching and learning activities at the elementary school level, which require teachers to be more creative and take the initiative to maintain the bond between teachers and students through online teaching and learning activities by utilizing existing virtual world channels and social media(Ahmad et al., 2024; Milyane et al., 2023; Nurhayati et al., 2023; Rachmadtullah et al., 2020).

Character education is related to building and developing whole individuals, both physically and spiritually, and can be implemented following the national education system in Indonesia. Character is identical to morals, ethics, and morals, so that character is the universal value of human behavior covering all human activities, both concerning God, with himself, with fellow humans, and with his environment, which is manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs (Badawi et al., 2020; Battistich, 2005; Mustari & Nurhayati, 2024; Taufik & Nurhayati, 2023).

Based on the results of the researcher's experience when carrying out the PLP (School Field Management) activity in 2020 at SDN Pandan Sari, Indonesia, and private tutoring activities, it was stated that most elementary students experienced difficulties with the 1-10 multiplication

material. For example, when researchers carried out PLP activities in class III, students were working on assignments from the teacher regarding distance and time unit material, and it turned out that there were still many students having difficulty working on these assignments because the way of solving them was using multiplication material. The material was taught in class II. Bandi explained that the material on multiplication was a difficult topic for some students to understand, and even students who were in the high class, especially in grades IV and V, had not yet mastered the multiplication material

As a result, this is focused and sustainable so that schools seek to integrate technology with character education that has been embedded in the school culture so that it impacts not only those values needed to make learning shifts but also those that prepare students to make a smooth transition to learning in primary schools(Carlone et al., 2010). Research result (Ghofur & Nurhayati, 2023; Hoban & Nielsen, 2010; Nuraeni & Nurhayati, 2023; Silvania et al., 2024) argued that advances in educational technology allowed pre-service teachers to produce their media products such as videos, digital stories, and animations even though there were still many COVID 19 pandemics; if students were able to do their work, and education would be of higher quality. This study focused on how existing Character Education In The Pandemic COVID 19 Era was realized, the problems faced, and solutions brought to these From Elementary School Teachers Point Of View.

B. Literature review

2.1 Character Education

Character is a characteristic or personality that is owned by humans. This has become the rules and regulations that develop in society. Education is an effort made to create educated and characterized human beings. Character education is a conscious and planned human effort to educate and empower the potential of students to build personalities so that they become

individuals who understand each other with other creatures. This is the advantage of humans with other creatures, such as animals plants and other creatures.

According to (Sulisworo, 2016)argues that the assessment in character education is mental and character; this can be measured by understanding the dangers of corruption in the eyes of elementary school students. Another thing (Afandi et al., 2019)presents character assessment based on (1) 4Cs (critical thinking, creative thinking, collaboration, and communication); (2) ICT (technology, media, and information literacy); (3) spiritual values (religious belief and spiritual awareness); and (4) character building (teacher attitudes and scientific attitudes). Meanwhile, according to(OECD, 2010)emphasizing character education is being able to access computers for communication in various countries, students who are familiar with the use of ICT, often use computers, how long they use technology, self-confidence in the assigned task and, finally, what is the relationship between these characteristics and student performance. According to (Cicalò, 2020), state that assessors in character education can be observed with an attitude of discipline, synthesis in thinking, creativity, respect for others. And in love with the environment. According to (Maïano et al., 2019)suggesting that the assessment in character education is modesty in having knowledge, the attitude of facing changes and uncertainties in the future, being able to detect mistakes, understanding each other, being able to teach fellow humans. And love the environment and fellow humans.

According to(Dhar et al., 2018), the development of human character continues to develop. This is a challenge for humans to be able to maintain their character and also be able to adapt to the times because humans are not tools or robots that can work according to an already rigorous program. The character values of each region are, therefore, different to develop. Nevertheless, in

general, they have the same estuary, namely mutual respect for humans, mutual care for fellow living beings, and adaptation to the times. So that character indicators are developed based on character education assessments

2.2 *The COVID 19 pandemic*

COVID 19 is a virus that was only discovered in December 2019. This virus is developing in China. However, in early 2020 this virus has proliferated to all regions in the world. So that in March, Unesco determined that COVID19 would become a pandemic status for the World. This dramatically affects all aspects of human life.

Policy against COVID19

The determination of COVID 19 as a pandemic is one of the significant events in the 21st century. This is impeding humans to adapt quickly to the conditions during the COVID19 pandemic. According to(Shereen et al., 2020)reported The spread of the COVID 19 virus can be done through direct contact or not. This must maintain attention for humans to always maintain cleanliness in life so that the government has implemented several policies to prevent the spread of the COVID19 virus. According to(Cascella et al., 2020), the way to prevent the COVID19 virus is to limit human contact. So that several countries have implemented Lockdown and Work From Home (WFH) as a solution to preventing the COVID19 virus. This also applies to schools around the world. Learning is carried out at home using the online method.

1. Methods

This research uses a case study method with a post positivistic simple research design approach. This research focuses on the condition of character education during the COVID 19 epidemic from elementary school teachers. The selection of research subjects was carried out by purposeful sampling, namely selecting people by considering that these people

can provide data following the focus of the study. Based on these considerations, the researchers determined the subjects in this study were five grade 5 and 6 teachers to get an overview of the process of character education conditions at the time of the COVID 19 epidemic from primary school teachers of SD Sukarno Hatta Lampung Indonesia. The research data were obtained through interviews and documentation studies. In-depth interviews with research subjects carried out data collection. Furthermore, for documentation studies, The researcher conducts a study based on the facts found in the form of essential documents related to the research. After the data was collected, the researcher analyzed the data through several stages. According to (Iswahyudi et al., 2023; Yazan & De Vasconcelos, 2016), The first case study assessor stage raises the analysis and collects the previous research needed in the research. Second, the data is presented in a narrative form to describe the character teaching process; then the researcher analyzes the data. Third, the researcher establishes conclusions and recommendations.

2. Results and discussion

The learning process in each subject that is carried out should lead to the formation of student character. Ideally, learning activities for character education are to use an active student learning approach. However, during the COVID19 pandemic situation, the cultivation of character values is minimal. Based on the results of the interview, the quality of character education during the COVID19 pandemic was felt to be less than optimal. The majority of teachers said that they could not directly monitor the inculcation of character in students. The learning process that occurs is only the transfer of knowledge without being able to provide character education. The communication that exists between teachers and students during online learning is just a formality emotional connection. It is different from face-to-face learning, which can describe the emotional relationship real and clearly so that students understand the inculcation of existing character education values. Through direct interaction, the teacher can see the application of character education carried out by students in their daily lives so that the teacher can conclude the quality of character that exists in students with certainty. Hignasari and Wijaya(Hignasari & Wijaya, 2020)support these findings, and they state that the teacher is more focused on transferring the content of learning material so that character education that must be implicated in every lesson in this condition cannot be maximally conveyed to students. Constraints on direct interaction with the teacher make the delivery of material very limited and also have an impact on character building.

Furthermore, most of the teachers said that character education learning content was provided in the form of instructional videos and assignments. One of the teachers also said that character education is still adjusted to the curriculum, and its presentation is integrated with daily learning. The findings indicate that the existing teaching materials and activities are inadequate in providing character education, both qualitatively and quantitatively. Learning content is only limited to providing stories and examples in the form of videos, which are summaries of the learning material. Therefore, learning activities and character education content need to be developed to involve students more actively. Boyd, Dooley, and Felton (Boyd et al., 2006) emphasized that content needs to be enriched through activities that require active participation in making students feel value.

In the process of designing character education teaching materials, some teachers stated that the teaching materials were obtained from existing textbooks. Materials are selected by adjusting the necessary competencies that are important in a theme. Supporting material is also obtained via the internet. Several teachers

mentioned that the teaching materials were designed to be done online. All learning materials are made in the form of videos and material summaries and are made simple to make it easier to understand. Some teachers said that character planting was emphasized at this time by connecting or integrating teaching materials or materials with events experienced as a result of COVID 19.

Furthermore, some teachers stated that so far, they were able to implement character education even though it could not be as effective as direct learning. Teachers can prepare various teaching materials that can be done online. Some teachers also provide control sheets to students or parents at home as an indicator of assessment. Some teachers stated that teachers should be able to use various learning media to convey material and social media to communicate with students. Teachers must also know about character education itself. One participant put particular emphasis on this issue, "The teacher must have a good personality. Before he teaches his attitudes and behavior to his students, the teacher must have good attitudes and behavior, too!". Other than that,

The results of teacher interviews stated that there were several obstacles faced by teachers in the application of character education during the COVID19 pandemic, including; 1) the teacher cannot supervise the process of implementing character education in students while at home, 2) the teacher cannot conclusively conclude a comprehensive understanding of students towards the cultivation of character education that the teacher tries to apply to teach materials, 3) the teacher cannot confirm whether student understanding arises from their awareness or understanding that arises from compulsion because of the perceived formality of the distance learning process, 4) students sometimes find it challenging to find and describe real role models when the learning process is integrated with character education when distance

learning takes place. Other than that, these findings indicate that the involvement of parents, teachers, and schools is essential in the character education process. CEP, as a leading professional organization for the character education movement, states that character education in schools is very much needed. Even though educating children's character is the responsibility of parents; in fact, some parents do not teach their children well(Hood, 2013). Ismail, Busa, and Tini(Ismail et al., 2018) mentioned that the design of interventions to harmonize the assessment of parents and teachers in certain activities related to primary school student education would be useful in fostering children's discipline character education.

Practical cooperation between parents, teachers, schools, and all community members and even local governments is in urgent need so that children can be educated(Halawah, 2005). Pearson and Nicholson (Pearson & Nicholson, 2000) provides an example of involving parents in children's character education, namely by giving cooperative homework assignments, namely instructing to work with their parents in identifying relatives and family friends who exemplify the character traits that are learned.

C. Conclusion

Character education in primary schools continues to be carried out amid the COVID19 pandemic. Limited space and communication causes teachers to have a little difficulty in planning, implementing, and evaluating technology-based character education learning both from learning outcomes, content, teaching materials, activities, and methods. This requires that parents, teachers, and schools work together well to create a fun and effective learning atmosphere in providing character education to children. The character education process must be well planned, mostly to involve students in order to participate actively.

D. References

Afandi, Sajidan, Akhyar, M., & Suryani, N. (2019). Development frameworks of the Indonesian partnership 21 st - century skills standards for prospective science teachers: A Delphi study. *Jurnal Pendidikan IPA Indonesia*. https://doi.org/10.15294/jpii.v8i1.11647

Ahmad, S. M., Nurhayati, S., & Kartika, P. (2024). Literasi Digital Pada Anak Usia Dini: Urgensi Peran Orang Tua dalam Menyikapi Interaksi Anak dengan Teknologi Digital. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini, 5*(1).

Aisah, I., Nurhayati, S., & Rukanda, N. (2024). ECCE Principals' Strategy to Improve Teacher Competence in Implementing the Independent Curriculum. *JURNAL INDRIA (Jurnal Ilmiah Pendidikan Prasekolah Dan Sekolah Awal), 9*(1), 18–31. https://doi.org/10.24269/jin.v9i1.8197

Badawi, B., Nurhayati, S., Hidayat, A. W., Syarif, M. I., & Fasa, M. I. (2020). Moral Teaching in the Age of Digital Economy: A Model for Elementary School Character Education for Sustainable Development. *The 2nd International Conference of Business, Accounting and Economics*. https://doi.org/10.4108/eai.5-8-2020.2301217

Battistich, V. (2005). Character Education , Prevention , and Positive Youth Development. *Journal of Primary Prevention, 1*(20), 1–10.

Boyd, B. L., Dooley, K. E., & Felton, S. (2006). Measuring learning in the affective domain using reflective writing about a virtual international agriculture experience. *Journal of Agricultural Education, 47*(3), 24.

Carlone, H. B., Kimmel, S., & Tschida, C. (2010). A rural math, science, and technology elementary school tangled up in global networks of practice. *Cultural Studies of Science Education, 5*(2), 447–476. https://doi.org/10.1007/s11422-009-9233-2

Cascella, M., Rajnik, M., Cuomo, A., Dulebohn, S. C., & Di Napoli, R. (2020). Features, Evaluation and Treatment Coronavirus (COVID-19). In *StatPearls*.

Cicalò, E. (2020). Multiple Intelligences. In *SpringerBriefs in Applied Sciences and Technology*. https://doi.org/10.1007/978-3-030-45244-5_1

Dhar, D., Jain, T., & Jayachandran, S. (2018). Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.3301068

Ghofur, E. H., & Nurhayati, S. (2023). Multimedia-Based Storytelling Learning Media Effectivity For Early Childhood's Expressive Language Skill Development. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7*(6), 6677–6686.

Halawah, I. (2005). The relationship between effective communication of high school principal and school climate. *Education, 126*(2).

Hignasari, L. V., & Wijaya, I. K. W. B. (2020). Impact Analysis of Online Learning Toward Character Education of Elementary School Students In The New Normal Era. *Jayapangus Press Books*, 225–244.

Hoban, G., & Nielsen, W. (2010). The 5 Rs : A new teaching approach to encourage slowmations (studentgenerated animations) of science concepts. *Teaching Science, 56*(3), 33–38.

Hood, K. (2013). *Character education and parental involvement: Impact on academic achievement*.

Ismail, I., Busa, Y., & Tini, T. (2018). Parental involvement in fostering the character of children's discipline at elementary school. *Jurnal Pendidikan Progresif, 8*(2), 53–67.

Iswahyudi, M. S., Wulandari, R., Samsuddin, H., Sukowati, I., Nurhayati, S., Makrus, M., Amalia, M.

M., Faizah, H., Febianingsih, N. P. E., & others. (2023). *Buku Ajar Metodologi Penelitian*. PT. Sonpedia Publishing Indonesia.

Karwati, T., & Nurhayati, S. (2024). Enhancing Child Development through Senam Profil Pelajar Pancasila: A Case Study in Indonesian Early Childhood Education. *Jurnal Ilmiah Profesi Pendidikan*, 9(1), 334–344.

Kurniawati, A., Nurhayati, S., & Rukanda, N. (2024). Enhancing Early Childhood Education Teachers' Creativity through Professional Development Training Program. *Aulad: Journal on Early Childhood*, 7(1), 141–149.

Maïano, C., Hue, O., Lepage, G., Morin, A. J. S., Tracey, D., & Moullec, G. (2019). Do Exercise Interventions Improve Balance for Children and Adolescents With Down Syndrome? A Systematic Review. In *Physical Therapy*.

Milyane, T. M., Darmaningrum, K., Natasari, N., Setiawan, G. A., Sembiring, D., Irwanto, I., Kraugusteeliana, K., Fitriyah, N., Sutisnawati, A., Sagena, U., Nurhayati, S., Indriana, I. H., & Putri, M. S. (2023). *Literasi Media Digital* (T. M. Milyane (ed.)). CV WIDINA MEDIA UTAMA.

Musa, S., Muhyiddin, Y., Siswanto, S., & Nurhayati, S. (2022). The Comprehension of COVID-19 Mitigation in the Nonformal Education. *Society, 10*(1), 141–156.

Musa, S., & Nurhayati, S. (2020). Understanding Parental Health Literacy for Clean and Healthy Behavior in Early Childhood During the Covid-19 Pandemic. *Jurnal Pendidikan Usia Dini, 14*(2).

Mustari, M., & Nurhayati, S. (2024). Multifaceted Instructional Leadership of School Principals to Improve Student Character in The Digital Era. *Al-Hayat: Journal of Islamic Education*, 8(2), 488–504.

Nuraeni, A., & Nurhayati, S. (2023). Efektivitas Workshop Pembuatan Buku Digital Modul Ajar dalam Meningkatkan Kompetensi Pedagogik Pendidik PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 5745–5756.

Nurhayati, S., Haluti, F., Nurteti, L., Pilendia, D., Haryono, P., Hiremawati, A. D., Afrizawati, A., Nurmiati, N., Saidah, E. M., Bariah, S., Indiati, I., Anita, D., Sembiring, K., Herlina, N. H., & Sulaiman, S. (2024). *Buku Ajar Teori Belajar dan Pembelajaran*.

Nurhayati, S., Hidayat, A. W., Awan, I. S., & Noviatul, D. (2023). The Effectiveness of Virtual Classroom Learning in Islamic Early Childhood Education. *2nd Paris Van Java International Seminar on Health, Economics, Social Science and Humanities (PVJ-ISHESSH 2021)*, 2023, 428–437. https://doi.org/10.18502/kss.v8i4.12927

Nurmalia, N., Nurhayati, S., Noor, A. H., Rohaeti, E. E., & Mulyana, E. (2022). Developing Students' Leadership Spirit during COVID-19 Pandemic through Virtual-Based Scouting Activities. *Society, 10*(2), 546–555.

OECD. (2010). Are the New Millennium Learners Making the Grade ? Technological use and educational performance in PISA. In *Oecd*. https://doi.org/10.1787/9789264076044-en

Pearson, Q. M., & Nicholson, J. I. (2000). Comprehensive character education in the elementary school: Strategies for administrators, teachers, and counselors. *The Journal of Humanistic Counseling, Education and Development*, 38(4), 243–251.

Rachmadtullah, R., Subandowo, M., Rasmitadila, Humaira, M. A., Aliyyah, R. R., Samsudin, A., & Nurtanto, M. (2020). Use of blended learning with moodle: Study effectiveness in elementary school teacher education students during the COVID-19 pandemic. *International Journal of Advanced Science and Technology*, 29(7), 3272–3277.

Samantha Kelly, B., Rebecca, D., Richard,

A., Gideon James, R., & Neil, G. (2018). A systematic, thematic review of social and occupational factors associated with psychological outcomes in healthcare employees during an infectious disease outbreak. *Journal of Occupational and Environmental Medicine*, *60*(3), 248–257.

Shereen, M. A., Khan, S., Kazmi, A., Bashir, N., & Siddique, R. (2020). COVID-19 infection: Origin, transmission, and characteristics of human coronaviruses. In *Journal of Advanced Research*. https://doi.org/10.1016/j.jare.2020.03.005

Sholihah, H., & Nurhayati, S. (2024). Child Protection in the Digital Age Through Education in the Islamic Educational Environment. *JIE (Journal of Islamic Education)*, *9*(1), 200–218. https://doi.org/10.52615/jie.v9i1.353

Silvania, E., Mulyana, E., & Nurhayati, S. (2024). IMPROVING EARLY CHILDHOOD TEACHERS SKILLS IN CREATING ANIMATED ENGLISH LEARNING MEDIA THROUGH POWERPOINT-BASED ANIMATED MEDIA TRAINING. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, *13*(1), 33–45.

Somantri, A., Nurhayati, S., Ansori, A., & Boriboon, G. (2024). Improving Open High School Teachers' Learning Activity Places (LAP) Management Skill Through LAP Managerial Training. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, *11*(1).

Sulisworo, D. (2016). The Contribution of the Education System Quality to Improve the Nation's Competitiveness of Indonesia. *Journal of Education and Learning (EduLearn)*. https://doi.org/10.11591/edulearn.v10i2

.3468

Supiah, P., Noor, A. H., & Nurhayati, S. (2024). IMPROVING EQUIVALENCY EDUCATION PROGRAM PACKAGE C STUDENTS' ENGLISH VOCABULARIES USING FLASHCARD MEDIA. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, *13*(1), 60–67.

Susanti, M., & Nurhayati, S. (2024). Exploring Digital Literacy Usage For Self-Directed Learning: Rural Adolescents'perspectives. *Jurnal Visi Ilmu Pendidikan*, *16*(1).

Taufik, R., & Nurhayati, S. (2023). Character Education for Developing State Police School Students' Bhayangkara Character Philosophy in the Society 5.0 Era. *Paedagogy: Jurnal Penelitian Dan Pengembangan Pendidikan*, *10*(4), 255–265.

UNESCO. (2020). *New guidelines provide roadmap for safe reopening of schools. Retrieved from https://en.unesco.org/news/new-guidelines-provide-roadmap-safe-reopening-schools*.

Xiantong Yang, Mengmeng Zhang, Lingqiang Kong, Qiang Qang, J.-C. H. (2020). The Effects of Scienti c Self-e cacy and Cognitive Anxiety on Science Engagement with " Question-Observation-Doing-Explanation " Model during Schools Disruption in COVID-19 Pandemic. *Research Square (Education Psychologi)*, *1*(1), 1–28. https://doi.org/https://doi.org/10.21203/rs.3.rs-40814/v1 License:

Yazan, B., & De Vasconcelos, I. C. O. (2016). Three approaches to case study methods in education: Yin, Merriam, and Stake. *Meta: Avaliacao*. https://doi.org/10.22347/2175-2753v8i22.1038