Understanding Education Character Loss During Long-Distance Learning in Pandemic Disruption in Madrasah

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Abstract

It must be admitted that as long as a pandemic affected the world, it is continued with every country closing schools but turning on giving in a distinctive approach, often there has been a shift in the values of style, character, and everything related to education. One of the shifts in the past and the character of education worldwide is the impact of implementing machines. To answer this question, we have conducted a series of literature reviews on several complications that actively discuss marine character education during the pandemic and disrupted education from various sports perspectives on the field. This qualitative study entirely used secondary data in the form of scientific reports that have been published in various ways. After a series of in-depth reviews and criticisms, we can conclude the results, among others, that there has been a loss of character education during this pandemic due to a shift in the way of learning in madrasah and school in general, which was previously face-to-face and then turned into distance learning solution.

Keywords

Include Understanding;
Character Education;
Lost Character;
Long-Distance Learning;
Pandemic Learning
Disruption.

Contents

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1 Introduction

Character education is a structured effort to shape individuals into individuals who are beneficial both for themselves and for some individuals (Blanchard et al., 2021). In many developed countries like Japan, character development has been given in the lower elementary school grades, especially in grades 1, 2, and 3 under modeling teachers and school caregivers. This second-grade student in 3 years is not given heavy academic weight. However, illustrating the virtue and character of politeness towards others, educators, school residents, and parents at home is very important (Wahyudi, 2021). An example of simple but very effective character education is that from the start of class, they are used to going to class on foot even though they have a private office, assuming that their house is far from school, their school vehicles, and public transportation are ready. No students in Japan reported being brought by their parents or driver (Lee, 2013). Indeed, even in kindergarten, they freely continue to go to class alone. This is to practice freedom and a mindful mentality towards it. In addition, during the luncheon, they took turns serving their colleagues in setting up the waiting room and washing their cutlery, and in any case, cleaning their study. From these exercises, the child's personality is stimulated, particularly the idea of the need to serve others in order to be appreciated by others, the idea of compassion and compassion, the idea of being made by others no matter what their job is, and the importance of appreciating the work of others (Bates, 2019).

The author's observations during online learning show a lot of chock culture going on with a learning system that has never been before; looking for ways to stop this is impossible to stop (Tanshzil et al., 2022). So we believe that with the conservative attitude of teachers and parents to prepare the spirit of self-restraint to survive changes in learning methods, supervise and discipline time, appreciate the reward of feedback, all of that almost disappears when learning online. Students also, if late, will be prevented. Find out how to see value in interactions instead of results. The result is simply a reward for achieving an interaction (Reich et al., 2020). The development of strict regulation during the pandemic occurs in tough subjects and the arrangement of student guardians at home. For Indonesian citizens who are religious, this as a foundation of the establishment can be synergized in daily life and learning processes; timely prayer teaches that humans must respect the time and submit to the Creator (Cinantya et al., 2018). Religion is not just customs and rituals, but good ethics turns into a total individual premise. From this note, the author imagines that the Indonesian state was not prepared to face what was happening in the crisis from the start. During the Covid-19 pandemic, it feels like waking up from a long break. All this time, we have lost a ton without even realizing it. The essence of schooling, especially character building, which is believed to be starting to fade and build student interest, is considered something that can be achieved through illustration, even though it is essential for the learning system during the pandemic. During the pandemic, students are late in their game because they are out of control at home and school every day and forget about assignments and appointments with teachers and even their parents (Nucci et al., 2020).

Character education in Indonesia is one of the leading educational goals in education, as stated in state documents and the Indonesian Education Constitution (Husni, 2020). Apart from efforts and efforts to form the morals and character of the Indonesian nation. Giving character is also a goal that underlies the implementation of education in printing the Indonesian generation to become a superior generation in 2025. If we look at the educational goals outlined in the national curriculum, character education must focus on educational efforts that must be carried out—every academic unit from elementary school to university (Rijal et al., 22). Because the purpose of character education is to internalize Indonesian culture in every student and will later become a civilized Indonesian society with international knowledge and character, Indonesia is part of a nation with high dignity with traditional values while respecting the changing times (Yuliana, 2010).

In other words, paying attention to character is the wisdom of Indonesian education that must be developed by supporting the development of human civilization, emotional progress, and ethical intelligence of students. This will create the character of the Indonesian nation that provides opportunities for students and society. Opportunity to make character education a part of physical education. The Ministry of Education of the Republic of Indonesia and in collaboration with the Ministry of Religion and the Ministry of Religion which has the enormous task of organizing character education which is later expected to be instilled in students in schools as the last bastion of successful national character building into a team that will become human beings who compete nationally and internationally (Triyono & Mateeke Moses, 2019). On the other

hand, character education is also carried out to help students become people who care and understand how to become a nation that is moral ethical and has the high initiative to make Indonesia a great nation with character and dignity among the nations of the world (Rokhmanet al., 2014).

Character education is a term that has been widely used to explain how educational programs are run, and elements related to hierarchies have been established that aim to improve the quality of education for children in the country (Park, 2011). Character building is not only determined by school education. However, it is also colored by family education and individual independence, which plays a role that is not inferior to schools where many schools are more focused on increasing skills and knowledge. However, many schools are also absent in carrying out the character formation of participants. This gives the impression that schools are often inactive and dynamic in maintaining positive values of character that must be passed on to students as individuals who will become the nation's next generation. Damon (2013) said that schools should be more dynamic and uphold moral character, and the learning community should be prioritized to have primary characters so that they become part of Indonesian society that is virtuous and behaves in an Eastern and religious manner. The culture does not reflect the character following the demands of the 21st century, where education has long been influential in shaping human character (Richardson et al., 2009).

Character education also provides appropriate knowledge and skills to become a high character and survive with positive values. They also become part of the international community, which develops and creates the most comfortable place to live together (Schools, 2021). The habits that are maintained by the ancestors so that this society becomes something that illustrates how important character is and that change reflects how the past characters who have respected state life well are passed down to a generation that is ready to get character education such as sacrificing the personality that students care about and belief in oneself (Solis, 2013). To survive, this is an essential character that must be given in schools so that every student has all these characters they will become people who are ready to organize life and play a role in building the country, building the nation, and maintaining peace in this world which is often destroyed and subject to a lack of educational character that must be transferred to the next generation (Troutman, 2014).

Distance Learning during this pandemic utilizes technology to start learning that is expected to run well (Lau & Lee, 2021). However, not as expected. Most students misuse technology for things that have nothing to do with learning, for example, playing games and forgetting the time. The Indonesian Child Protection Commission even noted online game addiction as the cause of the increasing dropout rate during the pandemic and four other contributing factors such as marriage, work, arrears in tuition fees, and others. In addition, what is no less important, it even feels like something is missing, namely the lack of character education expected to grow in students. It is necessary to know that character education is critical to forming morals for students towards parents, teachers, or other communities (Fukan, 2014). As a result, if the character education is not adequately embedded in technology, students will find it challenging to filter out right and wrong actions. Following the trend of one of the social media that is not good is also one of the causes of the loss of character education. So that creates a mindset that is not following the nation's personality. Based on the evidence and gaps above, we aim to study and prove how there has been a loss of character during education during the pandemic and what can be done to restore this loss (Kuno & Takatori, 2018).

2 Materials and Methods

In this section of the method, we will briefly describe how carrying out this study to understand the loss of educational character during the disruption of learning during the COVID-19 pandemic in schools and madrasas in Indonesia (Starr, 2014). To make it easier to answer the problem of this study, the author has decided to get secondary data from several data searches in scientific journal publications, both international and national, which of course discusses education character lost during school closures face to face, and virtual or remote classes are turned on. This study entirely obtains data from secondary sources in the epidermis and the perspectives of experts in the field of education and character. However, before we can retrieve the data, we must first go through a very in-depth study process that involves a data coding system, in-depth evaluation, drawing conclusions based on high performance to see the correlation, relevance, and proof of study evidence (Taguchi, 2018). As for those published in various journals, such as Erik's and Pak's education publications, Google Scholar, and several magazines and websites that actively discuss the loss of

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educational character during education from within the context of madrasa education. To report on this study, we chose a qualitative study design under a phenomenological approach looking for as much data as possible, and we have been to get the highest answer (Oliver, 2011).

3 Results and Discussions

Character loss during pandemic learning disruption
As reported, the COVID-19 pandemic that has hit the world has paralyzed not only the human health defense system but also the education service system, which is the impact of the policies of every government around the world to suppress the spread of the Coronavirus (Buheji et al., 2020). So what happens when school closures respond to each country's policy through the socialization of learning must shift to learning, and far from where learning initially took place face-to-face, character formation occurs and is now replaced by technology-based. Education, where teacher attendance is minimal, was essential (Engzell et al., 2021) coupled with the powerlessness of the family's ability to provide adequate education when everyone is panicking to avoid the spread of the Coronavirus. School closures result in incalculable learning losses, especially character learning losses. It is reported from various world practices, both in Western and free countries, which have both experienced how powerful government programs in disaster management are in reducing character loss due to the absence of a school where they live. For the practice of transferring knowledge and character, all shifted to learning from the gang, the role of human teachers and parents was very few, the active roles of students and students were all replaced by computer systems, books, internet and also various other technological facilities (Elihami, 2021). Limiting the loss of character when students first join the school is in an area so affected by the disease that character deficiency in the household results in a lot of learning loss being replaced by completing lessons like this makes online education the main thing. Many countries see character building and other learning losses (Skar et al., 2021).

The authors assessed two low-tech settings that used instant messaging and direct calling to allow guardians to teach their children. A sample of 4,500 families with younger primary school students in the majority was arbitrarily allocated to the mediation group or control arm. SMS instant messaging provided critical "issue of the week" numbers in one comparison group. In the following treatment group, a direct call from the teacher completed this SMS instant message. These calls usually last 15-20 minutes and provide detailed direction on learning exercises sent via instant message. During the pandemic, we witnessed education being conducted online with gaps in access and quality of learning. This is what causes the emergence of learning loss and decreased student learning achievement (Abbas et al., 2020). Likewise, character loss is a condition where students' affective and cognitive potential is lost or decreased due to the cessation of the learning process or a meaningless learning process. Logically, students become very accessible and disorderly as they are usually escorted and controlled by the teacher with a system of guidance and advice. During this pandemic, teachers and student friends could not share matters of character because everything was already contained in the long-distance system, and the size of the learning methods for elementary school students was often rigid (Lian et al., 2020).

Shares responsibility of education character
The Minister of Education and Culture in the substance of Circular Number 4 of 2020 also expressed that the web/distance learning was centered around expanding how understudies might interpret the Covid and the Covid-19 episode. The learning exercises and tasks might fluctuate between understudies, as indicated by their inclinations and conditions, including access holes/learning offices at home. Proof of learning movement items is given subjective and significant input from the instructor without giving quantitative scores/values. Although many schools execute gaining from home, it does not imply that instructors give understudies work yet connect and convey to assist understudies with tackling their assignments. Instructors need to cooperate and speak with their understudies, even though not inside the homeroom (Lian et al., 2020). Until today, study halls are considered genuine schooling by most Indonesians (Edmundson, 2013). Individuals imagine those study halls are genuine schools and that web-based classes are less successful. Individuals do not believe that web-based classes can help their youngsters' schooling, albeit many new companies are occupied with online instruction these days. We expect that homeroom terminations affect instructors, understudies, and guardians all over (Simamora, 2020). If many schools had involved innovation in learning, then, at that point, in this

strange condition, all schools in Indonesia had to apply innovation in the education and learning process. Even though innovation is not entirely ready to assist the gaining with handling from a good way become simpler to execute (Purwanto et al., 2020). There are numerous obstructions looked at by understudies involving innovation somewhere far off the learning process, particularly for understudies and instructors who live in far-off regions. These people live in distant regions, combined with financial circumstances that do not permit guardians of understudies to approach HP cell phones and purchase a web amount to get to the web consistently. Leaving to the side the limits over, this article might want to pass on that there are impediments that cannot be reached by innovation beyond what, that innovation cannot contact one of the centers of schooling, to be specific personal training. When does schooling need to carry out distance realizing, when understudies need to gain from home, when instructors need to instruct from home, then, at that point, who is answerable for understudy character training? (Raheem, 2020).

One of the well-known lessons of the dad of Indonesian Education, Ki Hajar Dewantara, is "Everybody turns into an instructor, each house turns into a school." Integrating his lessons with the targets of the 2013 educational program, we can take somewhere around two illustrations (Rahmat et al., 2022). To start with, each more established relative should have the option to show otherworldly, social, information, and abilities perspectives. Second, every home should be a spot for each relative, particularly kids, to acquire profound, social, information, and abilities perspectives for a meaningful life later. This otherworldly and social demeanor will shape the personality of understudies. According to the Big Indonesian Dictionary, the character is an internal characteristic that influences all contemplations, conduct, character, and character moved by people or other living animals. Securing great information, abilities, and character does not constantly need to depend on homerooms through instructors who authoritatively educate at schools, yet ought to be gotten from guardians and grown-ups at home and around them (Tanshzil et al., 2022).

Returning character value loss
People in education often listen to songs about the loss of character and how the main character has recovered since the disruption of education due to the COVID-19 outbreak (Wang et al., 2021). Sorry, that is also the policymakers based on research evidence, and those who lead education, of course, have done a lot to calculate the lessons and characters lost since responding to government policies regarding the pandemic. So the fear and worry due to pandemic mass learning on student success and social-emotional progress that occurs constantly makes researchers understand that there has been a loss of character along with learning loss, mainly when the loss occurs when the government's policy closed schools and opened online learning. When we ask questions about the loss of character and learning on various social media platforms, it is clear that this concert is not only a concern for education movers but also for those who have a generation of education, how to respond to the country 8 for someone to call this a new era of education in Indonesia. Where education used to only rely on one teacher or human, but now as an era that is assisted by technology that is ready to transform so that there is a very significant learning innovation, this is one-sided (Low et al., 2020).

However, on the other hand, the characteristics possessed by technology are undoubtedly different from the characteristics of human-to-human learning (Jędrzejczyk, 2019, May). The experts are concerned about the loss of character, which is very complex, making students lose time and being replaced with careful coexistence with the pandemic. This is what forces the education industry from human characters to be replaced with machine learning characters, not many hello character names, of course, this is a loss, namely blah blah blah. The loss of character itself, which is implied as a ruler, is natural because machines are slowly replacing the educational ideology of humans. According to Fiebelkorn & Menzel (2013), character loss is experienced by students and teachers. This implies that teaching materials are needed to recover what was lost because turning back makes our children active with teachers and make friends with humans, not just machines.

All recognize and acknowledge that this is the complexity of the problem at hand, viewed from a pedagogical perspective, a condition in which we challenge teachers to confront narratives of loss of character as narratives that must lead to education in which everyone respects these concerns (Childers-McKee & Hytten, 2015). How to restore lost characters with school-based face to face Entering the average era, students and teachers must hunt back to school to get the lost characters. However, schools that are attacked will be able to deal with learning gaps, especially character considering the potential of humans; teachers and

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students will undoubtedly provide different educational leadership to restore lost characters closed for almost two years. After all, school is a place to get something lost that can be returned with a strategy with a new approach; students return to school, teachers return to nurture, lose character, replace trauma with joy in the eyes of ordinary people (Perry & Szalavitz, 2017).

Long-distance Learning Affects Students' Character

The Covid-19 pandemic is a worldwide issue that happens internationally and makes critical changes throughout everyday life. Overall, all nations are now confronting the Covid-19 pandemic (Chakraborty and Maity, 2020). Movements of every sort are restricted to forestalling the spread of the Coronavirus, including instructive exercises. Learning exercises are presently changing to online ones without eye gatherings among educators and understudies. Web-based learning is the utilization of the web network in the learning system. Through internet learning, we get numerous advancements and more viable learning exercises. Nonetheless, behind each specific side to the internet realizing, there is a negative side. Albeit formal instructive exercises can, in any case, be done online because understudies and understudies need to learn at home, character schooling during this pandemic has turned into a piece disregarded (Suryaman et al., 2020).

Character instruction in character schooling besides, which includes parts of information (mental), sentiments (feeling), and (activity). Without these three viewpoints, character training will not be compelling. Character schooling applied methodically and persistently will decidedly affect understudies' ability to appreciate individuals on a profound level. Character schooling is fundamental for the future and the actual understudies. Changes in character happened in sure understudies who were tenacious and excited while learning disconnected but became apathetic. Discipline propensities have indeed changed, from the standard starting ahead of schedule, scrubbing down, and preparing for school to now changing just at home (Trisiana, 2021).

When instructive exercises were completed in schools, character training was done with direct management from the instructor. Exercises that help character training can likewise be completed straightforwardly seriously, and the degree of achievement can be estimated. In any case, as of now, when instructive exercises are done on the web, where the vast majority of what happens is just the learning system or the exchange of information, for them, the main thing right presently is how to get the most extreme worth, so understudies will generally misjudge and could not care less about business or exercises. The most common way of getting the material in class. Nobody can ensure that understudies get character schooling from their folks following the qualities that have been instructed by instructive foundations (Abdullah et al., 2019).

Character loss during closing schools

During the 2020 pandemic-triggered lockdowns, schools closed for extended periods in many countries. This is an exciting approach to find out whether students can meet their learning requirements in these conditions and identify groups at special stakes (Kraus et al., 2020). This review has answered this question with rich information about primary school students in the Netherlands. Students learn less during lockdown than the average year. This misfortune occurs across all the age ranges we see learning and across the three branches of knowledge as a whole: Math, Spelling, and Reading. The magnitude of this impact is based on demand for the 3rd percentile of focus or 0.08 SD, but students from burdened homes are disproportionately affected. Among less-educated families, the size of the learning slide depends on 60% larger than others (Kumari & Toshniwal, 2020).

Since March 2020 signaled the start of global disruption worldwide (Bae & Chang, 2021). The simple history of scientists seeing that there has been a loss of school or running loss of children in almost all continents occurs according to the recognition of the agency of the type while it also requires approaches and therapy by reopening schools that have long been closed. For learning to continue, students need significant support to recover and restore their lost education for almost two years or beyond the extraordinary events experienced by students globally (Zhang et al., 2020). Children lose the character of learning numeracy and reading skills and other educational disturbances that are felt during virtualized learning facing this massive loss, of course, making researchers in policymaking and thieves every country have to rearrange so that lost school learning can be returned as much as possible and children to school. This learning loss and character education are fundamental because this pandemic has not only hit one country, which is a global problem and

content only in the country of origin of the corona outbreak but also throughout all countries, both in the west and east and across the country (Honein et al., 2021).

This is the largest in the century, even if there is a war in only one country and it is known, but as a result of this conflict occurring and the character is lost, with all the consequences of closing schools, the government has to bear the loss of a decisive generation that has an impact on health and children reduce access in all fields outside the world. This usually shows that conflict has caused extraordinary levels of anxiety and depression that students and even adults feel. It is estimated that more than 320 million children worldwide go through challenging times. They cannot go to school. They miss out on learning. It is a source of education for children other children (Engzell et al., 2021).

4 Conclusion

At the end of this chapter, we can conclude that the proof of how the learning and character occurred during this pandemic has been proven by various scientists and field practitioners as long as the pandemic disrupts sleep education. So this study finally recommends that there has been a very significant impact due to closing schools and continuing education remotely where the learning behavior that has been Faced to Face has shifted to distance learning and has also impacted learning and character. On the one hand, this online-based learning solution is very superior. It has been proven to be able to revolutionize and innovate learning that is being disrupted, so actively there is not much loss going on, but effectively distance learning has pushed back students who are more focused on utilizing less productive learning than face-to-face character building before the pandemic. So this study has implicitly proven how disrupted student character learning is since the government's policy has specifically closed schools and replaced it with online learning.

Character building in learning is indeed one thing that must continue to be carried out, even though during the pandemic, various studies have recommended the importance of responsibility between parents, teachers, and the government in continuing interrupted learning into learning that remains innovative and motivated so that learning does not seem to pursue and skills. However, character and everything related to this method must be shared to allow learning to continue as usual before the pandemic. Before we end, we also want to raise the points of what we have done so far. Among other things, we conclude that there is a lol character while giving it to us because typical technological learning has more or less emphasized the drop in the character of teachers, students, and the payment community. General. Next, we summarize that this lost character is a shared responsibility where the government, researchers, educators, and also parents must have a responsibility so that this learning continues well even though, in fact, education globally has been disrupted by a pandemic.

Furthermore, we also summarize how to restore the character of education lost due to closures and other government policies whose purpose is to combat the spread of coffee but has a tremendous impact on education in general, especially character education. Therefore, we also summarize long-distance learning and its effects on this character, among others. We conclude during this division that there is an impact on the character of learning. Next, we bring together the lol character during the independence period. This is done by walking online. Next, we also summarize the lol character during closed education so that there is a decrease in the students' character.

Last but not least, we also mentioned the character lost. Indeed, this is a fact and must receive various inputs from taking online learning helped and did not experience such heavy culture shock and culture loss. We realize that this finding is incomplete if we have made criticisms and improvements; therefore, we hope for input and criticism that can improve the future.

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