

Problematic Character Learning During Covid-19 Pandemic in Primary School of Banyumas District

Subur

UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia; suburiainpwt@gmail.com

ARTICLE INFO

Keywords:

Problematic;
Learning;
Character
Pandemic Era

Article history:

Received 2021-09-18
Revised 2022-04-19
Accepted 2022-11-27

ABSTRACT

This study analyses the various character learning difficulties experienced by primary school (SD) teachers and students in online learning during the Covid-19 pandemic and its effects. The unexpected spread of the Covid-19 outbreak has caused many problems in a learning activity in primary school, especially in character material. The data sources of this study are the teacher of primary schools in the suburban area of Banyumas and stakeholders in the character learning process. This study uses a descriptive method with a qualitative research approach. Techniques of data collection are in-depth interviews and observation. Data analysis is with reduction, display, and conclusion. The results showed that the problematic character learning through online learning during a pandemic includes the low intensity of interaction between teacher and students as a result, difficulty in the interaction between teachers and students even misunderstandings often arise, the delivering character material need explanation and concrete example, the inadequate response and understanding of students to character material, the difficulty of teacher in monitoring changes in student's behavior, the difficulty of parents in assisting students, the difficulty of teacher in assessing UTS (midterm) or UAS (final examination) subject to a character. Even if it is minimal, a solution that can be done is to send video and voice chat that contain messages of moral values for children.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Subur

UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia; suburiainpwt@gmail.com

1. INTRODUCTION

Covid-19 as one of the new viruses that shocked the entire world population is rumored to have first appeared in Wuhan, China (Zhang et al., 2020). Covid-19 was first announced by the Chinese state on January 08, 2020. Then on March 11, 2020, the World Health Organization (WHO) announced that Covid-19 is a dangerous and high-risk pandemic for human life (Li et al., 2020). In just a matter of weeks,

Covid-19 has become a worldwide issue, not even a few people consider this virus as a terrible scourge, this is because the large number of victims who have died from this virus, even in a matter of days the victims who fell have reached millions of lives. Until now, world countries are competing to create a vaccine, but until now no vaccine has been found that can deal with the virus.

Since the beginning of the emergence of this virus has changed a lot in the order of life of man, all efforts also in order to prevent this transmission have been carried out, ranging from preventive efforts, maintaining distance from physical to social, getting used to behaving cleanly, by washing hands frequently, using hand sanitizers, wearing masks when traveling, to not leaving the house if it is not an emergency (Reluga, 2010). The impact caused by this virus has also attacked all sides and lines of life of the world community, ranging from health as the main bulwark of protection, the country's economy, social and cultural life, politics, to education. With the spread of this virus, governments around the world have begun to issue new policies in an effort to minimize these impacts. One of the steps or policies taken by the government is to issue policies to maintain physical and social distance, reduce social contact, avoid crowds, implement a healthy lifestyle to work from home (Reimers & Innovation, 2020; Reluga, 2010).

Indonesia is included as one of the countries with the highest number of people infected with covid-19. The number of victims is still increasing. Various efforts have been made by the government in an effort to prevent and eradicate the Corona virus. However, until now the pandemic has not been overcome thoroughly. Various measures have also been pursued by the government, ranging from limiting social distancing or (PSBB), until in the economic sector, the government implements the pattern of working from home, in the field of education, the minister of education also issued rules for learning from home, in the social and welfare sector the government also held the distribution of basic necessities, and others. This is one of the government's preventive efforts in seeking to prevent the corona virus.

In the world of education, the Covid-19 virus has had a major impact on all levels of education, from early childhood education, primary education, secondary education to higher education. One of the actions taken by the Minister of Education and Culture of Indonesia Nadiem Makarim is by presenting Circular Letter No. 4 of 2020 concerning the implementation of education in the pandemic era, which states that the implementation of learning is carried out online and from home or distance learning (PJJ) (MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA, 2020). With the issuance of the circular, students, teachers, and parents must create a system of adjustment in the new learning process. Where students must study at home through online media, do not meet or meet face to face with the teacher, students or children must learn independently or accompanied by parents and others. This is certainly a new challenge for teachers, especially in instilling ethics in students. The reason is that learning and instilling ethics in students must be done online or online.

Character is a very familiar term that even adorns primary school walls (SD) and describes one of the essential orientations of educational activity. Character occurs in the social relationship, which presupposes good community behavior, mutual respect, mutual assistance, and it is carried out fully awareness. However, the practice of character in real life seems to be fading day by day and far from expectation and ideal (Power, 2009; Subianto, 2013). Life practice that does not reflect character is increasingly rampant because of the strong influence of external culture due to openness, modernization, and globalization. In fact, an eastern culture that has been a matter of pride has begun to erode, and it is not impossible to lose it if it is not correctly anticipated (Sauri, 2002). Therefore, the education which should be at the forefront in maintaining and instilling character value in students seems to be paralyzed and powerless. In addition, the emergence of the Covid-19 pandemic has made school activity undergoes severe process disruption so that they cannot play an optimal role. External influence and Covid-19 certainly have a significant effect on decreasing character learning quality for students. The decline, the quantity and quality of character learning have significant implications for reducing the quality of good character in students.

An excellent educational process is oriented towards the basic of personality and lofty ideal of the Indonesian people, namely the development of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizen (UU No. 20 Yea. 2003). The Digital era of industry 4.0 gives convenience in information, communication, interaction, and even transaction. However, moral and character education have created various spaces of human value degradations. An interpersonal relationship is significantly reduced, with a decreased value of empathy, poorly cultivated affection, poorly maintained personal interaction, and increasingly tenuous, the spirit of mutual help has diminished. As a result, many people feel lonely in the crowd. Even though in a crowded place, people often feel lonely because they are only familiar and have fun with a gadget that never leaves their hand, they do not care about other people who are on either side of them. Hal ini menunjukkan kurangnya rasa peduli dan sopan santun serta karakter peduli.

Journals related to character education published in various media convey many results about the implementation of character education in various educational institutions, whether in the procedure, implementation, method, media, and evaluation of character education. However, the research on the obstacle, difficulty, and problem of character learning faced by teachers and students seems still limited. Therefore, exploring the various obstacles experienced by the teacher in character learning is essential to get input to find the solution. Furthermore, the emergence of the Covid-19 pandemic has contributed to adding the difficulty of character learning which previously faced many problems. This situation forces the teacher to work even harder to overcome various problems that are not quickly resolved. The focus of this study is the problem of ethical learning during the Covid-19 pandemic in banyumas elementary schools and how teachers act in an effort to overcome these problems. This research is based on the Covid-19 phenomenon in Indonesia which paralyzes the education sector, so learning must be carried out online. On the other hand, this is also a new challenge for teachers in teaching ethics to students.

From several previous studies related to the problems of character education and learning during the pandemic, it shows that teachers are not fully able to carry out the ethics education process properly, because they are constrained by online learning. Research conducted by Harri Jumarto Suriadi, Firman, and Riska Ahmad on the analysis of online learning problems on the character education of students, shows that the problems faced, namely character education in the online learning period, are very changing, it depends on how a teacher responds to these changes, where there are students whose changes are getting better because they live in a family environment that is willing to guide them in online learning period, but there are also students who find it difficult when learning online in learning so that their disciplinary character is not formed because they procrastinate and some even do not collect assignments. The problems faced by students are related to the unfamiliarity of students learning to use gadgets, and having to study at home, in addition there are also students who do not have gadgets, as well as a learning environment that is not supportive (Suriadi et al., 2021).

Research conducted by Yesi Gusmita and Rahmi Wiza on the problems of Islamic religious education and ethics teachers during the Covid-19 pandemic points to the problem faced, namely that teachers cannot apply online learning due to low mastery of technology in addition to non-fulfillment of facilities and infrastructure. Teachers are also facing a significant decline in student attitudes after several months of implementing offline combination online learning, and teachers also experience difficulties when the learning system is face-to-face due to shorter learning time than before. (Gusmita & Wiza, 2021). Other research was also conducted by Afip Miftahul Basar, Mukminah, Hadi Wijaya, Hirlan related to the problems of online learning during the Covid-19 pandemic. The results show that the characteristics faced are 1) limited online learning media such as cellphones, laptops, and other supporting media. 2) Limited network access 3) limited quota is also an obstacle for parents, especially students, to do online learning due to economic factors. Offline learning is also very minimal because media such as TV, Radio, and other media are very minimal in broadcasting learning materials for elementary school students. In addition, students are also less active in participating in this distance

learning, both due to an unstable internet network and in terms of providing limited internet quota (Basar, 2021; Mukminah et al., 2021).

Research from Ridho Ramadhon, Imam Khoiriyadi, Nurkholis Kurniawan, and Rohmat related to the problems of PAI learning during the pandemic shows the problems faced, namely students without smartphones / cellphones and limited internet quotas, learning methods and teacher capacity factors. In addition, online learning still leaves a number of problems, both aspects of internet network constraints, clothing standards during learning, and even the ineffectiveness of pinning values on children (Dahniar, 2021; Nurkholis Kurniawan, 2021). From the various studies above, most of the research is still focused on the problems of the learner of the open lesson on aspects of student character or ethics. Therefore, researchers tried to conduct this study which focused on the problems of learning ethics during the Covid-19 pandemic in elementary schools in Banyumas Regency.

From the interviews with teachers of primary school (SD), obtained information that students who studied during the Covid-19 pandemic (online learning) suffered boredom when they had not gone to school for a long time; they are forced by circumstance to learn from their home. However, many students do not learn yet play (because for children, learning at home is synonymous with playing). Therefore, students' learning development cannot be monitored, especially daily behavior, which is more difficult to control. For cognitive subject matter, it can be carried out online. However, for material related to attitude (behavior formation) and character, it is complicated because there is no teacher to guide and accompany them. In school, the teacher can interact with students directly to control all the behavior of students. Thus, positive and negative can be observed to be managed through an authentic learning activity. All student behavior, both positive and negative, can be observed to be managed through an authentic learning activity. However, during the Covid-19 pandemic, the teacher could not control students' various behaviors, so that what the students did was not widely known by the teacher. In the education context, this is a complicated reality. The development of student behavior cannot be managed to control either well or vice versa.

2. METHODS

The research was conducted using field research, which is research that explores data originating from the field. The research used a descriptive qualitative approach where the data collected was in the form of narratives describing various experiences in the field. Research also tries to dig up data in more detail and depth on a problem (Muhadjir, 2011). The data relates to various forms of problems in learning interaction between teacher and students in online learning during the Covid-19 pandemic, which made learning difficult and the implication that occurred as an impact of the emergence of the problem. The data sources in this study were 15 teachers of religion and character subject in Banyumas Regency, Central Java, as representatives of religion and character teacher. According to Suahrsimi Arikunto if the population is more than one hundred, then a sample is taken between 10-15% and adjusted for the level of population heterogeneity. The data source is determined based on representation sampling, which takes samples based on the balance of teachers in the district (Arikunto, 2010). Data were collected using in-depth interviews via WhatsApp or face-to-face meetings with informants (teachers of religion and character). The collected data were then analyzed using interactive analysis according to Miles and Haberman, namely through the stages of data collection, reduction, data presentation, and conclusion (Huberman, 2009).

3. FINDINGS AND DISCUSSION

Students have not studied face-to-face for more than one year to gather and have educational interaction with the teacher. Several indicators describe the problem of online character learning, at least in terms of time, place, and location (Kusuma & Hamidah, 2020). When learning is carried out in the classroom, the teacher is a role model; the learning is carried out in a face-to-face way. Face-to-face learning transforms various things related to behavior up to discernment. Children can make the

natural, total, direct and continuous observation of what the teacher does, starting from attention, gestures, speech style, and character essential in learning character/affection. However, during this pandemic, all learning activities are carried out online using various applications; WhatsApp, google classroom, google meet, and zoom. During online learning, many unexpected things happened, considering that Covid-19 is a natural disaster that is also unexpected before. In the online learning process that is not planned before, there are many problems in the implementation in the field, both related to the mastery of soft skill and complex skill, namely human ability as an educational subject and technology-based supporting device. Teachers, parents, and students also experience the problem.

Research conducted through interviews with fifteen teachers as informants related to online character learning in primary school (SD) during the Covid-19 pandemic in Banyumas Regency can be described.

Learning Interaction

Character is often defined as morality, including custom, manner, and behavior (Sedyawati, 1997: 5). In character, there is an element of awareness (mind), and there is an element of carrying out that awareness (behavior) (Suparno, Paul, 2002). With this definition, the character is defined as behavior, manner, deed, action based on mind awareness. From these explanations, it is found the difficulties in the interaction between teachers and students. The learning interaction has difficulties because the learning of religion and character education cannot run optimally. Character material cannot be conveyed to students via online media. Through online learning, the teacher cannot control and observe various students' behavior properly. Even character learning is complicated in the pandemic era because teachers cannot meet face-to-face with students online and offline. Hence, it is difficult to observe the habit of students in this Covid-19 era. There is no interaction between teachers and students because students do not have Android cellphones, while parents who hold android are not staying at home. The teacher's difficulty in delivering material of character is also because there is no adequate student response for various reasons. The difficulty is also because the teacher does not understand the children one by one. Because there is no emotional interaction between teachers and students caused by communication occurs through intermediary and without face to face, so there is no massive emotional relationship psychologically. It means that learning from offline to online learning reduces students' absorption (Dewi, 2020). The impact of online learning is intensely felt by students who are still in primary and secondary school; they cannot actively participate in online learning (Mubin, 2021).

Interaction between teachers and parents is complicated, and it is caused by; Children do not obey the parents at home; Some parents do not understand the school policies about online learning; Character material that related to values is challenging and even impossible to teach; Some parents can not be contacted for various reasons such as busy and do not have communication tool. Interaction difficulties are also due to distance and time problems. The difficulty of interaction also occurs because average parents have to work and have more than one schoolchild in their home. Therefore, the cell phone has to take a turn; parents often misunderstand what the teacher means. The religious and cultural values above are social and cultural assets that are very important and have a powerful influence on attaining character education goals (Fukuyama, 2007). With this capital, character education has a solid religious, cultural, and social foundation, which becomes the principal capital in a character learning activity.

Information that only conveys via WhatsApp be a problem. Not all parents can collaborate with the teacher because of the minimal ability of some parents to understand children's learning problems. Some parents go to school to take or submit the assignment. Parents often miss the information because of the problem of communication. Even though the village provides free Wifi (Wireless Fidelity), there is even no signal, and not all parents can meet the need for a communication tool for learning activity.

Effectiveness of Material Delivery

Delivering character material from the teacher during a pandemic is less effective. Many teachers convey character education messages by YouTube, but not all parents can access them. Besides that, the teachers teach through the WhatsApp (WA) group, but many parents do not open the group because they are busy or forget. The teacher gives assignments via WA, and many parents do not understand the assignment. So they often use personal WhatsApp (personal message) to contact the teacher. Teachers teach through Google Meet, but many students cannot access it for various reasons; no quota, signal, busy and forgetful. Among the various communication media used in online character learning, character material is more effectively conveyed using video containing character values.

According to most teachers, character learning is ineffective in online learning because there is no face-to-face between teacher and students, even though character education has solid religious, social, and cultural references (Suwandi, 2005). Delivering character material through online learning is less effective because the character material requires concrete explanations and examples from the teacher to the students. Likewise, it is less effective because of the lack of understanding of children who are still at an early age. The material presented is only the central theme or outline, so it cannot be understood by students properly. Online character learning is not effective either because primary students need direct guidance and direction from the teacher. The weaknesses of online character learning include that the teacher cannot observe the students' behavior directly. Students' subject material and assignments are not all done by students but also by other people who are not learning.

According to Benninga, J.S et al, that character education can be implemented through processes, including, first, the learning process. The process of character learning is the form of enrichment of material theoretically delivered by the educator as a teacher of character material. The characterization process of character begins with knowing, feeling, and then being (the behavior becomes present). It must be understood that character is the unification of the elements of individual thought, feeling, and action simultaneously. The second, the modeling process. Exemplary is giving an example, showing an example of behavior by the educator to students. Exemplary is often referred to as modeling (Benninga et al., 2003). This exemplary (modeling) is done to make it easier for students to make changes in behavior (Mappiare, 1994). In exemplary (modeling), some behaviors can be imitated (imitation) by students, both things that are psychological (by identification) and physical (by imitation). According to Arends, the process of imitation in modeling can be done with the stage of attention (paying close attention to modeling), retention (repeating and coding what is observed in memory, here the students will get the experience learned behavior if the model is attending) and reproduction (the codes in memory guides the actual appearance of the children derived from the newly learned behavior) and motivation (encouragement to behave like the behavior of educator as a model that has been learned) (Arends, 1997). In this modeling, there is a robust assimilation process (imitating). In character education that uses exemplary, an educator must attend in front of students physically. Third, the habituation process. Habit is a process of adaptation to a behavior that is carried out continuously. Habit is a process of gaining experience, which then becomes a continuous practice. Habit is a process of building culture, and Fourth, the intentional process. The process of forming character is carried out in a planned, measured, systematic manner and according to the development of students and through clear patterns as the principles in education carried out deliberately.

According to Buseri, four ways of delivering learning material related to behavior, character include; 1) Traditional method, namely by explaining the basis of the text and explaining the message of character or moral values contained in the text. Also explained the various consequences for people who run or leave it, 2) Clarification the value of character method, namely choosing, appreciating, and practicing that value in daily life, 3) Give a real example to students about the desired behavior. Through the actual example, students can imitate in absolute terms too, and 4) Transinternal method, namely by presenting an inspirational or motivational story containing messages related to daily behavior (Kamrani, 2003). By presenting the story, it is hoped that students can be inspired and motivated to apply it in daily life. The story can be a very effective medium for character learning

because they have intense arousal and touch power. According to Abdurrahman an Nahlawi, story can affect the heart or emotion (feeling of divinity, fear, feeling of being watched, and willingness) (Abdurrahman An-Nahlawi, 1995). The story can form moral character and personality (Musfiroh, 2017). The story can directly converge on a behavioral conclusion described in the story (Abdul Hafidz Suwaid, 1998).

Through online learning, the subject matter cannot be delivered entirely due to the limited time. At the same time, the material is quite a lot, so when the subject matter is not finished, forced to move to another subject matter to pursuing the curriculum target. Likewise, the achievement of learning objectives related to attitude and skill cannot be known. By online character learning, the teacher cannot set an example by demonstrating. Learning is not optimal either because not all students do the assignment. Online character learning shows a nebulous result due to vagueness in the learning process.

Understanding the Material

Students have difficulty understanding character materials. Most students do not sufficiently understand many of the lesson materials delivered by the teacher. Even when teachers teach through PPT sent via WhatsApp group, the students are also not opened. It is not different when the material is delivered through other online media. Teachers also teach through Dold video, but many students do not want to open. Distance learning makes students running wild because the average parents cannot keep an intense eye on them. Many students are even fun playing games online, which can lead to moral decadence. Students who have phone cell also tend to play even in learning activities at home.

Many parents finish the students' assignments while the students play out of nowhere. As a result, students cannot learn and digest the lesson material optimally, especially regarding attitude. The material is only given through video, voice chat, or limited reading material, and no one explains the intent and example. According to the teacher, the student's response to the lesson mostly depends on the parents' response because the primary school students have to be guided by parents in learning. Other students' difficulties because the environment affects their behavior more than their parents should educate and direct students. Even some students tend to be indifferent to lessons because what comes up is always a tedious task.

There is a change in student's behavior after learning character. Based on parents' information, the student's behavior is mainly changed. However, the form of change that occurs is entirely uncontrollable because the teacher does not directly observe each student's behavior. The visible changes are decreased learning spirit, lazy learning, and lazy morning bath. Children also tend to prefer to play because they are saturated with online learning. According to Smith and Ragan, behavioral-related learning can be done by demonstrating the behavior desired by respected role models. To form honest behavior, for example, it takes an example of behavior that describes an educator's honest attitude. It is so that the students can also feel how honest people behave. Without illustrations that are direct or simulative, it will not be easy to picture such a good and honest attitude. When viewed in terms of character, there seems to have not been a significant change in behavior because there is no direct mentoring from teachers. Some students also feel awkward with online learning, especially low-grade students. It is difficult to monitor students' behavior because of the distance from each other, even though some students are from the same village. Some parents do not have communication tools, while teachers are also unable to make visits.

Parent assistance to students' learning activities at home. Mentoring done by parents is quite varied, some are maximal, but some are not. Not all parents are familiar with android. Some of them also have to work, so they do not concentrate on accompanying their children, some parents have minimal knowledge, so they cannot accompany the child to learn. The average parent feels saturated because many time of households is confiscated to accompanying of children.

Assessing Character

Online learning made teacher challenging to assess students' character. In a pandemic, written tasks are done in the PAI-Budi Pekerti (BP) assignment book submitted through a group of parents. This character learning is done online can happen anywhere and anytime through video, audio, images, and text communication (Basilaia & Kvavadze, 2020). Holmberg states that in online or distance learning, students and teachers work separately so that learning activities do not get direct supervision continuously from teachers in the room or in the environment where they are studying. However, learning activities are still based on planning, guidance, and mentoring from the institution that manages distance education (Marharjono, 2020). Because of this process, sometimes the task is delivered with a video to memorize with voice, but the assignment sent still looks like cheating students. After the task was checked, their parents did the task, even though the top student above grade I. The task is related to honesty, students fill in what has been done, but all are given check signs as if they filled all the good grades. Teachers are challenging to assess a student's character because they cannot monitor the students. The score cannot be trusted as an original score because the teacher understands the students' ability based on the record before Covid-19. The difficulty of assessment is also because there is no direct communication with students, so more assessments are based on old data.

Problem Solving

Teachers try to overcome the problem of learning character in students in the pandemic. There are include; advising students through the parents when meet them at school, giving online assignment and message through parents, establish communication with parents to inquire about students' development, visiting students who lack response in learning and not doing assignments, and allowing taking assignments offline for those who do not have android with strict health protocol. Teachers support the students in keeping the spirit of learning, both voice and writing in social media. Teachers try to find exciting and educational materials for students, check the child's assignments carefully, and generate confidence in developing talents.

Discussion

The data of the research results through the interview above obtained an overview of views, opinions, and perceptions almost the same in responding to various difficulties in online character learning during the Covid-19 period. From the data can be given some discussions as follows.

First is the problem of interaction between teachers and students. There are often problems of interaction between teachers and students in online learning, both related to technical problems (device) and material problems (soft). It is because online learning involves other tools that are rarely done in offline learning. In online learning, intermediary media is needed in devices (Laptop, android cell phone, and others). This device has a very diverse type, different quality, and eventually takes many funds that not everyone can provide. Adequate devices are not enough because they must be supported by a strong signal, considering different signal strengths between one region and another.

Coupled with adequate digital capabilities by users, and every student has digital literacy skills that are not the same. Such circumstances make online learning always encounter obstacles, although the levels vary. This technical problem significantly impacts the quantity and quality of learning interactions between teachers and students. Especially for the level of little children who are not familiar with communication via android, the role of parents is essential to accompany them. The parents become educators when their child at home. Unfortunately, the condition of ability (which is material and motivational) parents are also very diverse, some can accompany maximally, and some are contrary. In addition to causing the problem in learning interactions, the diverse condition of parents also causes interactions between teachers and students into a variety as well.

Second, the problem of interaction between teachers and parents. Various things cause the difficulty of interaction between teachers and parents because they are not used to contact via android, parents are busy, and not all parents have an android (Obiakor & Adeniran, 2020) that they illiterate with technology. It is a reflection of the social condition in the pandemic. It impacts poor

communication, which results in slow delivery of information to the parents or not even to the point. Poor communication can also impact misinformation, misconceptions about information, or not understanding the teacher's information through parents.

This poor communication makes parents not understand what teachers expect for their children, so some parents do not understand what to do when children's education in the Covid-19 period should be done from their home. When this happens, the child does not get enough attention and advice from parents as can be obtained from the teacher, so the students play more. Therefore, good communication between teachers and parents can help children learn (Sheldon & Epstein, 2002).

Third, the difficulty of delivering character material to the students. As explained earlier, that character means behavior based on reason or knowledge. Therefore, character material has characteristics that are not the same as other materials. There are at least three aspects that must occur in character learning, namely, aspect of cognition (knowing), emotion (feeling), and conation (doing) for the aspect of cognition related to knowledge of the character. The emotional aspect is related to the stimulation/touch of feeling or emotion outside of someone. The aspect of conation is behavior that can be used as a benchmark. Behavior is shown as demonstration and modeling. The owner of the behavior appears to be an example in front of the students. When the character is presented through demonstration, there is a process of attention, retention, reproduction, and motivation (Arends, 1997).

Character as learning materials can be conveyed through the media. For character learning, teachers explaining the material should be equipped with demonstration or conscientiousness because the character is passion and deed. Teachers must be present in front of the students so that the desired behavior can be lived and imitated by the students. In online character learning, at least the material delivered through video or story contains moral or character values. The teacher can make the video or download, and teachers can make the story presentation through voice notes or download. Getting the relevant video material and story with the theme is also not easy. To provide this video or story requires commitment, knowledge, and ability of creation technique. It is the least possible way for teachers to represent their presence in front of students so that character learning occurs even online learning. However, the story or video material is also not necessarily easy to convey to students through parents.

Fourth, the difficulty of the students in responding and understanding the material. Primary school students still have a significant dependence on guidance and direction from teachers or parents. In reality, students are often more trusting and obedient to the teacher than their parents. The COVID-19 pandemic has psychologically made it difficult and a heavy blow for students because they cannot learn and undergo the educational process as in previous times. Students lose momentum to process into maturity. Students also lose their sociality because there is social distancing. Character learning material to the students through parents will make it challenging because they should guide and direct them. The teacher can solve things that they do not understand. Contrastly, parents cannot perform like teachers who can overcome all the problems children face in learning caused by busyness and lack of ability.

Suppose the student's learning condition is accompanied by parents with busy work, limited time because of tiredness, and minimal ability, the students' learning motivation can be down. The students become more saturated and lazy to learn so that they play more. It is difficult for the students to be active in learning because of losing a qualified learning companion, that is, the teacher. Improving students' behavior is very difficult to expect in online character learning during the Covid-19. The age of the students is the playing period, so free time is identical to play for them. The students will play both hold the android and not hold. The student's willingness to learn significantly depends on the teachers or parents. While in the pandemic, only parents accompany with all its limitations.

Fifth is the problem of teachers monitoring changes in students' behavior. The main problem of character learning lies in existence or not the changes in students' daily lives due to the continuous learning process. Success or failure in character learning can be seen from changes in daily behavior. If there is a change in behavior that is getting better, then the learning is considered successful, and if there is no change in behavior, then it is judged to fail. The problem is because there is a formality of character

learning from the school. However, there is no character learning process as expected because there is no direct interaction between teachers and students in one classroom. Direct interaction is a necessity in character learning in order for perfect observation of students' behavior. When there is no direct learning interaction, the students' behavior change cannot be monitored.

Sixth is the difficulty of teachers in giving assessments to students. Character assessment can only be assessed based on data on changes in students' behavior in daily life. The character describes students' behavior that cannot be judged if they rely solely on parents or writing tasks sent to school. Indeed, in character learning, there is an assessment instrument to do the school's task as a tool to measure the child's ability, but it is more on the cognitive aspect. The aspect of affection is challenging to measure if it relies only on tasks that children do at home that are more formal. There is an honesty value contained in doing the task. However, judging honesty about "the completion of tasks done by the students themselves" is not easy to prove, especially primary school students where they do not understand much about the values of goodness. Teacher assessment in students is more formal and based on estimates that do not reflect the authentic circumstances of the student.

Seventh is the difficulty of parents accompanying children's learning. Never have been imagined before, Covid-19 led to the ban on gathering, including in school. It is something that parents do not expect. The unexpected outbreak has caused parents not to prepare to become teachers and companions for their children mentally. It is customary that the school lessons are mostly parents handing everything over to the teacher. Even if parents' participation most reminds the students to diligently learn, not until the preparation master all the school subject matter. Of course, parents have to adapt a lot to accompany their children in learning with this situation. With a diverse background of parents, it has a significant effect on the level of adaptability of parents to be the companion of their children. There are smooth in accompanying the child, but some are not smooth even there are not smooth at all in accompanying, so the child becomes saturated.

Parents' problem in adapting to accompany their children to learn is very diverse, as diverse as the socioeconomic life background of the parents. Parents' difficulty can be technical, such as busy work, so there is no time, an adequate device, or a weak signal. However, it could be difficult for parents to be non-technical, namely the inability of parents with the knowledge to accompany their children. Naturally, the difficulty has an impact on the child's motivation to learn. Nevertheless, parents understand that if the child becomes a good child, then the parents are happy, but on the contrary, if the child is not good, then the parents must feel sad. It certainly encourages parents to accompany their children to the optimal, of course, according to their abilities.

In the situation of the Covid-19 pandemic, the children's education mostly takes place through the interaction of children with the environment, especially parents and families. Their parents conduct character/behavior education in their children through greeting, chat advice, examples of daily behavior shown in various activities. Any behavior that parents and older family members do will be imitated and duplicated by the child, as the nature of the child is imitative. Therefore, there will be educational activities both in the form of advice and giving examples. Therefore parents must set the best example for their children.

Eighth is the teacher's efforts in addressing the problem of online character learning. Despite being in the situation of the Covid-19 pandemic, character learning as an essential thing must still run. Teachers are required to work harder amidst various limitations. Teachers become the vanguard in guiding and directing students. Teachers must make the efforts to keep education running even though it is minimal. The thing that teachers may do is look for interesting material to present to the students despite the limited communication. The key is communication. Teachers without getting bored can encourage good habits in students delivered through parents to get attention even if they do not meet in person.

Forming students' behavior on the excellent character can be instilled by using dictions that psychologically affect their personality. For example, if the child is taught the Indonesian language using the phrase "children buy shoes", "mom sells clothes", psychologically the diction will form a

student to think about money, which means educating the students to be a materialistic human being. Different if the diction used, for example, "child accompanies mother", "child helps friend", "Adi helps father", then the sentence will form the students have personality and social spirit (Rosyid, 2013).

There are several indicators that illustrate the problems of online ethics learning at least in relation to time, place and location (Kusuma & Hamidah, 2020). When learning is carried out in the classroom, where the teacher is used as a model, then learning takes place face-to-face directly, and in face-to-face there is a transformation of various things related to behavior, up to passion, so that children can make observations naturally, totally, directly and continuously on what the teacher does starting from attention, gestures, speech style, character, which is essential in the learning of ethics / affection. Students openly and freely retention of teacher behavior. But in online learning, it cannot all be done normally because learning takes place in an all-digital process, where there are many restrictions and intermediaries that do not allow for perfect imitation. Students cannot make direct observations of the teacher's behavior or what the teacher commands. The presence of intermediaries has reduced the originality of behavior.

In face-to-face ethics learning, where the teacher functions as an advisor, there will be a communication process that involves cognition activities (understanding of advice) and emotional activities (students can live up to various advices delivered by the teacher) so that interactions occur not only in the nature of cognition but also emotional ones. However, if learning is carried out online, there is no emotional interaction between teachers and students because communication occurs through intermediaries and does not meet each other face to face, so that psychologically there is no massive emotional connection. This means that learning from offline to online reduces the absorption of students.

Some of the problems in online learning during the Covid-19 period can be described in the following circumstances; internet network that is not strong and evenly distributed between one area and another resulting in uneven access, signals that are also not all stable which results in communication sometimes entering and sometimes lost, communication is not smooth due to disturbed weather or regional conditions, learning through android lacks concentration because there are no special objects that must get attention so that concentration is often divided, activities cannot be monitored because each is in a distant place and separated from each other and through the network, low awareness because no one supervises directly, low discipline because students cannot study on schedule or if they are told that learning activities also do not obey them, honesty decreases, low parental support due to various things such as due to busyness, lack of being able to accompany children to study or because of lack of technology to the device, children are easily saturated, the material presented is not immediately acceptable because android is brought by working parents outside and only given when you get home from work, unfocused concentration, the quality of the device varies which affects the material received by the child, the meter is unclear and not effective because it is conveyed through an intermediary which is also not very clear, the quality and quantity of transformation is low because it is delivered remotely and differently and the understanding of students becomes different.

4. CONCLUSION

The problems faced by teachers in carrying out the ethics learning process during the pandemic face many new obstacles, namely the absence of direct interaction space between teachers and students, teachers and guardians, difficulties in delivering ethics material, low student response, difficulty monitoring student development, parental assistance that is not optimal and teacher difficulties in giving assessments. The efforts made by teachers to minimize these problems are by utilizing digital media and gadgets, where teachers send educational videos containing values and moral messages as a learning medium for students, besides that teachers also send voice notes to students as material for learning moral values.

REFERENCES

- Abdul Hafidz Suwaid, M. N. (1998). *Mendidik Anak Bersama Rasulullah*. Al-Bayan.
- Abdurrahman An-Nahlawi. (1995). *Prinsip-Prinsip Metode Pendidikan Islam Dalam Keluarga, Di Sekolah dan Masyarakat*. Diponegoro.
- Arends. (1997). *Model-Model Pembelajaran Inovatif berorientasi Konstuktivitis*. Prestasi Pustaka Publisher.
- Arikunto, S. (2010). *Metodologi penelitian* (1st ed.). gramedia.
- Basar, A. M. (2021). Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19. *Edunesia : Jurnal Ilmiah Pendidikan*, 2(1), 208–218. <https://doi.org/10.51276/edu.v2i1.112>
- Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, 5(4). <https://doi.org/10.29333/pr/7937>
- Benninga, J., Berkowitz, M., Kuehn, P., & Smith, K. (2003). The Relationship of Character Education Implementation and Academic Achievement in Elementary Schools. *Journal of Character Education*, 1(1), 19.
- Dahniar, D. (2021). Problematika Pendidikan Agama Islam di Masa Pandemi. *Jurnal Pendidikan Guru*, 2(2), 157–166. <https://doi.org/10.47783/jurpendigu.v2i2.230>
- Dewi, W. A. F. (2020). Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55–61. <https://doi.org/10.31004/edukatif.v2i1.89>
- Fukuyama, F. (2007). *Trust: Kebajikan Sosial dan Penciptaan Kemakmuran*. (Terjemahan Ruslani). Qalam.
- Gusmita, Y., & Wiza, R. (2021). Problematika Guru Pendidikan Agama Islam dan Budi Pekerti Pada Masa Pandemi Covid-19. *An-Nuha*, 1(3), 337–346. <https://doi.org/10.24036/annuha.v1i3.91>
- Huberman, M. B. M. dan A. M. (2009). *Analisis Data Kualitatif*. Terj. Tjetep Rohendi Rohidi. UI Press.
- Kamrani, B. (2003). *Antologi Pendidikan Islam dan Dakwah*. UII.
- Kusuma, J. W., & Hamidah, H. (2020). Perbandingan Hasil Belajar Matematika Dengan Penggunaan Platform Whatsapp Group Dan Webinar Zoom Dalam Pembelajaran Jarak Jauh Pada Masa Pandemi Covid 19. *JIPMat*, 5(1). <https://doi.org/10.26877/jipmat.v5i1.5942>
- Li, Q., Guan, X., Wu, P., Wang, X., Zhou, L., Tong, Y., Ren, R., Leung, K. S. M., Lau, E. H. Y., Wong, J. Y., Xing, X., Xiang, N., Wu, Y., Li, C., Chen, Q., Li, D., Liu, T., Zhao, J., Liu, M., ... Feng, Z. (2020). Early transmission dynamics in Wuhan, China, of novel coronavirus-infected pneumonia. *New England Journal of Medicine*, 382(13), 1199–1207. <https://doi.org/10.1056/NEJMoa2001316>
- Mappiare, A. (1994). *Psikologi Remaja*. Usaha Nasional.
- Marharjono, M. (2020). Manfaat Pembelajaran Sejarah Menggunakan Google Classroom Pada Masa Pandemi Covid-19. *Ideguru: Jurnal Karya Ilmiah Guru*, 5(1), 56–63. <https://doi.org/10.51169/ideguru.v5i1.155>
- MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA. (2020). Surat Keputusan Bersama. *Kemdikbud*. <https://doi.org/10.1017/CBO9781107415324.004>
- Mubin, M. N. (2021). Pembelajaran Daring Pendidikan Agama Islam di Masa Pandemi Covid-19 di Sekolah Menengah Sederajat. *Heutagogia*, 1(1), 16–31.
- Muhadjir, N. (2011). *Metodologi Penelitian*. Rake Sarasin.
- Mukminah, M., Wijaya, H., & Hirlan, H. (2021). Problematika Pembelajaran Saat Pandemi Covid-19 Di Madrasah Ibtidaiyah Nurul Ulum Mertak Tombok. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 5(1), 320–326. <https://doi.org/10.36312/jisip.v5i1.1700>
- Musfiroh, T. (2017). *Pengembangan Kecerdasan majemuk*. Universitas Terbuka.
- Nurkholis Kurniawan, R. (2021). Problematika Pembelajaran Daring Pendidikan Agama Islam Pada Masa Pandemi Covid-19 Di SMP Negeri 2 Sokaraja. *Jurnal Ilmiah Mandala Education*, 7(4), 1–9. <https://doi.org/10.37092/ej.v3i2.261>
- Obiakor, T., & Adeniran, A. (2020). Covid-19 : Impending Situation Threatens To Deepen Nigeria ' S Education Crisis. *Center For The Study Of The Economies Of Africa*.
- Power, F. . (2009). *Moral Development*. Alfabeta.

- Reimers, F. M., & Innovation, G. E. (2020). *Framework_Guide_V1_002_Harward*.
- Reluga, T. C. (2010). Game theory of social distancing in response to an epidemic. *PLoS Computational Biology*, 6(5), 1–9. <https://doi.org/10.1371/journal.pcbi.1000793>
- Rosyid, N. (2013). *Pendidikan Karakter; Wacana dan Kepengaturan*. Obsesi Press STAIN.
- Sauri, S. (2002). Pengembangan Strategi Pendidikan Berbahasa Santun di Sekolah. *Mimbar Pendidikan*, 22(1), 45–53.
- Sheldon, S. B., & Epstein, J. L. (2002). Improving student behavior and school discipline with family and community involvement. *Education and Urban Society*, 35(1), 4–26. <https://doi.org/10.1177/001312402237212>
- Subianto, J. (2013). Peran Keluarga, Sekolah, Dan Masyarakat Dalam Pembentukan Karakter Berkualitas. *Edukasia : Jurnal Penelitian Pendidikan Islam*, 8(2), 331–354. <https://doi.org/10.21043/edukasia.v8i2.757>
- Suparno, Paul, D. (2002). *Pendidikan Budi Pekerti di Sekolah Suatu Tinjauan Umum*. Kanisius.
- Suriadi, H. J., Firman, F., & Ahmad, R. (2021). Analisis Problema Pembelajaran Daring Terhadap Pendidikan Karakter Peserta Didik. *Edukatif: Jurnal Ilmu Pendidikan*, 3(1), 165–173. <https://doi.org/10.31004/edukatif.v3i1.251>
- Suwandi. (2005). *Pengaruh Kejelasan Peran dan Motivasi Kerja terhadap Efektivitas Pelaksanaan Tugas Jabatan Kepala Sub Bagian di Lingkungan Sekretariat Daerah Propinsi Jawa Timur*. Universitas Airlangga Surabaya.
- Zhang, Y., Jiang, B., Yuan, J., & Tao, Y. (2020). The impact of social distancing and epicenter lockdown on the COVID-19 epidemic in mainland China: A data-driven SEIQR model study. *MedRxiv*, 2019(December 2019), 2020.03.04.20031187. <https://doi.org/10.1101/2020.03.04.20031187>

