

Chapter One

Introduction

The researcher prepared the research background in this chapter to identify and limit the problem. The researcher gave two research questions that are in line with the problem.

Research of the Background

Education in Indonesia is regulated by law with policies made by the government. The National Education System Law No.20/2003 states that education is a conscious effort to create a learning atmosphere and learning process so that students can actively develop their potential to gain religious knowledge. Spiritual, self-control, personality, intelligence, creativity, and skills (Rofiah & Kurniawan, 2016a). Students are required to study for 12 years starting from elementary school, junior high school, and senior high school equivalent with the government, which is obliged to facilitate and finance students during school (Rofiah & Kurniawan, 2016b, p. 343). In this regard, education is action efforts by any state or institution to maximize the students' potential, including hard and soft skills.

Unfortunately, the Covid-19 pandemic has attacked almost countries, including Indonesia. The government released a policy of limiting all sectors, including education to online learning. Online learning is an alternative to learning when the Covid-19 pandemic spreads in Indonesia. Online learning by utilizing computers, laptops, and smart phones with an internet connection creates

innovation that makes learning possible not only in the classroom (Mellati & Khademi, 2018). Online learning is implemented to minimize the transmission of the Covid-19 virus, and students still get the right to study (Santika, 2020). Online learning is a challenge for teachers in schools. Even through online learning, teachers still carry out online learning.

Character education is an important part of building education. Character education is a manifestation of achieving a generation that is intelligent and capable of having a good personality that is useful for the Indonesian nation (Suriadi, Ahmad, Padang, & Barat, 2021a). Character education during online learning becomes an extra task and responsibility for teachers to improve students' ethics, responsibility, and character.

Implementing character education during online learning is new for teachers. Students cannot interact directly with a teacher until students show various attitudes. The attitude includes: ignoring assignments given by teachers, not reading messages in WhatsApp groups, and leaving groups (Suriadi et al., 2021b, p. 168). Therefore, it needs the role of the teacher to implement character education during online learning to build student character in the future.

A private Islamic school which is the place of research becomes an attraction for a researcher. This school implemented online learning when the Covid-19 pandemic spread and the government decided to move online learning. This school implemented online learning around two years. Until the research was

conducted, the school was still implementing a hybrid policy, meaning online learning.

During online learning, schools continue to provide learning by utilizing technology such as zoom meetings, google meet, google classroom, LMS, and others. In addition, the school has a mandatory program to start classes by reciting some *surah* before starting lessons to improve the religious character for students. It is not only from school policy, every teacher has their way of implementing character education to their students, which is applied during online learning. Teachers choose and organize strategies to implement character education during online learning because they cannot meet face-to-face with students. Because during online learning, problems arise such as students who are late in submitting assignments, late for online meetings, ignoring group messages on WhatsApp, and others. Therefore, the researcher chose this location because of its appeal and need.

Identification of the Problem

There are several problems during online learning. In this case, the researcher got from three participants who mentioned not paying attention to teaching in online learning, late to collecting assignments from the deadline, ignoring assignments given by teachers, teachers repeated to remind students, and students ignoring messages on WhatsApp groups. Because the activities are carried out online, the teachers use technology media such as video, google meet, zoom, and others. The utilization of technology is a strategy that can be done to implement character education, such as using applications, websites and video

conferencing during online learning (Mawardi, Raharjo, & Fahm, 2021). In addition, teachers also have ways to implement them to students through deadlines, motivation, and discussions so that these types of character can be implemented. Character education strategies during offline learning can be carried out by practicing flag ceremonies, religious activities, routine activities, exemplary and others (Yustiani, 2018, as cited Atmaja et al., 2020, p. 1259).

The research was conducted at a Private Islamic High School in Yogyakarta. This school already implements character education in online learning. The problems experienced by teachers in implementing character education in students can be resolved to the maximum. The type of character chosen by the teachers is adapted to the existing situation. Even though they choose the same character, each teacher has their way. Furthermore, teachers use strategies with the same media and steps to implement character education for students. However, teachers have their ways of carrying out character education properly. The researcher was focused on the types and strategies of teachers to implement character education.

Delimitation of the problem

This research focused on the implementation of character education in online learning based on identifying the problem. The implementation referred to by the researcher is the types of characters that teachers apply to students and the ways teachers do so that the characters can be implemented. The researchers chose teachers to be participants because they have experience implementing character education for students.

Research Question

Based on the described background, two research questions were used as follows:

1. What are the types of character implemented in online learning?
2. What are strategies teachers used in implementing character education during online learning?

Purpose of the Research

Based on the research questions, the objectives of the research are:

1. To find out the types of character implemented in online learning.
2. To find out strategies teachers used in implementing character education during online learning.

Significance of the Research

This research aims to benefit teachers, other researchers, and readers.

For the teachers. This research benefit teachers by knowing what type of character education implemented during online learning. Teachers can use the results of research to be used in their learning.

For the education institution. This research considered that educational institutions could facilitate teachers with appropriate training to improve the ability of teachers to implement character education during online learning.

For the next researchers. This research was advantageous for the next researchers who have the same interest in the study. Researchers can develop and refine the studies in the future.

Organization of the Chapter

This study was written in five chapters, each section describing each part of the chapter. In the first chapter, there was the introduction, identification of the problem, limitation of the problem, research questions, the objective of the study, significance of the problem, and organization of the research. The second chapter contained a literature review and theories that corroborate the statement. The researcher adopted theories about the implementation of character education during online learning. The second was adopted theories about types of character education implemented during online learning. Chapter three is methodology; this chapter was focused on methodology included research design, research setting, research participants, data collection method, data collection procedure, data analysis, and trustworthiness. Chapter four elaborates on findings and discussion; this chapter presented and discussed the results of the study, including the data

description, and the results from the participants. Chapter five was the conclusion, recommendation, and suggestions. This chapter summarizes research findings and proposes several suggestions to get the solution.