



CHARACTER DEVELOPMENT OF PRIMARY SCHOOL STUDENTS' ISLAMIC SOCIETY OF INTEGRATED LEARNING THROUGH ONLINE LUWUK

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Article history:	Abstract:
<p>Received: October 7th 2021 Accepted: November 7th 2021 Published: December 18th 2021</p>	<p>Character education is an effort to realize the national generation intelligent and good (<i>smart and good citizenship</i>) or have noble character and Indonesian personality. The success of character education implies that learning is not necessarily seen from the perspective of the cognitive domain, but how to balance the cognitive, affective, and psychomotor domains, which ends in realizing a complete human being. The current condition of the Covid-19 pandemic is a challenge for the world of education, especially formal education in an effort to educate the nation's character. Dominant learning is not done face-to-face, so it becomes a challenge for teachers in the character education process. On the other hand, it will provide opportunities for students to actualize character values in the community in an effort to participate in the prevention and control of Covid-19. This research is descriptive qualitative with a literature study that seeks to provide a solution for how character education is carried out when learning is still taking place using online methods in elementary schools. The strategy offered is a character education strategy <i>multiple intelligences</i> portfolio-based.</p>
<p>Keywords: Development, Character, Students, Online Learning</p>	

INTRODUCTION

The success of the education process cannot be separated from the planning, implementation and supporting policies that are carried out on an ongoing basis. Because education is the basic capital of development, every country of course places it on the main goal. This is also in accordance with the objectives of the formation of the Unitary State of the Republic of Indonesia which was finally stated in the preamble of the 1945 Constitution, Paragraph IV, which included "Educating the Life of the Nation". Because the *founding fathers* are aware that education is the main means in changing the nation's civilization for the better.

According to Law no. 20 of 2003 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed in society, nation, and country. Therefore, the success of a learning process is determined by the factors of the teacher, infrastructure, environment and of course the students themselves, have the will or motivation to be able to actively develop their potential.

The purpose of education is to form a whole generation which means having intellectual intelligence, good attitude and with the skills needed to live life in society. This is the task of the teacher in carrying out the learning process as part of the educational process to be able to produce learning whose output is a balance of cognitive, affective or attitude and psychomotor achievements. Therefore, in the learning process, the obligation and role of the teacher is very vital, the teacher must be able to become a facilitator and identify all the advantages and disadvantages of learning models that will be applied so that it really creates an effective learning.

During the Covid-19 pandemic, the Government issued a policy on how to implement online and offline learning. In the Big Indonesian Dictionary, it is defined as a network, connected through computer networks, the internet, and so on. Online learning is carried out as the right step to be able to prevent and suppress the transmission of the Covid-19 virus, students will not miss lessons as planned in the curriculum for one academic year. Although the current government has established Limited Face-to-face Learning (PTMT), this is not able to overcome the character changes that occur in students. Because even though learning is done face-to-face, the interaction process between teachers and children is very limited. The space for children to move is getting narrower. This causes some children to be lazy to go to school.

RESEARCH METHODS

This research is descriptive in nature with data collection techniques through surveys and also literature studies from various references that are relevant to the observed symptoms, namely character education in online learning for elementary school age children who are currently experiencing a transitional age from childhood to adulthood. more independent, namely adolescence. The data collected were analyzed descriptively qualitatively. The goal is to be able to see character education strategies for children during the Covid-19 pandemic or currently New Normal. Analyzing the strategy of integrating character education into online learning which is currently an alternative so that the teaching and learning process in fulfilling curriculum demands can be achieved.

RESULTS AND DISCUSSION

Results

Based on the researcher's observations for approximately 1 semester starting from June to November 2021 from the online learning process carried out at the Integrated Madani Islamic Elementary School. By following the online learning process, researchers found that there were differences in the character of children from the offline or offline learning process with online or online learning. If previously in the learning process they were polite and even issued harsh words, they always ended with *istigfar*. Because the form of consequence agreed upon in each class between teachers and students is that those who make mistakes intentionally or not are doing *istigfar* (*astagfirullah hal adzim*) this is a form of habituation to always repent to Allah SWT. In addition to that attitude, based on the author's observations, honest characters are starting to erode in students. This can be seen in the process of working on assignments and exams. Previously, the child worked independently on every test given, but now, the test is done with the help of parents. Even some children who do their homework (PR) and test questions are done by their parents. This is evidenced by the discrepancy between the results of the child's writing and the results that are paid to the teacher as the result of the exam.

This result is reinforced by interviews conducted by researchers with several teachers. They said that since this online learning, the children's character has changed, from being quiet they often speak politely, now their words are harsh. For example, when learning to reply to each other with friends in zoom and even write dirty words in chat rooms.

Licona (1991) has three components of good character, namely moral knowing or knowledge of morals, moral feelings or feelings about morals, and moral actions or moral actions. These three good characters will appear after the three character components can be fulfilled in students.

Character is a combination of morals, ethics, and morals. Morals are more focused on the quality of human actions, actions or behavior or whether those actions can be said to be good or bad, or right or wrong. On the other hand, ethics provides an assessment of good and bad, based on the norms that apply in a particular society, while the moral order emphasizes that in essence humans have embedded beliefs in which both (good and bad) exist. These factors are interrelated and support each other in shaping a child's personality.

Character education has three main functions. namely; 1) the function of the formation and development of potential. Character education shapes and develops the potential of students to think well, have a good heart, and behave in accordance with the Pancasila philosophy. 2) repair and reinforcement function. Character education improves and strengthens the role of the family, education unit, community, and government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. 3) filter function. Character education sorts out the nation's own culture and filters out other nations' cultures that are not in accordance with the nation's cultural values and dignified national character. Thus the formation of this nation's character must involve the synergy of the three components of education, including informal, formal and non-formal education.

Facing the challenges of the era which is currently entering the era of the industrial revolution 5.0 which is full of advances in digitalization technology. Planting and strengthening the nation's character is very urgent and urgent. The development of individualistic, hedonic, and materialistic values is a bad impact of globalization and the 5.0 industrial revolution. If this is allowed, it will have a bad influence on the continuity of national life which no longer reflects the values of the nation's personality.

The Ministry of National Education has identified eighteen characters that must be able to be implemented by teachers in the learning process, including:

1. Religion is an attitude and behavior that is obedient in carrying out the teachings of the religion they adhere to, and is tolerant of other religions.
2. Honesty is an attitude that can be trusted in words and actions.
3. Tolerance is attitudes and actions that respect differences in religion, ethnicity, race, opinions, attitudes, and actions of others.
4. Discipline is an action that shows orderly behavior and is obedient to various applicable rules and regulations,
5. Hard work is an attitude and behavior that never gives up in an effort to achieve goals
6. Creative is thinking and doing something to produce new things from something that already owned
7. Mandiri is attitude and behavior which is not easy to depend on others to complete tasks given
8. Democratic way of thinking, acting, and acting the same value the rights and obligations of himself and others
9. Curiosity is the attitude and actions are always working to find out more in-depth or know -new things,

10. National spirit is a way of thinking, acting, and having insight that puts the interests of the nation and state above personal and group interests,
11. Love for the homeland is a way of thinking, acting, and having a national perspective always loyal to the homeland,
12. Appreciating achievements is an attitude and action that has efforts to produce achievements or achieve success and appreciate the success of others,
13. Friendly / communicative are attitudes and actions that are open in establishing relationships and communicating with others,
14. Love of peace is attitudes and actions that prioritize peace and tranquility together,
15. Love to read is the habit of making time for reading or digging information through reading media for the benefit of himself and the people,
16. Caring for the environment is a way of thinking, acting, and having insight that puts the interests of the nation and state above the interests of themselves and their groups,
17. Social care is the attitude and action of wanting to give help to others and society in need. And
18. responsibility is the attitude and behavior to carry out their duties and obligations as well as possible. Of the eighteen character values, they can be developed according to the analysis of the context and needs in each educational unit. Of course, also for teachers in developing learning materials, they must also analyze learning materials that are adapted to each of these character values. The goal is between learning materials and the outputs produced in accordance with the needs of the community.

The principle of education policy during the Covid-19 period, the health and safety of all parties is the main priority in setting learning policies. Among them include, PAUD, Elementary and Secondary Education, tertiary institutions, Islamic boarding schools and religious education. Thus, the government seeks to prioritize the safety of all parties in the education process in tackling and preventing Covid-19. For that we need a learning method that can accommodate this so that the learning process can continue to run in order to educate the nation's children.

The concept of learning from home is realized with the term online learning mode which allows for interaction between teachers and students in the learning process. Online learning uses advances in information technology and internet access.

Learning on Teachers Online mode of learning has the following characteristics:

1. Requires learners to build and create knowledge independently;
2. Learning that collaborates with other learning in building knowledge and solving problems together;
3. Forming an inclusive community of learners;
4. Utilizing web media (websites) that can be accessed via the internet, computer-based learning, virtual classes, and or digital classes;
5. Interactivity, independence, accessibility and enrichment.

DISCUSSION

The role of the teacher in the online learning process is very important. Because the teacher is the central balancer of information. The teacher neutralizes any information that students get from outside. For this reason, 1) the teacher must use a constructivist approach and make students the subject of learning. 2), the teacher must be able to master ICT and update the current information, the teacher is able to create an interactive, inspiring and fun learning atmosphere, 4) the teacher is able to provide evaluation and feedback after the learning process takes place. Broadly speaking, the components that must be prepared by teachers as infrastructure are the availability of an internet network, preparing learning strategies, preparing learning content (effects, images, audio, video and simulations), providing a learning management system (zoom, video calls, etc.). Basically, the success of the online learning process requires synergy between the government, education units, teachers, students of course the role of parents and the environment of students, to be able to support the success of the online learning process.

The Ministry of National Education explained that the strategy for implementing character education in the education unit includes the following steps, one of which is: Integration in subjects. Each subject contains character values that need to be developed, made explicit, linked to the context of everyday life. Thus, learning character values is not only at the cognitive level, but touches on internalization, and real practice in the daily lives of students in society. Students can be directed to become Indonesian citizens who love their homeland, are democratic, responsible, peaceful citizens, honest, care about social and environmental issues, work hard, have a national spirit, are friendly based on the spirit of gotong royong, especially if it is associated with with the environmental context in dealing with Covid-19. So that the character will grow into an identity or identity which is shown through daily behavior and interactions.

The integration of character values and the development of learning materials requires teacher creativity while still paying attention to the principles, namely: first, the relevance of the subject matter to the achievement of competency standards and basic competencies. second, the consistency of this is shown if the expected basic competencies that students can master are four kinds, then the material being taught must also include four kinds. Third, adequacy means that the material taught is expected to be sufficient in helping students master the basic competencies being taught. Learning as an educational activity with the aim of achieving results or graduate competencies is a planned and systematic activity in realizing the goals of national education. A teacher is required to have the ability to plan lessons properly and correctly. In a limited face-to-face learning atmosphere like today, teachers

are expected to be able to take advantage of the moment of meeting with students by providing advice and instilling character through stories or games that are fun and meaningful.

CONCLUSION

Planting character for students during this pandemic is a big enough challenge. Apart from the fact that the teacher does not meet directly with students in the process of instilling character values, it is also due to the rapid development of technology without being controlled so that students can access all information without limits. So there needs to be collaboration between schools and homes between teachers and parents to unify the vision and mission of creating a generation of character and noble character.

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