

Character Education in Home Based Learning During COVID-19 Pandemic

Yansen*, Aan Komariah, Djam'an Satori
Educational Department, School of Post Graduates
Universitas Pendidikan Indonesia
Bandung, Indonesia
*yansen@upi.edu

Abstract—This research aimed to describe character education, implementation of character education, and the results of character education during the COVID-19 epidemic. The methodology used in this research is qualitative with descriptive approach. The results of the analysis show that character education is needed both at school and home, integrating character education with home based learning, the results of character education can be seen from the willingness of students to help their parent's works at home during the COVID-19 pandemic. There is a positive response from parents regarding character education provided by teachers even though online learning, collaboration between school and parents is the key to the success of this character education. So in the midst of the COVID-19 pandemic, which requires students to learn from home, character education can continue.

Keywords—character, character education, COVID-19, home based learning, online learning

I. INTRODUCTION

Base on Indonesian Dictionary, character means a psychological, moral or character traits that differentiate a person from others [1]. This means that someone who has good character will be reflected in his attitude and actions that are different from other people. Billy Graham, a motivator, once said that " When wealth is lost, nothing is lost; when health is lost, something is lost; when character is lost, all is lost." [2]. This shows how important character is in everyone's life.

Children are 25 percent of the population but 100 percent of the future. If we wish to renew society, we must raise up a generation of children who have strong moral character. And if we wish to do that, we have two responsibilities: first, to model good character in our own lives, and second, to intentionally foster character development in our young [3].

The review of character education programs conducted by the Institute of Education Sciences (2006) identified four programs that had been submitted to evaluations that at least partly met quality evidence standards. None of the programs evaluated was found to have impacted prosocial behavior and only one program (Building Decision Skills combined with service learning) was found to have had potentially positive

effects on attitudes and values, while one other program (The Lessons in Character) was found to have potentially positive effects for academic achievement [4]. The growing emphasis on the evaluation of character and moral education programs reflects the broader emphasis on evidence-based practice. Interest in character education has seeded innovative programming and scientific investigation that has influenced positive youth development programs. The failure of a number of evaluations to find effects for character education programs (Institute of Education Sciences, 2006) has led to calls to better integrate the practice of character education with the lessons from the evaluation of programs that have successfully promoted positive youth development [5]. This study aims to determine the character education during COVID-19 pandemic at SMP BPK PENABUR HOLIS. This study focused on how the students can have good characters in home based learning during COVID-19 pandemic.

II. LITERATURE REVIEW

Character education become the main issue of education, apart from being part of the moral formation process of the nation's children, character education is also expected to be the main foundation in the success of Indonesia Emas 2025. Within the Ministry of National Education itself, character education is the focus of education at all levels of education.

Education is the process of internalizing culture into a person and society so that people and society become civilized. Education is not only a means of transferring knowledge, but more broadly, as a means of cultivating and channeling values (enculturation and socialization). Children must get education that touches the basic dimensions of humanity [6].

Character education is a growing educational initiative that supports students' social, emotional, and ethical development. The best way of teaching character is to provide students with opportunities to apply the concepts in real-life situations, and many such opportunities exist in physical education. Indeed, the majority of character traits we hope to instill in our students and athletes are addressed by helping them learn to be supportive teammates and respectful competitors.

Character education is defined as “the process of developing in students an understanding of, commitment to, and tendency to behave in accordance with core ethical values” [7].

Character education is a broad term that is used to describe the general curriculum and organizational features of schools that promote the development of fundamental values in children at school. While both family and religious institutions have more primary roles in Many schools have looked for ways to provide proactive guidance for the positive behaviors and values that many believe should be a part of education for all people. Many experts have called for schools to be more active in teaching the moral and civic values that are an essential part of our social fabric and sense of community. These calls are not new. In 1909 Dewey stated, “A successful school, like a successful business is a cohesive community of shared values, beliefs, rituals and ceremonies”. More recently others have described the need for telling stories to children about the heroes and heroines who embody the core values of the community [8]. More than 90 percent of people polled in 1993 said that schools should be teaching values such as courage, caring, acceptance and honesty [9]. As a result, many schools have embraced character education as a way to teach a core group Strategy Brief, February, 2014. Ann O’Connor, Amber Olson, Natalie Hoff & Reece L. Peterson, University of Nebraska-Lincoln. this process, few deny that the schools may also have a role as it relates to civic and community values. Some have argued that, consciously or not, schools and classrooms transmit values [10]. Character education simply does that in a more systematic and intentional way. Character education includes two primary components: a) education in civic virtue and in the qualities that teach children the forms and rules of citizenship in a just society, and b) education in personal adjustment, chiefly in the qualities that enable children to become productive and dependable citizens.

Character education and emotional intelligence go hand in hand. The pillars of character education are traits such as trustworthiness, caring, respectfulness, responsibility, fairness, empathy, and good citizenship. Emotional intelligence, in turn, involves being aware of how emotions drive one’s own behavior and the behavior of others. Our reactions to those emotions, whether positive or negative, determine how emotionally intelligent we are.

The creation of children who have good character requires integrative holistic handling both methodologically, subjectively, and practically. Methodologically it is necessary to have an educational method that can foster the values of goodness, truth, and noble character. Subjectively requiring intensive handling in every line of life of the child where he is, whether in the family (parents and family members), at school (principals, teachers, employees, and peers), and in the community. Syarbini stated the role of teachers and parents is very important in fostering the character of children in various ways [11].

III. METHODS

This study used a descriptive qualitative method with a case study research design to provide an overview of the conditions that occurred in the field. This study used a questionnaire to interview parents and students online. The application used is google form. The research was conducted at SMP BPK PENABUR Holis Bandung, because the author teaches in this school. The respondents were all parents and students of SMP BPK PENABUR Holis Bandung, totaling 341 students. The total samples are the same with the total number of students, 341 samples.

A. The Instrument

The aspects asked in this research instrument are as in table below:

TABLE I. THE ASPECTS ASKED IN THIS RESEARCH INSTRUMENT

No	Instrument
1	The title of today's daily devotional . . .
2	Bible reading today ...
3	Reflection (commitment or steps to be taken)
4	Write down your activities for one day, including activities that show you care about the environment, especially the home environment! Examples of caring activities at home are sweeping, mopping, cooking, washing dishes, watering plants, looking after / playing with younger siblings, ironing, washing cars / motorbikes, washing clothes, washing school shoes, cleaning rooms, taking care of pets, and so on.
5	Please upload photos of your activities that show concern for the environment!
6	Tell me something fun that you felt during your activities today!
7	Tell me something annoying / unpleasant that you felt during your activities today!
8	Things I can be grateful for today ...

B. Data Processing Technique

Data collected from the results of questionnaires daily were processed by teachers using Microsoft Excel. The results of data processing are then validated by the interview method using purposive sampling. Interviews were conducted with parents and teacher.

IV. RESULTS

The questionnaire was filled in every day by all SMP BPK PENABUR Holis students as long as they attend home based learning (PJJ) or learning from home (BDR) during the COVID-19 pandemic. Filling out a questionnaire that called Daily Journal has been carried out starting April 2020 until now. The deadline for filling out the Daily Journal is 18.00 every day. The results of filling out this questionnaire were processed by teachers using Microsoft Excel. The terms of the assessment are as follows:

TABLE II. THE TERMS OF THE ASSESSMENT

Mark Scheme	
Christian Education	Christian Education assessment points are taken from reflection.
Column 1	Point 0 = if didn't write the title / write the title of the devotional which is not in accordance with the school's devotions Point 1 = if you write the title of the devotion according to the reflection from the school
Column 2	Point 0 = if you didn't write Bible Verses / write Bible Verses that are not in accordance with the school's devotions Point 1 = if you write Bible Verses according to the devotions from school

Table 2. Cont.

Column 3	Point 0 = if didn't write Reflection / write Reflection which is not in accordance with the school's devotions Point 1 = if you write a Reflection according to the Reflection from the school, but it is less relevant Point 2 = if you write Reflections according to the Reflections from the School and relevant
P	Home environmental concern activity points. Points 1-5 are based on the number of home care activities that students do (Doing more than 5 home care activities will still get a maximum of 5 points)
K	Points of timeliness collect (maximum collect time at 6 p.m.) Points 8 = if collected before or exactly at 6 p.m. Points 4 = if collected after 6 p.m. Points 0 = if not collect

NO	NAME	M/F	September 2020																			
			21			22			23			24			25							
			CE	P	K	CE	P	K	CE	P	K	CE	P	K	CE	P	K					
1	ADRIAN CHRISTOPHER BUDMAN	M	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8
2	CALYSTA ANDRIANA PUTRI	F	1	1	2	5	8	1	1	2	4	8	1	1	2	4	8	1	1	2	4	8
3	CHRISTIAN JONATHAN HUTABARAT	M	1	1	2	1	4	1	1	2	1	4	1	1	2	1	8	1	1	2	1	8
4	CLARENCE FITZGERALD YAP	M	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8
5	CLAYLYSANDER KARTONO	M	1	1	2	5	8	1	1	2	5	8	1	1	2	4	8	1	1	2	5	8
6	DARREN TIMOTUS RAPHAEL	M	1	1	2	5	4	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8
7	DELEN CUNG	M	1	1	2	1	8	1	1	2	1	8	1	1	2	1	8	1	1	2	1	8
8	EILEEN CHRISTINA SANTOSO	F	1	1	2	0	8	1	1	2	0	8	1	1	2	0	8	1	1	2	0	8
9	EVELYNE GABRIELLA	F	1	1	2	1	8	1	1	2	1	8	1	1	2	1	8	1	1	2	1	8
10	FEBRIANUS LEONA P UTRA	M	1	1	2	5	8	1	1	2	4	8	1	1	2	2	8	1	1	2	2	8
11	FELICIA ANGELICA	F	1	1	2	4	4	1	1	1	4	4	1	1	2	3	4	1	1	2	4	4
12	FIONA FLORAINE	F	1	0	2	1	4	1	1	2	1	8	1	1	2	1	8	1	0	2	1	8
13	GWEN ANGEL JENNIFER VIVIAN	F	1	1	2	4	8	1	1	2	5	4	1	1	2	5	8	1	1	2	5	8
14	JANICE MICHAELA	F	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8
15	JEANETTE CLEARENTS GUNAWAN	F	1	1	2	1	4	1	1	2	2	8	1	1	2	1	8	1	1	2	1	8
16	JEFFRY LEOVANDISURJADI	M	1	1	2	3	8	1	1	2	3	8	1	1	2	3	8	1	1	2	3	8
17	JERSEY JAZLYN	F	1	1	2	5	4	0	0	0	5	8	1	1	2	5	8	1	1	2	5	4
18	JOCELINE KRISTINA HANDOJO	F	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8
19	KEANE DANIEL AXEL	M	1	1	2	3	8	1	1	2	5	8	1	1	2	4	8	1	1	2	3	8
20	LE, JUAN WILLIS WI AYA	M	1	1	2	0	4	1	1	2	0	4	1	1	2	1	4	1	1	2	1	8
21	LM, EVELYN	F	1	1	2	4	8	1	1	2	4	8	1	1	2	4	8	1	1	2	4	8
22	LORA ZIVANKA	F	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8	1	1	2	5	8
23	NAOMIE MILVIA	F	1	1	2	5	4	1	1	2	5	8	1	1	2	3	4	1	1	2	4	8
24	ROBBEN WONG	M	1	1	2	1	4	1	1	1	1	8	1	1	2	1	8	1	1	2	1	8
Average			1	1	2	3	7	1	1	2	3	7	1	1	2	3	8	1	1	2	3	7

Fig. 1. An example of an assessment of 9A class during the last week of September 2020.

From the data above, it can be seen that the average student does 3 caring activities for home environment every day. In addition, the school also analyzes the timeliness of filling out

daily journals. Below is presented a data table analysis of the timeliness of filling in the daily journals.

No	Class	21-Sep			22-Sep			23-Sep			24-Sep			25-Sep		
		T	L	K	T	L	K	T	L	K	T	L	K	T	L	K
1	7A	47%	33%	20%	63%	27%	10%	87%	10%	3%	70%	17%	13%	63%	20%	17%
2	7B	50%	37%	13%	83%	7%	10%	73%	17%	10%	83%	10%	7%	73%	17%	10%
3	7C	67%	23%	10%	90%	3%	7%	87%	7%	7%	87%	13%	0%	83%	13%	3%
4	7D	69%	21%	10%	83%	14%	3%	86%	7%	7%	79%	21%	0%	83%	17%	0%
AVG		58%	29%	13%	80%	13%	8%	83%	10%	7%	80%	15%	5%	76%	17%	8%
5	8A	72%	4%	24%	84%	8%	8%	84%	4%	12%	84%	12%	4%	80%	20%	0%
6	8B	52%	36%	12%	68%	0%	32%	80%	16%	4%	84%	12%	4%	80%	12%	8%
7	8C	72%	16%	12%	88%	0%	12%	88%	8%	4%	80%	12%	8%	80%	20%	0%
8	8D	83%	9%	9%	83%	13%	4%	83%	17%	0%	65%	26%	9%	87%	22%	0%
AVG		69%	16%	14%	81%	5%	14%	84%	11%	5%	79%	15%	6%	82%	18%	2%
9	9A	63%	30%	7%	67%	33%	0%	85%	15%	0%	85%	15%	0%	93%	7%	0%
10	9B	89%	11%	0%	96%	0%	0%	93%	7%	0%	93%	7%	0%	93%	7%	0%
11	9C	79%	14%	7%	82%	11%	7%	86%	7%	4%	82%	14%	4%	82%	11%	7%
12	9D	78%	22%	0%	85%	7%	7%	93%	7%	0%	85%	11%	4%	85%	11%	4%
AVG		77%	19%	4%	83%	13%	4%	89%	9%	1%	86%	12%	2%	88%	9%	3%
TOTAL		68%	22%	10%	81%	10%	8%	85%	10%	4%	82%	14%	4%	82%	15%	4%

Information :
T = on time
L = late
K = didn't collect

Fig. 2. A data table analysis of the timeliness of filling in the daily journals.

From the table above, it can be seen that the collection of daily journals on time reaches the lowest percentage at the beginning of the week (Monday) and increases in the middle of the week (Wednesday, Thursday) and decreases again when approaching the end of the week (Friday). Why this happened? It turns out that habituation is something that must be carried out continuously so that when the weekends (Saturday, Sunday), students do not fill in the daily journal, the habituation that has been carried out on Monday to Friday seems to be forgotten. To overcome this, usually the homeroom teacher and parents of students play an active role in encouraging students to complete their daily journals on time.

V. CONCLUSION

During home based learning (PJJ) the school also provides a questionnaire for parents about the quality of home based learning (PJJ) and also about habituation such as a daily journal. The result is that parents are satisfied with what the school is doing, especially regarding daily journals in which there are caring activities for the home environment, parents feel helped by their children at home who want to help with household chores such as washing dishes, sweeping, washing vehicles, helping their younger siblings to learn, and so forth. When this becomes a habit it will turn into character. So in the midst of the COVID-19 pandemic, which requires students to learn from home, character education can continue. But it takes close cooperation between schools, teachers, and parents so that the good characters that are instilled can be attached to the students.

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