

THE IMPACT OF PARENTING TOWARD CHARACTER DEVELOPMENT ON ELEMENTARY STUDENTS IN WEST BANGLAS

ARYANTI, N.¹ – SUROYO^{2*} – SETIANTI, M. Y.¹

¹ *Department of Elementary School Education, Indonesia Open University, Banten, Indonesia.*

² *Department of History Education, University of Riau, Riau, Indonesia.*

**Corresponding author*

e-mail: Suroyo11002[at]lecturer.unri.ac.id

(Received 15th January 2023; accepted 25th March 2023)

Abstract. During the current Covid-19 pandemic, in meeting economic needs or carrying out daily activities, people are forced to be able to adapt by implementing healthy living habits so as not to be affected by the Covid-19 pandemic. This research is qualitative research that aims to obtain information about the role of parents in the implementation of character education. The object of research is students who are at SDN 16 West Banglas with purposive sampling technique in determining respondents. Data collection techniques based in-depth interview techniques was applied in this study. The data analysis technique used a qualitative descriptive approach. Based on the results of Key's research, the role of parents in children's character education is not optimal. In general, the process of implementing character education during courageous learning is considered good enough but not optimally applied, especially to all respondents. This is based on the explanation of observations and research results which show that not all parents are actively involved in the implementation of character education as long as children learn from home. There are even some parents who do not understand the application of character education itself as long as children learn from home.

Keywords: *parenting, character development, students, West Banglas*

Introduction

Coronavirus 2019 or generally known as Covid-19 has become a frightening pandemic for the lives of the world's people today. Referring to the data on the official website of the Indonesian Covid-19 website, as of July 2, 2021, there were 2,228,938 people who were positively infected with Covid-19, with the number of patients dying as many as 59,534 people (KIPI, 2022). Seeing such a huge impact, plus the lack of a drug that is able to eradicate the disease caused by Covid-19, has caused fundamental changes to the entire order of life. People who were previously not so worried about health problems are now forced to adapt to a new pattern of life or what is known as the New Normal life order (Suroyo and Putra, 2022; Raharjo, 2010). Distance education using information technology, of course, has various impacts on the student's learning process at home. On the one hand, currently the use of information technology is very much needed in helping students learn at home, but on the other hand the negative impact of using information technology, especially for elementary school students (Suroyo et al., 2022), is still quite worrying. Parents as individual, who carry out the role of teachers in the learning process at home, are demanded to be more responsive in anticipating the negative impacts that may be caused by the use of information technology in the learning process during this Covid-19 pandemic. One of the efforts that can be taken to prevent the negative impact of using information technology during the Covid-19 pandemic is through the application of character education (Komara,

2018). More broadly, currently character education in Indonesia has also become a pillar forming the nation's character (Widianto, 2015).

According to Sutriyanti (2016) also, there are 8 values that parents need to teach their children in implementing character education at home, including: (1) religious religious values; (2) independence values; (3) hard work values; (4) Tolerance values; (5) the value of social care (6) the value of discipline; (7) the value of honesty; and (8) the value of caring for the environment. The success of implementing character education in the family, in essence, really depends on the willingness and tenacity of parents as role models in various life activities at home. Character education can essentially be interpreted as a process of giving guidance to students to be able to develop good attitudes and behavior in various spheres of life. Character education should be first applied in family life (Setiardi, 2017). However, the problem is that sometimes there are still many parents who do not understand the importance of implementing character education at home. Generally, parents feel that any form of education is the responsibility of the teacher at school. However, the current problem is the condition of the Covid-19 outbreak which has forced all parents to carry out dual roles at home (Adiya et al., 2021).

On the one hand, parents are charged with continuing to strive to meet the needs of daily life, but on the other hand, in the midst of the Covid-19 pandemic, parents are required to be able to become teachers in order to carry out the function of education at home (Pantan and Benyamin, 2020). Therefore, the success of implementing character education at home is very dependent on the ability of parents to balance the two tasks (Ginanjari, 2013). The problems of implementing education and the learning process during the Covid-19 pandemic were also faced by students at SD Negeri 16 West Banglas, Selatpanjang City. Students and parents are forced to adapt to the current conditions and learning process. Not a few parents feel burdened because they have to provide additional costs to get information technology devices in the form of cellphones or laptops, operational costs during the learning process to provide special time in guiding students during the learning process at home. This study seeks to analyze the role of parents in the application of character education during the Covid-19 pandemic, especially in the scope of SD Negeri 16 West Banglas, Selatpanjang City. Fundamental problems that will occur from the implementation of the learning process during the Covid-19 pandemic need to be studied and identified. The results of this analysis are expected to be the basis for determining the role of parents in the application of character education patterns during the Covid-19 pandemic.

Materials and Methods

Research design

Research related to the role of parents in the application of character education during the Covid-19 pandemic, applies a qualitative descriptive approach with analytical methods. Qualitative research is a research aimed at describing and analyzing individually or in groups (Bachri, 2010; Raco, 2010; Sugiyono, 2009). This research was conducted at SD Negeri 16 West Banglas, Selatpanjang City, Meranti Islands Regency, Riau Province. Currently, SD Negeri 16 West Banglas Selatpanjang is located in Selatpanjang, Tebing Tinggi District, Meranti Islands Regency. In this study, the object that became the focus of attention were the students of SD Negeri 16 West Banglas, Selatpanjang City. Meanwhile, the subjects who have a role in influencing the

character of students are parents at SD Negeri 16 West Banglas, Selatpanjang City. Primary data needed include data on respondents' responses regarding the role of parents in the implementation and development of character education at home. Secondary data needed in this study include school profile data in this case SD Negeri 16 Banglas Barat Selatpanjang City, profile data for teachers at SD Negeri 16 Kota Selatpanjang, school progress report data and data related to available rules, policies and technical instructions. in reports or archives of documents and other reports obtained through literature study.

The data collection methods that will be applied in this research are through in-depth interviews. Interview is a technique of collecting data through face to face directly to the respondent as the object of research. However, in accordance with current conditions, interviews can basically also be conducted through the use of communication media or the use of online information technology, especially during this Covid-19 pandemic. The interview process will be carried out to as many as 6 parents of students who were selected purposively who are representatives of parents from each class. The criteria for determining the sample, among others, are based on the education level of the parents, the profession of the parents' occupation or the social status of the family (such as single parents or single parents) of the students who are the object of observation.

Results and Discussion

The application of learning at home is a compulsion that must be applied by schools due to the spread of the Covid-19 outbreak that is sweeping the world. On the one hand, education is very important to continue to be implemented, for the future of students. Meanwhile, on the other hand, efforts to avoid the spread of the Covid-19 outbreak must be carried out together by reducing direct interaction in crowded numbers. Therefore, the government together with related units, in this case educational institutions, was forced to take a solution by implementing distance education which was carried out in the homes of each student. The implementation of distance education will be carried out with the availability of technology support, in this case in the form of computer devices or smart mobile phones (smartphones) supported by the availability of software applications that are able to assist the process of sending data, images and videos in one special application. However, the solution implemented by the government by implementing online education in their respective homes, has led to several new problems in family life. Students in line with the statement of the respondent Mrs. Nuri (46 years old) who explained:

“During learning from home due to the pandemic, it creates new problems. In the absence of a teacher, like it or not, we as parents are required to accompany our children while learning from home. We I, our knowledge in teaching children is very limited and we ourselves do not really understand the learning material presented. In addition, we have limited time in accompanying children to study. It is certain that we are not routine in accompanying children to learn. The father works as a laborer and the mother as a housekeeper, so it is not optimal in assisting children to study.”

Reinforced by the statement of Mrs. Yanti (38 years old) who revealed that:

“During online learning from home, we admit that we provide additional costs. We parents must provide a laptop or cellphone (smartphone) which is an important tool in online learning. Like it or not, we have to buy even though sometimes we owe it.”

The existence of parents as substitute teachers during online learning from home cannot fully run optimally. This is related to the limitations of parents in understanding the subject matter while accompanying children to learn from home. This condition raises new problems that have an impact on children's learning outcomes. This condition was explained by one of the respondents' parents, namely Mrs. Yani (38 years old) who explained:

“During this online learning, we parents are confused in accompanying children to study because we ourselves do not understand the children's learning material. when the child has difficulty, the child asks us and we ourselves are confused by the answer. Inevitably, sometimes we ask our neighbors or relatives who we think understand the difficulties of learning materials experienced by children. To ask questions with the teacher is rather limited with the teacher's response being not always helpful in a timely manner.”

During learning material difficulties, other difficulties experienced by parents during online learning are limitations in understanding technological devices that support the learning process. A small example is the limited ability of parents to understand in accessing learning applications that can help the learning process. The results of the review show that almost all parents of students have not been able to create e-mails create application accounts and access the application itself. The condition explained by the respondent, Mrs. Wati (42) who revealed:

“We admit that we really don't understand the various application models used during online learning. All we know is whats app and youtube app. These are the only two applications that we use frequently. We don't even understand how to make an email.”

Basically, SD Negeri 16 West Banglas has a basic understanding of the importance of character education in schools. This can be seen from the efforts that have been made by the school, especially in the context of implementing every value that is instilled in every student at school and at the same time as an effort to realize what is aspired in the vision and mission of SD Negeri 16 West Banglas. Character education is basically one of the main objectives of implementing education and learning at SD Negeri 16 West Banglas. In general, the implementation of education at SD Negeri 16 West Banglas aims to lay the foundations of intelligence, knowledge, personality, noble character, and skills to live independently and attend further education. In addition, in order to increase students' knowledge of other fields, especially to provide skills in the future, various soft skills activities have also been carried out, including extracurricular activities which are divided into two types, namely routine and periodic. Routine extracurricular activities are forms of extracurricular activities that are carried out continuously. And extracurricular activities that are periodic are forms of activities that are carried out at certain times. The forms of activities that are routine in nature are as follows: (1) class organization; (2) arts such as dances, writing arts and tambourines, as well as clubs

centered on subjects such as: Science, Mathematics, Indonesian Language, Social Studies, Islamic Religion (Yassinan, Murattal, and Lectures). Other routine activities that are also carried out include School Health Business (UKS), School Scouts, School Cleanliness and Safety, Early Childhood Sports and Libraries. Meanwhile, the forms of extracurricular activities are periodic, including: (1) sports competitions; and (2) picnic/sightseeing.

In this study, to assess the implementation of character education by parents at home, there are 5 assessment variables, including those related to religious obedience in students, the spirit of nationalism, integrity, independence and mutual cooperation or cooperation. The poll through the interview process has been carried out directly to as many as 6 informants who are parents of representative students from each class at SDN 16 West Banglas, Selatpanjang City. The results of questions and answers with informants in this study can be described in the religious section. in the form of religious education in each household. Several questions were asked regarding the religious education that has been applied by parents to students at home, including: (1) regarding the efforts that have been made by parents in increasing students' obedience in carrying out religious orders, especially in carrying out worship at home; (2) actions parents in providing understanding to students related to religious differences, especially in the practice of worship according to their respective religions; (3) giving examples by parents to students related to the attitude of realizing tolerance among fellow religious believers in social life; (4) parents' efforts in providing understanding and examples of application in realizing religious harmony with followers of other religions; and (5) actions that must be taken in solving problems if there is a conflict with followers of different religions.

From the results of interviews and opinion polls to parents as informants in this study regarding efforts to increase obedience in obeying religious orders in carrying out worship explained by Mrs. Suratni (44 years old) who explained:

“Even though we are learning from home online during the pandemic, we still provide education and knowledge about religion to our children. Because we are Muslims, as a parent, I monitor my child's obligation to pray on time and recite the Koran. Not infrequently, my husband and I as parents are rather firm and hard about the obligation to pray. We understand that religious education is the duty and responsibility of parents to their children, not entirely the task of teachers. What's more, learning online from home is entirely the responsibility of the parents.”

The results of the opinion poll related to the efforts and role of parents in forming an attitude of loving the nation's culture, parents in general are very aware that character education related to instilling a sense of love for the nation's own culture is very important given to students. Efforts made by parents in providing an understanding of the importance of loving their own nation's culture include direct teaching and explanations to students that every child of the nation is obliged to love their own nation's culture. Other actions that parents have given to students at home such as giving advice, providing examples of the nation's culture, and efforts to preserve it. As explained by respondent Erni (40 years old) who explained:

“One form of nationalist education that we instill in children while learning from home is basic knowledge about local culture and preservation. We teach in a simple

way in a family that is easy for children to understand. For example, as an area where the majority of the Malay community is still thick with Malay culture. One of them is the art of pencak silat. We convey to the children to participate in preserving the culture of pencak silat as a form of responsibility for the Malays towards their own culture.”

Furthermore, the application of character education is sought to create a sense of self-sacrificing patriotism in students. For this reason, from the results of the opinion poll to parents regarding the efforts and role of parents in fostering a sense of patriotism and being willing to sacrifice for the interests of the nation and state, among others, through providing an understanding of the role of students in the life of the nation and state. According to parents, studying diligently and responsibly is a form of patriotism and self-sacrifice for students. Likewise, obedience to the rules is also considered as an attitude that leads to the desire to be willing to sacrifice for the interests of the nation and state in students. One of the other parents gave real examples in everyday life related to being willing to sacrifice in the form of an attitude that prioritizes common interests over personal interests. Parents have an important role in cultivating the spirit and attitude of integrity in students at home. For this reason, interviews have been conducted with 6 (six) informants to find out more deeply about the efforts and roles of parents in instilling a spirit and attitude of integrity in students at home.

As for the aspects that are questioned in assessing the efforts and actions of parents in cultivating this spirit of integrity, among others: (1) the efforts and actions of parents so that students have a consistent nature between their words and actions; (2) the efforts and actions of parents in instilling an attitude of commitment for each task given to students at home; (3) the efforts and roles of parents in developing an attitude of loyalty to the truth values in students at home, and (4) the efforts and roles of parents in instilling an attitude of responsibility for every action in themselves. The results of the poll that have been carried out can be explained as follows. Regarding the efforts and roles of parents in fostering a consistent attitude in words and actions in students, parents are of the view that the main foundation is the honest attitude of students. Therefore, parents always try to remind students to always be honest with others, both in word and deed. In addition, parents also consider that being fair is also very important for students, especially in making decisions. Objectivity is very necessary in the decision-making process, meaning that siding with the truth becomes very important when students are faced with problems in decision-making. Reinforced by the results of interviews with respondents, namely Mrs. Nurfadila (39 years old) who said:

“In terms of integrity, we teach our children to always be honest. Honesty is the main capital that is very important in society. In addition to being honest, the form of integrity that we instill in children is with the responsibility to carry out the 5 daily prayers on time.”

Cultivating a spirit of integrity in students can also be applied by instilling an attitude of commitment in students. Commitment is basically a form of firm attitude with conviction, responsibility and having a strong determination to achieve what you want or aspire to. Efforts to foster an attitude of commitment have been applied by parents to students in everyday life, for example by reminding the importance of students to immediately complete any homework given by the teacher without having to

procrastinate doing it. In addition, the forms of education applied by parents in fostering an attitude of commitment include making agreements, asking students to promise and try to keep it. Mistakes made by students are used as learning in the future. Parents try to make promises that have been mutually agreed upon as a reminder and control so that students do not make the same mistakes in the future. The next character education that must be given by parents to students at home is to foster an attitude of self-reliance in students. Independent can be interpreted as an effort made by students to complete each task and responsibility without having to depend on others.

To find out how the efforts and application of parents in realizing self-reliance in students at home, questions have been asked, including: (1) the efforts and roles of parents in fostering a professional attitude in students, especially in completing each task carried out; (2) efforts and roles of parents to educate students to become individuals who are able to think creatively; and (3) efforts and roles of parents in increasing students' tenacity in the learning process. The results of the opinion poll related to the efforts and roles of parents in realizing an attitude of independence in students at home can be described in the following section. The efforts that have been made by parents in cultivating a strong and tough soul in order to realize independence in students include instilling self-confidence in students. Reinforced by the statement of the respondent, Mrs. Suryani (42 years old) who explained:

“During online learning from home, we realized that the teacher's role in assisting children was lost, so children were required to become more independent. As parents who are busy working, of course, we cannot be optimal in assisting children in learning, but we also monitor children's learning development. we are also involved in helping children make study schedules and reminding children if there is a study schedule and assignments to be completed.”

Other important character values that need to be instilled in students are mutual cooperation. The value of this character can be seen from the attitude to want to cooperate with others, empathy and care, willing to help others shown by students, especially in dealing with various existing problems. To find out the efforts and roles that have been carried out by parents in their efforts to realize the attitude of mutual cooperation to students, several questions have been asked, including those related to: 1) the efforts and roles of parents in fostering a spirit of cooperation in various activities,) the efforts and roles of parents to educate children to be mutually helpful with others, and 3) the efforts and roles of parents to instill caring (empathy) in students. The results of the opinion poll related to the efforts and roles of parents in realizing the attitude of mutual cooperation in students at home, among others, can be explained in the following section. Respondent Yani (40 years old) explained:

“Our effort as parents in teaching mutual cooperation is to instill an attitude of cooperation. Despite the pandemic, we still allow children to study in groups while still following the health protocols. Sometimes they discuss with each other in Whats App groups if they have difficulties in learning. The point is that we instill an attitude of helping each other and helping and helping.”

The COVID-19 outbreak has had a huge impact on the implementation of education in schools. To avoid a wider impact, the implementation of education and learning for

students is forced to be transferred to each family, although they still receive guidance from teachers remotely (online). As a result of the transfer of the implementation of education and learning from school to home, it has provided an additional burden for parents of students at SDN 16 Banglas Barat Selatpanjang. Parents, besides having to continue to strive to meet the needs of their families on a daily basis, are forced to be directly involved in providing guidance, education and learning at home for their children. This certainly raises various problems and obstacles for parents to be able to replace the role of teachers so far in schools. For some parents, educating children or providing learning for students at home is a problem in itself.

In addition to the fact that parents are busy with daily activities, other factors such as problems with student attitudes and motivation, problems with the level of understanding of learning materials from parents or other technical problems such as the ability to use information technology as a medium of learning at home further complete the implementation problems education and learning at home from the students of SD Negeri 16 Banglas Barat Selatpanjang. During the Covid-19 pandemic, parents are faced with two big problems, apart from being busy with efforts to meet the daily needs of family life, parents are also forced to replace the role of teachers in carrying out the learning process for students at home. Thus, parents must be ready to carry out these two important roles. Parents must be able to be role models and at the same time provide character education learning at home (Ginanjari, 2013). The results of this research further complement the study conducted by Wardani and Ayriza (2020). According to Wardani and Ayriza (2020) in general, the obstacles for parents in accompanying children to study at home during the Covid-19 pandemic are the lack of understanding of the material by parents, the difficulty of parents in growing their children's interest in learning, not having enough time to accompany their children. because they have to work, parents are impatient in accompanying children while studying at home, parents have difficulties in operating gadgets, and obstacles related to internet service coverage. The role of parents is very much needed for the child's learning process during this Covid-19 pandemic. The role of parents is also very necessary to provide education to their children who still cannot understand about the pandemic that is endemic to stay at home so as not to be infected and infect this pandemic outbreak (Cahyati and Kusumah, 2020).

But on the other hand, the implementation of education and learning at home has also had a positive impact in relation to the relationship between parents and children in each family. Learning that is done well between parents and students at home has a good influence on social relations between parents and students at home. The emotional relationship between parents and children is growing closer; the maximum affection can be poured out by parents to children due to more time together during the Covid-19 pandemic. The same thing has also been expressed by (Sari et al., 2021), the implementation of education at home has a positive impact on families. Mothers have more quality time with their children; can do activities together every day and throughout the day, thus making them more cohesive, even though the level of fighting between siblings increases. Thus it can be said that the implementation of education and learning at home during the Covid-19 pandemic, in addition to providing additional problems for parents, on the other hand has had a positive impact on the relationship between children and parents. Parents have plenty of time to be able to devote their love to their children in the education and learning process at home.

Character education is a process that never stops. The government or officials in schools may change, but the implementation of character education must continue. Character education is not a one-time activity with a beginning and an end. Character education is needed by each individual, especially students, to become even better by upholding human values. The importance of character education for students is based on the existence of a critical period in the development of students (Widianto, 2015). During the Covid-19 pandemic, the application of character education at home was the only step implemented in order to continue to carry out obligations in educating the rest of the nation's sons and at the same time avoiding further impacts from the effects of the spread of Covid-19 to date. The implementation of character education requires support and cooperation between the school and parents at home. Cooperation between parents and the school is very important in implementing character education for students at home. There are at least 5 things that underlie the need for coordination and cooperation between parents and the school, namely (Hatimah, 2016): (1) Parents are the first and foremost educators, but in practice there are still many parents who fully surrender the responsibility of children's education to their children. the school; (2) The role of the school is to help families so that the implementation of education becomes more systematic, effective and efficient with more secure results; (3) Not all children's educational needs can be met by the education unit and family; (4) Cooperation between parents and education units absolutely necessary; and (5) Education units must encourage cooperation with parents through the implementation of various development programs that are beneficial for children's education.

This research has succeeded in revealing how the efforts and application of character education are carried out by parents to students at home, especially during the Covid-19 pandemic. The character values identified include the application of religious values (religious), the spirit of nationalism (nationalist), integrity, independence and mutual cooperation. This is in accordance with the priority of developing character education based on Pancasila (Kementerian Pendidikan dan Kebudayaan, 2017). The Government of the Republic of Indonesia in this case the Ministry of Education and Culture, in 2017 has issued a Regulation of the Minister of Education and Culture (Permendibud) No. 30 of 2017 concerning the involvement of families/parents in an educational unit. The involvement of parents in the provision of education requires a synergy between special education units, parents and the community. The objectives of involving parents in education and learning units are, among others: (1) increasing awareness and shared responsibility between special education units, families, and the community towards the implementation of education; (2) encouraging strengthening student character education; (3) increasing family/parents' concern for student education; (4) building synergy between special education units, families, and communities; and (5) creating a safe, comfortable, and pleasant environment for educational units.

In the analysis section of the results of the polls that have been carried out regarding every aspect of character education at home, it can be seen how the efforts and roles of parents in educating students at home can be seen. Basically, parents have awareness about the importance of character education for students. Parents are well aware of their role and the real efforts they have put into each student in the family. According to Setiardi (2017), family or home is the main place for implementing character education. Parents have a very important role in carrying out and implementing the learning process and character education at home. Therefore, parents are required to be able to understand their duties and obligations in the development of character education for

children in the family environment. The same thing is also explained by Sutriyanti (2016), the family is the first and main educational path for children and is the first place where children receive education and teaching from their parents. A harmonious and harmonious family will affect the child's character. Ideal parents are needed in character education in the family environment; parents are required to be able to understand their duties and obligations. The results of the analysis have explained that various efforts have been made by parents in providing learning related to character education for students at home, starting from providing advice, understanding, guidance and at the same time being an example (rolemodel) to students in every activity in the family. This has also been explained by Setiardi (2017) that the process of character education of students in the family can be carried out by parents using several ways, including applying exemplary education, habituation, advice and punishment and motivation for children. Furthermore, creating a person who is tough, tenacious, full of confidence, honest, committed, responsible, willing to cooperate are the most basic character values that must be instilled in every student.

In addition, according to Widiyanto (2015), the character values that parents must give to children in the family environment include training self-discipline in children, training the spirit of perseverance in children, getting used to living responsibly in children from an early age, always be humble towards others, cultivate etiquette, uphold the values of honesty, love God by getting used to worship on time. Parents should be an example in implementing character education in the family environment, then transmitting character education to children in the family. Parents or families have a strategic role in implementing education for students during this Covid-19 pandemic. The results of Pantan and Benyamin (2020) research show that there are 7 main roles of the family in children's education, namely: (1) the function of faith; (2) educational function; (3) socialization function; (4) protection or protection function; (5) affective function; (6) economic function; and (7) recreational function. These seven roles emerged when the research was conducted during the Covid-19 pandemic.

Conclusion

The problems of implementing education and the learning process during the Covid-19 pandemic were also faced by students at SD Negeri 16 West Banglas, Selatpanjang City. Students and parents are forced to adapt to the current conditions and learning process. Not a few parents feel burdened because they have to provide additional costs to get information technology devices in the form of cellphones or laptops, operational costs during the learning process to provide special time in guiding students during the learning process at home. However, providing understanding to students is very important so that the educational process can continue despite the threat of the Covid-19 pandemic which is still endemic. The application of the pattern of character education is expected to be able to bridge the need for implementing education and at the same time prevent the negative impacts that may be caused by the use of information technology. There are several problems during learning from home which include several things, namely: First, the teacher's role as a companion is not optimal while the child is studying from home, this is due to inefficient study time and physical contact that affect the emotional approach to students. Secondly, the limitations of supporting facilities can be includes such as gadgets and the internet. Not all children have gadgets and internet facilities where the learning process from home is dominated by learning with digital

access. Third, the role of parents in assisting children is not optimal while learning from home. This is influenced by the level of education and limited knowledge of parents on children's learning materials. In addition, the factor of people's working time is not a maximum part of the child's learning process from home.

The implementation of character education at SDN 16 Banglas during learning from home is considered not optimal. This is because the teacher's role as a facilitator is not optimal in assisting children during learning from home because there is no physical contact, emotional connection and direct observation. From the concept of assessment, during learning from home the assessment process in the affective and psychomotor domains does not fully occur. In general, the process of implementing character education during online learning is considered good enough but not optimally implemented, especially for all respondents. This is explained based on observations and research results which show that not all parents are actively involved in the implementation of character education while their children are learning from home. There are even some parents who do not understand the application of character education itself as long as children learn from home.

Acknowledgement

The author would like to say thank you for participants of this research who were willing to share information for this study. For the translator, Bima M. P, would be very appreciated. This research is self-funded. However, there is no scholarship or research funding cover this study.

Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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