

# Evaluation of Virtual Learning-Based Early Childhood Character Education Management during the Covid-19 Period

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**Abstract.** During the current pandemic, education in Indonesia is less focused. Students who do not understand the use of virtual applications and parents who are busy with their work make learning using virtual applications a very constraint. These obstacles are not only felt by students and parents, but also by educators. The purpose of this research is to find a solution to get the right learning model or method for educators, students, and parents during the current covid-19 pandemic. Qualitative Research Methods are the choice in evaluating character education learning at a time like this. This study focuses on planning, organizing, implementing, and evaluating systems in this study. The data taken using triangulation and data processing using descriptive analysis. Studies related to learning management, educators have not planned a learning system that supports student learning. In the implementation of learning, it is necessary to have a guidebook related to character education so that during the evaluation of learning there is an evaluation of the progress of the students. Thus, success in learning character education can be done repeatedly.

**Key words:** management; character education; early childhood; virtual

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## INTRODUCTION

Character has become a special concern since the 2013 Curriculum was introduced until now. Its implementation begins to be contained in lesson plans made by teachers in their respective subjects according to what is expected of students and is also measured based on the situation and condition of each student. Then the emphasis on achieving character in the learning process began to be clarified by Nadiem Makarim in his policy of independent learning.

Measurement of this aspect of character is most crucial as a consideration for students to proceed to the next stage or level of education. So crucial is the position of character in the learning process that the teacher must really be able to touch the roots of this character, which is included in the learning process that has been proclaimed by the teacher concerned. Since the implementation of the 2013 curriculum which emphasizes the character and policies of independent learning, it seems that teachers have started to get used to the learning methods that will be applied in the learning process. Teachers have begun to be trained for development in this direction, both personally and through their communities. The learning process begins to lead to contextual learning at this time. No exception for schools based on character education.

However, at this time, the COVID-19 pandemic has begun to shift the paradigm of the learning process that usually takes place face-to-face to online. Many online features seem to be a substitute for face-to-face learning such as whatsapp, moodle, google classroom, zoom meeting, schoology and other applications that support learning. This shift also begins to create challenges for teachers in controlling and evaluating the character of students, because the space has changed, not face to face anymore. Usually the discipline of students can be measured through their punctuality in coming to school, doing homework on time, but now this is an obstacle for some teachers regarding the evaluation process, especially if many of the students are from lower economic circles and are in areas that do not support the network. Internet. Likewise with the achievement of the character of students. However, the complexity of these online problems, especially with regard to character building, needs to be made various efforts to overcome them so that the initial goal of education which in general is character building can still be achieved and implemented even under any circumstances. Character management is the right action for this problem.

## METHOD

The approach used in this research is

qualitative which is applied to PAUD Pelangi Nusantara by taking each group of 5 children, and several key people such as the principal, class teacher. The research focus is on learning planning, learning infrastructure facilities, implementation in the field and learning evaluation systems. Data was collected through triangulation (observation, in-depth interviews and documentation). The evaluation criteria set are as follows: (1) learning is based on situation analysis; (2) the school component supports the learning model; (3) teachers, parents and students need online learning; (4) have adequate facilities and infrastructure; (5) the teacher has a learning planning document; (6) the teacher's observation score at least meets the "good" criteria; (7) attendance of students and teachers 75%; (8) work on tasks independently 60%; (9) students' independence in learning 75%.

Validity and reliability tests were carried out on a questionnaire instrument for students. Questionnaires for teachers and parents only conducted content and construct validity. The questionnaire instrument for student needs for online learning and student independence questionnaire for learning were tested for the validity and reliability of content and constructs. After the strategies and research principles used are running well and the data is collected, the data begins to enter into the analysis. Because there are quantitative and qualitative forms of data, the data analysis was carried out by a combination of two methods. Data analysis was carried out in three stages: (1) checking the identity of the questionnaire; (2) tabulation stage, the data is processed according to the type of data taken. Data in the form of a scale is scored, data in the form of student achievement scores is given a score on a scale of 100; (3) the evaluation analysis stage, quantitative data is collected and processed according to the nature of the data and research objectives such as data on observing the Learning Implementation Plan (RPP) document, class observations, student attendance, teacher attendance, student attitudes towards learning.

## RESULTS AND DISCUSSION

From the results obtained, it was found that the student's need for online learning during the covid-19 pandemic showed a level of need of up to 80%. The need for teachers who show up to 88%. The needs of parents also show a need of up to 85%, most of the facilities and infrastructure owned by schools and parents are adequate, the device documents used by teachers do not support

learning and do not support students to learn independently (the lesson plans used do not support online learning), the learning device documents used are still the same as the old documents, the learning provided by the teacher is not structured (the implementation of the given learning tends to give instructions to students so that it is not easy for the students to do it themselves) so that in the assessment system the teacher still gives a compassionate assessment because The situation experienced is not due to the understanding of the students themselves.

## CONCLUSION

The policy of learning from home, which is applied to all levels of education in Indonesia, inevitably forces students and parents to learn technology. In this case, efforts need to be made at Pelangi Nusantara PAUD in learning during the Covid-19 period. Of course this learning also refers to the readiness of schools, teachers, students and parents. Readiness can be seen in terms of learning planning, learning infrastructure, implementation in the field and learning evaluation system. In this case, there is a need for teacher assistance to design online mathematics learning, teachers can design e-modules as student teaching materials. In the implementation of online learning, it is necessary to have a structured model or strategy so that aspects of the assessment out of compassion will not appear.

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