SCHOOL STRATEGIES IN REBUILDING THE CHARACTER OF SD/MI STUDENTS POST ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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ABSTRACT

The character and attitude of students is a very essential thing in education. The nature of education is not just transferring knowledge but must be able to change behavior or character for the better. The purpose of this study is to reveal how the teacher's strategy in fostering the character of students during online learning in the scope of SD/MI in the Kalibawang Kulon Progo area. This research was conducted using a qualitative approach, namely by collecting data at several State Elementary Schools (SDN) and Madrasah Ibtidaiyah (MI) Ma'arif Kalibawang Kulon Progo, Yogyakarta, as well as various sources such as scientific journals, books, and other documents related to analysis of online learning and its impact on the development of attitudes and character of SD/MI students. The results of this study found that online learning is the best alternative as a breaker in the chain of the spread of the Covid-19 outbreak in schools, but still leaves other educational problems, namely the decline in student enthusiasm for learning, the decline in students' personality characters, and not achieving the subject matter completely. In rural areas (Kalibawang), Kulon Progo, there are several factors that lead to a decline in the personality character of students, including the teacher's lack of intense monitoring of student development due to online learning, the economic condition of the community, namely parents who are busy making a living so that children are not monitored. good educational development, as well as free association children can interact with whoever they want, so it affects the pattern of the character. Therefore, to overcome this, the school rolled out several programs, as well as building communication and cooperation with the parents of students to jointly monitor and supervise the growth and development of their children's education.

Keywords: online learning; student attitude; the role of parents

INTRODUCTION

Online learning is a way out to overcome the problems that plagued the world of education due to the outbreak of the Covid-19 pandemic. In order to prevent the outbreak, crowds and direct physical contact are prohibited in all aspects of social interaction, including in the realm of the educational process. This is based on a circular issued by the Minister of Education that the safety of educators, students, and education personnel is the main thing in the era of the Covid-19 pandemic.[1].

The circular is a regulatory foothold for educational institutions throughout Indonesia, including in the Kulon Progo Regency area in changing the pattern of the

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[1] Minister of Education and Culture, "Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19)," Indonesia, 2020.

educational process which was originally held face-to-face to online learning. Online learning is an effort or learning system model that is carried out in a digital space where students do not need to be present in class directly but can be done remotely and using an internet network connection.[2].

At the beginning of the Covid-19 pandemic, learning at schools or madrasas was carried out in full with online learning, but along with the development of the Covid-19 outbreak, concessions were given that schools or madrasas were allowed to hold blended learning or mixed learning. Namely, with a scheme that 30% of the total number of students in each class can enter face-to-face with the teacher, and there is also a scheme that 50% of the total number of students in each class can enter face-to-face with the teacher.[3].

The mixed learning policy emerged apart from the decline in Covid-19 cases, it was also caused by online learning, many schools or madrasas were unable to carry out the learning process optimally and the student's personality values decreased because they were not properly supervised.[4]. Therefore, from a cognitive aspect, it is possible that

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[2] Yusuf Hana et al., "The New Identity of Indonesian Islamic Boarding Schools in the 'New Normal' : The Education Leadership Response to COVID-19," Heliyon Journal 7, no. 2 (2021): 1–10, https://doi.org/10.1016/j.heliyon.2021.e06549; Dessy Dwitalia Sari, "Elementary School Teacher Problems During Online Learning," Contextual Scientific Journal 2, no. 02 (2021): 27–35; Moses Segbenya et al., "Modelling the Perspectives of Distance Education Students towards Online Learning during COVID 19 Pandemic," Smart Learning Environments, 2022, https://doi.org/10.1186/s40561-022-00193-y; Jakson Sespa Toisuta, "The Role of Lecturers in Overcoming Online Learning Problems During the Covid-19 Pandemic," Fidei: Journal of Systematic Theology and Practical Science 4, no. 1 (2021): 24–43; Mehmet H. Tuna, "Islamic Religious Education in Contemporary Austrian Society:

[3] Abd Rahim Mansyur, "Impact of COVID-19 on Learning Dynamics in Indonesia," Education and Learning Journal 1, no. 2 (2020): 113–23; and Martono Dhiniaty Gularso, Hadna Suryantari, Henry Aditia Rigianti, "The Impact of Online Learning on the Ability of Elementary School-Aged Children," Journal of Basic Education Nusantara 7, no. 1 (2021): 100–118; adn Lan Umek Aleksander Aristovnik, Damijan Kerzic, Dejan Ravselj, Nina Tomazevic, "Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective," Sustainability 12 (2020): 1–34; Jonson Rajagukguk et al., "Distance Learning Policy Analysis During the COVID-19 Pandemic," Advances in Social Science, Education and Humanities Research 591, no. Aisteel (2021): 238–43; Fatin Nur et al., "Integration of Islamic Values for Environmental Conservation: An Analysis of School Textbooks,

[4] Mansyur, "The Impact of COVID-19 on the Dynamics of Learning in Indonesia"; M. Afwan Romdhoni Akhwani, "Character Education during the Covid-19 Pandemic in Elementary Schools," Indonesian Journal of Primary Education 5, no. 1 (2021): 1–12; Thiago Alves, Nalú Farenzena, and Adriana A Dragone Silveira, "Implications of the COVID-19 Pandemic on Funding Basic Education," Brazilian Journal of Public Administration 54, no. 4 (2020): 979–93; Rezky Fauziah Andi Lely Nurmaya. G, Irsan, Sufinuran, "Analysis of the Development of Socio-Emotional Behavior of Students in the Implementation of Online Learning in Elementary Schools," Journal of Basicedu 6, no. 1 (2022): 943–53; Hülya Kosar Altinyelken, "Critical Thinking and Non Formal Islamic Education: Perspectives from Young Muslims in the Netherlands," Contemporary Islam, 2021, 267–85, https://doi.org/10.1007/s11562-021-00470-6; Maryam Abdulrazaq et al., "Knowledge , Attitude and Practice Survey of COVID-19 Pandemic in Northern Nigeria," PLOS ONE 16, no. 1 (2020): 1–12, https://doi.org/10.1371/journal.pone.0245176.

online learning can be a solution for the learning process, but from an affective perspective, namely the control of the attitudes and personality of students, it cannot be properly monitored and formed. So that online learning is a solution for preventing the Covid-19 outbreak, but it cannot be an absolute solution in the education process. This is because in the realm of learning there are three things that need to be achieved, namely the cognitive, affective, and psychomotor domains that must be met.[5]

In the learning domain theory presented by Benjamin S. Bloom or often called Bloom's taxonomy, it is revealed that the aspects of the learning domain include three things, namely the cognitive domain related to learning objectives oriented to thinking skills, the affective domain related to feelings, emotions, value systems, and attitudes of the heart, and the psychomotor domain is oriented towards motor skills or the use of skeletal muscles[6]. So that during the online learning period so that this realm can be achieved ideally there should be good cooperation from the school with the parents to monitor the growth and development of attitudes, character and daily behavior.

This is where the impact of the online learning process that occurs in rural schools in the Kalibawang sub-district, Kulon Progo Regency, becomes a problem, especially the impact on the formation of attitudes or personality of students, because meetings with teachers in schools are very limited by situations and conditions. In addition to this, the socio-cultural and economic conditions of people in rural areas are different from those in cities, so that the online learning implemented in this area also has a significant impact on student learning conditions. Therefore, through this research, the problem studied is

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[5] Aleksander Aristovnik, Damijan Kerzic, Dejan Ravselj, Nina Tomazevic, "Impacts of the COVID-19 Pandemic on Life of Higher Education Students: A Global Perspective"; and Muflikhul Khaq Siska Giyan Kurniasari, Nur Ngazizah, "The Role of Parental Assistance in Supporting Children's Learning Development During the COVID-19 Panedmi," Journal of Educatio 7, no. 4 (2021): 1410–20, https://doi.org/10.31949/educatio.v7i4.1411; Apta Mylsidayu et al., "Children Circuit Model For Kids Physical Activity Based Blended Learning," International Journal of Engineering and Advanced Technology 8, no. 5 (2019): 1473–79, https://doi.org/10.35940/ijeat.E1217.0585C19; Zalik Nuryana, Niki Alma, and Febriana Fauzi, "International Journal of Disaster Risk Reduction The Fiqh of Disaster: The Mitigation of Covid-19 in the Perspective of Islamic, " International Journal of Disaster Risk Reduction 51 (2020): 101848, https://doi.org/10.1016/j.ijdrr.2020.101848; Fahad D Algahtani et al., "Coping during COVID-19 Pandemic in Saudi Community : Religious Attitudes , Practices and Associated Factors," International Journal of Environmental Research and Public Health 18, no. 2 (2021): 1–13.

[6] Nadia Tasya Diasty Ina Magdalena, Nur Fajriyati Islami, Eva Alanda Rasid, "Three Areas of Bloom's Taxonomy in Education," Journal of Education and Science 2, no. 1 (2020): 132–39; Tabitha M. Bailey William J Hussar, "Projections of Education Statistics to 2024," US Department of Education, National Center for Education Statistics, 2016.

how the school's strategy in fostering the character of students from the impact of online learning in the last two years.

The essence and essence of the educational process is a change in the behavior or morals of students, who initially lack morals to become human beings with noble character, and maintain that these morals remain attached to students as well as possible.[7]. This is in line with Ki Hajar Dewantara's educational teaching that education is changing an individual's attitude or personality for the better. Education must be able to change humans into ing ngarso sung tulodho, ing madya mangun karsa, tut wuri handayani[8]. So that the indicator of success in educating is if it is able to change the attitude or behavior of students to be more civilized and characterized.[9]

RESEARCH METHODS

This type of research used is qualitative. Qualitative research is a method based on the philosophy of postpositivism, used to examine the condition of natural objects, where the researcher is the key instrument.[10], the purpose of research in the condition of a natural object is the opposite of experimentation. Patton stated that qualitative research is research to understand the phenomena that occur in scientific events. Scientific data itself is the main concept of this qualitative research, the data is obtained directly from the research subject[11]. Asep Kurniawan said that qualitative data was obtained through a process using in-depth analysis techniques and could not be obtained directly[12].

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[7] Nurdin Rusli, Muhammad Syarif Hasyim, "A NEW ISLAMIC KNOWLEDGE PRODUCTION AND FATWA RULINGS How Indonesia's Young Muslim Scholars Interact with Online Sources," Journal Of Indonesian Islam 14, no. 02 (2020): 499–518; Irwansyah Suwahyu, "Character Education in the Concept of Ki Hajar Dewantara's Educational Thought," INSANIA 23, no. 2 (2013): 192–204.

[8] Sudarno Shobron and Ari Anshori, "Method for Developing Soft Skills Education for Students," Universal Journal Of Educational Research 8, no. 7 (2020): 3155–59, https://doi.org/10.13189/ujer.2020.080744; As Muhajir et al., "Approach to the Development of Multicultural Education Curriculum in Darul Hikmah Modern Islamic Boarding School Tulungagung, Indonesia," Universal Journal of Educational Research 8, no. 5 (2020): 1842–47, https://doi.org/10.13189/ujer.2020.080520.

[9] Deny Setiawan et al., "Dataset on Islamic School Teachers' Organizational Commitment as Factors Affecting Job Satisfaction and Job Performance," Elsevier Journal 37 (2021): 107181, https://doi.org/10.1016/j.dib.2021.107181; Kazi Md. Tarique Islam, Rafikul, Ibrahim Mohd. Haidoub, "Enhancing Quality of Education: A Case Study on An International Islamic School," Asian Academy of Management Journal 24, no. 1 (2019): 141–56; Nader Al-refai, "The Impact of a Mosque-Based Islamic Education to Young British Muslim Professionals," International Journal of Learning, Teaching and Educational Research 19, no. 9 (2020): 220–37.

[10] Sugiyono, "Quantitative, Qualitative, and R&D Research Methods Ed.," (Bandung: CV Alfabeta, 2016), nd, 219.

[11] Rulam Ahmadi, "Qualitative Research Methodology, Yogyakarat : Ar - Ruzz Media," 2016.

[12] Asep Kurniawan, "Educational Research Methodology, Bandung: Rosdakarya Youth," 2018.

Qualitative data sources were obtained based on what was conveyed by the research object during interviews and related data collection. This study uses a qualitative approach, because it is based on the formulation of the problem and the objectives to be achieved in the study, which are related to qualitative data. The purpose of this study is to directly reveal the extent of the impact of online learning on the development of attitudes of elementary school students in rural areas of Kulon Progo Regency.

Qualitative descriptive is used to collect information from an event that occurs, it is not used to measure certain hypotheses but to describe and describe as it is a situation and variables that occur.[13]. This qualitative descriptive was chosen because the results of the study provide a descriptive description related to the impact of online learning on the development of attitudes of elementary school students in Kulon Progo Regency.

The research approach chosen is phenomenology, which according to Lincoln aims to investigate something that is happening in the form of issues or events within a certain time.[14]. The phenomenological approach was chosen because researchers sought to obtain in-depth information from the focus of research on how the impact of online learning on the development of attitudes of elementary school students in the rural area of Kalibawang, Kulon Progo Regency. Research informants were the Principal of MI Ma'arif Kalibawang, State Elementary School (SDN) Teachers in Kalibawang Kulon Progo, Principals of SDN Kalibawang and classroom teachers at SDN Tonogoro Banjaroya, Kalibawang, as well as field observations of elementary school students in rural areas in Kulon. Progo.

Checking the validity of the data using triangulation of sources and techniques[15]. Triangulation is a technique used by researchers to check the validity of the data by utilizing something outside the data whose purpose is to check or compare the data obtained.[16]. Source triangulation is a method used to compare data with the process of checking data through several sources then described, categorized and specified and then concluded. The technical triangulation is the process of checking data with the same source through different techniques, namely the data obtained during interviews are checked with data from observations and documentation.

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[13] Irkhamiyati, "Evaluation of the Preparation of the Stikes' Aisyiyah Yogyakarta Library," Periodic of Library and Information Science 13, no. 1 (2017): 37–46.

[14] Rulam Ahmadi, "Qualitative Research Methodology, Yogyakarat : Ar - Ruzz Media."

[15] Sugiyono, "Combination Research Methods," 2018.

[16] LJ Moleong, "Qualitative Research Methods, Bandung: PT. Rosdakarya Youth," 1993.

RESULTS AND DISCUSSION

Teachers' Efforts in Facing the Challenge of Communication with Students during the Covid-19 Pandemic

Efforts to deal with the Covid-19 pandemic outbreak in the realm of education have been carried out as well as possible. This is evidenced that there is an online learning policy that has been rolled out so that the educational process can run well even though there are still shortcomings. This online learning has been carried out by all educational institutions in the last two years as stated in the interview, "Once a pandemic occurs, we here inevitably have to continue learning, but everything we have to do is go online, and the obstacle here is the internet signal that very difficult. Besides that, not all of the children are familiar with the Hand Pone (HP). Some of the Hand Pone students used for learning tools have to take turns with parents "[17].

From the results of field research, it is known that efforts that can be made are adjustments to conditions, the adjustment is realized in the form of online learning by means of every 1 (one) day in 1 (one) week having to meet with parents, to take and submit student assignments. The first online learning process, the teacher provides subject matter through the Whats App group platform which was created as a forum for delivering material. "Here, because the problem is the internet signal, online learning only uses the Whast App group, and also because the educational background and knowledge of parents are weak, so if you use a zoom meeting, you are very unfamiliar and even confused."[18].

The effectiveness of online learning that occurs is still considered very low in success, it is recognized that many students do not pay attention when given material assignments from the teacher through the Whats App group. This can be seen from the enthusiasm of students in collecting assignments to the teacher concerned. "There are those who respond that there are those who ignore them, those who ignore them have two possibilities. First, maybe because they are lazy, and the second is because their hands were brought by their parents. Because in this village there is only one cellphone, sometimes cellphones are used together, yes, their parents work, also share with younger siblings or older siblings who both go to school, so when there is a school assignment,

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[17] "Results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8," 2022.
[18] "The results of the interview with Ibu Tari, a teacher at SD Negeri Kalibawang Kulonprogo, Sunday, May 8," 2022.

the response cannot be timely."[19]. To deal with this obstacle, the teacher who picks up the ball for the students, the teacher goes to the students' homes and asks for the results of their work directly. "We usually pick up the ball to his house and at the same time we also meet his parents to monitor the progress of the students."[20].

The second effort, in order to overcome online learning, is that teachers are given online learning training online. This is done as a form of debriefing for teachers to be able to adjust conditions, so that learning continues to run well. "At the beginning of the pandemic there was no training or debriefing, it's just that over time we from teachers also didn't understand, such as zoom meetings, google classroom, and google meet so there used to be training, but yes, some only stopped until the training was not carried out because it was those who don't understand the platform prefer to use WhatsApp".[21].

The third effort, the teacher builds cooperation with parents, this is done because the school cannot fully monitor the growth and development of the character and attitude of students. So it is necessary to invite the active role of parents in monitoring the growth and development of their children's attitudes and behavior, especially after online learning. As this was conveyed in the following interview results "teachers at our Madrasah Ibtidaiyah, I recommend building communication with parents, because it is difficult for us to monitor student progress, with online learning to judge attitudes, we are confused, then one of them can be assessed. when getting information from parents, and students' attitudes towards responses during and after online learning."[22].

Three efforts were made in order to answer the challenges of learning during the Covid-19 pandemic, namely schools adjusting the pattern of the learning process, organizing online learning training for teachers, and collaborating with parents. However, this effort cannot be said to be maximal, because there are still students who do not follow the learning process optimally, and there are still students' attitudes towards teachers who are not good. As is the case when interacting at school, there are students who must speak

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[19] "The results of the interview with Ibu Tari, a teacher at SD Negeri Kalibawang Kulonprogo, Sunday, May 8."

[20] (Results of the interview with Ibu Tari, teacher at SD Negeri Tonogoro, Banjaroya, Kalibawang Kulonprogo, Sunday, May 8, 2022)

[21] "The results of the interview with Ibu Tari, a teacher at SD Negeri Kalibawang Kulonprogo, Sunday, May 8."

[22] "The results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8."

loudly when interacting. So this is one of the highlights for educators so that students still have good attitudes and character, even though supervision cannot be done intensely.

The Impact of Online Learning After the Covid 19 Pandemic

Learning during the Covid-19 pandemic requires everything to run online. Online learning is a breakthrough in learning patterns that can be done remotely with the internet network[23]. This learning pattern is a solution for epidemic prevention, but it also leaves its own problems. The problem that occurs is regarding the internet network that is not available in all corners, one of which is in rural areas (Kalibawang) Kulon Progo district, so that with this problem the learning process cannot run optimally.

Another impact is the problem of the attitude and character of students due to the impact of the pandemic outbreak as conveyed by the resource persons: Mrs. Nurul Hidayati, S. Pd. SD (Head of SDN Kalibawang 1 Kulon Progo), Mrs. Khilmiyati, S. Ag. (Religious teacher at SDN Kalibawang 1 Kulon Progo), Mrs. Ani Susiani, S. Ag. (Religious teacher at SDN Tonogoro Kalibawang Kulon Progo), Mrs. Sri Lestari, S. Pd. (Class Teacher at SDN Tonogoro, Kalibawang Kulon Progo), can be summarized in the results of the reduction as follows.

In terms of the Cognitive Aspect, what is experienced is that the value is difficult to measure accurately, because the work or assignments of students at home are done by their parents, especially for children in grades 1, 2 and 3 of Elementary School. This can be seen from the results of student work found in parental writing. As a result, even though the work value reached 100, it was not the result of student work. According to Mrs. Khilmiyati, this happens because the average parent is impatient in educating their children, so they don't want to bother guiding their children for a long time, so the shortcut parents take is to do their child's tasks.

In terms of psychomotor aspects, in the field of religious skills, children have not been able to perform ablution properly or perform tayammum. This is because teachers cannot meet with children to teach ablution practices, tayammum practices, prayer

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[23] Costado Dios and Carlos Piñero, "Education Sciences Face-to-Face vs . E-Learning Models in the COVID-19 Era : Survey Research in a Spanish University," Education Sciences 11 (2021): 1–18; Eva Blondeel and Patricia Everaert, "And Then There Was COVID-19 : Do the Benefits of Cooperative Learning Disappear When Switching to Online Education?," Sustainability 13 (2021): 1–18; and Hasbullah Siti Istiningsih, "Blended Learning, Trends in Future Learning Strategies," Journal of Element 1, no. 1 (2015): 49–56.

practices and others. It lasts for 4 semesters (2 years). This impact was felt by the teachers of grades 1, 2 and 3. Other worship skills were also felt by the religious teachers, that the students were unable to practice worship properly. Whereas in religion there are many things that must be practiced.

In terms of the affective aspect, their attitude has many changes, such as children being free to talk, difficult to focus on, and free like at home, so they seem wild. In class it is difficult to be invited to pay attention to the subject matter. It is difficult to be invited to focus on the subject matter being studied. The attitude and character of the child becomes very low. Such as being disrespectful to teachers, not respecting others and others; so the teacher has to start all over again, when building a child's personality. Children become irritable and "emotional" when hanging out with friends. This causes children to be easily offended and fights can occur. Children are also reluctant to shake hands with both teachers and fellow students. This is because during the pandemic children are prohibited from shaking hands. As a result, it continues,

Changes in the attitude of school-age children occur in almost all children, this is a result of changes in learning patterns that focus on online and cellphone use, so that they cannot continue to be separated from their cellphones. As conveyed from the results of an interview with the Ustadz, a teacher at the Al-Quran Education Park (TPA), (Ustadz Joko Yulianto), stated that when children come to the mosque, they immediately play cellphones, so that children must also be chased to want to learn. Iqro'. The results of the author's observations, they are too engrossed in their cellphones so that they are like "HP Addiction". Children also live independently with their cellphones, except for "PAUD age" children who don't/have not brought their cellphones.

On the one hand, online learning is an alternative that can be a way out to avoid face-to-face meetings in the context of preventing the Covid-19 pandemic. However, this is an alternative that is not optimal in responding to the needs of educational attainment. Aspects of education, namely cognitive, affective and psychomotor cannot be fulfilled optimally with online learning. As stated by the Head of Madrasah Ibtidaiyah: "Online learning clearly does not answer the challenges due to the pandemic as a whole, because cognitively it can be achieved, but affectively it is not necessarily achieved. It is evident

from this affective aspect, many students have begun to forget the manners towards teachers."[24].

There are several factors that cause students to start not having manners as a result of online learning, according to sources, the first is because learning has shifted to an online pattern so that schools cannot monitor the growth and development of children's personality attitudes intensely. Second, the weak role of parents in the upbringing of their children. The role of weak parents is also due to busy work or because there are many children, so their attention must be divided. Third, relationships that are out of control, because they are often at home so that their activities are only playing with their friends so that their interactions can make it possible to change children's mindsets and children's personality attitudes.[25].

In addition to being related to attitudes, the impact that arises is students' understanding of the subject matter. This can be seen when the teacher gives assignments to students, there are some students who work on assignments assisted by their parents. So that the results of the work always get a high value. However, when online learning shifted to face-to-face learning by as much as 50%, different results were seen, those who obtained high scores did not understand the learning material presented. So from here it becomes a serious impact on the development of the cognitive as well as affective realm. In the cognitive realm, of course, the value of student understanding is false because parental assistance has an impact on the learning achievement process, while from the affective impact, this becomes a benchmark for assessing students' honesty attitudes towards teachers.[26].

Another problem as a result of online learning is that the aspects of the learning domain as a whole are not achieved, as in Bloom's Taxonomy theory, these aspects include the cognitive, affective, and psychomotor domains.[27]. Online learning that takes place in the rural area of Kalibawang, Kulon Progo so far has only been limited to meeting

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[24] "The results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8."

[25] "The results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8."

[26] "The results of the interview with Ibu Tari, a teacher at SD Negeri Kalibawang Kulonprogo, Sunday, May 8."

[27] Ina Magdalena, Nur Fajriyati Islami, Eva Alanda Rasid, "Three Areas of Bloom's Taxonomy in Education"; Lotta Coenen et al., "The Impact of COVID-19 on the Well-Being, Education and Clinical Practice of General Practice Trainees and Trainers: A National Cross-Sectional Study," BMC Medical Education, 2022, 1–12, https://doi.org/10.1186/s12909-022-03174-4.

the needs of students' subject matter, but in terms of the affective domain, which is related to the attitudes and character of students, it is very difficult and even impossible to control. This happens because of several factors, including the limitations of school facilities, meaning that teachers cannot intensely monitor their students, the sociological condition of the community, namely the parents of students who are busy making a living so that their children are not monitored properly. The last factor is in terms of the child's own association, because it is not monitored by parents so that children are free to play and interact with whom they want.[28]

Efforts to build student attitudes in online learning

The COVID-19 pandemic that hit Indonesia had a significant impact on the world of education. The educational process, which is generally carried out as usual, namely face-to-face between teachers and students, must be transferred online or distance learning. This alternative was taken in order to avoid the spread of the epidemic, and in accordance with the provisions of the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education in the emergency period of the spread of the Covid-19 pandemic, the point of which is that the safety of educators, education staff, and students is a matter of concern. The most important[29].

The educational process should not only change students from a cognitive perspective, but also change the way students behave and their character for the better. Because this is very essential in education[30]. So to answer this challenge, schools must communicate and cooperate with parents as well as intensively. Because it is not possible for schools to monitor the growth of student development in terms of attitudes and character through online learning. So the role of the family as a pillar of education must

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[28] "The results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8."

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

[30] Isa Anshori, "Strengthening Character Education in Madrasahs," Halaqa: Islamic Education Journal 1, no. 2 (2017): 63–74, https://doi.org/10.21070/halaqa.v1i2.1243; Risman Bustamam Mulyani, Melisa, "The Role of Educators and Educational Institutions in Shaping Individual Piety (Normative Perspective Studies)," Al Fahim: Journal of Islamic Education Management 3, no. 2 (2021): 207–25, https://doi.org/10.0118/alfahim.v3i2.158; Unang Wahidin, "Implementation of Media Literacy in the Learning Process of Islamic Religious Education and Character," Islamic Education: Journal of Islamic Education 07, no. 02 (2018): 229–44.

be pursued as well as possible, because the development of children is a shared responsibility, not just the responsibility of the school[31].

The results of interviews with Religion Teachers and the Head of SDN Kalibawang, obtained an explanation that the follow-up actions to overcome the impact of the loss of student character due to online learning due to Covid 19 include:

1. The teacher makes an agreement with the students (especially for grade VI) to do better. Activities in schools to be arranged more strictly, so that students can focus more on studying, because children face final exams.

2. The school organizes Al-Quran recitation activities, after the Dhuhur Jama'ah and Kultum. This is so that the child can immediately return to focus on learning. Tadarus Al-Qur'an is held at the end of school activities. So far, Al-Qur'an recitation has not been carried out, so at the same time to overcome the sluggishness of learning after the pandemic, Al-Qur'an recitation activities are programmed.

3. Building discipline with a violation point system. The author's analysis, that if only those who violate, while achievement points are not made, then the condition will be lame. Students' achievements should also be given points. In addition, the rules should also be made with students. In order for students to grow responsible for obeying the rules, it is better for children to be involved in preparing the rules for violations or prizes for outstanding achievements.

4. In cases of children who commit acts of theft and children's misbehavior which can sometimes harm or endanger other people, the parents are called. After this pandemic, it became more intensive to call parents because of the many cases of these children.

Alternative online learning does leave a problem in the realm of education, which results in the low attitude and character of students, this is because it cannot be awakened and supervised the process of developing attitudes or personality characteristics intensely by both teachers and parents. As this is explained from the following interview results "When students interact at school, they do not respect the teacher, and their behavior has

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[31] Jito Subianto, "The Role of Families, Schools, and Society in Building Quality Character," Education: Research Journal of Islamic Education 8, no. 2 (2013): 331–54; Suto Prabowo Dyah Satya Yoga, Ni Wayan Suarmini, "The Role of the Family is Very Important in Mental Education, Children's Character and Child Character," Jsh Journal of Social Humanities 8, no. 1 (2015): 46–54; Asep Kurniawan Jamluddin Firdaus, Ahmad Asmuni, "The Role of Literacy Culture in Character Building and Improving Student Achievement in Indramayu," Journal of Educatio 7, no. 4 (2021): 1298–1304, https://doi.org/10.31949/educatio.v7i4.1344.

changed greatly as if the teacher does not know. Then when students are given subject matter, students are not very responsive, even in class they don't respond to learning activities."[32]. This is due to the lack of intense supervision from both teachers and parents, as in the following interview, "We have to wake up the children and improve their manners, they (students) have started to forget because we as teachers cannot monitor their growth intensely. development and their parents are also busy working so they just play and their interactions are also not controlled."[33].

In terms of the attitude or affective problem of students, the Head of Madrasah Ibtidaiyah said "to deal with a problem of the low attitude and character of these students, the efforts made by teachers are to continue to monitor the development of children through collaboration with parents. As this has been done by MI Ma'arif Kalibawang Kulonprpgo "to overcome this I always communicate intensively with parents, so there is cooperation with parents of students."[34]. However, the efforts made by the madrasa are not optimal, this is realized by the madrasa because of the ignorance of students' parents towards their children, "this is sometimes the problem, parents cannot teach their children and are also busy with work so that their children are not taken care of and cannot be properly cared for."[35].

The culture of the rural community that is different from the city becomes an obstacle to the teacher's efforts in building the character of students. Busy work to make ends meet is the main factor that makes their children less well taken care of. As stated in the interview, "Here, the parents are busy working odd jobs, some are harvesting coconuts, woodcutters, construction workers, so they are busy working and their children are left to do their own thing, so their relationships are not controlled, so the impact is is that we as educators have to teach again from scratch about how to behave well."[36].

From the results of the interview above, we can take a common thread from the attitude problem in online learning that the character of students has changed because of

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[32] "The results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8."

[33] "The results of the interview with Ibu Tari, a teacher at SD Negeri Kalibawang Kulonprogo, Sunday, May 8."

[34] "The results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8."

[35] "The results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8."

[36] "The results of the interview with Mr. Juni Arifin, Head of MI Ma'arif Kalibawang Kulonprogo, Sunday, May 8."

several aspects, namely at least two things including (1) because teachers cannot directly supervise and educate students, and (2) parents who are busy working odd jobs so that their children are left to do activities without clear supervision. So the effort that can be done by the teacher is to carry out routine and intensive coordination with parents and do "pick up the ball" for students who really need an individual approach to be educated properly.

CONSLUSION

Online learning is a breakthrough in today's educational patterns, but there are problems that cannot be solved with this alternative. The problem of students' attitudes, character or morals becomes a very important thing in education. Education is not just transferring knowledge, but the essence is "changing behavior" or personality traits for the better. In rural areas (Kalibawang), Kulon Progo in responding to the challenges of the conditions during the Covid-19 pandemic still encountered many obstacles in the online learning process. These obstacles include poor internet network signals and the decline in student attitudes and character caused by several factors, namely the teacher's lack of intense supervision of students. In addition, the economic condition of the community, namely the parents of students who are busy making a living, so that they are not good at educating their children at home, as well as uncontrolled student interactions so that they are free to interact with whom they want. Therefore, there needs to be a solution that is taken by the school, namely to overcome this the school has tried to build communication and cooperation with the guardians of students to jointly guard their children so that they have good personality characters even though learning is done online.

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The researcher stated that conducting this study objectively

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