Students’ Characters During the Covid-19 Pandemic at SMAN 46 Jakarta

Siti Rohmah
Institut Ilmu Al-Qur’an (IIQ) Jakarta
lilikaziz71@gmail.com

Abdul Azis
Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta
abdul.azis@uinjkt.ac.id

Abdul Wahid
Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta
abdulwahid@uinjkt.ac.id

Rizky Novebriansyah
Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta
rizky.nove26@gmail.com

Merdi F. Mamonto
Institut Agama Islam (IAI) Muhammadiyah Kotamobagu
merdi.fmamonto@iaimkotamobagu.ac.id

Abstract: This study aims to analyze students’ characters during the Covid-19 pandemic. In this study, the researchers employed the quantitative method with a survey design and quantitative data analysis. Samples were selected through the accidental sampling technique, resulting in 200 respondents from 972 students of SMAN 46 Jakarta. The instrument for data collection was the student character instrument constructed by Indonesia’s Ministry of Education and Culture (2017) consisting of 43 statements. Concerning reliability, this instrument obtained a Cronbach’s alpha value of 0.744. The results of the measurement of students’ characters indicated that the respondents had very good character (a mean value of 3.39 with a standard deviation of 14.32 on a scale of 4). Furthermore, the highest indicators were found in nationalism, togetherness, and responsibility towards oneself. It showed that online learning at home can make students’ families internalize character values that cannot be separated from the role of parents and teachers in carrying out positive activities while interacting and coordinating in guiding students patiently. These findings need to be considered to achieve success in shaping the character of students in the present and the future.

Keywords: Characters; Students; Covid-19 Pandemic; Public Senior High School.

INTRODUCTION

In essence, human life cannot be separated from the world of education (Miseliunaite et al., 2022). Education is a process to transfer intellectual, spiritual (Bakar, 2020), and humanist values (Shmakova et al., 2022), all of which must be implemented constructively and actualized in the educational process (Freire,
To be carried out properly, the educational process listed in the curriculum must be fully implemented for students (Idris et al., 2021; Wekke et al., 2017; Wekke et al., 2018).

Indonesia’s Law No. 20/2003 concerning the National Education System defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students may actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, and nation (Manan, 2015).

The importance of character education is then strengthened in Presidential Regulation No. 87/2017 concerning Strengthening Character Education (Indonesian: Penguatan Pendidikan Karakter (PPK)), which was regulated further in the Minister of Education and Culture Regulation No. 20/2018 concerning Strengthening Character Education in Formal Education Units. Article 1 of this ministerial regulation states that strengthening character education is an educational movement under the responsibility of the educational units to support the character of students through harmonization of heart, taste, thought, and sports activities with the involvement of collaboration between educational units, families, and communities (Kemendikbud, 2018). Leasa & Batlolona (2017) argue that this government’s enthusiasm which is more serious in paying attention to character education is because, after more than 70 years of Indonesia’s independence or even after more than 20 years of reform, the educational system in Indonesia has not been able to produce a generation with characters as aspired by the nation’s founding fathers. The quality of education in Indonesia is indeed not sufficient for the growth of virtue values. It is only limited to producing experts in science (religion, mathematics, biology, physics, chemistry, and technology) but lacking in ethics and integrity.

This phenomenon in the current millennial era is related to the character of students, in which technological developments require each individual to follow changes or trends (Idris et al., 2020), including those in the field of education (An & Oliver, 2020). Current technological developments are supported by the phenomenon that students are closer to smartphones (Curum & Khedo, 2021; Önal et al., 2019) compared to other learning media, such as books, modules, lesson texts, and others.

The current problem is that the learning process has been forced to be carried out at home using technology since a pandemic hits the world, including Indonesia. The government’s decision can be seen in those stipulated by the
Ministry of Education and Culture in Circular Letter No. 369/MPK.A/HK/2020 regarding the Implementation of the Online Teaching and Learning Process in the Context of Preventing the Spread of Covid-19 (Kemendikbud, 2020).

However, many studies show that schools (Birhan et al., 2021) to the higher level (Rockenbach, 2020; Karris Bachik et al., 2020) have not been fully able to shape the character of students because the learning process is still in the realm of developing academic knowledge. In other words, schools have not been able to fully implement character education (Lavy, 2020). Problems are getting complex when the character of students must be internalized during the online learning process. Furthermore, a study conducted by Nakayama et al. (2021) reveals that a fully online learning environment requires effective learning management. According to them, one of the requirements is the formation of the character of students.

Paul et al. (2020) state that problems in education are mostly caused by the limited knowledge possessed by parents in accompanying their children. It is undeniable that parental education also has a lot of influence on the progress of children’s achievement in school. During the Covid-19 pandemic, many parents had to accompany their children in studying at home, in which the level of parental knowledge concerning the curriculum set by the schools was quite high. It brings a higher level of stress to parents, making them presume that face-to-face schools are better than online schools.

To date, online learning is still a problem. However, many parents agree that the learning process must be carried out online as long as there is no recommendation from the government regarding the safety of the spread of Covid-19 (Simamora, 2020; Pokhrel & Chhetri, 2021). Moreover, a study conducted by Naim & Mokodenseho (2022) shows various advantages of distance schooling (online learning) using technology, especially during the Covid-19 pandemic. Furthermore, they conclude that the online learning model is still a future choice. On the contrary, a study conducted by Suartini (2020) presents that the majority of students do not agree that online learning is carried out in the future as shown in the graph in Figure 1. It means that students still want a face-to-face learning process in the future.
Meanwhile, the condition of students’ character to this date continues to be alarming (Xue et al., 2021), including what happens in the research location (i.e., SMAN 46 Jakarta). This was marked by a tragic incident that was quite horrendous and recorded in the media, in which several students were injured and one of them died in an incident in 2017 when they clashed with other schools. It is strongly suspected that several students were involved because of the struggle for territory (Ramadan, 2017).

Since this incident, the management of the school has carried out everything possible to stop this brawl. From the leadership level to teachers and employees, they all are involved to minimize the occurrence of things that are not desirable. Various efforts have been made. For example, the school principal has collaborated with related parties, especially the subdistrict office, the police, and the military. In addition, all representatives and staff of the school, especially those managing public relations and student affairs, have built communication with students, parents, and the surrounding community. They also conducted anticipation by sweeping prohibited objects in each classroom, such as sharp weapons and certain identity symbols. Even so, the fact is that petty delinquency is still always done by some students, such as conducting extortion on their juniors or causing massive brawls with other schools. In 2019, before the pandemic occurred, students from SMAN 46 had a brawl with students from SMAN 6. The locations of these schools are close indeed.
The problem of students’ character seems to be a puzzle piece that has never been solved to date. In the context of this research, it is seen that during a normal learning process, character building is still a big task. This is getting worse with the pandemic conditions. During the pandemic, it was never heard of students conducting brawls but these bad habits may be conducted again when face-to-face learning is carried out. According to Setiawan (2013), schools have not been fully able to produce outputs for the development of moral intelligence for students because the growth of a verbalized culture in the learning process that tends to teach moral education is only textual. For this reason, character education becomes very important to be applied actively as the essence of the development and establishment of moral intelligence.

In line with that, a study conducted by Nurwahyuni (2019) proposes that the implementation of education needs to be reconstructed to be able to produce a generation that has noble and quality characters and is ready to face future challenges with increasingly complex problems. The high number of criminal acts (e.g., the violence of parents against children, teachers against students or vice versa, and students against students) that have sprung up shows the low implementation of character education in each educational institution. It indicates that education is still not able to become an agent of change that makes students better.

During the pandemic, Purandina & Winaya (2020) state that, although Covid-19 hampered various activities and worsened the sustainability of life, it can still be a good situation for developing character education in the family environment. In the online learning period carried out at home, students can be instilled with several character values, such as religiosity, discipline, creativity, independence, responsibility, and curiosity. The development of character values is the result of cooperation between parents and teachers in carrying out positive activities while interacting and coordinating in guiding students with patience. For this reason, character education needs to be a serious concern and requires good cooperation from all stakeholders to coordinate with each other in internalizing the intended characters in students.

From the academic debate aforementioned, this study focuses on students’ characters during the Covid-19 pandemic at SMAN 46 Jakarta. This study aims to analyze students’ characters during the Covid-19 pandemic. The significant contribution of this research is that, in addition to revealing students’ characters during the Covid-19 pandemic, it also provides information to policymakers in educational institutions regarding the existence of current online learning and its continuity in the future.
RESEARCH METHODS

In this study, the researchers employed a survey method in the quantitative research tradition (Adams & McGuire, 2022). The survey method refers to collecting primary data using a questionnaire (Gupta & Gupta, 2022). The questionnaire was conducted by distributing questions to the respondents. The responses to questions were on a Likert scale of 1 to 5 or from strongly disagree to strongly agree (South et al., 2022). According to Azwar (2017), if we provide the neutral option, respondents will tend to choose it so that data regarding the differences in respondents may become less informative. Therefore, in this study, the researchers only used four kinds of categories as presented in Table 1.

| No. | Response Options    | Item Score | Favorable | Unfavorable |
|-----|---------------------|------------|-----------|-------------|
| 1   | Strongly Disagree   | 1          | 4         |             |
| 2   | Disagree            | 2          | 3         |             |
| 3   | Agree               | 3          | 2         |             |
| 4   | Strongly Agree      | 4          | 1         |             |

The population in this study were students of SMAN 46 Jakarta with a total of 972 people. Meanwhile, in determining the number of samples, the researchers used Slovin’s formula to reduce the population (Sugiyono, 2012) due to time, cost, and power limitations. The following is the formula used in this study.

\[
 n = \frac{N}{1 + Ne^2} \\
 n = \frac{972}{1+972 (10)^2} \\
\]

\[
 n = 90.5, \text{ adjusted by the researcher to be } 200 \text{ respondents} \\
\]

Where:

\( n \) : Number of samples  \\
\( N \) : Total population  \\
\( e \) : Error tolerance limit
To select samples, the researchers applied the accidental sampling technique by picking people who were met accidentally without prior planning as research samples. In addition, they had the same rights regardless of the criteria. Thus, the sampling in this study was non-probability sampling (Sugiyono, 2012). The researchers used an online survey method by distributing questionnaires online through Google Forms to samples, namely 200 students of SMAN 46 Jakarta. The obtained data were then processed using SPSS v. 23 for Windows. Furthermore, the final hints of questions asked to students after the validity and reliability tests are as follows.

**Table 2. The Research Instrument Examining Students’ Characters**

| Aspects      | Indicators                                         | Number of Items |
|--------------|----------------------------------------------------|-----------------|
|              |                                                    | Favorable | Unfavorable |
| Nationalism  | 1. Love the homeland                                | 14 Items     | 1 Items     |
|              | 2. Proud of the homeland                             |             |             |
|              | 3. Psychological attachment                         |             |             |
|              | 4. Commitment                                       |             |             |
|              | 5. Devotion                                         |             |             |
| Cooperation  | 6. Concern for the environment                       | 10 Items     | 1 Items     |
|              | 7. Achieving goals together                          |             |             |
|              | 8. Interdependence                                  |             |             |
|              | 9. Solving problems together                         |             |             |
| Integrity    | 10. Honesty                                        | 16 Items     | 1 Items     |
|              | 11. Justice                                        |             |             |
|              | 12. Trust                                          |             |             |
|              | 13. Responsibility                                  |             |             |
|              | 14. Respect                                        |             |             |

The results of the reliability test based on the output of SPSS v. 23 for windows show that the research instrument is reliable or consistent with a value of 0.744, indicating that the instrument has high reliability as illustrated in Tables 3 and 4.

**Table 3. The Results of the Reliability Test**

| Reliability Statistics | Cronbach's Alpha | N of Items |
|------------------------|-------------------|------------|
|                        | .744              | 123        |

*Source: The Results of Data Processing from SPSS v. 23 for Windows*
Table 4. Reliability Criteria

| Interpretation Range | Criteria  |
|----------------------|-----------|
| 0.80-1.00            | Very high |
| 0.60-0.79            | High      |
| 0.40-0.59            | Sufficient|
| 0.20-0.39            | Low       |
| 0.00-0.19            | Very low  |

Source: Arikunto (2010)

RESULTS AND DISCUSSION

Before being analyzed further, the obtained data went through prerequisite tests and hypothesis testing. The first was prerequisite tests consisting of normality and homogeneity tests.

Normality Test

Ghozali (2011) states that the normality test aims to find out whether, in the regression model, the confounding variables or residuals have a normal distribution. In other words, the objective of the normality test is to determine whether the obtained data regarding the research variables are normally distributed. It is because the $t$ and $F$ tests assume that the residual value must follow a normal distribution. If this assumption is violated, the outcome of these statistical tests becomes invalid for a small sample size. There are two methods to detect whether the residuals are normally distributed, namely through graphical analysis and statistical tests.

In this study, the normality testing was carried out through the Kolmogorov-Smirnov test, in which if the value of asymptotic significance (2-tailed) for the unstandardized residual is greater than 0.05 means, it meets the normality testing. We may also observe the histogram graph and the normal probability plot, in which the distribution is considered to be normal if the graph shows that the points are around the line. The Kolmogorov-Smirnov table shows that the value of asymptotic significance (2-tailed) is 0.200 (> 0.05), meaning that the data in this study are normally distributed. This conclusion can be seen in Table 5.
Table 5. The Results of the Kolmogorov-Smirnov Test

| Unstandardized Residual | N | 100 |
|-------------------------|---|-----|
| Normal Parameters<sup>a,b</sup> Mean | .0000000 |
| Std. Deviation | 9.84732593 |
| Most Extreme Differences Absolute | .061 |
| Positive | .061 |
| Negative | -.049 |
| Test Statistic | .061 |
| Asymp. Sig. (2-tailed) | .200<sup>c,d</sup> |

Source: The Results of Data Processing Using SPSS v. 23, 2020

Figure 2. The Results of the P-Plot Normality Test

Homogeneity Test

In this study, the homogeneity test was carried out using Levene’s Statistics Homogeneity Test on SPSS v. 23 with a significance level (α) of 0.05. Based on the results of the homogeneity test, the obtained significance value was 0.254 (> 0.05), indicating that the data in this study were homogeneously distributed.
Table 6. The Results of the Homogeneity Test

| Character          | Levene's Statistic | df1 | df2 | Sig. |
|--------------------|--------------------|-----|-----|------|
| Test of Homogeneity of Variances | 1.308              | 1   | 198 | .254 |

Average Score Analysis

The average score analysis was carried out to group answers from respondents through a questionnaire that has been given in the form of a scale from 1 to 4. To calculate the average score, its stages are as follows.

1. Grouping the frequency of answers based on the weight of the questionnaire scale.
2. Calculating the scores with the following formula:
   \[ \text{Score} = \sum (\text{Frequency of answers} \times \text{scale weight}) \]
3. The frequency of answers was obtained by grouping the same answers based on their scale. Then, the scores from each group are summed up. From these steps, we gained the total score.
4. Calculating the average score using the following formula:
   \[ \text{Average Score} = \frac{\text{Score}}{\text{Number of Respondents}} \]
5. Interpreting the obtained average score into the range of perception criteria. The following is its formula.

The value of \( m \) that was calculated with the criteria range was 4, the value of \( n \) is 1, and the value of \( k \) is 4. Based on these data, if they are calculated, we will get the range of perception criteria as follows.

\[ \text{RC} = \frac{(4-1)}{4} = 0.75 \]

This range of criteria (RC) was used to determine respondents’ perceptions of the variables examined. The classification of the criteria range can be seen in the following table.

Table 7. The Range of Criteria Based on Research Variables

| Perception Criteria Range | Conclusion |
|---------------------------|------------|
| 1.00 - 1.75               | Very Poor  |
| > 1.75 - 2.50             | Poor       |
| > 2.50 – 3.25             | Good       |
| > 3.25 – 4.00             | Very Good  |

Source: Sugiyono (2012)
Table 8. The Results of the Average Score Analysis of Students' Characters

| Items | Answers | Score | Average Score for Statements | Average Score for Indicators |
|-------|---------|-------|------------------------------|-----------------------------|
|       | SDA     | DS    | A   | SA | Score | Note | Score | Note |
| 1     | 0       | 5     | 59  | 136 | 731   | 3.655 | Very Good |
| 2     | 1       | 1     | 56  | 142 | 739   | 3.695 | Very Good |
| 3     | 1       | 8     | 69  | 122 | 712   | 3.56  | Very Good |
| 4     | 0       | 6     | 56  | 138 | 732   | 3.66  | Very Good |
| 5     | 1       | 6     | 87  | 106 | 698   | 3.49  | Very Good |
| 6     | 2       | 1     | 11  | 91  | 681   | 3.405 | Very Good |
| 7     | 0       | 1     | 39  | 160 | 759   | 3.795 | Very Good |
| 8     | 0       | 2     | 31  | 167 | 765   | 3.825 | Very Good |
| 9     | 0       | 0     | 44  | 156 | 756   | 3.78  | Very Good |
| 10    | 12      | 23    | 73  | 92  | 645   | 3.225 | Good |
| 11    | 1       | 4     | 61  | 134 | 728   | 3.64  | Very Good |
| 12    | 0       | 7     | 64  | 129 | 722   | 3.61  | Very Good |
| 13    | 0       | 4     | 71  | 125 | 721   | 3.605 | Very Good |
| 14    | 0       | 0     | 55  | 145 | 745   | 3.725 | Very Good |
| 15    | 2       | 8     | 75  | 115 | 703   | 3.515 | Very Good |
| 16    | 0       | 10    | 98  | 92  | 682   | 3.41  | Very Good |
| 17    | 2       | 0     | 62  | 136 | 732   | 3.66  | Very Good |
| 18    | 0       | 11    | 97  | 92  | 681   | 3.405 | Very Good |
| 19    | 5       | 25    | 94  | 76  | 641   | 3.205 | Good |
| 20    | 14      | 37    | 92  | 57  | 592   | 2.96  | Good |
| 21    | 47      | 80    | 29  | 44  | 470   | 2.35  | Good |
| 22    | 16      | 26    | 90  | 68  | 610   | 3.05  | Good |
| 23    | 46      | 59    | 58  | 37  | 486   | 2.43  | Good |
| 24    | 0       | 10    | 93  | 97  | 687   | 3.435 | Very Good |
| 25    | 0       | 3     | 91  | 106 | 703   | 3.515 | Very Good |
| 26    | 0       | 3     | 65  | 132 | 729   | 3.645 | Very Good |
| 27    | 0       | 1     | 41  | 158 | 757   | 3.785 | Very Good |
| 28    | 1       | 13    | 50  | 136 | 721   | 3.605 | Very Good |
| 29    | 0       | 2     | 88  | 110 | 708   | 3.54  | Very Good |
| 30    | 0       | 8     | 111 | 81  | 673   | 3.365 | Very Good |
| 31    | 1       | 9     | 112 | 78  | 667   | 3.335 | Very Good |
| 32    | 5       | 62    | 97  | 36  | 564   | 2.82  | Good |
| 33    | 14      | 95    | 74  | 17  | 494   | 2.47  | Good |
| 34    | 6       | 17    | 113 | 64  | 635   | 3.175 | Good |
| 35    | 7       | 24    | 114 | 55  | 617   | 3.085 | Good |
Based on the table of the analysis of the average score of the students’ characters, referring to the range of criteria statements 1 to 15, we obtained an average score in the range of “very good”. The highest score of the 15 statement items is found in statement number 8 with an average of 3.82, in which the indicator states that respondents are proud of the diversity in Indonesia. 167 respondents chose “Strongly Agree (SA)”, 31 respondents chose “Agree (A)”, 2 respondents chose “Disagree (DA)”, and no one chose “Strongly Disagree (SDA)”.

For the second indicator (i.e., cooperation), students have high solidarity with the highest average score of 3.78, as seen in item 27, in which the item states that respondents want to achieve success together with their peers. Based on the results of the study, 98.5% of students want to achieve success with their peers. Meanwhile, the percentage of students who do not want to achieve success together with their friends is 1.5%. However, the outcome of the average score analysis in this aspect is categorized as “good” because it has an average scores of 3.23.

Furthermore, in the indicator of integrity, referring to statements 28 to 43, the average value range is “very good”, which is 3.30 out of 16 statement items. From statements 28 to 43, the one with the highest average score is statement 41 with a score of 3.66. This highest value range shows that the respondents can be responsible for accepting the consequences if they make a mistake. This study found that many students took responsibility for themselves by receiving punishment for their mistakes, which was 97.5%, while the percentage of students who did not have a sense of responsibility was 2.5%.

The results of this study indicate that students during the COVID-19 pandemic can still internalize good values as character building through the family environment which in this case is parental guidance. This finding is in line with the results of a study conducted by Ni’mawati et al. (2020) that three
ways must be taken so that character education can be effectively applied to students. One of them is by collaborating with students’ parents in the form of communication and coordination concerning the development of students in character building during the online learning process. It means the role of parents is important in shaping the character of students. This is in line with a finding from a study conducted by Asikin (2018) that parents are the main foundation in the implementation of character education for children. Parents as educators in family institutions need to teach, habituate, imitate, motivate, and enforce rules to develop and shape their children’s character (Alimashariyanto et al., 2022). Meanwhile, various other relevant studies propose that character education must continue to be carried out properly in a disciplined and sustainable manner (Paul et al., 2020). The family, school, and community environment have respective roles and responsibilities towards the character of students (Susilo et al., 2022). For this reason, it is necessary to do good cooperation to form children with noble character in living life in the present and for the future.

During the Covid-19 pandemic, the process of learning activities is carried out online to suppress the spread of viruses that threaten the safety of students’ lives. This situation forces students to learn to use technology. It undoubtedly brings the wind of change to face-to-face learning, thereby impacting the behavior of students in their everyday life. The results of this study indicate that students during the Covid-19 pandemic are categorized to have a “very good” character after being measured in several aspects, namely nationalism, cooperation, and integrity. This finding is in line with a study conducted by Firman & Rahayu (2020) that online learning has a positive impact on students’ learning independence as manifested in students’ character. Furthermore, a study conducted by Herliandry et al. (2020) asserts that learning without direct guidance from educators may make students independently seek information about the materials and tasks given to them. It then fosters greater student involvement in the improvement of their observational learning behavior.

CONCLUSION

The results and discussion present that the Covid-19 pandemic brought significant changes to the characters of students of SMAN 46 Jakarta. The conclusion of this study even places students’ characters in the “very good” category with an overall average score of 3.39. During online learning carried out from home, several character values are developed, namely nationalism, cooperation, responsibility, and togetherness. The development of these character values in students makes them have high integrity which is the result
of collaboration between parents and teachers in the learning process. This collaboration is realized in the form of positive interaction and communication, which are two things that should not be ignored to achieve success in shaping students’ character. Thus, in the process of internalizing character values in students, apart from teachers, the role of parents is also highly needed.

This study provides an overview of the characters that must remain internalized in students even though the pandemic condition causes the learning process to continue online. However, this study has still some limitations. First, the selected respondents have a low level of representation. Second, this study is limited to measuring three aspects of students’ characters, namely nationalism, cooperation, and integrity. Therefore, generalizations cannot be carried out only based on the findings presented.

REFERENCES

Adams, K. A., & McGuire, E. K. (2022). Research methods, statistics, and applications. Sage Publications.

Alimashariyanto, M., Sarib, S., & Mokodenseho, S. (2022). The Role of Parents in Parenting from Islamic Law Perspectives: A Study of Muslim Families in Ambang II Village. AT-TURAS: Jurnal Studi Keislaman, 9(1), 38–59. https://doi.org/10.33650/at-turas.v9i1.3707

An, T., & Oliver, M. (2020). What in the world is educational technology? Rethinking the field from the perspective of the philosophy of technology. Learning, Media and Technology, 46(1), 6–19. https://doi.org/10.1080/17439884.2020.1810066

Arikunto, S. (2010). Prosedur Penelitian: Suatu Pendekatan Praktek. Rineka Cipta.

Asikin, I. (2018). Pengembangan Model Pendidikan Karakter di Lingkungan Keluarga. Ta’dib: Jurnal Pendidikan Islam, 7(1), 434–444. https://doi.org/10.29313/tipi.v7i1.3533

Azwar, S. (2017). Reliabilitas dan Validitas. Pustaka Pelajar.

Bakar, B. A. (2020). Integrating spirituality in tourism higher education: A study of tourism educators’ perspectives. Tourism Management Perspectives, 34, 100653. https://doi.org/10.1016/J.TMP.2020.100653

Birhan, W., Shiferaw, G., Amsalu, A., Tamiru, M., & Tiruye, H. (2021). Exploring the context of teaching character education to children in preprimary and primary schools. Social Sciences & Humanities Open, 4(1), 100171. https://doi.org/10.1016/J.SSAHO.2021.100171

Curum, B., & Khedo, K. K. (2021). Cognitive load management in mobile learning systems: principles and theories. Journal of Computers in Education, 8(1), 109–136. https://doi.org/10.1007/s40692-020-00173-6

Firman, F., & Rahayu, S. (2020). Pembelajaran Online di Tengah Pandemi
Manan, M. (2015). The Implementation of the Right to Education in Indonesia. *Indonesia Law Review, 5*(1), 51–68. https://doi.org/10.15742/ilrev.v5n1.137

Miseliunaite, B., Kliziene, I., & Cibulskas, G. (2022). Can Holistic Education Solve the World’s Problems: A Systematic Literature Review. *Sustainability, 14*(15), 9737. https://doi.org/10.3390/SU14159737

Naim, S., & Mokodenseho, S. (2022). Implementation of the Virtual Learning Models during the Covid-19 Pandemic: Students’ Perspectives and Its Lessons. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran, 8*(3), 617–628. https://doi.org/10.33394/JK.V8I3.5570

Nakayama, M., Mutsuura, K., & Yamamoto, H. (2021). Impact of learner’s characteristics and learning behaviour on learning performance during a fully online course. *Electronic Journal of E-Learning, 12*(4), 394–408. https://doi.org/10.1007/978-981-16-6104-4_2

Nî’mawati, N., Handayani, F., & Hasanah, A. (2020). Model Pengelolaan Pendidikan Karakter di Sekolah Pada Masa Pandemi. *FASTABIQ: Jurnal Studi Islam, 1*(2), 145–156. https://doi.org/10.47281/FAS.VI12.26

Nurwahyuni, A. (2019). Literature Review: Perbedaan Pendidikan Karakter Yang Diterapkan Pada Generasi X, Y Dan Z. *Prosiding Seminar Nasional, 66–76.*

Önal, N., Çevik, K. K., & Şenol, V. (2019). The effect of SOS Table learning environment on mobile learning tools acceptance, motivation and mobile learning attitude in English language learning. *Interactive Learning Environments, 30*(5), 834–847. https://doi.org/10.1080/10494820.2019.1690529

Paul, S. A. S., Hart, P., Augustin, L., Clarke, P. J., & Pike, M. (2020). Parents’ perspectives on home-based character education activities. *Journal of Family Studies, 28*(3), 1158–1180. https://doi.org/10.1080/13229400.2020.1806097

Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. *Higher Education for the Future, 8*(1), 133–141. https://doi.org/10.1177/2347631120983481

Purandina, I. P. Y., & Winaya, I. M. A. (2020). *Berkarakter dalam Literasi Digital: Menjaga Kedamaian Umat di Era Digital.* Jayapangus Press Books.

Ramadan, R. (2017). *Fakta Tentang Tawuran Antar SMAN 29 dan SMAN 46 Jakarta Yang Merenggut Korban Jiwa.* https://hai.grid.id/read/07601838/fakta-tentang-tawuran-antar-sman-29-dan-sman-46-jakarta-yang-merenggut-korban-jiwa

Rockenbach, A. N. (2020). Character Education for the Public Good: The Evolution of Character Capacities in and Beyond College. *Journal of College and Character, 21*(1), 6–13.
Setiawan, D. (2013). Peran Pendidikan Karakter Dalam Mengembangkan Kecerdasan Moral. *Jurnal Pendidikan Karakter*, 4(1), 53–63. https://doi.org/10.21831/JPK.V0I1.1287

Shmakova, A., Ryzhova, Y., & Suhorukhih, A. (2022). The impact of ICT education on humanistic innovative potential. *Education and Information Technologies*, 27(2), 2267–2282. https://doi.org/10.1007/S10639-021-10674-1

Simamora, R. M. (2020). The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students. *Studies in Learning and Teaching*, 1(2), 86–103. https://doi.org/10.46627/SILET.V1I2.38

South, L., Saffo, D., Vitek, O., Dunne, C., & Borkin, M. A. (2022). Effective Use of Likert Scales in Visualization Evaluations: A Systematic Review. *Computer Graphics Forum*, 41(3), 43–55. https://doi.org/10.1111/CGF.14521

Suartini, N. K. (2020). Perspektif Mahasiswa Dan Dosen Terhadap Efektivitas Pembelajaran Daring Selama Pandemi Covid-19. *Cetta: Jurnal Ilmu Pendidikan*, 3(3), 521–534. https://doi.org/10.1016/B978-0-08-097086-8.92001-4

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.

Susilo, M. J., Dewantoro, M. H., & Yuningsih, Y. (2022). Character Education Trend in Indonesia. *Journal of Education and Learning (EduLearn)*, 16(2), 180–188. https://doi.org/10.11591/edulearn.v16i2.20411

Wekke, I. S., & Mokodenseho, S. (2017). Religious teaching and learning in minority Muslim of Manado Indonesia. *2nd International Conference on Education, Science, and Technology (ICEST 2017)*, 187–189. https://doi.org/10.2991/icest-17.2017.62

Wekke, I. S., Mokodenseho, S., & Firdaus, F. (2017). Religious Education and Tolerance: Learning Process in High School of Minority Muslim Indonesia. *INA-Rxiv Papers*. https://doi.org/10.31227/osf.io/km79d

Wekke, I. S., Mokodenseho, S., & Rahman, A. F. (2018). Values of Religious Tolerance in Islamic Learning Material of Muslim Minority State High School. *INA-Rxiv Papers*. https://doi.org/10.31227/osf.io/tfbc

Xue, Q., Xie, X., Liu, Q., Zhou, Y., Zhu, K., Wu, H., Wan, Z., Feng, Y., Meng, H., Zhang, J., Zuo, P., & Song, R. (2021). Knowledge, attitudes, and practices towards COVID-19 among primary school students in Hubei Province, China. *Children and Youth Services Review*, 120, 105735. https://doi.org/10.1016/J.CHILDYOUTH.2020.105735
