Character Development Through Collaboration Between Teachers, Parents, and Students in Online Learning

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A B S T R A K

Saat ini guru masih kurang memperhatikan pengembangan karakter, padahal seharusnya tujuan akhir pembelajaran selain menguasai pengetahuan dan keterampilan, tetapi harus ada pengembangan karakter. Tujuan penelitian adalah untuk memperoleh produk Model Pembelajaran berorientasi Kolaborasi Guru, Orang tua, dan Peserta didik berwawasan THK (MPbKGOP). Model ini dapat memudahkan peserta didik memahami konsep matematika dan sekaligus mengembangkan karakternya. Jenis penelitian adalah research and development (R & D) dari Plomp. Subjek penelitian adalah siswa kelas IV SDN 1 sebanyak 70 orang. MPbKGOP berwawasan THK beserta perangkat telah diuji melalui tahapan pengembangan preliminary investigation phase; design phase; realization/ construction phase; test, evaluation, and revision phase, implementation phase. Teknik analisis data yang digunakan yaitu analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa MPbKGOP berwawasan THK beserta perangkat berada dalam kategori valid, praktis, dan efektif. MPbKGOP beserta perangkat efektif digunakan untuk memudahkan pemahaman konsep matematika dan pengembangan karakter peserta didik sehingga terjadi pergeseran kategori karakter yang cenderung mengarah ke katagori "Berkembang (B)" dan "Membudaya (M)".

A B S T R A K

The teacher still needs to pay more attention to character development. Even though the ultimate goal of learning should be beyond mastering knowledge and skills, there must be character development. The research aimed to obtain a Collaboration Oriented Learning Model product for Teachers, Parents and Students with THK insight (MPbKGOP). This model can make it easier for students to understand mathematical concepts and, at the same time, develop their character. This type of research is research and development (R & D) from Plomp. The research subjects were 70 grade IV students of SDN 1. The THK-oriented MPbKGOP and its devices have been tested through the development stages of the preliminary investigation phase; design phase; realization/ construction phase; test, evaluation, and revision phase, and implementation phase. The data analysis technique used is descriptive qualitative analysis. The study results show that the MPbKGOP with THK insight and its tools are valid, practical and effective. MPbKGOP, along with effective tools, are used to facilitate the understanding of mathematical concepts and character development of students so that there is a shift in character categories that tend to lead to the categories "Developing (B)" and "Cultivating (M)".

1. INTRODUCTION

There are two main goals of education, namely: first to help students master certain knowledge to be bright and smart, then second to help students to be kind and wise (Ardana et al., 2021; Landrum et al., 2019; Nurmanita et al., 2019). The second educational goal is very difficult to achieve so it is very natural to say that moral problems are serious problems that accompany the lives of students wherever and wheneve*r (Berghaus, 2016; Chan & Can, 2020; Habibi et al., 2020).* In connection with that, it is very natural that character education is placed as the basis for realising the vision of national development, namely realising a society with noble, moral, ethical, cultured and civilised morals based on the philosophy of Pancasila (Abdulkarim et al., 2020; Agussalim et al., 2021; Sumardjoko & Musyiam, 2018).

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Character problems can arise as a result of the inability of students to achieve the first goal of educational goals (Suartama et al., 2020).

As a result, students will make all efforts that tend to be negative to achieve good learning outcomes such as: cheating habits, looking for leaked answers from unclear sources, and plagiarism (Davis-Becker, 2013; Kim, 2020). Therefore, it makes sense if character education is placed as the foundation of the national development vision to realize a society with noble character, morals, ethics, culture, and civility based on Pancasila. Thus, it is very necessary to design and implement learning to provide opportunities for students to construct knowledge as well as develop character (Ismail, 2021; Latifah et al., 2022; Mustikaningrum et al., 2020). However, teachers have not consciously considered character development in designing learning and tend to only emphasize knowledge. Moreover, when the government announced the outbreak of the covid-19 pandemic and the Ministry of Education and Culture issued Circular Letter Number 4 of 2020 which had an impact on the learning process from face to face to learning-from-home (LFH) or online. This change raises various challenges and even confusion for students, parents, and teachers (Albab, 2020; Fikri et al., 2021; Hutauruk & Sidabutar, 2020).

The confusion of teachers in teaching students through LFH can be seen from the learning process ignoring the three main models in the 2013 curriculum, namely Project Based Learning Model, Problem Based Learning Model, and Discovery Learning Model. This is evidenced by the learning process tends to apply the expositiory method emphasizing on verbal delivery of material from a teacher to a group of students so that students master learning material optimally (Arizona et al., 2020; Handayani, 2020; Primasari & Zulela, 2021). In this case, the learning material is delivered directly by the teachers to the students where the students are not required to find the concepts to be studied on their own.

The learning process tends to use lecture and question and answer methods and overload students with tasks. This raises anxiety among students and parents, especially elementary school students (Luthfi et al., 2021; Resty et al., 2019; Sudewa et al., 2021). With this learning model, instead of being able to develop character, students also find it difficult to understand the material, resulting in "learning loss" (Donnelly & Patrinos, 2021; Engzell et al., 2021; Michael & Lipps, 2021). As a result, the concept understanding was in the "low" category because students did not have the opportunity to construct concepts, while the character of students was still in the "Mulai Berkembang/Starting Developing (MBK)" category, meaning "students are able to realize behavior according to the assessment indicators but not consistent " However, if learning is carried out with the right model as recommended in The 2013 Curriculum, the character of students can be developed so that it can be in the "Berkembang/Developing (B)" category, meaning "students are gradually and in a conscious effort to be consistent in doing according to the character assessment rubric", and can even be in the "Membudaya/Cultured (M)" category, meaning "students always consistently display the behavior stated in the rubric".

Until now, teachers still do not pay attention to character development, even though the ultimate goal of learning should be in addition to mastering knowledge and skills, but there must be character development (Fatmawati et al., 2021; Sumardjoko & Musyiam, 2018). Thus, teachers should understand "knowledge is power but character is more". To achieve this and minimize the confusion among teachers, parents and students, it is necessary to divide their respective tasks in a collaboration. The proportion of tasks between teachers, parents, and students in collaboration during LFH is as follows. (1) Teachers design and implement learning based on digital learning materials with the following characteristics: (a) in line with the cognitive development of students; (b) digital materials are presented in the Zone of Proximal Development (ZPD); (c) the material is presented in problem-based and or project-based; (d) contains instructions for parents during assistance; and (e) contains good characters that students must do. (2) Parents besides observing the instructions during assistance, parents need to: (a) learn to listen to their children's explanations; (b) give reinforcement to children when they show the slightest positive attitude; (c) avoid blaming children even though they are actually wrong in doing the task, and (d) avoid taking over the assignment. (3) Students must (a) be disciplined and work hard in learning; (b) follow the directions of parents and teachers when studying; (c) observe the characters that must be followed in digital materials, and (c) always think positively where LFH feels like learning at school. Discipline, hard work, enthusiasm, positive thinking, and other good characteristics must be instilled in students by parents during assistance and by teachers during online learning (Intania & Sutama, 2020; Wayan, 2020).

Character development through collaboration is in line with the general education concept in Law No. 20 of 2003 on the national education system emphasizing the importance of instilling divinity and humanity in an integrated manner. Thus, the noble value that needs to be integrated into learning process is THK (Narayani, 2019; Prastya et al., 2022). THK consists of the following elements: (1) parhyangan (human relationship with God through religiosity, faith, rastiti

(devotion) to the creator, living clean physically and spiritually); (2) pawongan (human relations with mutual assistance, mutual service, effective communication, collaboration, responsibility, learning, democracy, discipline, and mutual respect) and; (3) palemahan (human relations with the environment through care and preservation) (Aryantini et al., 2018; Sugihartini et al., 2018; Yunita & Tristiantari, 2019). Therefore, it is necessary to develop MPMbKGOP with THK and the media to build student character.

The role of the teachers is to compile digital materials with certain characteristics used by parents to assist students (Aeni & Yusupa, 2018; Riyanto et al., 2020; Setiawan et al., 2020). With this digital material, parents can repeat the material to be imparted to students with a pattern not much different from that of teachers so as to minimize parental anxiety (Febiharsa & Djuniadi, 2018; Yani & Jazariyah, 2020). In addition, intense communication between teachers and parents can occur at any time in order to help students master the concepts and character development of students. Assistance by parents makes students comfortable in learning so that their obligations as students can occur optimally. There are two impacts that occur in the implementation of the learning model, namely instructional and accompaniment impacts. The instructional impact is the MPMbKGOP with THK makes it easier for students to master mathematical concepts to be learned, while the accompanying impact is the development of good characters reflecting THK values, namely the harmonious relationships with God (faith, piety, gratitude, discipline), with fellow human beings (care for others, tolerance, solidarity, polite, honest), and with the environment (care for the environment, respect for nature). The aim of the research was to obtain a Collaboration Oriented Learning Model product for Teachers, Parents and Students with THK insight (MPbKGOP).

2. METHOD

This research and development (R&D) study focuses on developing a learning model and media. This study refers to the development model by Plomp (1999) consisting of (1) the preliminary investigation phase; (2) design phase; (3) realization/construction phase; (4) test, evaluation, and revision phase; and (5) implementation phase (Suarsana & Mahayukti, 2013). The subjects for validity test were 3 respondents consisting of 2 experts and 1 teacher. Meanwhile, the subjects used for practicality and effectiveness were 70 IV-graders of SDN 1 Baktiseraga and SDN 6 Panji Singaraja. To produce media relevant to MPMbKGOP with THK, it is necessary to comply with the seven criteria or principles of writing good teaching materials. In the first year (2021), MPMbKGOP with THK has met the practicality criteria (criteria 1 and 2). In year 2 (2022), observations will be made using previously produced media and the results will be compared with criteria 3. MPMbKGOP with THK along with the media is said to be practical, if it meets the following criteria. 1) More than half (50%) of validators considered that the learning model and the developed media can be applied in the classroom. 2) The teacher stated that they could apply the learning model along with the media developed in the classroom. 3) The implementation of the learning model and the media developed were at least in the "high" category. Model Implementation Criteria (KM) showed in Table 1.

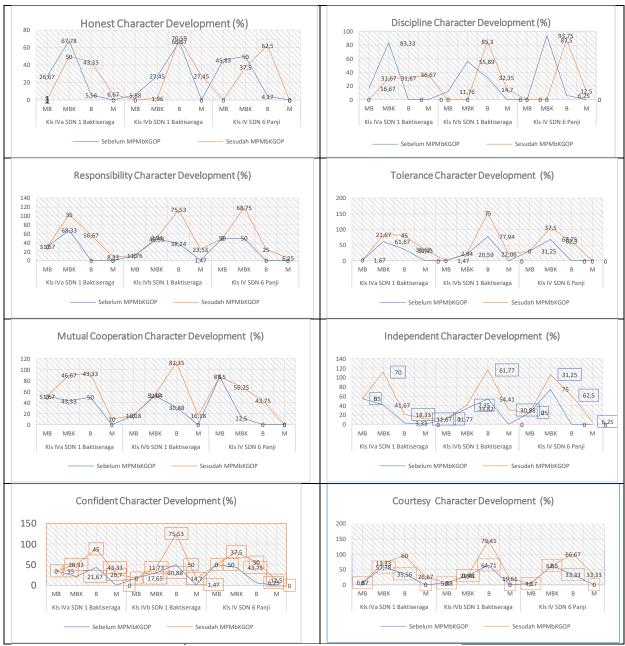**Table 1.** Model Implementation Criteria (KM)

No.	KM (%)	Kriteria
1	KM $\geq$ 90	Very high
2	80% $\geq$ KM < 90	High
3	70% $\geq$ KM < 80	Medium
4	60% $\geq$ KM < 70	Low
5	KM < 60	Very Low

The data analysis technique in this study is descriptive qualitative analysis. The effectiveness of the model and the media developed can be seen in the character of the students. The model and the media developed are said to be effective if "the character of students is no longer in the "Requires Guidance (MB)" category and at least is in the "Starting to Develop (MBK)" category". Interviews and records were analyzed by logical analysis. Logical analysis consists of data reduction, data presentation, and conclusion drawing (Miles & Huberman, 2014).

3. RESULT AND DISCUSSION

Result

MPMbKGOP-based teaching materials/media must (1) make it easier for students to understand the concepts studied; (2) able to develop character students through instructions; (2) make it easier for parents to accompany their children while studying; and (3) full involvement of students in constructing the concepts studied. The digital learning materials can be seen at: https://www.geogebra.org/m/phadqdfn. The character development of students during learning by implementing MPMbKGOP can be reported as shown in Figures 1.

Description: Requires Guidance (MB); Starting to Develop (MBK): Developing(B): and Cultured (M).

Figure 1. Results of Student Character Development

Figures 1 show that before MPMbKGOP was implemented, some students were still in the "MB" category meaning students did not reflect the behavior according to the assessment rubric. However, after MPMbKGOP was implemented, the character shift occurred significantly, so that the characters in the "MB" category = 0%, and the character shifts tended to lead to the "B" and "M" categories. However, there is still a small percentage for characters with the "MBK" category. All of this shows that the implementation of MPMbKGOP has a significant impact on character development.

Discussion

The preliminary phase in MPMbKGOP strengthens the character of students through several activities such as: (1) greetings (pawongan value), (2) organizing the cleanliness of the environment before starting the learning process (pawongan value), (3) presence (obedience, discipline; pawongan value), (4) praying together (prahyangan value), and (5) apperception. Apperception aims to make it easier for students to understand the concepts to be studied or in other words to make assimilation or accommodation easy for students through reflective thinking. This is in line with research stating that through reflective thinking, a person will obtain new information/ideas by connecting the information they have or modifying the ideas/information they have. This occurs in two ways: assimilation and accommodation (Akpur, 2020; Chonkaew et al., 2016; Choy & Oo, 2012; Mirzaei et al., 2014). Assimilation occurs when a new concept "fits" with prior knowledge and new information expands an existing network (Areesophonpichet, 2013; Mirzaei et al., 2014; Yıldırım, 2017). Accommodation occurs when the new concept does not "fit" with the existing network (causing what Piaget called disequilibrium), so the brain can change or replace the existing schema. Teachers are tasked with observing the fitness between the ideas possessed by the newly learned information (Chen, 2022; Syahrial et al., 2021; Xu & Zammit, 2020). If the information possessed by students is correct, learning can proceed to the implementation stage, and vice versa, if it is not correct, teachers will guide students to adjust their knowledge with the new information to be learned.

In the implementation phase, students learn offline and online following the digital learning materials compiled. The digital learning materials are also given to parents to assist students after finishing or during online learning (Burbules et al., 2020; Jamalpur et al., 2021; Oktavian & Aldya, 2020). When learning online or learning with parents, digital learning materials are very helpful for students in mastering concepts and developing characters. Mastery of concepts can occur optimally because digital learning materials can direct students to construct the concepts being studied (Suni Astini, 2020; Teräs et al., 2020; Tovar Viera et al., 2020). This can happen because when students have difficulty after trying, parents can help through the guide features on digital learning materials so that solutions are obtained to construct the concepts studied. Character development is supported by: (1) daily problems containing certain characters to be developed; (2) digital learning materials are arranged to contain problems related to certain characters and habits that are expected to be carried out by students.

The closing stage is more than just asking for confirmation and conclusions from students. In this stage, teachers engage students in activities and discussions that challenge and broaden their understanding of concepts and problem-solving skills (Anita et al., 2021; Saad & Zainudin, 2022; Sari et al., 2020). Students apply what they learn to develop, broaden, connect, and deepen their understanding of concepts (Junedi et al., 2020; Wardani et al., 2018; Yu et al., 2020). In addition to digital learning materials that can develop the character of students, learning with teachers online and with parents also has an effect. With the application of this learning pattern, the character developed in the "Developing (B)" category, namely "students are gradually and in a conscious effort to be consistent in doing according to the character assessment rubric". However, there were students who could only be developed to the category "MBK= starting to develop" meaning "students are able to realize behavior according to the assessment indicators but not consistent". On the other hand, there were some students who achieved the category "M = Cultured" meaning "students always consistently display the behavior stated in the rubric". Character development can occur because of the emergence of indicators in each character as a result of habituation and motivation by teachers, parents, and students during and before entering the concept being studied.

4. CONCLUSION

Based on the results, MPbKGOP with THK and its media were in the valid, practical, and effective categories. MPbKGOP and its media were effectively used to develop honesty, discipline, responsibility, tolerance, mutual cooperation, confidence, and courtesy. Character development occurs as a result of conditioning collaboration between teachers, parents, and students in a conscious effort through learning.

5. ACKNOWLEDGE

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