

# ANALYSIS OF THE TEACHER COMPETENCE IMPACT ON CHARACTER EDUCATION IMPLEMENTATION IN THE LOW-GRADE STUDENTS DURING ONLINE LEARNING IN TOTOSARI PRIMARY SCHOOL

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**Abstrak:** Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan dampak dari kompetensi guru sebagai upaya pelaksanaan pendidikan karakter pada siswa kelas rendah selama pembelajaran online. Penelitian ini merupakan penelitian kualitatif dengan metode studi kasus. Data dan sumber data dikumpulkan dari guru-guru kelas rendah meliputi kelas I, II dan III di SD Negeri Totosari. Teknik pengumpulan data penelitian menggunakan teknik wawancara, observasi dan studi dokumentasi. Teknik validitas data pada penelitian ini menggunakan teknik triangulasi data. Teknik analisis data pada penelitian ini menggunakan model Miles dan Huberman. Prosedur penelitian menggunakan metode studi kasus oleh Cresswell. Hasil dari penelitian ini menunjukkan bahwa kegiatan pembelajaran sangat bergantung pada kompetensi guru, hal tersebut dikarenakan guru sebagai praktisi pendidikan utama dalam kegiatan belajar mengajar di kelas. Kompetensi guru memiliki banyak dampak pada implementasi pendidikan karakter siswa kelas rendah selama pembelajaran online. Berdasarkan analisis yang dilakukan diperoleh kesimpulan bahwa guru dengan kompetensi yang memadai lebih mengupayakan dan mengatur kegiatan pembelajaran sehingga pendidikan karakter siswa selama pembelajaran online tetap dapat dilaksanakan. Begitu sebaliknya, bagi guru dengan kompetensi yang tidak memadai kurang mengatur dan tidak mengupayakan kegiatan pembelajaran sehingga pendidikan karakter tidak dapat berjalan dengan maksimal selama pembelajaran online.

**Kata kunci:** kompetensi guru, pendidikan karakter, pembelajaran online.

**Abstract:** The purpose of this research is to analyze and describe the impact of teacher competence as an effort to implement character education in low-grade students during online learning. This research is a descriptive qualitative research with case study method. The data and data sources collected were obtained from teachers in low grades consisting of teachers in grades I, II and III of Totosari Primary School. Research data is collected using interview data collection, observation and documentation. This research uses triangulation technique as validity of research data. This study used data analysis with Miles and Huberman models. The research procedure uses a case study method by Cresswell. The results obtained from the research showed that learning activity depends on

*the competence of teachers, which was because teacher as a main practitioner education in activity learning in class. Teacher competence has a lot of impact on the implementation of character education in low-grade students during online learning. Based on the analysis that had been done, the conclusion obtained is that teachers with good competencies will be able to organize how student activities that support the development of character education during online learning can work effectively. In contrast, teachers with low competencies are lacking in organizing how classroom activities that support the development of character education during online learning well.*

**Keyword: teacher competence, character education, online learning.**

## INTRODUCTION

The transition to the transformation of the learning environment has been implemented in Indonesia since the emergence of the latest phenomenon, namely Covid-19, so social distancing restrictions are urgent to do. Remote learning or online learning is an alternative for the government to prevent the spread of Covid-19. Based on that, online learning will continue to be implemented until conditions are conducive, for this reason, schools as the main of the learning process are required to be oriented quickly. Online learning or e-learning is a learning process using a set of electronic tools as a source and supporting media so that the process of teaching and learning activities is carried out which is not limited by space and time (Amalia & Fatonah, 2020). Online learning has positive aspects that can build independence and provide students with exploratory actions, but in practice, it caused various problems that required the learning organizers to look for alternative options that fitted with the conditions of the new learning environment.

Based on the expert opinion that "Online learning made students more independent because it emphasized the student-centred learning, students became more active to expressed their opinions, the government has also provided several platforms that students could use to study (Handarini & Wulandari, 2020). In contrast, the impact of the learning system transformation from direct learning to online learning caused panic for educators because they had to change the learning methods, systems and learning models (Amalia & Fatonah, 2020). Teachers as the main key to the success of online learning were expected to be able to achieve national education goals in various conditions of the learning environment such as cognitive, psychomotor and affective in accordance with graduate competence standards. Based on that, teacher competence is

an urgent factor in influencing the achievement of educational goals during online learning.

In Law, number 4 of the year 2005 article 10 paragraph 1 Teacher competence included pedagogic competence which was the ability to manage student learning which included understanding students, designing, implementing learning, evaluating learning outcomes and developing students to actualize their competence (Nuralan, 2020); personality competence which is a personality that must be possessed by teachers including steady, stable, mature, disciplined, wise and authoritative (Suardipa, 2020); social competence includes the ability to socialize or communicate with students, educators, educational staff, parents of students and the community (Maslan, 2019); Professional competence is the ability to understanding material and material development by the latest technological developments (Wardany, 2020) obtained through professional education. Teachers were also required to improve their competence, especially in terms of using technology, providing adequate facilities, so do the students who do not yet understand the culture of distance learning even though not all students have adequate facilities (Purwanto et al., 2020).

Character education is one of the goals of national education that must be carried out during online learning, in fact, it became problematic because it should be embedded immediately but it was constrained by distance, in addition, it had not yet become a special concern for teachers and schools to discuss. Character education is a conscious effort to embed and develop good values in humanizing humans, and to improve the character and intellectuality of students so that knowledge and character are created that were useful to the surrounding environment (Mustoip, 2018). Character education is needed to overcome the weakness of value in Indonesian culture, which is worried would lack national character (Masyhuri & Suherman, 2020). Based on the research of Nona Kumala, et al entitled "Strategies for Instilling Islamic Character in Students During Online Learning" said that embedded student character during online learning did not run optimally (Sari, Hutabarat, Susanti, Sopyan, & Yudi, 2020).

In contrast to this, the research conducted by Rida Fironika, et al entitled "Growing Student Independence During Online Learning as the Impact of Covid-19 in

Elementary Schools" explained that the conditions during online learning could have a positive impact, such as embedded students' independent character is very appropriate to be done by teachers during online learning, the students were more flexible did some activities that stimulated embedded the independence character, so the students not only embedded the affective aspects but also students' motoric skills (Kusumadewi, Yustiana, & Nasihah, 2020). Based on the results of those research, it is necessary to carry out further studies regarding the impact of teacher competence on the implementation of character education. In the early observations made by researchers during the implementation of distance learning at Totosari primary school, the process of teaching and learning activities emphasized on did some exercises and assignments on their books, but the teacher had not facilitated mentoring activities to implement character education.

This study aims to analyze and describe teacher competence, the implementation of character education and the impact of teacher competence on the implementation of character education for class I, II and III students during online learning at Totosari primary school. The results of this study can be used as a theory development and give insight regarding teacher competence and the implementation of character education, as an evaluation for teachers in increasing their competence during online learning and implementing character education.

## **METHODS**

This research had been done by used qualitative descriptive approach and study case method. The data of this research was included primer data from low-grade teachers class Totosari primary school. On the other side, the secondary data was obtained from analysis documentation. The data source was obtained from low-grade teacher class. This research data was collected by interview, observation and documentation with triangulation as a validation data. The data of this research was analyzed by Miles and Huberman interactive model. The stage of this research corresponded with study case research procedure by Cresswell.

## **RESULTS AND DISCUSSION**

### **A. Competence of Low-grade teachers at SD N Totosari**

### 1. Pedagogic Competence

The pedagogical competence of grade I and grade II teachers has quite good competence, this is shown through online learning activities that are quite varied, systematic and facilitate various potential students. Some indicators that are not achieved in grade I include providing HOTS-based materials and questions, teachers focus more on making students able to read and write; Knowing the talents and interests of students, teachers do not emphasize understanding students' talents and interests but rather provide positive motivation and reinforcement in online learning; and the level of social development of students, teacher don't have activity instruments that can measure the level of student development so that its implementation is not optimal only through communication with parents whose validity is not necessarily ascertained. The pedagogical competence of grade III teachers has poor competence, this is illustrated by several indicators that have not been achieved. Indicators of understanding student characteristics, carrying out activities to achieve operational objectives, HOTS-based materials and questions, meaningful and exploratory learning have not been seen in online learning. This is shown based on observations and document studies with learning activities dominated by assignments contained in student theme books.

### 2. Personality Competence

The personality competence of grade I, II and III teachers has good competence, it is reviewed through several actions and attitudes of teachers that reflect good personality. Based on the indicators, grade I and II teachers have met indicators that reflect good personality. Grade III teachers have indicators that have not been achieved, namely providing fun activities, online learning in grade III teachers rarely share videos related to learning or supporting character education, all activities are dominated by assignments in theme books. Online learning in class III is combined with the use of scimediaonline applications so that students can view videos and do questions on the platform. However, based on personality observations shown by class I, II and III teachers show a good personality, polite and open to all parties.

### 3. Social Competence

The social competence of grade I, II and III teachers varies from teacher to teacher. In online learning, grade I and II teachers have good social competence, especially in building communication with parents, grade I and II teachers show a continuous communication pattern, open to every response given by parents, solutive to the problems faced and friendly. In online learning activities, intensive teachers communicate with parents both about related learning and provide positive reinforcement in the form of motivation and encouragement and provide support for parents in providing student guidance during learning at home. Class III online learning activities are very different from classes I and II, teachers rarely provide intensive communication to parents. Communication built in class III dominates information related to assignments and important information such as picking up textbooks at school, conducting student health checks at school or providing quota facilities for students. The provision of positive reinforcement in the form of motivation and encouragement has not been done intensely by teachers.

#### 4. Professional Competence

The professional competence of grade I, II and III teachers has different competencies. Professional competence of class I teachers has good professional competence, although online learning in class I is very limited to only using Whatsapp teachers have various efforts in the form of animated videos so that learning can run smoothly. Teachers' knowledge about online learning facilities in the form of educational applications has several references, but their implementation is not possible due to differences in parents' ability to apply educational facilities during various online learning. Class II professional competence is quite good, in online learning teachers unite online education facilities Whatsapp and scimediaonline. In addition, due to the limited ability of parents to apply varied educational facilities, the efforts used by teachers provide a variety of various kinds of animated videos. The professional competence of grade III teachers has poor competence, this is shown through online learning activities that are limited to using only Whatsapp and scimediaonline. However, the efforts made by teachers are very monotonous only fixated on practice questions and materials in books and online scimedia. Overall, teachers at SD N Totosari attend competency training, seminars and workshops to improve performance, in addition to grade III teachers who

do not have an educational background conduct equality studies to improve knowledge and performance in accordance with their profession.

#### **B. Implementation of Low-grade Character Education at SD N Totosari**

The implementation of character education during online learning in grades I, II and III has its own target in instilling certain character values in each class, namely the cultivation of 18 character values (Arbangi, 2020), although not all are instilled due to limited interaction even though characters are assessed naturally (Rigianti, 2020). In class I during online learning, the character values instilled include fostering national spirit, friendship, love to read, creativity, honesty and responsibility. This is seen through the activities provided such as singing nationalism songs to foster national spirit, getting to know new friends by sending self-introduction videos to foster friendly attitudes, class I activities which are dominated by reading books as an effort to like reading, work activities, dancing and singing children's songs and folk songs to build creativity, honest character built by teachers by always urging them to be deep Task work is done by yourself without the help of others, this can build independent character and can be measured through student work results and parents' daily reports, the character value of responsibility is shown through task completion activities carried out by students and discipline character is shown from task collection activities on time. In class II during online learning the characters instilled include peace-loving activities shown by habituation activities to sing through the video "Friendliness and Politeness", creativity is instilled through singing, working and dancing activities, caring for the environment is shown by utilizing used goods around students as works such as the use of plasticine or plastic packaging made into works, responsibility and discipline are instilled through task completion activities Timely, honest and independent can be seen from the appeal made by teachers to parents to guide students to study at home and not help complete student assignments to be done by students themselves. In class III during online learning, independent character is instilled which is shown through independent learning activities with parental guidance through theme books and scimediaonline. Instilling the value of responsible character can be seen from the sincerity of students in completing and collecting assignments during online learning.

The learning planning used in classes I, II and III has adjusted the latest lesson planning of teaching format and is adjusted to the conditions of the student learning environment, namely online. The implementation of character education at SD N Totosari both grades I, II and III is implemented accordingly. integrated or inserted with thematic learning both cognitively, psychomotor and affectively, through habituation activities carried out repeatedly and conducting evaluations to measure the development of student character values (Munjiatun, 2018). The implementation of character education during online learning is instilled through various learning media, in class I animated videos are given related to character education development such as singing regional songs, national songs, songs to know friends, besides that character is developed by providing active student activities while at home such as helping parents, learning to take care of themselves to train skills and work; In class II, they were given the habit of singing the song "Friendly and Polite", giving animated videos, working using used goods and dancing. In class III it is instilled through portfolio assignments and using scimediaonline. The implementation of character education in the lower grades of SD N Totosari grades I and II has begun to use an active and interesting implementation process in instilling character education (Nugraha, 2020). Evaluation activities carried out using practice questions either in a portfolio on the theme book or through online quizzes, assessment is measured based on categories A, B, C, D which are measured through indicators of each character value instilled.

#### C. The impact of optimizing teachers' competencies on the implementation of character education during online learning

The competence possessed by teachers greatly supports the running of online learning activities, especially the implementation of character education with a new or distance learning environment. The following is the impact of teachers who optimize their competence on the implementation of character education during online learning:

- 1) Teachers understand the characteristics and conditions of students, so as to be able to provide learning activities in accordance with their characteristics.
- 2) Teachers understand the conditions of the student learning environment, so as to be able to provide a variety of activities in learning activities such as providing motivation, collaborating with parents and building active communication during online learning.

- 3) The teacher is able to provide a target value of what character needs to be achieved which is adjusted to the learning environment and student characteristics.
- 4) Teachers are able to design character education activities that are fun, creative and encourage the instillation of character values to be achieved.
- 5) Provide an interactive approach in the implementation of character education.
- 6) Conduct regular monitoring and establish good communication with parents in order to find out the development of students' skills and character.
- 7) Provide evaluation activities that can measure the embeddment of character education and be adjusted to the characteristics and conditions of students.
- 8) Provide transparent and periodic assessments or records of student progress to parents during online learning.
- 9) Build open communication in accepting criticism and suggestions, as a performance evaluation and providing feedback in the form of reflection actions.

## **CONCLUSIONS**

The competencies possessed by teachers in low-grades have differences in each teacher, in grade I and II teachers show that they have good competencies shown by learning activities and the implementation of character education during online learning is very systematic, planned and varied and active and meaningful. However, grade III teachers need to improve teacher competence because online learning activities are still not planned and varied. The implementation of character education in grades I and II shows the implementation of varied character education. In classes I and II instilling creative character, nationalism, national spirit, peace-loving, caring for the environment, friendly and fond of reading. In class III instills the character value of responsibility, class III only instills the character value of responsibility. The evaluation activities are carried out through portfolios and online quizzes with assessments based on categories A, B, C, D according to the indicator of the character values instilled. The impact caused when teachers optimize their competencies greatly supports how to implement online learning and the implementation of character education. This can be seen in the various differences in the implementation of character education in each different class,

the implementation of character education during online learning depends on the competence and creativity of teachers in the implementation of online learning. Teacher competence has a lot of impact on the implementation of character education in low-grade students during online learning. Based on the analysis that had been done, the conclusion obtained is that teachers with good competencies will be able to organize how student activities that support the development of character education during online learning can work effectively. In contrast, teachers with low competencies are lacking in organizing how classroom activities that support the development of character education during online learning well.

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