

Character education strengthening model during learning from home: Ki Hajar Dewantara's scaffolding concept

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ABSTRACT

In providing educational and learning services to students during the Covid-19 Pandemic, learning is carried out from home. The disparity in learning achievements, especially related to attitude competencies, is strongly experienced during learning from home. This study aims to integrate attitude values through learning with Ki Hajar Dewantara's scaffolding concept: Identifying, Imitating, Developing, Disseminating. This scaffolding is applied to strengthen the character of junior high school students in Yogyakarta Special Region to become Pancasila students. This is a research and development study that applies a qualitative approach. The respondents of this study were teachers, principals, students, parents, and supervisors of junior high schools in this province. Data were collected using focus group discussion, interview, and observation, then were analyzed using Miles and Huberman models, which comprised data reduction, data display, and inference stages. The results of this study is a character education strengthening model during learning from home applying Ki Hajar Dewantara's scaffolding concept. This model contributes to the policymaking of character education strengthening during the learning from home online.

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INTRODUCTION

In response to the Covid-19 pandemic, which urged the change of the teaching-learning process to be online, this study discusses the development of online character education, implying Ki Hajar Dewantara's scaffolding concept. Teaching knowledge in teaching practice becomes the focus of online teaching during the students' learning from home while character education is hardly conducted. This consideration leads to the idea of developing a character education model that contributes to the practical approach to teaching characters.

Education has a paramount role in the character and civilization formation of a nation. Education will consistently maintain the character values of a nation's civilization during dynamic social change. Education serves not only to encourage how to know and how to do, but also how to manifest it, which becomes the most important thing in social reality. Education is also the key to human resource development. The human resource quality is the key to the realization of Indonesia Emas 2045, the nation's goal that is fair and prosperous, safe and peaceful, and advanced and worldwide. Education also determines the direction of this nation's future. Education improves the relevant life order in the current change without having to lose its national identity personality.

[Law of Republic of Indonesia No. 20 of 2003](#) concerning the national education system, article 1 paragraph (1) states that:

Education is a conscious and planned effort to realize the atmosphere of learning and learning process so that learners actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble character, as well as the necessary skills of themselves, society, nation, and state.

Furthermore, article 3 of the law states that national education serves to develop and form dignified national character and civilization to educate the life of the nation, aiming to enhance the potential of learners to become human beings who are believing in God and having noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens; this is the profile of *Pancasila* (five pillars of Indonesia) students ([Regulation of the Minister of Education and Culture No. 22 of 2020](#)).

The key elements of *Pancasila* students who are diverse are knowing and appreciating different cultures, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity. Indonesian students recognize the value of *gotong royong*, which means a willingness to work collaboratively. This value aims to carry out the workload smoothly, easily, and lightly. The elements of working together are collaboration, caring, and sharing. Independent Indonesian students are responsible for their learning processes and outcomes. The key independence elements consist of self-awareness and situations sensitivity, and self-regulation. Students with critical reasoning can objectively process information qualitatively and quantitatively, building links between various information, analyzing it, and evaluating and concluding it. The elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting thought and thought processes, and making decisions, while creative learners are students who can modify and produce something original, meaningful, useful, and impactful. The key elements of being creative consist of generating original ideas and producing original works and actions.

Currently, all regions of the Republic of Indonesia are affected by the spread of Covid-19. Under any circumstances, the country is obliged to protect the entire nation, promote the general welfare, and educate the people. Therefore, the country is obliged to find a way out of the continuity of education in schools. Realizing the geographical location of Indonesia as an archipelago with different circumstances, a regulation that can become a solution needs to be formulated so that learning activities can still be carried out properly during any emergency conditions. Learning should have never stopped, whatever happens. In case of emergency, learning activities cannot normally run as usual, but students must still get education and learning services.

The government of Indonesia in the world of education seeks to break the chain of transmission of this virus by organizing home learning for all levels of education through the [Circular Letter of the Ministry of Education and Culture No. 4 of 2020](#) concerning the implementation of educational policy in the emergency period of the spread of Corona Virus Disease-19. This surprises the institutions, teaching staff, learners, and parents. Universities, not only in Indonesia but around the world as the highest educational institutions, also participated in the shock. Researches report on how educators and educational institutions are doing and sharing methods as well as strategies to deal with the Covid-19 pandemic ([Daniel, 2020](#); [Romero-Ivanova et al., 2020](#); [Shenoy et al., 2020](#); [Zhang et al., 2020](#)). These studies discuss knowledge learning, but character learning online is still very limited. The researchers believe that character learning, during learning from home, has not been studied. Considering this limitation, this study proposes a model for character education during learning from home, applying Ki Hajar Dewantara's scaffolding concept.

Before discussing learning from home any further, education centers need to be recognized first. A basic understanding of educational agents needs to be understood that the responsibility of education lies in three educational centers. This was initiated by Ki Hajar De-

wantara in the concept of *Tri Pusat Pendidikan* (three centers of education), namely, family, school, and community (Dewantara, 2013). It is further explained that families play a role in educating children to have good character and ethics. Schools play a role in giving children knowledge. When the first and second centers have adequately equipped children, the community plays the social and social education role. Based on the three education centers' understanding, the thought that education is entirely the school's responsibility is certainly not justified. The first center mentioned is the family. The parent or guardian plays a leading role in the learners' character education. However, the school is seen as playing a role to help parents in educating children's character. The concept of involving parents in educating the students is in line with some current researches that parents/guardians and schools can jointly educate children's character during the challenging time of the Covid-19 virus emergence (Asbari et al., 2019; Erol & Danyal, 2020; Lake & Olson, 2020).

From some information circulating in the community about the implementation of learning from home, it is known that not all schools can run full online learning activities. Most schools host off-line learning. Some obstacles found include limited human resources, limited facilities, the difficulty for parents in doing mentoring, and so on. Not all students have a computer or smartphone. Students also have difficulty accessing the internet and limited internet quota. These are true in the Indonesian context, as pointed out by Siron et al. (2020). In addition, the implementation of learning from home during the Covid-19 emergency period between one school and another school varies greatly, in accordance with the perception and readiness of each school.

According to the Decree of the Minister of Education and Culture No. 719/P/2020, there needs to be a paradigm change in learning planning, implementation of learning, and assessment of learning outcomes. Learning from home activities demand collaboration, participation, and active communication between teachers, parents, and students. This collaboration must be a unity that supports each other, on the principle that all of us are teachers, all of us are students, and all places are classrooms. Learning from home, which is online, not only meets the demands of competence in the curriculum, but is emphasized more on character development, noble character, and student independence. Teachers must be more creative and innovative in presenting subject matter and assigning assignments to students, to realize meaningful, inspiring, and enjoyable learning. Thus, students are expected not to experience the boredom of learning from home.

Researches suggest that teaching and learning during the Covid-19 outbreak need contingency strategies (Bao, 2020; Daniel, 2020). Many studies show that the instructional process experienced and is experiencing shock, particularly among the community with low technology literacy (Romero-Ivanova et al., 2020; Shenoy et al., 2020; Siron et al., 2020). These researches report different teaching contexts during the outbreak. They emphasized the knowledge teaching during the pandemic; but, the character teaching was left behind. The current education system in Indonesia urges more teaching on character education to complement knowledge teaching (Regulation of the Minister of Education and Culture No. 22 of 2020).

Character education has a paramount role in building a strong baseline for a community. It provides basic education and self-control concerning the students' local cultural value for facing this open-access information era as the emergence of the internet (Harun et al., 2020; Hermino, 2020; Rosmiati et al., 2016). Character education in some contexts is integrated into learning subjects, such as math and multimedia (Kadek, 2020; Suyitno et al., 2019). Some models of character education were developed (Dewia & Alam, 2020; Septiani, 2020) to pave the way the teaching and learning; however, a contextual model implicating Indonesian local wisdom has not been developed or was limited.

Ki Hajar Dewantara's scaffolding concept emphasizes that teachers must be able to accommodate the development aspects of attitude and scientific values in the learning process with the implementation of 4Ns concept, namely; identifying concepts and values (*NITENI*),

imitating (*NIROKKE*), implementing the concepts and contextually developing the implemented values (*NAMBAHI*), and disseminating them (*NULARKE*) in the wider community (Boentarsono et al., 2016; Dewantara, 2013). The research was, therefore, conducted aiming at developing a character value strengthening model using the concept of Ki Hajar Dewantara's 4N scaffolding when learning from home.

In regard to the aforementioned concept, this study looks at the following research problem. (1) What are the characters needed to be strengthened? (2) How is the model developed applying Ki Hajar Dewantara's scaffolding concept to strengthen the character?

RESEARCH METHOD

This study applied the research and development (R&D) method, which consisted of two stages: need analysis and model development. The need analysis looked for the character needed to be strengthened using the model. The model development is the stage where the Ki Hajar Dewantara scaffolding concept is applied to teach the character found in the need analysis. Figure 1 illustrates the stages in this research.

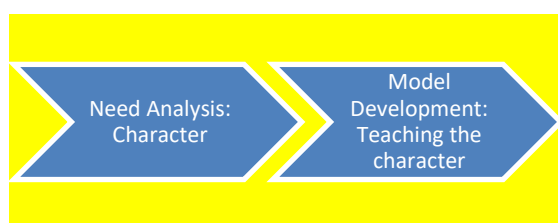


Figure 1. Research Stages

This study involved junior high school setting in three areas in Yogyakarta Special Region that conducted learning from home: Bantul Regency, Sleman Regency, and Yogyakarta City. There were nine schools altogether. Respondents involved in this study were 12 junior high school teachers, three principals, three supervisors, 15 students, and three parents. The researchers selected the respondents for various considerations such as school accreditation status, media for online used during learning from home, and representation of the school area. This method provided comprehensive and complete data related to the need analysis of character strengthening during learning from home.

Data collection comprised three stages, namely the exploration phase using the Focus Group Discussion (FGD) method supported by the results review of questionnaires, interviews, and observation findings. Triangulation in this study covered data and source triangulation method to develop a comprehensive understanding of phenomena. After completing the exploration phase, the next was the needs analysis to create the model, such as the teaching materials that had integrated the value of the attitude for the profile of *Pancasila* students. The next step is product design by developing model prototypes, implementing prototype models to three schools in Sleman Regency, Bantul Regency, and Yogyakarta City, sampling three subject teachers, namely Mathematics, Bahasa Indonesia, and English subjects. The collected data were analyzed using Miles and Huberman technique. Miles et al. (2014) state that the analysis consists of three flows of activities that move simultaneously: data reduction, data presentation, and conclusion drawing/verification. Qualitative research explores and understands the meaning of individuals associated with social problems (Creswell & Creswell, 2018).

Data analysis in the need analysis stage was validated by an expert who comprised of teacher, principal, school district supervisor, and lecturer by applying expert judgment. In the stage of model development, the analysis applied expert judgment and field testing of the model. This study was done by analyzing the implementation results from prototypes, then

conducted deeper offline FGD by applying strict health protocols. The results of the analysis and the results of the interview proceeded to data reduction by making abstractions to obtain conclusions. This step was an attempt to summarize the core, process, and statements that need to be maintained to stay in it.

FINDINGS AND DISCUSSION

Along with the recent development of technology and information in the era of industrial revolution 4.0, the future workforce's world will certainly be very different from the current situation. Major changes in the era of industrial revolution 4.0 formed a different world of work in terms of structure, technology, and concept of self-actualization. The structure of the work will be more flexible, knows no geographical boundaries, and is unbound. This will result in the worker not being tied to just one institution throughout his or her career.

Based on the questionnaires filled out by the principal, most schools set character grades that had to be strengthened to students in the school's curriculum: school vision and mission (Law of Republic of Indonesia No. 20 of 2003; Regulation of the Minister of Education and Culture No. 20 of 2018; Regulation of the Minister of Education and Culture No. 37 of 2018). The Ministry of Education and Culture has determined these character values in the 2020/2024 Strategic Plan (Regulation of the Minister of Education and Culture No. 22 of 2020). Of the six key elements of *Pancasila* student profile, the teachers had strengthened the character values such as believing in God, being independent, creative, critical thinking, collaboration, and having an awareness of diversity. During the FGD, the respondent confirmed that "believing in God" had been taught by all teachers and confirmed by the students, principals, and district supervisors. On the other hand, "diversity awareness" was identified to be taught the least.

The teacher documented the character strengthening in the lesson plan. The implementation of character strengthening was mostly done by asking students to pray at the beginning and closing of the learning activity. The teachers argued that believing in God and other noble characters was usually carried out by the teacher during face-to-face meetings. Based on the data, it still needed to be strengthened by the teacher to provide other character strengthening. The teachers believed that the students understood the strengthening of character so that students would be able to practice the values in their daily lives. According to 75% of the teachers, the strengthening process was challenging in an online setting. It was hard to do because many parents were busy or working. The parents were having difficulties monitoring the development of their child's character. The support of the principal and supervisor to the teachers to strengthen the students' character was paramount. The principal's monitoring and evaluation process was mostly administratively oriented, namely checking whether the character to be strengthened had already been included in the teachers' lesson plan. The headmaster sometimes also visited the classroom during lessons and assessments and delivered them in regular meetings. They could not organize the observation process because of the learning from home condition.

Students confirmed the character values strengthening data by their teacher. They stated that the character values which the teacher reinforced were religious, disciplined, independent, and creative. Additionally, their teachers always asked them to pray, be disciplined during learning, be creative, and be independent, especially in doing their homework. This demonstrated that the students did not recognize the meaning of other character values strengthened by the teachers.

The character strengthening education conducted by the school during learning from home seemed incidental. Also, it did not integrate with both the learning and the conformity with the students' condition. The analysis of interview data conducted with teachers, students, and parents implied these phenomena. The data analysis from the students revealed that char-

acter education was mostly about praying and reminding around certain characters without providing meaningful guidance for those who violated the character value. For example, according to the students, teachers did not reprimand students who were late collecting assignments or were undisciplined while learning from home.

The parents who accompany the child justified the situation. They stated there was no effective communication related to character disseminating during learning from home. Most discussions between teachers and parents were about school assignments using WhatsApp. The communication made by teachers to parents was mostly through WhatsApp group, and its contents were mostly tasks that had to be done by students at home. The teachers were also aware of that. The interviews with teachers from three regions implied that some teachers also found it difficult to include character strengthening and conduct their online learning assessments. This is because no planned model or strategy was mutually endorsed in schools and passed from supervisors. Conducting monitoring on character strengthening was also challenging for the supervisors because most consulted issues focused on conducting the learning and assessment process during learning from home.

The findings show that teachers wanted a new strategy that was a design or model that teachers can use to integrate the character values through learning and reduce the boredom of teachers, students and parents. Teachers hoped that the school could collaborate with the department or universities to create a learning design to integrate character values.

Further findings indicate that the characters that had to be strengthened during learning from home turned out to get a mixed response. From the results of interviews and study of lesson plan documents, teachers emphasized disciplined character, honesty, and independence. It was believed that the character of discipline was necessary because in the opinion of Nucci (2008, p. 197), “developmental discipline can help teachers build the trusting relationships necessary for all students to learn and develop academically and morally.” The development of discipline carried out by teachers was able to shape students into disciplined people while also improving student achievement academically. Students who had a disciplined character in their daily lives, of course, would also be disciplined in learning at school and home so that it indirectly affected the improvement of achievement in school.

Students reported different characters values delivered by their teachers. Students said supervisors and principals emphasized independent character and hard work. Self-reliance concerning an independent person and having confidence could enable the students to adapt and take care of things by themselves (Parker, 2006, pp. 226–227). Children’s ability to self-help needs to be grown because teachers could not help when learning from home. The students also argued that self-reliance was the main provision during learning from home. However, the value of the character had not become a habit and permanent yet. This character had not been a special student profile yet.

Based on the above discussion, it can be confirmed that character strengthening cannot occur if the teacher only transfers knowledge and occasionally reminds students to be good. Character strengthening must be done intentionally (by design) to seek the transformation of values in forming the character of the nation’s children. According to Ki Hajar Dewantara, Strengthening character education can be done with the *Trisentra* System or *Tripusat* Education that is family, college, and community (Dewantara, 2013). All three have the task and obligation to form the students’ intellectuality and noble ethics (character).

In practice, families, communities, and schools have strengthened character education by habituating excellent behavior practices that must be continuous until they finally form habits. However, this applies to character grades that are common and can be carried out by students regularly. Strengthening the value of character values that can develop their competitiveness to live in the future as stated in the profile of *Pancasila* students must be pursued and planned more seriously and integrated into the learning process. Ki Hajar Dewantara’s 4N scaffolding concept; *Niteni* (paying close attention/observing), *Nirokke* (imitating), *Nambahi*

(adding), and *Nularke* (communicating), can integrate character values in the teaching. This scaffolding stage of 4N is an effort to pave a way to strengthen students' character so that the value of character values that they have understood can be a catalyst and generate the students' willingness to produce behavior regularly to form a permanent habit.

The internalization process of a concept or teaching will be possible when students carefully see/observe (*Niteni*) the concept, consider it, and then imitates (*Nirokke*) it. Students will develop it or add it (*Nambahi*) according to its context in the next stage. In the end, students can convey/communicate (*Nularke*) the value of the concept to others. The result of model development by applying Ki Hajar Dewantara's 4N scaffolding concept for strengthening the character can be seen in Figure 2.

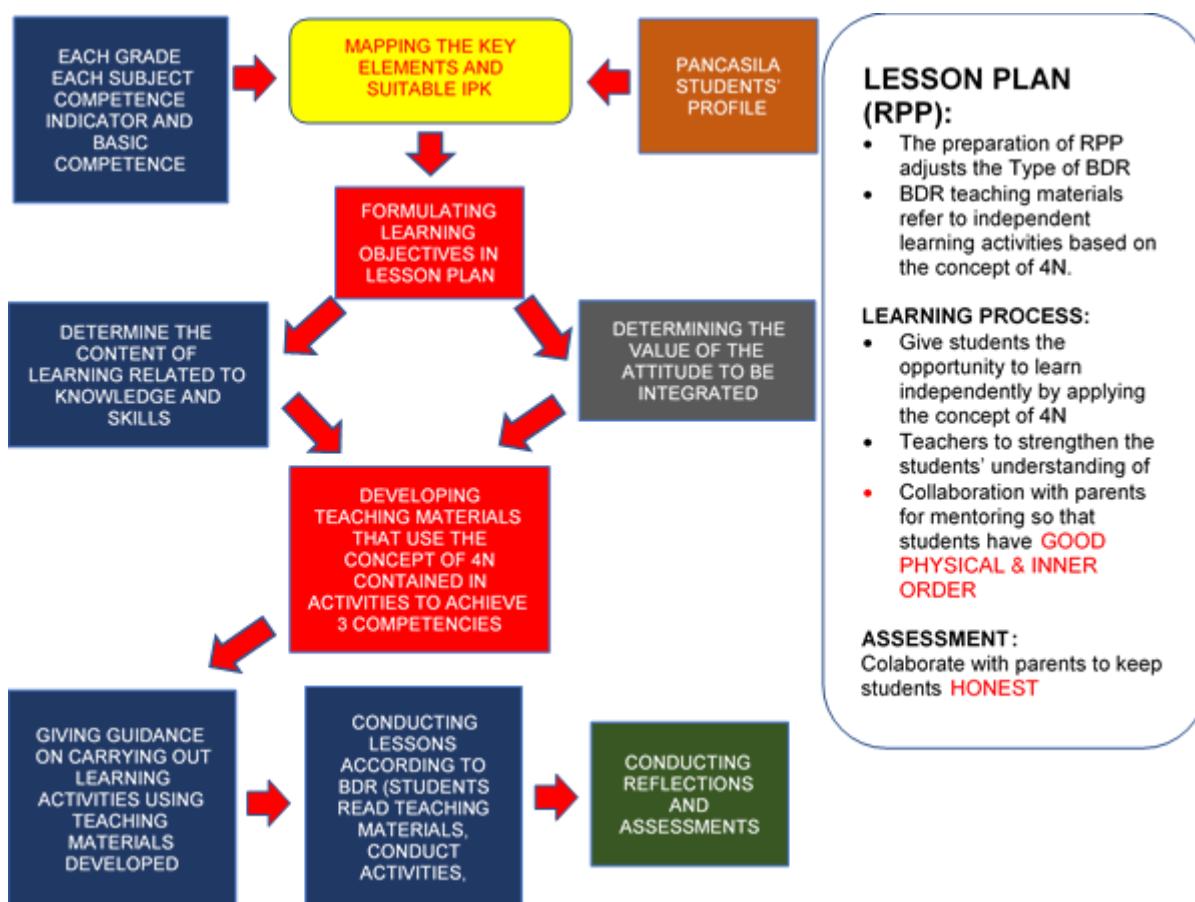


Figure 2. Model by Applying Ki Hajar Dewantara's 4N Scaffolding Concept

The stages in the model illustrated in Figure 2 are as follows. (1) Select the core competence, formulate the indicators of the competency achievement, and select key elements of *Pancasila* students. (2) In each lesson, focus on a number of attitude values to be developed. (3) Formulate the learning objectives that will be outlined in the lesson plan document. (4) Develop teaching materials that have contained character value (it can be in the form of text, modules, videos, sound recordings, etc.). (5) Character values that will be strengthened in teaching materials (it can be written in objectives, activities (including text), exercises, summaries, reflections, assessments, utilization of blank space or delivered in impressions or sounds). (6) Make instructions to carry out learning activities using teaching materials that have been developed. (7) Allow students to learn independently guided by teachers and accompanied by parents, by emphasizing the order of birth and inner and honesty. (8) At the end of weekly activities, students are asked to self-report what has been observed (*Niteni*), what has been done

(*Nirokke*), what other things can be developed (*Nambahi*), and given the challenge of what benefits for others (*Nularke*). (9) Strengthen the meaningful things that have been learned and valuable for their lives. (10) Do reflection and follow-up.

The development of this model was to assist teachers in creating learning tools for the lesson plan that includes strengthening the students' character. In addition to the character strengthening, the model was an effort to shape *Pancasila* student profile and free learning. The results of this model applied in various junior high schools in Yogyakarta indicated that it assisted the teachers in integrating the key elements of the character value of Pancasila Student Profile in learning during the learning from home process. The teacher's responses implied this process. The three schools agreed that the model developed assisted teachers in conducting learning. The student response also showed positive results seen in their ability to acquire teaching material during online learning. The reason for this success is contextual learning development. It demands critical thinking and gives children the freedom to express an opinion.

The school principals felt this model was advantageous. It helped monitor the strengthening of character in the school by looking at the lesson plan documents, the teaching materials developed, and the reflection sheets written by the students in each lesson. Besides, this model helps school supervisors provide direction related to improving teacher innovation and creativity in developing learning to achieve student competencies in attitude, knowledge, and skills competencies.

Based on the discussion above, all education agents should be aware of the strengthening of character that meets the criteria of the *Pancasila* student profile. The developed model could be one of the implication strategies because it allows students, teachers, parents, principals, and supervisors to synergize to strengthen character education that contains aspects of critical thinking, independence, faithful and godly character, and creative mind could be realized.

CONCLUSION

The need analysis in this study recognized some characters to be strengthened, such as belief in God, independence, creativity, critical thinking, collaboration, and diversity awareness. These characters were developed into the model of character strengthening, which is integrated into the teaching. This model has been validated by the model field testing, which contributes to the policy-making process for the teaching character during learning from home. In regard to character education, the collaboration between students, parents, teachers, principals, and education district supervisors should be maintained and encouraged, especially during learning from home.

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