



Management of Character Education in the Scope of Elementary School Students in the Distance Learning Period

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ABSTRACTS

The increasingly rapid era of globalization coupled with this pandemic situation, many negative influences received by elementary school students both from social media or the environment, coupled with the current pandemic situation which requires distance learning which has an impact on the absence of direct practice from teachers or instructors about character education, which causes school students to lack character, character, and spirit of nationalism. The aim of the research is for elementary school students to understand character education and be able to practice it in daily life. The method used in this study is a quantitative approach, namely by giving pretest-posttest questions to determine the level of understanding of character education. The results of this study are still many students who do not understand character education. This character education will provide learning for students to understand what character, virtuous character, and spirit of nationalism are and instill in their daily lives.

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1.INTRODUCTION

Management is the science and art of managing the process of using human resources and other resources effectively to achieve certain goals. It can be interpreted that human resources play an important role in management. Educational management as a process and management system. Management activities in an education system are intended for the implementation of a good teaching and learning process (Kuntoro, 2019). Education is a process of learning knowledge, understanding, and behavior that can be implemented in everyday life that continues to be passed down from generation to generation. Character is a way of thinking and acting, as well as behaving from individuals so that they can live together, within the scope of family, community, nation and state. Individuals with good character are individuals who dare to make decisions and take responsibility for their decisions (Maryati, 2021). Student characteristics are aspects or individual qualities of students that they already have. Conducting an analysis of student characteristics is intended to determine the individual characteristics of students. The results of this analysis will be in the form of a list containing the grouping of student characteristics, as a basis for describing various optimal methods, in order to achieve certain learning outcomes (Septianti, 2020). During the pandemic, distance learning is the best solution at the moment, in addition to these benefits, distance learning also has drawbacks, including the lack of character education during the learning period. In fact, character education is a foundation that is needed to determine the future of students. Children must have the provision and knowledge of character education. The results of the description of character education during the pandemic can be used as a reflection and evaluation material for the implementation of character education in the upcoming pandemic (Akhwani, 2021).

In his journal, Cut Zahri Harun explained that character education is a continuous process and will never end, therefore, in order to realize the goals of character education, there needs to be good and synergistic management between the education components, both in schools, families, and communities, or formal, non-formal and informal (Harun, 2013). The importance of character education according to Nopan Omeri, character education is now needed both in elementary schools, at home, and in the social environment. Nowadays, character education is also required from various age groups, be it children, teenagers, or adults. The demand for the quality of human resources in the next millennium certainly requires a good character (Omeri, 2015). In teaching character education, according to Luh Sri Widiasih, it can be done in various ways, namely the character of elementary school students can be realized through training students to be disciplined in using time, tolerance of others in learning (Widiasih, 2019). In distance learning, there are still many shortcomings, such as the presentation of Akhwani and M. Afwan Romdloni. There are still aspects that are still lagging behind in the school learning system, namely character education. Therefore, education about character should be given to all people, especially elementary school students (Akhwani & Romdloni, 2021). According to the presentation from Niken Srihartati, Andi Thahir, Ahmad Fauzan, who focused on explaining the improvement of character education during the current COVID-19 pandemic. Furthermore, efforts to strengthen character education in practice need to integrate, deepen, expand, and at the same time harmonize various programs. However, there are not many studies that focus on the Management of Character Education in the Scope of Elementary School Students during the Distance Learning Period (Niken et al., 2020).

During the distance learning period, student character education is very important, because teachers or instructors cannot directly guide their students to make intelligent

characters and have good character. This study aims to identify character education during the Covid-19 pandemic in elementary schools. Identification is done by looking at the implementation aspects of character education in elementary schools. This study uses a quantitative method by conducting a pretest-posttest and then using descriptive statistical analysis by comparing the mean value in the pre-test with the post-test value. The results of the study will show an increase after seeing the video material about character education.

2. THEORETICAL FRAMEWORK

In this study, it is divided into 4 main points, namely management, character education, elementary school students, and distance learning.

According to Imam Machali and Ara Hidayat, the word management comes from the Latin, namely *mano* which means hand, becomes *manus* with the intention of working many times using both hands plus the suffix *agere* which means to do something, so that it turns into *managere* which means to do something many times. by using hands (Rahendra & Iko, 2018).

The term 'character education' comes from two separate words, namely "education" and "character". To be able to understand it, it needs to be translated one by one so that there is no ambiguity (doubling of meaning) in interpreting the term. Because education itself can be interpreted as a process of character building, while for character is the result to be achieved through the educational process. Character education should be able to bring students into the practice of appreciating values effectively, recognizing values cognitively, and finally practicing real values (Achmad & Aisyah, 2019). Learning is the process of forming new behavior caused by individuals responding to their surrounding environment, through personal experience that does not include maturity, growth or instinct (Putri & Dewi, 2019).

The Corona virus pandemic has had many impacts on various aspects, one of which is the field of education. Assessment and evaluation of learning can use distance learning methods. Distance learning is a learning process that can be done not in the form of direct face-to-face between teachers and students. Communication between teachers and students takes place in two directions through the use of media, such as videos, computers, radio, telephone, television, internet, and so on (Ahmad, 2020).

3. METHODS

This research method uses quantitative methods, in quantitative problems it refers more to a large area, the level of variation is so complex, but lies on the surface. So the important point of the problem in quantitative research is the ability to generalize from research results; how far the results obtained from the study are generalized to the population (Mulyadi, 2011). This research method is done by giving pretest-posttest questions. This study aims to describe the level of understanding of character education in 15 elementary school students 195, isola Bandung, Indonesia. and can be categorized into high or low level of understanding and present it with data in the form of numbers.

First, students are given a pretest with a total of 10 questions, after the pre-test students are given a video material, then students are given a post-test again to determine the development of respondents' understanding. In categorizing it refers to the data interval. This research is devoted to 15 with details of male 8 students and female as many as 7 students. 195 elementary school students, isola Bandung, Indonesia, when the research was conducted on August 26, 2021-September 26, 2021. The population in this study were all elementary school students in the odd semester for the academic year 2021/2022.

4. RESULTS AND DISCUSSION

4.1 Demographics

This research was conducted at SD 195 Isola on 26 August. The population in this study were grade 6B students with categories of all genders, having the same skills and level of understanding, and an average of 9-11 years old who had taken general subjects such as Indonesian language, mathematics, and so on. Next we gave a pre-test question and then showed a video of character education material through a zoom meeting, then we chose a sample from the population and obtained as many as 15 students with details of men as many as 53.3% (8 students) and women as much as 46.7% (7 students). The following samples were obtained from grade 6B SD 195 Isola: I, L, A, R, Y, D, L, R, S, B, A, R, A, F, R. Finally, a post-test was given to measure progress students about understanding character education. At the time of filling out the pre-test and post-test the students already understood the procedure for filling out the questionnaire, so there were no problems when filling out the questionnaire. After being given the results of the pre-test, it was found that 11 students understood character education, and 4 other students did not understand, then after being given the video material and post-test questions, it was found that 14 students understood character education, and 1 student still did not understand character education.

4.2 Phenomena in the learning process

From the demographics of the students above, we did a lot of preparation to conduct this research, including looking for information about the level of understanding of elementary school students, then looking for character education materials for elementary school students and then putting it in the form of animated videos, as for the steps in this research are:

- (i) In the first session, we asked students about the understanding of character education.
- (ii) The second session, we gave a pre-test to students to find out in more detail about the characteristics of students' knowledge.
- (iii) In the third session, we provide video material on character education to increase knowledge and determine students' level of understanding.
- (iv) In the fourth session, we gave a post-test to students to find out the level of students' understanding after being given a video material.
- (v) The fifth session, we can conclude the level of characteristics of students' understanding of character education lessons, and provide an evaluation of character education to students.

4.2 Results

Table 1 shows the results of students' pre-test and post-test scores in understanding character education management. After that, we will provide character education material through animated video learning media. After explaining the material, we redistributed the questionnaire with the same thing, namely the post-test to the students with the aim of knowing the extent to which the level of understanding of character education was. Animated videos provide encouragement to students. The comparison of pre-test and post-test scores can be seen more clearly in **Figure 1** and **Figure 2**.

Table 1 Pre-test and post-test research results.

No	Question	Pretest	Posttest
1	Do you know character education?	73.3%	93.3%
2	Has your teacher ever taught about character education?	60.0%	93.3%
3	Did your parents ever teach you about character education?	60.0%	86.7%
4	Have you ever seen a lesson on character education in your subject?	73.3%	86.7%
5	Do you think it is easy to understand character education?	60.0%	86.7%
6	Do you know the various types of character education?	40.0%	93.3%
7	Do you think character education can be learned by everyone?	93.3%	93.3%
8	Do you think character education is important?	100.0%	100.0%
9	Is character education in your daily life?	73.3%	93.3%
10	Do you think everyone has their own character?	100.0%	100.0%
11	Percentage Total	73.32%	92.66%

In **Table 1** the author conducted this research using the distant learning method, namely through the media zoom and google meet. This method is an effective way during this pandemic, due to reducing the number of virus transmission. we used zoom media to introduce students, explain the purpose of the study and to play material videos via zoom, we also used google forms to distribute questionnaires to whatsapp groups, then the following results were obtained:

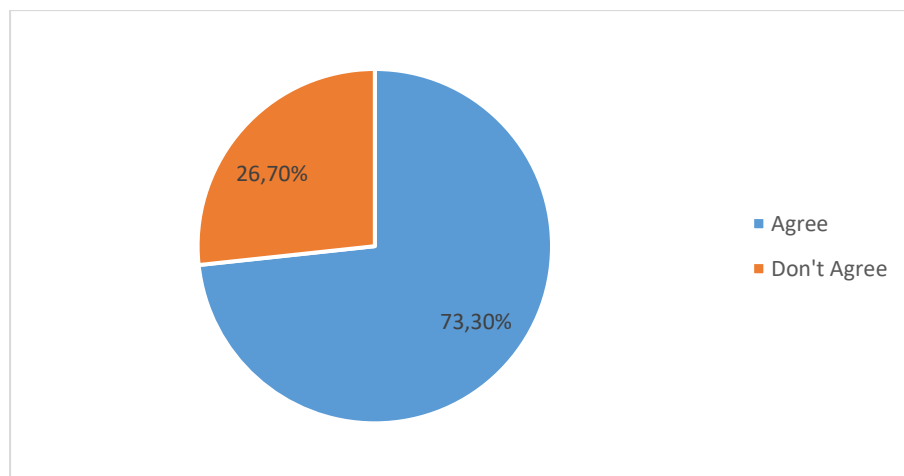


Figure 1. Pretest results

Based on **Figure 1** and **Table 1** it can be concluded that:

- (i) As many as 73.3% of students answered that they understood character education and 26.7% did not understand.
- (ii) As many as 60.0% of students answered that they had been taught by the teacher and 40.0% had not been taught.
- (iii) As many as 60.0% of students answered that they had been taught by their parents and 40.0% had not been taught.
- (iv) As many as 73.3% of students answered that they had seen and 26.7% had not seen
- (v) As many as 60.0% of students answered easy to understand and 40% difficult to understand.
- (vi) As many as 40.0% of students answered they knew and 60% did not know
- (vii) As many as 93.3% of students answered that they could learn and 6.7% could not.
- (viii) As many as 100.0% of students answered important.
- (ix) A total of 73.3% of students answered yes and 26.7% answered no.
- (x) A total of 100.0% of students answered yes.

Based on **Figure 2** and **Table 1** it can be concluded that:

- (i) As many as 93.3% of students answered that they understood character education and 6.7% did not understand.
- (ii) As many as 93.3% of students answered that they had been taught by the teacher and 6.7% had not been taught.
- (iii) As many as 86.7% of students answered that they had been taught by their parents and 13.3% had not been taught.
- (iv) A total of 86.7% of students answered that they had seen and 13.3% had not seen
- (v) A total of 86.7% of students answered easy to understand and 13.3% difficult to understand.
- (vi) As many as 93.3% of students answered they knew and 6.7% did not know
- (vii) As many as 93.3% of students answered that they could learn and 6.7% could not.
- (viii) As many as 100.0% of students answered important.
- (ix) A total of 93.3% of students answered yes and 6.7% answered no.
- (x) A total of 100.0% of students answered yes.

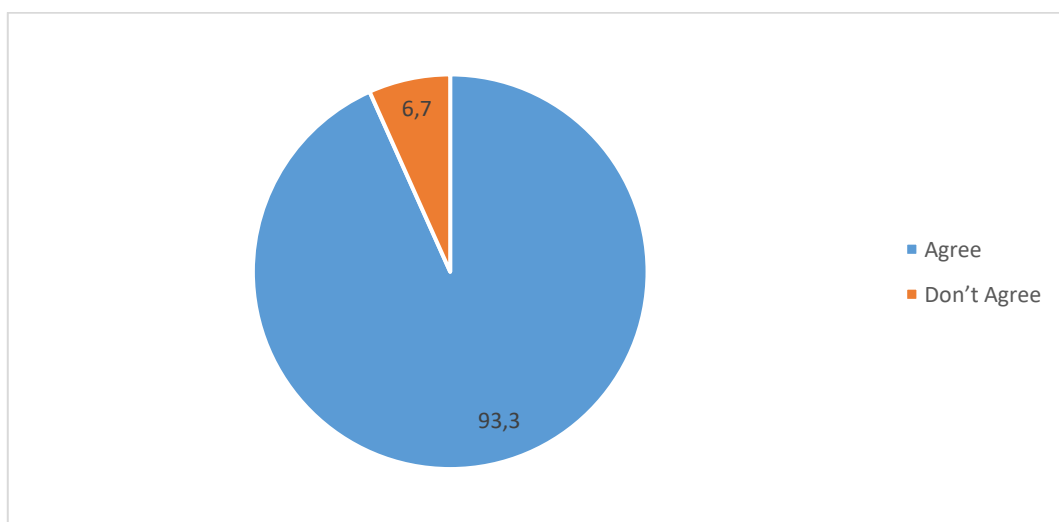


Figure 2. Posttest results.

Based on the results of character education management research that has been carried out through zoom media, it is added by giving questionnaires in the form of pretest and posttest. It can be seen that grade 6B students are very enthusiastic in participating in learning about character education, this can be proven by an increase in learning outcomes in the results of the pretest-posttest that have been carried out. Although learning and teaching is provided online or remotely, it will not affect students' interest in learning and seeking information, and it can be concluded that the media is anything that can carry information between the source of information and the recipient of information.

Distance learning has the opportunity to shift the learning paradigm that is only in the classroom to a new paradigm, namely learning anywhere and anytime. This learning makes a combination of various learning resource media, learning methods, learning motivation and strategies, it can also have the opportunity to increase interactions between teachers and students, students with students and students or educators with other learning resources (Widyasari & Rafsanjani, 2021).

5. CONCLUSION

The purpose of this study was to identify character education in elementary school students during the distance learning period, after conducting this research, the research results showed that the average posttest score of students was 92.66% greater than the average pretest score of 73.32% so the difference is 19.34%. it can be concluded that we can increase the knowledge ability of students' character education by informing them through distance learning videos such as through youtube media or animated videos. The use is quite easy to be one of the positive sides of this distance learning. Online learning through google meet or zoom and giving assignments or materials on google forms can be one of the easiest ways to implement this Distance Learning program in the future.

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7.AUTHORS NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the paper is free from plagiarism.

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