Analysis of Student Character in Online Learning of Student Class IV Primary School

Muhammad Zainal Abidin Al Gafur[1], Joko Sutarto[2], Hamdan Tri Atmaja[3], Hidar Amaruddin[4]

[1,2,3,4]Basic Education Study Program, Post Graduate Faculty, Universitas Negeri Semarang, Central Java, Indonesia

Corresponding Author: Muhammad Zainal Abidin Al Gafur

ABSTRACT

Character education is an effort to encourage students to grow and develop with the competence to think and adhere to principles. So that character education can be applied through online learning. The character of the child here is very important to know the discipline of the child. The purpose of this study was to determine the process of character application during online learning that occurred at SDN Kadungmundu and SD Islam Al- Fajar in Semarang City. This study focused on the character of students in online learning. The method used is qualitative and the design used is descriptive analysis. The sample of this study was 4 students. There were three data collection techniques, there were in-depth interviews, observation, and documentary. Data analysis techniques data reduction, data presentation, drawing conclusions

The results of this study were that during the online learning process students have a disciplined character by following the rules that exist at school when offline and applied during online learning, students also collect assignments on time. Besides teachers, here the role of parents is also very important because it monitors students.

Suggestions from this study were the role of family, school, and social media must be carried out with control, direction, supervision and follow-up on every attitude and behavior of students who are not polite to be corrected immediately, and polite to always be maintained.

Keywords: Online Learning, Character

INTRODUCTION

In accordance with Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK), KDP is an effort to grow and equip the character of the next generation to have good character and have superior 21st century competencies.

In 2020 there was a Covid19 pandemic, then at that time the Ministry of Education and Culture issued Circular Letter No. 18 of 2020 regarding guidelines for organizing learning from home during the Covid19 emergency, in this letter there are points including distance learning in the network (online) using devices or laptops through several portals and applications for online learning and distance learning outside the network (offline) using television, radio, modules and worksheets. This is done with the aim of preventing the spread and transmission of Covid19 in education units while continuing to fulfill the rights of students in obtaining educational services during the pandemic.

Character education not only makes students have noble character but can improve their academic quality. The relationship between the success of character education and academic success can foster a pleasant and conducive school atmosphere (Pupuh et al, 2013). The development or growth of this character is necessary and important to be carried out by schools and stakeholders with the aim of encouraging

students to grow with the right capacity and commitment and have a purpose in life (Heri Gunawan, 2014). Learning that is carried out in outside of school provides extra duties and responsibilities as well as challenges for teachers to develop the ethics, responsibilities and character of these students. Because the evaluation method in character education needs direct observation by teachers who observe changes in attitudes in students.

According to Sari (2021) online learning is very burdensome for students, teachers and parents, because at the time of online learning the implementation is not optimal and the impact can be felt by students who are getting bored and parents who are getting tired of accompanying students in teaching and teachers who are not understand technology as a result the delivery of material is not optimal.

Based on the results of researchers' observations on fourth grade teachers at SDN Kedungmundu Semarang City and Al Fajar Islamic Elementary School Semarang City, there was still a lack of student discipline and the online learning system is not optimal, especially at SDN Kedungmundu Semarang City because the location of the school is in remote area, besides that it is less order and awareness of the students, it can be seen that there were still many who are late and do not wear school uniforms during the learning process. This is the role of parents is very important to accompany and explain the importance of character education even during online learning.

Based on the background above, it can be identified that the students of Kadungmundu Elementary School in Semarang City and Al Fajar Islamic Elementary School in Semarang City were still lacking in discipline such as being late for school and not wearing school uniforms, lack of character education and lack of parental role in guiding their children.

Based on the problems above, the purpose of this study is to determine the process of applying character during online learning that occurs at SDN Kadungmundu,

Semarang City and Al Fajar Islamic Elementary School, Semarang City.

The theory used in this study is the habitus theory, the role of the family on character values, and the role of schools on character values. According to the Language Center of the Ministry of National Education (in Suyadi, 2013), character is defined as character that distinguishes one person from another. While character education according to Megawangi (in Kesuma, 2013) has the meaning of an effort to educate children so that they can make wise decisions and practice them in everyday life, so that they can give positive things in their environment.

MATERIALS & METHODS

The method used in this study was a qualitative method with a descriptive-analytic research design that aimed to describe or show a picture of an object under study through the data or information that has been collected. Further, for analyzing student character in online learning for fourth grade elementary school students, the author used descriptive analysis and proves, refutes, or criticizes the Habitus theory. This study focuses on the discipline character of fourth grade students in online learning at SDN Kadungmundu and SD Islam Al Fajar Semarang City.

The sampling technique in this study used a purposive sampling technique, that was sampling selected based on certain considerations (Sugiyono, 2017). Collecting data in this study using triangulation techniques, there were interviews, observations and documentaries. After the data is collected, data analysis is carried out. The data were analyzed using a qualitative descriptive method using the Miles and Huberman model, namely reduction, data presentation, and drawing conclusions (Sugiyono, 2016).

RESULT
Student Character

The results of this student character research include student character education and student character education.

Table 1. Student Character Education

Interviewees	Result of Interview
Student 1	Character education is carried out directly by parents and teachers in the form of reprimand, advice and punishment. According to his mother, by being given a warning then the child will get better.
Student 2	Character education is carried out directly by parents and teachers, in the form of reprimands and punishments, sometimes the mother gives punishment in the form of hitting her child. Her mother believed that this way her child would be better off. Student 2 is able to provide an understanding of his mother in providing character education on him.
Student 3	Character education is carried out directly by the mother and teacher in the form of reprimands and punishments, for which he has been punished by his teacher. In this way the mother of student 3 believes by given a warning, the child will become more afraid and discipline
Student 4	Character education is carried out directly by mothers and teachers in the form of reprimands and advice and provides understanding in the form of break times to deal with when their children do not obey. It is believed that the mother can make a good character for his son.

Based on the results of the interviews above, it meant that the character education of the 4 children interviewed applies good knowledge, then the character of students can be built according to and discipline. However, there are differences in the character education of students carried out by their environment.

Table 2. Student Character

Interviewees	Result of Interview
Student 1	Having a disciplined character that is influenced by his feelings, he also thinks that online learning is boring.
Student 2	Has a disciplined character that is influenced by his environment and he also thinks that online learning is difficult understand the learning.
Student 3	Has a character that is aware of discipline but sometimes it is not controlled because it has time slack so that it can affect his discipline. He also thinks that online learning is a boring one
Student 4	Has a disciplined character that is influenced by his environment and he thinks that online schools are difficult to understand, but even so he remains disciplined when doing online schools

Based on the results of this interview, it can be concluded that the character possessed is different depending on how the environment shapes students' character education.

Online Learning Method

The results of this online learning method research include the role of the teacher while online, activities while online, and evaluation.

Table 3. Teacher's Role While Online

Interviewees	Result of Interview
Teacher 1	Mr. Lutfi is a teacher at Al Fajar Islamic Elementary School who provides learning with several applications to reach his students, but there are many obstacles he faces such as students who were difficult to join in zoom/gmeet and also difficulty in giving assignments. Even so, Mr. Lutfi is required to understand his students in order to be able to follow the lesson.
Teacher 2	Mrs. Eka is a teacher at SDN Kadungmundu who provides lessons through several applications but there were still many obstacles that Mrs. Eka has to face, such as her students who have difficulty joining Zoom/Gmeet to the point where

	it is difficult to distribute assignments. This can be supported by Mrs. Eka with make learning videos and provide fun learning methods.

Based on the results of the interviews above, it can be concluded that online teachers are required to have an active role in providing learning, so teachers must add insight and skills to support learning during the course of the study to make it easier for students to receive the knowledge conveyed.

Table 4. Activities While Online

Interviewees	Result of Interview
Teacher 1	Mr. Lutfi conducted learning activities using many platforms, such as using zoom and google meet, but both platforms have problems, namely students find it difficult to join so Mr. Lutfi switches to using WhatsApp to carry out activities online learning
Teacher 2	Mrs. Eka conducted learning activities using many platforms, on many occasions Mrs. Eka invites students to zoom but there were signal difficulties or error devices, so Mrs. Eka forms a new method for the learning process in the form of sending videos, pictures or other forms of implementation, then students can understand on learning.

Based on the results of the interviews above, it was found that there were many obstacles in this online learning activity, but despite the many obstacles the teacher had many ways so that his students could follow the lesson and easily understand the learning.

Table 5. Evaluation

Interviewees	Result of Interview
Teacher 1	Pak Lutfi gave an evaluation that students should be given facilities and infrastructure assistance
Teacher 2	For Mrs. Eka, it was necessary to do more intense learning so that her character can be well-formed

Based on the results of the interviews above, it can be concluded that the development of learning methods and the completeness of facilities and infrastructure need to be carried out so that learning can be absorbed by students.

The Role of Parents or Trustee Student

The results of the research on the role of parents or guardians of students include supervising, providing facilities and guiding.

Table 6. Supervising

Interviewees	Result of Interview
Parent 1	Faiz's parents could not supervise their children optimally because they have to work
Parent 2	Asyarin's parents could not supervise their children optimally because they have to work but are still trying to provide supervision with information from chat and teachers.
Parent 3	Athalla's parents could not optimally supervise their child because they have to work but still try to wait for Athila while she is online class.
Parent 4	Tibyan's parents were optimal mothers in supervising their children, but they don't give a good response

Based on the results of the interviews above, it was found that all students received supervision from their parents but it was still not optimal because their parents were working so they were not always near their children.

Table 7. Providing Facilities

Interviewees	Result of Interview
Parent 1	Faiz's parents have provided good facilities such as give HP and Wifi
Parent 2	Arsyafin's parents have provided good facilities such as providing cellphones and sufficient quota and also bringing in tutors
Parent 3	Athila's parents have provided sufficient facilities, such as giving enough cellphones and quotas, but the cellphones given are still shared with her sister
Parent 4	Tibyan's parents have provided good facilities such as providing cellphones and sufficient quota as well as school equipment

Based on the results of the interviews above, it was found that all those interviewed had been able to provide the facilities needed by students.

Table 8. Guiding

Interviewees	Result of Interview
Student 1	Even though Faiz's mother works, she can provide good guidance according to the teacher's information when she comes home from work
Student 2	Even though Arsyafin's mother works, she can provide good guidance according to the teacher's information between work hours
Student 3	Even though Athila's mother works, she can provide good guidance according to the experience her teacher gave her and sometimes helps with assignments.
Student 4	Tibyan's mother provided guidance according to the teacher's directions but Tibyan's mother had to make more efforts so that Tibyan could understand the lesson.

Based on the results of the interviews above, it was found that all parents from these 5 resource persons had provided guidance to their children but there were still some that were less than optimal. This needs to be done in order to form a good character in students.

School Role

The results of the research on the role of schools include educating, teaching knowledge, and evaluating.

Table 9. Educate

Interviewees	Result of Interview
Headmaster 1	Al Fajar Elementary School has an obligation to educate, but in this pandemic era the school understands the lack of students in participating in online learning, schools must also not give severe punishments to students.
Headmaster 2	SDN Kedungmunduh has an obligation to educate, teachers will continue to provide direction to students to take part in learning even though it is still not optimal but the school still understands the shortcomings of students.

Based on the results of the interviews above, it was found that the role of schools in educating is an obligation, but in this pandemic era the school understands all the shortcomings of its students.

Table 10. Teaching Knowledge

Interviewees	Result of Interview
Headmaster 1	SD Al Fajar performs a hybrid system so that the delivery of knowledge can be optimal. However, in this pandemic era, it is not possible to provide effective learning due to the lack of infrastructure. For example, if there are offline schools at home, they also follow online for the same material, but because not all students have cellphones or others, that is the difficulty, so the other way is for children to enter 2 sessions per session, 50% of the number of children in class.
Headmaster 2	SDN Kedungmunduh was given directions from the education office so that students follow the lesson well. Schools provide flexible assignments so that the acceptance or delivery of knowledge can be optimal. For example, by giving assignments and collection time at 12 o'clock so that all students can do their assignments

Based on the results of the interviews above, it was found that schools not only provide character education but also provide character education

science by providing a variety of methods to provide knowledge so that it can be reached by students.

Table 11. Evaluation

Interviewees	Result of Interview
Headmaster 1	Al Fajar Elementary School applies communication between students, teachers and parents/guardians of students to provide opinions and suggestions on deficiencies or obstacles faced during learning.

Headmaster 2	SDN Kedungmundu understands that there are many aspects that must be improved in supporting this online learning, which will be adapted to the conditions of each student's family so that it does not burden

Based on the results of the interviews above, it found that schools need to evaluate in order to provide good learning in the next period. These 2 schools realized that during this pandemic online learning was still not optimal because there were various kinds of obstacles, this is what needs to be looked for because of these obstacles in order to provide better learning.

The implementation of the discipline of each student was different, each family has a different background and can form a different character. It can be seen in the Arsyafin family who tend to be more flexible in planting character education, while the Faiz family tends to be stricter. The Tibyan family who tend to spoil their children and the Athila family who were more assertive in providing character education and providing direction but by preparing the necessary facilities to make it easier to learn character education. Regardless of the whole family applied discipline in their character education. In Sapiro's book, Gisele (2015) Bourdieu distinguishes between primary habitus, which is acquired by children in the household and secondary habitus which is obtained from school.

The perception, action and evaluation schemes conveyed by educational institutions are closer to the dominant class culture than the dominated class culture. This disposition forms a "cleft habit" habitus that is conflicting within the family, for example between values that were dominant in a small part and classes that are dominated by a small part. So that character education during this pandemic is greatly influenced by the family because students were more dominant in the family environment. Further, the behavior and character inherent in children were formed because of the environment they were facing. Therefore, the role of family,

school, and social media (environment) is very important in determining the character of the child. However, the lifestyle/behavior generated by the habitus scheme is not absolute, because the habitus scheme is in the evaluation phase, giving individuals the opportunity to remain or change their behavior.

DISCUSSION

This research has also been conducted by Fadhilah et. al. (2018) and Akbar et.al. (2015) there was a relationship between the implementation of the family function and the teacher providing learning guidance and direction has a vital role in guiding, directing, and educating students in the learning process or in the daily sphere of the family. Dewi. (2020) that the impact of COVID-19 on the implementation of online learning in elementary schools can be carried out properly. Then learning is now at home using various applications such as the teacher's room, class room, zoom, google doc, google from, or through WhatsApp groups.

The results of research conducted by Badawi (2019) Good character education is education by integrating subjects with akhlukul karimah which is based on religious teachings and is carried out with compassion, patience, exemplary, and wise advice and allows it to be implemented in daily life.

Several studies from Khofifah (2017), Setyowati (2009); Nurul et.al. (2015), Surya et.al. (2018) with the aimed of finding out the urgency and influence of etiquette and manners for students. The results of the study have the nature of honesty, the value of harmony, the value of courtesy, the value of discipline and the value of cooperation that has been carried out well.

CONCLUSION

The role of the teacher is to provide learning with several applications and skills so that it can reach its students and knowledge can be conveyed. In addition to teachers, parents also have a role in the learning of students by supervising the

learning process, providing learning facilities, and guiding the learning process. The implementation of the discipline character of each student is different, each family has a different background and can form a different character. Therefore, parents, schools, and social media are "habitus" and "agents" who are always inside children's "environmental" arena. Teachers and parents must help students so that there are no more violations that students do so that the discipline of student learning norms becomes good and students are more disciplined.

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