

The Impact of the Covid-19 Pandemic on Character Education in Online Learning at Darul Hikam High School

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Abstract

The purpose of this study was to observe the implementation of character education during online learning and its impact on the formation of students' character. This type of research is descriptive qualitative research with interview data collection techniques, observation and documentation. The results showed that there was a change in the implementation of character education in online learning such as the media used, methods and indicators of online learning character. The character values carried by the school can be implemented during online learning with various learning methods and student programs. The increasing use of technology helps the implementation of character education during online learning. The impact is that there are differences in levels of character formation such as character enhancement in the value of being intelligent and patient. This is because of the support from the technology and media used. However, there is a decrease in the value of discipline and trust. There needs to be a change in character indicators after online learning.

Keywords

character education; online learning; covid-19 pandemic.



I. Introduction

Character education is a systematic effort in inculcating values based on cultural values and national character, which aims to develop the potential of students through habituation so that they can be applied in life both for themselves and the social environment (Fahroji, 2020; Harun, 2013; Kosim, 2003). 2011). Character education is very important in dealing with the morality crisis, this can be seen from the increasing social problems such as violent crimes, drug abuse, pornography and pornographic action, as well as promiscuity (Ramadhan, 2017). According to Zubaedi (2011) in Ramadhani (2014) character education is also important as a preparation to face a contradictory life. Character education is also carried out as a response to various changes in the world of the 21st century (Kusnoto, 2017). Law No. 20 of 2003 concerning the National Education System Article 3 aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Conceptually, education in Indonesia leads to the formation of good character (Ratnawati et al., 2018). From the explanation above, it can be seen that character education can be a provision for individuals to face various challenges in the world and also the basis for dealing with a moral crisis. Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin

Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

However, the education process underwent significant changes caused by the Covid-19 pandemic. Based on Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). The policy explains that the learning process is carried out from home through online or distance learning, it aims to reduce the spread of the virus. Learning in the network (online) is learning that uses the internet network without meeting face to face, using a platform that helps learning, with accessibility, connectivity, flexibility, giving rise to various types of learning interactions both directly (directly/synchronously and indirectly/asynchronously) (Eka, 2020; Handarini & Wulandari, 2020; Oktavian & Aldya, 2020; Sadikin & Hamidah, 2020).

Various problems arise during online learning ranging from problems faced by students, teachers and parents. For parents, there are several problems faced such as limited understanding of the material, difficulty in managing time, limitations in operating gadgets and difficulty in accessing the internet (Arifa, 2020; Wardani & Ayriza, 2020). Difficulties faced by teachers include lack of mastery of technology, difficulty in growing motivation, difficulty in managing learning materials and delays in the assessment process due to difficulties in measuring students' understanding. This is coupled with the absence of an appropriate curriculum (Arifa, 2020; Bahar, 2020; Wardani & Ayriza, 2020). For students experiencing various problems such as having difficulty understanding learning material, the emergence of boredom and boredom, difficulty in accessing the internet (Arifa, 2020; Bahar, 2020; Basar, 2021). An explanation of the online learning process and all its problems will certainly affect the internalization of character values and characters that are formed in students. Thus, this study will discuss how the implementation of character education during online learning and how its impact on the formation of the character of students.

Online learning increases the use of the internet in learning. So, the interactions that are built enter the network community, which is a period of people who use information or communication technology in carrying out their activities (Habibi, 2011). The network society is an information era marked by the expansion of communication and the development of networks that connect local and global (Hesmondhalgh et al., 2015). There are significant differences between the characteristics of community interactions in general and network community interactions. According to Manuel Castells in (Cooley, et al., 2020) explains the characteristics of interaction in a network society, such as, first, a network society consists of social, organizational, and strategic networks that are mutually exclusive. that can transmit information globally at the speed of human thought. Second control of message meaning between connected networks is not possible. Third, each individual is a unique set of connections to information flows across different organizational, personal, and strategic networks, understanding emerges operating at the individual cognitive level, with each individual creatively reinterpreting and reshaping received messages around patterns of meaning shared by each individual. larger than the surrounding tissue. This shows the transformation of communication in the digital era (Castells, 2009). In the context of character education, interactions in the network community which have the characteristics of difficulty in controlling meaning and the breadth of interpretation from individuals become a challenge in the internalization of character education. The challenge is caused by the existence of standard values and behaviors that are instilled in students. With the breadth of interpretation and the difficulty

of controlling meaning, there must be a change in communication in the implementation of character education.

According to Cooley et. al (2020) the process of networked community communication is understood as communication that operates at the individual cognitive level, with each individual creatively reinterpreting and reshaping the received message around a larger pattern of meaning from the surrounding network. Communication in a networked society can be effective if, firstly, message control and use of messages towards the creation of shared meaning is not a viable strategic focus in networking. Both communicative access points and creating a common standard of sharing information between networks become important to direct the desired evolutionary results in the system. Based on the explanation above, it can be concluded that the delivery of messages in community communication networks can be directed through the creation of common standards for sharing information. According to Cooley at. al (2020) Common standards include the media platforms used as well as contextually known similarities between users that allow meaning to be shared such as shared language, culture, identity, and so on. Based on the explanation of the network society, character education in online learning needs to have a new pattern. Creating a common standard that can cover all cognitive levels that can be understood together, and facilitating information through media platforms is a condition for interaction in a network society. This will enable the transfer of information through digital transformation.

The location of this research is in SMA Darul Hikam Bandung. Research on character education in high school students becomes interesting because they are entering their teens. Adolescents have distinctive characteristics, namely having a high curiosity, liking adventure and challenges and daring to take all kinds of risks for their actions without thinking (Susanti, 2018). In addition, because today's teenagers have become part of the network society. One of them is characterized by already having access to the internet and having social media so that the incoming information flow is no longer one way but in various directions so that it will lead to various interpretations.

II. Research Method

This study uses a qualitative approach with a descriptive type of research. The unit of analysis is students, teachers, parents. Sources and data collection techniques are observation to see firsthand the online learning process, semi-structured interviews, researchers prepare open-ended questions so views and opinions are obtained, research documentation studies collect documents related to online learning such as programs, program reports and personal documents. such as student assignments, learning notes and so on, the last is qualitative audio and visual material, data researchers collect material in the form of photos, art objects, video recordings or all kinds of sounds/sounds during online learning.

III. Result and Discussion

3.1 Implementation of Online Learning at Darul Hikam High School

The character education preparation stage begins in early 2021-2022. Various targets and conditions are set to carry out online learning. Among them learning 100% from (students from home), the selection of basic competencies 60% -80%. The duration of the lesson is 30-40 minutes and lessons Monday-Friday start from 07.30 to 13.00. Changes occur during online learning such as the selection of basic competencies to the reduction of

hours and duration of learning. Character education in online learning at Darul Hikam High School is contained in two school targets, namely the first to apply the 7 TCB Values in the learning process and secondly Darul Hikam High School students are accustomed to implementing Character Takwa in the school environment. The character education system at Darul Hikam is structured in the Taqwa Character Building (TCB).

The target character is the main target and must be integrated with all activities at school. Each subject must apply the internalization of TCB values to the objectives, materials, methods, media and evaluation of learning, and strengthening learning based on Deep Learning that strengthens aspects of Character Development, High Order Level Thinking, and Literacy. The implementation of character values based on time and indicators are presented in the following table:

Table 1. Character Values Based on Time and Indicator

Month	TCB Value	Indicator
July-August	Be patient	<ul style="list-style-type: none"> • Doing tasks to completion • Have clear goals • Have initiative and pro-active • Respond appropriately to every incident
September - October	Sincere	<ul style="list-style-type: none"> • Accustomed to obeying the rules (priorizing obligations over rights)
November - December	Trust	<ul style="list-style-type: none"> • Accustomed to fulfilling promises and carrying out what has been agreed
January - February	Discipline	<ul style="list-style-type: none"> • Accustomed to following health protocols wherever they are • Thorough in doing something
March - April	Ihsan	<ul style="list-style-type: none"> • Get used to respecting friends by not doing physical and psychological violence verbally and non-verbally
Mei - June	Care	<ul style="list-style-type: none"> • Can distinguish good and bad behavior

The preparation stage also includes the division of teaching obligations, teacher administrative obligations, making lesson schedules, division of responsibility for student activities and so on. In online learning there is also a change in the curriculum, namely the emergency curriculum. In this curriculum there was a change in the form of reducing competence and also adding competence about pandemics. The change in the curriculum to an emergency curriculum was welcomed by teachers. In addition to general government policies, curriculum policies from Darul Hikam colleges were also disseminated regarding the adjustment and selection of basic competencies. The teacher must also determine the minimum completeness criteria (KKM) and prepare a learning implementation plan (RPP) at each meeting. Every administration that is made must be in accordance with the mission that has been determined. For example, all RPP must contain predefined character values. The administration made by the teacher must be uploaded to the Learning Management System (LMS) of the Darul Hikam Senior High School Sisfo for checking and evaluation. In preparation, teachers are also given online learning training, both application training and learning methods. On average, teachers attend at least three online learning trainings. both those held internally by Darul Hikam and those held outside Darul Hikam. For those

held internally, training activities are mandatory for all teachers. Training With the training, teachers become skilled in the use of various applications, such as quiz applications and learning video making applications.

The implementation of character education is developed through daily habituation in online learning. Daily activities begin with morning habits such as morning apples/ homeroom services/ dhuha prayer/ student activities/ Special Skills Test for Islamic Religious Education. In the habituation session, the homeroom teacher checks attendance, checks the uniform used, checks news and so on. This morning habituation also familiarizes students to stay present on time at the appointed time so that the school atmosphere is maintained. the habituation activity lasts for 30 to 40 minutes. The activity continued with scheduled subjects with several breaks. As for the activities of dzuhur habituation, it is reported that worship habituation at the LMS has been provided. The last is the Qur'an habituation map as explained that the first style or core of education at Darul Hikam is character education and the second is to become the Qur'an generation, so at this eighth hour the whole class is doing Qur'anic habituation, whether it is Tahsin or Tahfidz.

Table 2. Learning Schedule

Session	Hour	Time	Activity
1	1	07.00-07.30	Guardianship/Morning Call
	2	07.30-08.10	First Subject
	3	08.10-08.50	Second Subject
		08.50-09.00	Rest
2	4	09.00-09.40	Third Subject
	5	09.40-10.20	Fourth Subject
		10.20-10.30	Rest
3	6	10.30-11.10	Fifth Subject
	7	11.10-11.50	Sixth Subject
		11.50-12.30	Rest/Dzuhur Prayer in Congregation
4	8	12.30-13.10	Seventh Subject

The implementation of character values is carried out in daily learning socialized by subject teachers. The method used is adjusted to the characteristics of the subject. The results of research on the implementation of character values were analyzed based on the values and indicators set by Darul Hikam High School. Character education at Darul Hikam High School is also carried out through a supporting curriculum, namely the student program, namely the five pillars of student affairs with various activities. The explanation is as follows:

a. Sincere

The indicator of sincere value is accustomed to obeying the rules (priorizing obligations over demanding rights). The rules during online learning are simpler than during offline learning. Learning rules include following and being on time in learning and other activities, wearing uniforms during learning and always turning on the camera during direct/synchronous learning. The results of the study show that each teacher has their own way of enforcing the rules. One of them is by reducing the value or not being considered present if it violates the agreed rules. Various differences in enforcing the rules, teachers have difficulty in enforcing the rules. The rules for being present and on time in every activity are still high. Students have the awareness to participate in learning and activities. However, the rules for turning on the camera and wearing a uniform are still low. If they are not reminded and the rules are not implemented consistently, students choose to turn

off the camera and not wear a uniform. Based on the results of the study, when the teacher continuously reminded the rules, the time for giving the material was getting narrower and had an effect on the achievement of competence, so the teacher relaxed the rules. So, the implementation of sincere values with indicators of obeying the rules has not been realized to the maximum.

b. Be patient

The indicator of the value of patience is doing the task to completion, having the initiative and being pro-active, responding fairly to every incident. On the patient character, socialization about hard work material, in this case the indicator of doing the task to completion, is relatively more uniform for each teacher compared to obeying the rules. This is because the LMS facilities at the SISFO school are adequate and fulfill the need to complete the task. For example, there is a clear time limit for collecting assignments as well as clear descriptions and instructions for carrying out tasks. As for the case of students who find it difficult to do assignments, the subject teacher takes various actions, the subject teacher concerned immediately reminds them of the task. If the additional time has not yet been provided, information is given to the homeroom teacher and if during checking the assignment it turns out that there are many or several subjects that are not completed, then it is handled by the Counseling Guidance (BK) teacher for initial diagnostics and making follow-up. Monitoring of assignments is also carried out once a month in reports on student learning outcomes that are reported through SISFO to students and parents.

c. Trust

The indicator of the value of trust is getting used to fulfilling promises and carrying out what has been agreed. The indicator of trust is carrying out what has been agreed upon, this is also seen in the execution of tasks and also obeying the rules. This is continuous with the two previous values, namely sincerity and patience. The value of trust is also related to honest material, namely doing the exam independently. During the exam, for example, there is a rule to turn on the camera during the exam. The rules also regulate the display of the screen, what notes are in front of it, behind it, and so on. The teacher also changes the test material from, for example, in writing to an oral text or makes open-ended questions. Thus, students can express their opinions personally. presentation systems are also often done so that they are directly discussed or delivered at that time. Based on the results of interviews with teachers, such a method is a teacher's effort to socialize the value of trust. However, in online learning, teachers find it difficult to supervise and evaluate. Even though there are regulations in such a way, teachers still cannot see directly what students are doing, such as offline exams.

d. Discipline

An indicator of the value of discipline is the habit of following health protocols wherever they are. The socialization carried out by teachers, for example, continues to update the condition of covid-19 and others. The student activity related to following the health protocol is a competition to create a digital covid-19 prevention poster. This competition aims to increase creativity and also as a campaign event in carrying out health protocols. In addition to indicators of compliance with health protocols, discipline also contains indicators of obeying the rules that apply at school. In online learning, school rules are reduced and simplified. As has been explained in the sincere value, which both contain rules. The value of discipline in learning from such as the use of uniforms and

turning on the camera is still minimal in its implementation. However, evaluation and improvement are always carried out from time to time.

e. Ihsan

The indicator of the value of Ihsan is being careful in doing something. Based on the results of the study, one example of socializing the value of Ihsan is the assignment of assignments that require students to follow the steps and methods that have been determined. This is done to train the accuracy of the students. In addition to the indicators set, the teacher also adds other indicators related to ihsan, namely superior material with indicators of trying to continue to excel. Based on the research results, the teacher motivates and also provides opportunities for students to excel. For example, participating in academic and non-academic competitions. This is done so that students continue to have achievements and try to keep participating in competitions according to their interests. The competitions that are followed are also facilitated by training outside of learning, motivation, special teachers for competitions, sharing with alumni who provide an overview of competitions and so on. During online learning, Darul Hikam High School won several achievements, including a national virtual singing champion, a national design champion and a city-level Olympic champion. The competitions are also a manifestation of student activities, namely achievement and prestigious programs.

f. Care

The indicator of caring value is getting used to respecting friends by not doing physical and psychological violence verbally and non-verbally. Based on the results of the study, various ways were carried out to implement the values of caring for students. For example, by collaborating with Lazis Darul Hikam to raise funds for disasters or routine Lazis activities. In addition, it also fosters a sense of concern for learning friends from making students not too close or not too familiar with their friends, this is well realized by the teacher. So that on several occasions the teacher always instills the values of caring for the participants. For example, the teacher asks students for help to remind their friends regarding attendance or assignments. In student activities, awareness is also developed through the qurban zoominar activity, which is an online activity that contains material for the wisdom of qurban, the management of sacrificial animals and distribution to local residents. This activity instills the value of caring both for the community such as distributing sacrificial meat and for nature by loving animals (treating sacrificial animals according to the Shari'a and science).

g. Intelligent

Smart value indicator distinguishes good and bad behavior This indicator is socialized with various learning materials, both distinguishing good and bad from an Islamic and social perspective. smart indicators are indicators that are more socialized during online learning, namely:

- 1). Indicators are able to be a way out or a solution to every obstacle, this indicator is carried out with various tasks that require students to find solutions. Both related to task materials and social problems that become obstacles during work, such as during group assignments.
- 2). Able to write papers, this indicator is carried out with scientific research assignments.
- 3). Utilizing technology to get and realize ideas, this indicator becomes more prominent in online learning because during learning it is supported by utilization.

- 4). Can create new works of art in any form and utilize technology, during online learning students are required to create works such as posters, videos and so on.
- 5). Indicators of liking to seek additional knowledge for self-development, extensive internet access is used by teachers to provide opportunities to seek various knowledge. Learners also independently access additional information for learning. teachers usually provide options that have been previously selected by the teacher. For example, YouTube links used for learning and reference websites. This is done so that there is continuity of the material delivered by the teacher and in accordance with the applicable curriculum.
- 6). Can express opinions both verbally and in writing, have the ability to speak in public, discussion and deliberation

As for student activities related to smart values, the development of insight and motivation is widely held during online learning. The activities include Career Day, Direct Learning in Nature (BLA) Malaysia, Guest Teacher, Research and Hijri Day. Another activity that is the development of smart values is the interest and talent development program such as extra-curricular public speaking, graphic design, coding, tahfidz, English club, KSN Club.

Evaluation of character education in online learning is carried out once a month. The goal is to monitor progress and the online learning process. Evaluation related to the learning process, learning rules, teacher attendance, student attendance and improvement plans in the following month. The evaluation also contains discussion of problems faced in class such as students who rarely enter or have certain problems.

3.2 The Impact of Online Learning on the Character Building of Students

The impact of character education during online learning is certainly different from offline. The success of character education at Darul Hikam High School during online learning can be seen from the behavior that students carry out on a daily basis. Online learning is mostly done at home, so the evaluation and assessment of the success of character education can also be seen by the parents of students. The results of the study show the diversity of the results of the implementation of online character education, namely:

a. Sincere

The value of sincerity can be seen from the obedience of students to the rules. Based on the research, students have different obedience. Rules for attending school on time, students have more awareness to attend and attend school, students realize that this is an obligation and has become a habit. In contrast to other rules, such as the rules for using uniforms and also arriving on time, students experience a low level of obedience. This is because students feel that there are no sanctions that can directly punish in the event of a violation and also because each teacher has a different level of strictness in enforcing the rules. According to the parents' view, it is difficult to implement the rule of obeying online learning. Not infrequently parents see students following the lesson but not in accordance with the rules. For example, students learn while turning off the camera and lying down. When asked the answer because of fatigue. Parents also often remind them but only do it when they are reminded. As for the awareness of participating in learning, it can still be said to be carried out by students.

b. Be patient

The value of patience can be seen from doing the task to completion. In this indicator, students feel that the existence of technology, as well as the variety of tasks given by the teacher, makes it easier for students to collect assignments. Students also regularly check their accounts on the school LMS, to see assignments that have not been done. The standard use of school LMS applications makes it easier for students and answers all needs. In addition, the attention of the teacher to always remind about the tasks that have not been done and the help of the homeroom teacher is very helpful in the organization of the tasks given during online learning. Students also feel that they are still active and proactive. Teachers always provide opportunities for students to play an active role in learning such as using various applications or with demanding tasks and students to be active. Various kinds of learning that require proactive initiatives make students feel that teachers are better able to judge which ones are learning seriously and which ones are just going along with it. Examples of group assignments and discussions, the teacher can see who is more active, who is working and so on, compared to just doing the questions. From the parents' point of view, the tasks given to students are considered sufficient. Parents also appreciate the various assignments given that provide opportunities for students to develop themselves. In addition, the media from the school is also considered sufficient to support school work.

c. Trust

The value of trust, especially honesty, students admit that it is very difficult to do during online learning. This can be seen from the various tests conducted by students. The causes of students not carrying out grades are because of the opportunity to commit fraud, including the inability to work, and lack of understanding of the material. In addition, there is also the influence of friends who openly, for example, cheat, so that students who do not cheat feel that they are also treated unfairly because the value seen is the same value, so cheating continues to occur in online exams. According to students, the type of open-ended questions usually directs students to be honest, besides that, assessments such as presentations are also considered to be more able to see students' abilities compared to online exams working on questions.

d. DisciplineTrust

The value of habitual discipline following health protocols wherever they are. Intense socialization at school was felt by students providing sufficient knowledge about the pandemic. The implementation of discipline values is more in synergy with parents, such as holding seminars, free swab tests and so on. The implementation of disciplinary values regarding health protocols can be said to be appropriate, let alone supported by parents. But the value of discipline is also related to compliance with the rules. This is felt very less by students and by parents. Various reasons such as fatigue and inconsistent rules are the reasons students do not obey the rules. In addition, students feel that discipline is not important when learning online. Based on the results of the study, students felt that if they did not follow the rules, they could participate in learning effectively, so the rules regarding uniforms, cameras and so on were considered not to support learning. Parents often remind them, but when they see their children are tired, parents loosen the rules.

e. Ihsan

Ihsan scores, especially indicators, continue to be the best felt by students by being given equal opportunities to excel in both academic and non-academic fields. However, the various differences in interests and talents of students in fact cannot be accommodated by all of them in online learning. For example, students who are interested in the art of dance have difficulty in channeling their talents. This is because of the difficulty of training that requires physical contact and also the absence of competition. However, the academic competition felt that it had been very well facilitated by the teachers and the school. Such as the availability of mentors, additional study time and other facilities

f. Care

The value of caring is felt by students with activities and tasks requiring students to care for each other. Students feel that the teacher provides an opportunity to communicate with each other, for example in doing assignments. In addition, they also feel that they are considered to be involved in various problems by the teacher to be solved together. For example, a problem in a friend's class that doesn't come in, students are involved together to find solutions, invite friends and also find out what is their friend's problem. Thus, the sense of caring between friends is maintained in the classroom. In addition, to care for the community, students feel helped by collaborating with Lazis Darul Hikam. Students are given convenience, for example, to make donations, starting with using digital money. so that even during the pandemic, students are not involved in social activities in the community but can be facilitated with school programs. The value of caring is felt by parents in online learning. Parents become closer and care about students. Moreover, it is supported by various school activities that require the presence of parents to be directly involved.

g. Intelligent

The smart value felt by students is in line with what the teacher does. Learners are very motivated in learning from this to run smart values. For example, improving skills in technology, creating ideas for creating works, seeking additional new knowledge by learning from the internet, usually looking for additional material starting from following online tutoring or websites or YouTube recommended by teachers. This is very helpful to improve understanding of the learning material. Students also have the ability to create works such as making videos, posters and so on. The existence of internet media and internet media in learning makes students have a learning community so that more things are learned with friends outside of school. The smart value in terms of parents sees a lot of exploration through various media. This is very helpful in online learning.

Based on the concept of successful online learning, Darul Hikam High School can be said to have been effective in carrying out online learning. This can be seen from the availability of equipment needed by students. Systematic learning is planned so as to create a conducive atmosphere. Communication between teachers and students runs effectively so as to develop a sense of togetherness and students are given the opportunity to experiment and test knowledge with various tasks developed in online learning. Learning from SMA Darul Hikam also creates an evaluation system for students through open school elements and with teachers who are able to conduct online evaluations and provide a comfortable and safe place for learning.

IV. Conclusion

The implementation of character education during online learning is carried out with various adjustments and changes during online learning. This can be seen from the change in indicators and the use of media. Optimizing the use of online media in online learning such as zoom and also school LMS helps the implementation of character education. Standardization of the use of media in character education in online learning, helps the delivery of information so as to dispel various disturbances in online learning. Various methods and programs are carried out to instill character values, in this case the 7 TCB values promoted by Darul Hikam High School. The impact is that the character of students is formed according to the TCB value. From the 7 values carried, it can be concluded that the smart and patient values can be implemented very well and have an impact on the behavior of students that reflect the smart and patient values, such as the desire to increase knowledge and complete assignments. The value of being smart and patient is developing during online learning through optimizing the use of technology. Likewise with the values of sincerity, caring and ihsan which are also well implemented even though they have not experienced significant developments such as being intelligent and patient. However, the value of trust and discipline encountered obstacles in its implementation. The value of discipline is hampered by inconsistent rules and the value of trust is hampered by the many opportunities and the media to be dishonest. There is a need for a study of character indicators after online learning and adapted to the conditions of students and the needs of students. The use of technology that is already very good needs to be maintained, especially in developing learning materials and digital literacy.

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