Character Education in Online Learning

Myrna Apriany Lestari[1], Yeyen Suryani[2], Deane Alprida[3]

Universitas Kuningan, Kuningan, Indonesia

{[1]myrna@uniku.ac.id, [2]yeyen.suryani@uniku.ac.id, [3]aprida78@gmail.com}

Abstract. This research is motivated by the existence of a process of learning activities that are not as usual. Teachers and students conduct online or online learning activities. People consider online learning has not helped in children's education, especially in character education. This study aims to describe the character education carried out by teachers in distance learning. The research method used is descriptive qualitative, using data analysis techniques in the form of data reduction, data presentation, and conclusions. The results of the research at SD Negeri 5 Purwawinangun are: It turns out that the teacher has implemented character education in online learning, of the 9 characters studied 3 character values that are carried out are religious, responsibility and integrity.

Keywords: Character values; Online Learning; Education

1 Background

"The Facts Behind Indonesian Children: Indonesia is in an Emergency on Character Education" an article title raised by BEM REMA UPI in October 2019. This article reminds all parties to refocus on joint efforts in the nation's character building movement which was declared by the 6th President of the Republic of Indonesia. This national character development movement is a form of concern for leaders about the fate of their nation in the future because the future of a nation is largely determined by the quality of its human resources, especially the young generation of the nation's successors. The Central Bureau of Criminal Statistics recorded 269,324 incidents in 2019 although this figure was claimed to be a decrease, but on August 31, 2020, KPAI recorded a large number of cases involving children.

These cases show how alarming the moral behavior of the next generation of this nation is. Therefore, the character education movement really becomes a joint homework for all parties, parents at home, teachers in schools, the community as well as the government as the highest policy maker. Commissioner of the Indonesian Child Protection Commission (KPAI) Susanto said, the number of crimes and criminal acts committed by children must be seen as a whole, either as victims or perpetrators. Children as perpetrators of crime are more influenced by unfriendly environmental factors, the influence of the media or the treatment of their friends around them.

But unfortunately the character education movement is still mostly only charged to formal educational institutions, such as schools. Meanwhile, parents at home, the community in the surrounding environment and the government do not seem to be present to take part in taking their respective roles so that it seems as if the teacher in the school is the only foundation in

the character education efforts of students. This is increasingly difficult to do when the Covid-19 pandemic begins to enter Indonesia in early 2020. As an effort to prevent the spread of the corona virus, the government imposes travel restrictions, quarantines, enforces curfews, postpones and cancels events, and closes facilities including the teaching and learning process in schools. .

Nadim Anwar Makarim as Minister of Education and Culture issued Circular No. 4 of 2020 concerning Implementation of Internal Education Regarding learning from home during the Corona Virus Disease (Covid-19) emergency, stating that online or distance learning is implemented to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. And recommends for areas that have been doing learning from home to ensure that teachers also teach from home to maintain the safety of the teachers. However, in reality online learning is a challenge for teachers, both in the process of delivering learning materials and in achieving optimal learning outcomes, including in student character education efforts.

Chaeruman (2021) reveals that character, character, morals, character are built through internalization (modeling/guidance). Internalization is done through interaction. On the other hand, a person's pattern of interacting has changed from one era to another. Widyaiswara LPMP Jambi (2020) also explained that distance learning programs can be carried out in three modes, namely online or online learning, offline/offline learning, and combined learning (a combination of online and offline). Online and offline learning can be done with two methods, namely synchronous and asynchronous.

The results of the initial data collection showed that 102 public elementary school teachers in Kuningan Regency who became resource persons for 100 teachers stated that character education was still carried out online and offline through messages in the WA Group, home visits or face to face in turns and 2 teachers stated that character education was difficult. to do because of the limited ability to control students.

Society considers online learning has not helped in children's education. They regard face-to-face or classrooms as real school or education. In this online learning, more emphasis is placed on character education by parents. However, in this online learning, it is feared that character education has not been fully implemented because teachers cannot guide directly and parents are tired of work and do not have time to guide children's character education.

From the phenomenon above, the researcher will take a study entitled Character Education in Online Learning (Qualitative Descriptive Studies in Class V of SD Negeri 5 Purwawinangun, Kuningan District, Kuningan Regency, for the 2020/2021 Academic Year).

2 Research Methods

The research method that will be used is descriptive qualitative method. According to Prabowo and S. Heriyanto (2013) qualitative descriptive is a method of data processing by analyzing factors related to the object of research by presenting data in more depth to the object of research. This research will be carried out at the State Elementary School 5 Purwawinangun, Kuningan District. In this study, the subjects of the study were the fifth grade teachers and the fifth grade students' parents.

Primary data is directly obtained from the first data source at the research location or research object (Bungin, 2017:132). Data taken from observations on the implementation of

online learning and interviews with class V teachers and parents of class V students. Secondary data and data sources are data obtained from second sources or secondary sources of the data we need (Bungin, 2017:132) . One of the data obtained is through documentation in the form of text, photos, and sound recordings.

The data collection technique is the method taken to obtain data/facts that occur in the research subject to obtain valid data. Data collection techniques in this study were carried out through the methods of observation, interviews, and documentation. Data analysis has been started since formulating and explaining the problem, before going into the field, and continuing until the writing of research results (Sugiyono, 2010:33). The data analysis includes data reduction, data presentation, and conclusions. The validity of the data is an important concept that is influenced by the concepts of validity (validity) and constraints (reliability).

3 Results And Discussion

The results of observations made during online learning in class V SD Negeri 5 Purwawinangun. The observations were carried out on Monday, May 24, 2021 to Saturday, May 29, 2021 through the whatsapp group application to see the online learning process of teachers to students. Researchers made observations about the process of implementing character education in online learning carried out by teachers. The following is an explanation of the implementation of character education in online learning in class V:

a. Religious

The implementation of religious character education in online learning identified two activities that were observed. First, the teacher greeted the students, but only 2 students answered the greeting in writing. Sometimes the teacher even when conveying information or starting learning forgets to greet students first. There are some students or parents of students who greet first when they want to ask questions or want to send assignments, but the rest of the students only send assignments directly. Second, the teacher asks students to pray before studying, it turns out that in online learning at SD Negeri 5 Purwawinangun there is no teacher asking students to pray before starting learning, or giving advice for praying five times a day and so on.

b. Discipline

The implementation of discipline character education in online learning is checking student attendance. In fact, there is no format for checking student attendance.

c. Responsibility

The implementation of responsible character education in online learning is that the teacher asks students to do assignments. On the facts on the ground in the whatsapp group, the teacher asks students to do the assignments in the theme book and the results are photographed and sent to the group.

d. Mutual cooperation

The implementation of mutual cooperation character education in online learning is that the teacher asks students to discuss with friends in completing assignments. In fact, at that time there was no teacher's order for group work. However, after interviewing the parents, sometimes the children join the group work because on their own initiative, there are also those who do not participate in the group work and they

can only do it themselves. Because during online learning there are no orders from the teacher for group work.

e. Creative

The implementation of creative character education in online learning is listed in the book theme 1 sub-theme 1, namely the teacher asks students to draw animals. However, in the field, there is no teacher's order to give free drawing assignments to students.

f. Nationalism

The implementation of nationalism character education in online learning is the teacher sings the national anthem through voice notes. On the facts on the ground in the class V whatsapp group there is no activity in the observed aspects.

g. Independent

The implementation of independent character education in online learning is that the teacher asks students to do their own work and takes a photo of the assignment to the teacher in the whatsapp group. However, on the facts in the field there is no activity in the observed aspects.

h. Integrity

The implementation of integrity character education in online learning is online, where the teacher asks students to be honest in mid-semester test activities. In fact, there is no activity in the observed aspects.

i. Care

The implementation of character education cares about online learning, namely the teacher gives a mandate to students to help parents. After observation in the field through the whatsapp group there was no mandate from the teacher to direct students to help parents or other mandates. However, the facts on the ground, the teacher did not convey the message.

From the explanation of the observations above, it can be concluded that of the 9 character values, the character values applied in class V are religious, responsibility and integrity.

3.1. Description of Class V Teacher Interview Results

The researcher conducted interviews with the fifth grade teacher at SD Negeri 5 Purwawinangun, namely Nining Satrini, S.Pd. The interview was held on Saturday, May 31, 2021, by asking 9 questions. The interview resulted in answers, such as the following:

Based on the results of the interview, namely regarding the application used during learning (Interview, May 31, 2021)

"In this online learning, the mother uses the WA (Whatsapp) group. And mother uses you tube to convey learning to students, sends a video link and then asks students to open the video link for students to watch."

The results of the next interview are about how to find out the character of students through online learning (Interview, May 31, 2021)

"Mother knows the student's character through the results of student work, the results of online learning are sent via private chat. Every student when sending learning outcomes must have a file, when online learning is limited in time according to face-to-face learning when given an assignment it will be seen that there are children who are diligent and punctual in carrying out tasks according to the specified time, there are also children who are late in sending assignments. the night of sending, there are also children who do not send

assignments at all. Mother even asked for assignments via WhatsApp to one of the children, she just ignored it."

Interview results regarding the model/method that grade 5 teachers use in delivering learning and character education during online learning (Interview, May 31, 2021)

"For the model/method that you use, it's just a question and answer session, because you just ask the students to do the assignment. If you don't understand, you ask the students to ask questions."

Interview results regarding the timing of the online learning implementation (Interview, May 31, 2021)

"Online learning is carried out every day according to school hours such as the task of entering every day."

Interview results regarding obstacles during online learning (Interview, 31 May 2021)

"There are so many, especially online, that sometimes use network internet because of the signal or quota, and each student's parents' economic level is not the same. Sometimes there are children who have cellphones, there are children who don't have cellphones, there are parents who don't have cellphones. So there are so many obstacles, there are also quotas running out, sometimes children don't hold cellphones and borrow cellphones from their parents to go to work, sometimes children want to do or send their cellphone assignments by their father or brought by their mother. Sometimes their children have a lot of cellphones fighting over with other siblings."

The results of the interview regarding what the fifth grade teacher said in online learning (Interview, May 31, 2021)

"Students are asked to study the material, then they will be given assignments. If you don't understand, you can ask your mother, it's not the same as face-to-face learning, it's very far away because of technological limitations such as the internet, if you use the you tube application, it costs a lot of quota, so it's a pity. That's why I think again what is important is that learning is achieved and children learn."

Results of interviews regarding communication with parents of fifth graders (Interview, 31 May 2021)

"Yes, if you ask someone who doesn't understand the information conveyed."

Interview results regarding the cultivation of character education in online learning (Interview, May 31, 2021)

"There are, such as "do well", "study well", "don't forget to pray", "don't forget to have a good relationship with your parents"

Interview results regarding the effectiveness of online learning in delivering character education (Interview, 31 May 2021)

"According to my mother, it is lacking, especially in instilling character education, it is rather difficult and communication is very limited, it is better to learn face to face in doing assignments, students can be on time in doing their work, but now in online learning there are children who have many reasons for not having their cellphones and so on. . However, there are children who are diligent in being punctual, for example collecting assignments until 12 o'clock, after that there are children who are collected before 12 o'clock, there are also those who are late more than the allotted time, and some do not collect at all. In this online learning there is finally a lot of wisdom."

From the explanation above, it can be concluded that that the implementation of character education in online learning uses the WhatsApp group application which is used to communicate with students about learning, accept assignments from students, and be used as a forum for questions and answers if students do not

understand the information conveyed by the teacher in online learning. The implementation is carried out every day according to face-to-face lesson hours. The child's character can be seen from student learning outcomes seen from collecting assignments, responding to teacher questions in the whatsapp group, the teacher says that he can distinguish children who are diligent in collecting assignments and those who are not. However, there are also obstacles from these students when online learning takes place, namely from the old internet network, the student quota is running out, the economic level is lacking so that there are students or their parents who don't have cellphones, there are students who borrow their parents' cellphones so that the time for using cellphones is very limited so students are late in getting information from whatsapp groups or late in sending assignments. With these many obstacles, the teacher finally gives wisdom to students, namely in collecting assignments, this is because it is difficult for teachers to condition students because of the limitations of students having cellphones, so the online learning that researchers see at SD Negeri 5 Purwawinangun, especially in class V, is very less effective because of technological limitations. , economics, and coordinating students to be present on time in online learning and doing assignments, the absence of advice is in the form of efforts to instill character education in students.

3.2. Description of Student Parents Interview Results

Interviews with parents of students were conducted to 10 people, namely by asking 9 questions to find out the characters applied by students in everyday life which is a manifestation of the teacher instilling character education in online learning, the character values studied in this study were 9 characters, namely:

3.1.1. Always absent attendance on time

Based on the results of interviews with parents of students, there are some parents who are absent on time for online learning. This is based on the results of interviews with parents of students, namely Mrs. I as follows:

"He always does."

As for the results of interviews with parents, namely Mr. AS, who said that it was difficult to be on time in online learning because the information sent by the teacher was erratic so that it was impossible for children to open WhatsApp groups at any time so that parents were often reminded. This is based on the results of interviews with parents of students, namely Mr. AS as follows:

"It's very difficult to be online, ma'am, because when there is WhatsApp, the child is woken up, sometimes playing, sometimes sleeping. How do you realize it, ma'am, but if there is whatsapp, I will definitely remind you, ma'am. I don't think it's conducive, ma'am."

In line with the opinion above from the results of parent interviews, namely Mrs. EN, she said that the school did not provide an absent format so that students opened WhatsApp groups uncertainly. This is based on the results of interviews with parents of students, namely Mrs. EN as follows:

"If there is no format for absenteeism from the school, so only when there is a schedule for children to come in, just enter like that, ma'am, not given from the teacher."

3.1.2. Always carry out the duties of the teacher

The results of interviews with parents of students most of the students carry out the duties of the teacher. Based on the results of interviews with parents of students, namely Mrs. R as follows:

"Alhamdulillah always work ma'am, the task of the teacher is important"

The results of interviews with one of the parents said that they liked to carry out assignments from the teacher but were late in sending assignments, besides that their children were naughty so that the parents' decision to send their children to boarding schools but the children remained in school because they had discussed with the fifth grade teacher. This is based on the results of interviews with the parents of the students, namely Ibu I as follows:

"Yes, ma'am, but she is often late in sending assignments and her child is a bit naughty, ma'am, that's why my child is sent to a boarding school, ma'am."

The results of an interview with one of the parents said that he liked to carry out the duties of the teacher and was guided by his parents. This is based on the results of interviews with parents of students, namely Mrs. EN as follows:

"Yes, she likes working, ma'am, when she has done it, she usually takes a photo and then sends it to her teacher."

3.1.3. Participate in group work in completing school assignments

The results of interviews with parents of students, most of the students took part in group work, but because they were ordered by class V teachers. This is based on the results of interviews with parents of students, namely Mr. T as follows:

"God willing, join the group work."

In addition to the interview description above, there are also other similar results of interviews with parents, namely Mrs. EN as follows:

"Yes, when his mother asked for group work, I told my son to follow him."

In addition, the results of interviews with parents of students there is one student who has never participated in group work. This is based on the results of interviews with parents of students, namely Mrs. I as follows:

"I've never participated in group work, because at that time my son went to Bandung for one week."

The results of interviews with parents showed that students took the initiative to work in groups with their classmates and were accompanied by boarding schools. This is based on the results of interviews with parents of students, namely Mr. AS as follows:

"Yes, ma'am, I like group work, because my son is staying at a boarding school, ma'am and there are friends too, so he is often invited to work in groups, Mrs. Sometimes I like the initiative as well as working together."

3.1.4. Adding ideas for drawing free themes

The results of interviews with parents of students only a small number of students who add ideas in drawing free themes. This is based on the results of interviews with parents of students, namely Mrs. R as follows:

"Like ma'am."

There are also students who are lazy, have no enthusiasm for learning and want to continue to be accompanied by their parents. This is based on the results of interviews with parents of students, namely Mrs. I as follows:

"The child tends to be lazy at home, ma'am, there is no enthusiasm, ma'am, so I must continue to be accompanied by me."

The results of interviews with other parents of students are that sometimes, some do not add ideas to draw free themes at all. This is based on the results of interviews with parents of students, namely Mr. AS as follows:\

"I didn't see my son drawing, ma'am, I was just writing and doing my homework. Most of the time, I just do math and science lessons, ma'am."

The results of interviews with other students' parents said to draw parents looking for references on the internet because the child was still in the learning phase and was shown an example of a drawing and the child followed. However, in drawing according to the idea, the parents said that their child had not yet reached that phase. This is based on the results of interviews with parents of students, namely Mrs. EN as follows:

"When it comes to drawing, children like to look for references on the internet, ma'am because maybe children are still learning to draw, so it's a bit difficult. I usually show some pictures on google and then children usually imitate, if you want to draw according to your own ideas, it's not there, ma'am."

a. Do the five daily prayers

The results of interviews with parents of students that most students perform the five daily prayers. This is based on the results of interviews with parents of students, namely Mrs. I as follows:

"Yes ma'am, thank God I always do."

The result of an interview with one of the students is that there are also students whose prayers need to be guided by their parents. This is based on the results of interviews with parents of students, namely Mrs. EN as follows:

"When it comes to doing work, I always tell him to pray five times a day, even though the reading may not be smooth, but I always support my child to pray five times a day but I am still trained and guided by me, the most important thing is that the child is on time first to perform the five daily prayers. It's a bit difficult to tell him to pray five times, sometimes his son obeys while being annoyed, ma'am, but I still try to pray five times, ma'am."

b. Get along with friends of different skin color, different religion, or different ethnicity

The results of interviews with parents of students all said that they got along well with friends, did not discriminate against friends, hung out a lot so they had many friends. This is based on the results of interviews with parents of students, namely Mr. AS as follows:

"Alhamdulillah, the harmony does not discriminate, Mrs. the child is good, her friends are also many"."

c. At home cleaning your own bed

d. The results of interviews with parents of students there are those who like to make their own beds, there is even a division by their parents to clean the house. This is based on interviews with parents of students, namely Mr. I as follows:

"When you are at home, you have got your respective tasks, some are mopping, sweeping, there is a schedule so you already know their respective duties."

The results of interviews with other parents were that they rarely made their own bed, some had to be forced to do it because their parents were told to make their own bed. This is based on interviews with parents of students, namely Mrs. N as follows:

"Yes, ma'am, sometimes if you are asked to do it, it's a boy, ma'am."

e. Give appropriate change after shopping from the shop

The results of interviews with parents that most of their children are always honest in giving appropriate change after shopping from the shop. This is based on interviews with parents of students, namely Mrs. E as follows:

"Yes, ma'am, thank God, I like to be returned with the right amount of money, I have never used it for snacks, if you like snacks, let me first, ma'am."

The result of an interview with one of the people is that there is a child who has never been asked to shop at a shop. This is based on interviews with parents of students, namely Mrs. I as follows:

"I've never been told to go shopping at the shop, ma'am."

f. Always help parents when they are in trouble

The results of interviews with parents that most of their children help because they are told by their parents but regardless of being forced or not, students still want to help their parents when they are in trouble. This is based on interviews with parents of students, namely Mr. T as follows:

"If you are asked to help, God willing."

In line with the above opinion there are also students who are already accustomed to helping their parents. This is based on interviews with parents of students, namely Mrs. R as follows:

"Always ma'am, right in front of me I like to trade, ma'am, so I like to help me trade."

4 Discussion

Based on the results of the research obtained regarding "Implementation of Character Education in Online Learning". The discussion in this study was carried out to answer research questions or the formulation of the problem in research, namely "How is the implementation of student character education in online learning in class V SD Negeri 5 Purwawinangun Kuningan District Kuningan Regency Academic Year 2020/2021?". The purpose of this research is to describe the general description of the implementation of student character education in online learning in class V SD Negeri 5 Purwawinangun.

From the research findings, it turns out that from 9 character values, there are 3 character values applied by teachers in online learning, namely religious and responsible. As explained above that (1) Religious, the teacher greets students, (2) Responsibility, the teacher gives assignments to students to do. In line with interviews with teachers, namely that in the implementation of online learning at SD Negeri 5 Purwawinangun the teacher only asked students to study the material and then gave assignments, after that the teacher gave the opportunity to ask students if there were assignments that were not understood. In line with the theory from Chapter II, according to Acepudin (2017), he stated that although 18 values have been formulated to form the nation's character, but the education unit can determine its development priorities to continue the precondition values that have been developed. The selection of these values departs from the interests and conditions of each educational unit, which is carried out through context analysis, so that in its implementation it is possible that there are differences in the types of character values developed between one school and one another. The implementation of character values that will be developed can be started from the character values that will be developed starting from the essential values, and easy to implement, such as: clean, neat, comfortable, disciplined, polite and courteous. which is done through context analysis, so that in its implementation it is possible that there are differences in the types of character values developed between one school and one region with another. The implementation of character values that will be developed can be started from the character values that will be developed, starting from the essential values, and easy to implement, such as: clean, neat, comfortable, disciplined, polite and courteous. which is done through context analysis, so that in its implementation it is possible that there are differences

in the types of character values developed between one school and one region with another. The implementation of character values that will be developed can be started from the character values that will be developed starting from the essential values, and easy to implement, such as: clean, neat, comfortable, disciplined, polite and courteous.

From the research results, there are many obstacles in the process of implementing online learning, namely:

1. Not all students hold cellphones, because from the interviews there are parents who do not allow their children to hold cellphones. There is also because parents cannot afford to buy their children a cellphone. There are also students who can't take long to use whatsapp groups because most students borrow cellphones from their parents or siblings so students can't access group whatsapp on time. This is in line with the opinion of Mardiana (2021: 60) who said that not all students take part in learning because they still use their parents' cellphones so they have to wait for their parents to come home from work, and are also constrained by weak network connections.

2. Due to the limited internet quota, in practice the teacher cannot ask students to access the internet like you tube to support learning. This is in line with Sari's opinion (2015: 27-28) which states that the lack of online learning is that it is difficult for children to focus on learning because the atmosphere is not conducive and the limited internet or wifi quota becomes access to online learning and there are disturbances from several other things.

3. Lack of interaction between teachers and students, from the results of interviews with teachers that communication between teachers and students is very limited. Students do not like to respond to what is said by the teacher in the whatsapp group, therefore the teacher only conveys assignments or videos of material that must be studied. This is in line with the opinion of Hadisi & Muna (2015:131) which states that online learning results in a lack of interaction between teachers and students and even between students themselves. This lack of interaction can slow down the form of values in the teaching and learning process. Online learning that is currently being carried out is something new that is felt by both teachers and students.

4. Teachers only focus on curriculum achievement, in previous interviews with teachers, they only wanted to complete the demands of the curriculum without seeing or inserting a character value that should be a good example for students.

5. Limited time, in interviews with teachers, the teacher is not able to freely convey a lot about the material or character education that must be instilled. Because learning time remains the same as face-to-face learning, plus teachers are not ready for online learning so that time is only used to collect and ask for assignments.

Therefore, online learning must have guidance from parents at home, based on the results of research with parents, it turns out that parents of students guide their children when learning online or at home. Because the form of learning can be from daily activities. In character education, the most important thing is when students can apply a lesson in everyday life. Parents of SD Negeri 5 Purwawinangun students always guide their children, especially in daily life and pay attention to their children when learning online. Parents must provide habits that children can do at home such as five daily prayers, cleaning the bed in accordance with the division of tasks that have been given by parents. This is one of the character building for students, agree with previous research, namely according to Zahara (2020) namely integration through daily activities in the form of giving examples such as reprimands, advice, environmental conditioning that supports character education. reinforced

by the opinion of the theory of CHAPTER II, namely according to Matta (2003:67-70) explaining several rules of character formation as follows: (1) The rule of stages, meaning that the process of change, improvement and development must be carried out gradually. Children cannot change suddenly but go through stages that must be passed patiently, so that the orientation is not on results but on process, (2) Sustainability rules, meaning that there needs to be continuous practice. Because a continuous process will shape the sense and color of one's thinking which will eventually become a habit and so on will become a strong child's personal character, (3) The momentum rule, which means using various momentum events for the function of education and training. For example, using the month of Ramadan to develop patience, strong will and generosity, (4) Intrinsic motivation rules, meaning that children's character will be formed strongly and perfectly if driven by their own desires not coercion from others, (5) Guiding rules, it means needing the help of others to achieve better results than doing it alone. Character formation cannot be done without a teacher, in addition to monitoring and evaluating children's development, the teacher also functions as an adhesive element,

During the research in the field, there were no obstacles that occurred, everything went smoothly. From teachers and parents students work well together. All research was carried out, starting from observations, interviews and documentation, everything went well. Therefore, the results of research from SD Negeri 5 Purwawinangun, especially in class V, regarding the implementation of online learning are in accordance with the conditions in the school. That the implementation of online learning at SD Negeri 5 Purwawinangun, especially in grade 5, has not been effective and not maximal in providing learning, especially in providing character education. Because during online learning through whatsapp groups there is no learning, the teacher only gives assignments to students what to do and then the teacher asks for the results of their assignments to be photographed, so in the whatsapp group the teacher only provides information and is in the form of giving assignments. There is no good learning activity in instilling character education. Because online learning should still provide learning for students, even though students are seen and controlled by parents in terms of character education, not all parents understand how to instill character education in students, teachers should instill character education in students so that students can get used to it. when in online learning or when he is with his family at home or in his environment. This is reinforced by previous research according to Santika (2020) which suggests that character education improves and strengthens the role of families, educational units, communities, and the government to participate and be responsible for developing the potential of citizens and building the nation towards an advanced, independent, and prosperous nation. Therefore, it is expected that parents and teachers should establish good communication and cooperation so that students can form characters that can become their identity. Agree with previous research that is according to Mutmainah (2021) suggests that there is cooperation with parents of students and schools when implementing online learning. The existence of communication is so that parents can know their children during online learning and can provide understanding or direction to their children.

The solution for online learning at SD Negeri 5 Purwawinangun in the implementation of character education in online learning is that parents must be involved not only teachers, because time with teachers during online learning is very limited in instilling character education in students. The role of parents is needed with this online learning, as parents must be able to guide their children when they are at home, especially in character education. Parents must always direct, familiarize, and guide children in building character values. Therefore parents and teachers need communication so that they can be in line in instilling

character values in students. Build communication with the teacher to see the child's development. Teachers and parents must build good communication in order to direct and inform students together. The hope for class V teachers is that teachers must be able to build a fun learning atmosphere for students in online learning, namely the existence of learning methods/models that can help make the learning atmosphere fun.

5 Conclusion

From the results of the research and discussion, it can be concluded that at SD Negeri 5 Purwawinangun, it turns out that teachers have implemented character education in online learning, of the 9 characters studied, 3 character values were implemented, namely religious, responsibility and integrity. The first is the value of religious character by the teacher, namely greeting before sending information. Second, the value of the character of the responsibility that the teacher does is giving assignments to students to do. Third, the value of integrity character, namely the teacher asks students to be honest in carrying out activities in the middle of the semester exam.

References

[1]   Acepudin.(2017). Instilling Values and Norms in Formation of Student Personality at SMA Muhammadiyah 2. Lampung: Bandar Lampung

[2]   Achadah and Alif.(2019).Teacher's Strategy in Improving Student Learning Motivation in Islamic Religious Education Subjects Class VIII. Darussalam Journal. Volume. X, Number. 2

[3]   Amran. Etc.(2018).The Role of Character Education in Elementary Schools. National Seminar on Education Administration and Education Management

[4]   Ani, Nurul. Etc.(2018).Montage and learning. Sidoharjo: Uwais Inspires Indonesia

[5]   Anugrahana, Andri.(2020). Online Learning During the Covid-19 Pandemic By Elementary School Teachers. Obstacles, Solutions, and Hopes. Volume.10, Number.3

[6]   Azhar, Haq.(2018).The Role of Teachers in the Implementation of the 2013 Curriculum Program at Madrasah Tsanawiyah Hidayatul Mubtadi'in Bumiayu Malang. Poor. Journal of Islamic Education.

[7]   Agency for Research and Development of Curriculum Research. (2009). Development of National Character and Cultural Education. Jakarta: Ministry of National Education

[8]   Bungin, Burhan.(2017).Quantitative Research Methods.Jakarta: Kencana

[9]   Cahyaningrum, et al. (2017). Development of Early Childhood Character Values Through Discussion and Example. E-Journal. Volume. 6. Edition 2

[10]   Creswell, John W. (2008). Educational Research, planning, conducting, and evaluating qualitative and quantitative approaches. London: Sage Publictions

[11]   Darmiyati, Zulhandan and Muhsinatun. (2010). Development of an Integrated Character Education Model in Learning Fields of Study at SD Yogyakarta. Education Horizon

[12]   Hadisi, L. Muna, W. (2015). Information Technology Management in Creating E-Learning Learning Innovation Models. Al-Ta'dib Journal. Volume. 8, Number. 1

[13]   Herliandry, LH Etc. (2020). Learning During the Covid-19 Pandemic. Journal of Educational Technology. Volume. 22, Number. 1

[14]   Hermawan, Iwan.(2019). Educational Research Methodology (Qualitative, Quantitative and Mixed Method). Brass: Hidayatul Quran

[15]   Ministry of Education and Culture (2020). Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19)

[16]   Kusumawati, Henny. (2017). Teacher's Book Theme 2: Clean Air for Health Class 5 Integrated Thematic Book 2013 Curriculum Jakarta: Kemendikbud

[17]   Kusumawati, Henny. (2017). Student Book Theme 2: Clean Air for Health Grade 5 Integrated Thematic Book 2013 Curriculum Jakarta: Kemendikbud

[18]   Mania, Sitti.(2008). Observation of Evaluation Tools in the World of Education and Teaching. Educational Lantern.Volume. 11, Number. 2.

[19]   Mardiana.(2021). Identification of Teacher Barriers in the Implementation of Online Learning During the Covid-19 Pandemic In Elementary Schools. Jambi: Jambi University

[20]   Maryanto.(2017).Teacher's Book Theme 1: Animal and Human Movement Organs Grade 5 (Integrated Thematic Book 2013. Jakarta: Kemendikbud

[21]   Maryanto.(2017).Student Book Theme 1: Animal and Human Movement Organs Grade 5 (Integrated Thematic Book 2013 Curriculum Jakarta: Kemendikbud

[22]   Maskuroh, Banatul.(2019).Implementation of Strengthening Character Education in the Integrated Islamic Elementary School (SDIT) Mutiara Hati Purwareja Klampok Banjarnegara. Purwokerto : IAIN Purwokerto

[23]   Matta, Muhammad Anis.(2003). Shaping Islamic Character. Jakarta: Al-I'tishom the Light of the Ummah

[24]   Mubin, M. Sukron.(2020). Character Education According to Ibnu Miskawaih and its Implementation in Pandemic Learning. Reforma: Journal of Education and Learning. Volume. 9, Number. 2

[25]   Munjiatun.(2018). Strengthening Character Education. Journal of Education. Volume. 6, Number.2

[26]   Omeri, Nopan. (2015). The Importance of Character Education in the World of Education. Education Manager. Volume. 9, Number. 3.

[27]   Prabowo, Aan and S, Heriyanto. (2013). Analysis of the Utilization of Electronic Books (E-Books) by Librarians in the Library of SMA Negeri 1 Semarang. Journal of Library Science. Volume. 2, Number. 2

[28]   Putranti, Y. Dini.(2019). Implementation of the Class-Based Character Education Strengthening Program in Elementary Schools in Sleman District, Sleman Regency. Yogyakarta: Sanata Dharma University

[29]   Rachmadyanti, Putri.(2017). Strengthening Character Education for Elementary School Students Through Local Wisdom. JPSD. Volume. 3, Number. 2.

[30]   Rijali, Ahmad.(2018). Qualitative Data Analysis. Alhadhara's Journal. Volume. 17, Number. 33

[31]   Rokhman, Fathur. Etc. (2014).Character Education For Golden Generation 2045 (National Character Building for Indonesian Golden Years). Procedia Social and Behavioral Sciences

[32]   Rosaliza, Mita.(2013). Interviews, An Interaction of Communication in Qualitative Research. Journal of Cultural Sciences. Volume. 11, Number. 2

[33]   Salsabila, Unique Hanifah. Etc.(2020).Utilization of Learning Media Technology during the Covid-19 Pandemic. Trapsila: Journal of Basic Education. Volume. 2, Number .2

[34]   Samani, M & Hariyanto. (2013). Character Education Concepts and Models. Bandung: PT. Rosdakarya Teens

[35]   Sani, Ekky MF (2013). The Use of Librarian Bulletins by Librarians in Semarang City. Journal of Library Science. Volume. 2, Number. 3

[36]   Santika, I. Wayan Eka.(2020). Character Education in Online Learning. IVCEJ.Volume.3, No. 1

[37]   Sari, P. (2015). Motivating Learning Using E-Learning. Ummul Quro Journal. Volume. 6, Number. 2

[38]   Sofyana, Latjuba. Rozak, Abdul.(2019). Whatsapp-Based Combination Online Learning in the Employee Class of the Informatics Engineering Study Program, PGRI Madiun University. National Journal of Informatics Engineering Education. Volume. 8, Number. 1

[39] Sudrajat, Akhmad. (2010). About Character Education National Seminar 2010. Character Building for Vocational Education

[40] Sugiyono. (2016). Quantitative, Qualitative and R&D Research Methods. Bandung: PT Alfabet

[41] Sugiyono. (2007). Qualitative Quantitative Research Methods and R&D. Bandung: Alphabeta

[42] Sugiyono. (2009). Quantitative, Qualitative and R&D Research Methods. Bandung: Alphabeta

[43] Sugiyono.(2010). Educational Research Methods Quantitative, Qualitative, and R&D Approaches. Bandung: Alphabeta

[44] Sugiyono.(2012). Understanding Qualitative Research. Bandung: Alphabeta

[45] Sukiyat.(2020). Character Education-Based Scouting Education. Surabaya: CV. Jakad Media Publishing

[46] Supranoto, Heri. (2015). Implementation of National Character Education in High School Learning. Journal of Education. Volume.3, Number.1

[47] Taufik.(2014). Understanding, Application Methods, and the Role of the Three Elements. Character Education in Schools. Volume. 20, Number. 1

[48] Development Team for Research and Development Center for Curriculum and Books. (2011). Guidelines for the Implementation of Character Education. Jakarta: Ministry of National Education.

[49] Was, A Christopher. Etc. (2006) Evaluating Character Education Programs and Missing The Target :A Critique Of Existing Research. Educational Research Review

[50] Zahara, Siti. (2020). Teacher's Strategy in Building Discipline Character for Class II Students in Online Learning at SDN 165 Catur Rahayu, Dendang District. Jambi: Sulthan Thaha Saifuddin State Islamic University