IMPLEMENTATION OF CHARACTER EDUCATION THROUGH DISTANCE LEARNING IN ELEMENTARY SCHOOL

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Abstract. *This study aims to describe the implementation of character education through distance learning which includes planning, implementation, evaluation of learning and knowing the constraints and solutions at SDIT (Integrated Islamic Elementary School) Assamadani Sumedang. This research uses a qualitative approach with a case study method. Data were collected using in-depth interviews, observation, documentation studies, and the data were analyzed qualitatively descriptive. The researcher analyzed the data by reducing the data, presenting the data, and drawing conclusions and verification. The results showed that the implementation of character education in planning includes the school's vision and mission, syllabus and lesson plans that contain character values.2) Implementation of character education in learning is carried out in an integrated manner in all subjects. 3) implementation of character education in learning evaluation includes cognitive, affective and psychomotor aspects through test and non-test techniques, and 4) obstacles related to internet quotas and difficulties in carrying out character education with distance learning, and the solution is that school principals make various efforts such as providing quota assistance and providing IT training to teachers. The results of this study are expected to be useful for educators and education staff to innovate in order to improve the quality of learning related to the formation of student character.*

Keywords: *implementation, character education, learning, distance*

1. INTRODUCTION

Education plays a very important role in a country to ensure the survival of the nation and state. It is hoped that in the future there will be graduates

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who can build the nation without abandoning noble character values. One of the efforts to realize this is education that equips students with noble character values. This is confirmed by Wibowo (2013, p. 3) who argues that the essence of education is to prepare students through the educational process to be able to access their role in the future. This means that education must equip students with various skills that are needed according to the demands of the times.

Based on Law no. 20 of 2003 states that education functions is to mental attitude or character. Character education in distance learning is needed to make students have good qualities as stated in Law No. 20 of 2003 Article 3, especially during distance learning. The implementation of character education must be supported by all parties involved in the realization of the existing educational process, including local governments through the education office.

To be able to realize a dignified and cultured nation, the government has issued a policy regarding the need for strengthening character education implemented in schools. The policy is stipulated in the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education. The government's policy on Strengthening Character Education is based on the number of significant changes that affect various aspects of life. A developing social phenomenon is the occurrence of moral decadence such as the increasing number of juvenile delinquency. Some cases of juvenile delinquency that occurred even resulted in fatalities. The incident that occurred gave deep concern to the world of education.

According to Sauri (2019, p.14) reveals that in character education in schools, all components (educational stakeholders) must be involved, including the components of education itself, namely curriculum content, learning processes, assessment, handling or management of subjects, school management, implementation of curricular activities or activities, empowerment of infrastructure, financing, and work ethic of all school/environmental residents. In addition, character education is interpreted

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as a behavior of school residents in carrying out education that must have character.

Distance learning makes students unable to interact directly with teachers, causing some "miss" information that indirectly affects student learning outcomes, Devi (2020, p. 22). In addition, teachers also experience obstacles in applying character values to students because they cannot observe and guide students directly. Distance learning with an online system provides new tasks and responsibilities for teachers to create an attractive, effective and efficient learning environment and can still strive for the development of ethics, responsibility and student character.

The implementation of character education in distance learning referred to here is in the subjects at school. Implementation of character education in learning must be done with a mature strategy by looking at the conditions and abilities of students and the surrounding environment. This is in line with Megawangi (2004, p. 197) who stated that the implementation of character integration in education has general principles such as: (1) not changing the prevailing education system, (2) not changing the curriculum, (3) learning using the principles of learning to know, learning to learn, learning to be, and learning to live together, and (4) implemented contextually so that there is a link between education and the real needs of students. Implementing character values in learning aims to instill values in students regarding the importance of character education, so that they are able to internalize these values in their daily behavior.

SDIT Assamadani in Sumedang Regency is a basic educational institution that is committed to instilling character in its students according to with its initial establishment, it is hoped that it will be able to build the character (character building) of students in accordance with the shared motto towards a civilized generation. The application of deepening and enriching Islamic values in daily life is presented through integration in all subjects, cultural development of the education unit, and implementation of co-curricular and extracurricular activities, habituation of behavior in life in the educational unit environment. The activities mentioned above are an attempt at SDIT

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Assamadani in Sumedang Regency to instill Islamic character in students. Habituation activities that are continuously carried out will become the inherent character of students' self.

Education providers have a responsibility in shaping the character of students in schools even though learning activities are carried out through distance. This requires a persistent struggle, commitment, hard work, and consistency in order to be realized properly. Based on this description, it is deemed appropriate to conduct research by focusing on the implementation of character education through distance learning at SDIT Assamadani, Sumedang Regency. This study seeks to explore the implementation of character education through distance learning, starting from planning, implementation, evaluation, constraints and solutions so that it can be used as input or advice for schools to develop their potential in developing the program of character education and learning.

2. LITERATURE REVIEW
1.1 Implementation of Character Education
Implementation is an action or implementation of a plan that has been prepared carefully and in detail. Implementation is usually done after the planning is considered perfect. Implementation according to the Big Indonesian Dictionary (KBBI) means implementation, application. According to Usman (2002, p. 70) implementation is led to activities, actions, actions or the existence of a system mechanism, implementation is not just an activity, but a planned activity and to achieve the objectives of the activity. Then Wiyani (2012, p. 56) stated that implementation is an activity to realize plans into real actions in order to achieve goals effectively and efficiently, so that they will have value.

From the definition stated above, it shows that the word "implementation" is basically a system. Based on the opinions of the experts above, it can be concluded that implementation is a process of planned activity, which is not only an activity and in its implementation but a genuine effort based on certain norms to achieve the objectives of an activity.

Ki Hajar Dewantara (in Sauri et al., 2010, p. 89) defines education as an effort to advance children's values, thoughts, and bodies, so that they can advance the welfare of life, namely living and reviving children in harmony with nature and society. As for Sauri et al. (2010, p. 90) argues that education is a planned, directed, and controlled engineering by influential people (individuals or groups/institutions) in influencing individuals to have the ability to actualize all their human potential-mind, creativity, taste, initiative, and works - so that they become a true human being who is independent, responsible and has character.

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According to Sadulloh, et al (2018, p. 7) that education essentially contains three elements, namely educating, teaching, and training activities. The activity is carried out as an effort to transform values, so in its implementation, the three activities must run in an integrated and sustainable manner and in harmony with the development of students and their environment. Then Tilaar (2010, p. 21) suggests that education is an effort to empower humans; namely humans who can think creatively, who are independent, and who can build themselves and their society.

Based on several expert opinions, it can be concluded that education is an effort to develop human potential so that they have the knowledge, skills and attitudes that will be passed on to the surrounding community and develop that legacy in a direction that is appropriate for present and future life. So that education can make people who think mature, have a strong mentality so that they are able to deal with existing problems, and behave well according to the norms that apply in society.

Meanwhile, Samani and Hariyanto (2013, p. 41) argue that character can be interpreted as a way of thinking and behaving that is unique to each individual to live and work together, both within the family, community, nation and state. As for Soedarsono (2010, p. 25) states that character is the values that are imprinted in the individual through education, experience, sacrifice, and environmental influences combined with values from within humans which become a kind of intrinsic values that are realized in the system of fighting power that underlies their thoughts, attitudes and behavior.

Character is behavior that appears in everyday life, both in attitude and action (Ministry of National Education, 2010, p. 23). Thus, character is a person's behavior related to God Almighty, oneself, fellow human beings, and the environment that is manifested from a person's thoughts and feelings based on the norms that apply in everyday life.

Lickona (2012, p. 82) emphasizes that the right character for education has three interrelated components, namely moral knowledge, moral feelings, and moral actions. These three components need to be considered in implementing character education so that students can uphold the values of life. The main character values developed in the character education strengthening program in Indonesia include religious, nationalist, independent, mutual cooperation, and integrity values. Furthermore, these values are implemented in the learning process through a classroom, school, and community-based approach.

In Presidential Decree No. 87 of 2017 as stated in Article 1 regarding Strengthening Character Education (PPK) is an educational movement under the responsibility of schools to strengthen the character of students through harmonization of heart (ethics), taste (aesthetics), thought (literacy), and sports (kinesthetic) with the support of public involvement and collaboration between schools, families, and communities that are part of the National Movement for Mental Revolution (GNRM).

According to Sauri (2019, p. 14) explains that character education is a system of inculcating character values to school members which includes components of knowledge, awareness or willingness, and actions to implement these values. This is in line with Saptono (in Makmun, 2014, p.

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215) that character education is a deliberate effort to develop good character based on core virtues that are objectively good for both individuals and groups.

Based on some of the expert opinions above, it can be concluded that character education is a conscious effort that instills and develops character values in students, to implement values, both towards God Almighty, oneself, fellow humans, the environment and the nation, so that our human beings will be realized

2.3 The Goals and Functions of Character Education

The purpose of character education substantially is to guide and facilitate children to have positive characters. While the objectives in Presidential Decree No. 87 of 2017 concerning the Movement for Strengthening Character Education has the following objectives:

1) Developing a national education platform that puts the meaning and value of character as the soul or the main generator of education.
2) Building and equipping Indonesia's 2045 Golden Generation to face the dynamics of future change with 21st century skills.
3) Restoring character education as the spirit and foundation of education through harmonization of heart (ethical and spiritual), taste (aesthetics), thought (literacy and numeracy), and sports (kinesthetic).
4) Revitalizing and strengthening the capacity of the education ecosystem (principals, teachers, supervisors, and school committees) to support the expansion of the implementation of character education.
5) Building a network of community (public) involvement as a source of learning inside and outside the school.
6) Preserving Indonesian culture and national identity in support of the National Movement for Mental Revolution (GNRM)

Meanwhile, the Ministry of National Education (2011, p. 7) has formulated the functions of education, namely (1) building a multicultural national life; (2) build a nation's civilization that is intelligent, noble cultured and able to contribute to the development of human life; develop the basic potential to have a good heart, good thoughts, and good behavior as well as good examples; (3) build the attitude of citizens who love peace, are creative, independent and able to live side by side with other nations in harmony.

2.4 Character Education Principles

Character education in schools will be carried out smoothly, if the teacher in its implementation pays attention to several principles of character education. In Presidential Decree No. 87 of 2017 article 5 states that *PPK* is carried out using the following principles.

1) Oriented to the development of the potential of students in a comprehensive and integrated manner;
2) Exemplary in the application of character education in each educational environment; and
3) Taking place through habituation and is done all the time in everyday life.

Meanwhile, to develop character education according to Supiana (in Fitri, 2012, p. 53) it is necessary to understand the basic principles as follows.

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1)   Character is determined by what is done: not what is said or believed.
2)   Every decision you make determines what kind of person you will become.
3)   Good character presupposes that good things are done in good ways.
4)   Never take bad behavior done by others.
5)   What is done has meaning and transformation.
6)   Paid for those who have good character, the world becomes a better place to live in.

2.5 Character Education Values

The five main character values that become priorities for character education development are: religious, nationalist, integrity, independent and mutual cooperation. Each value does not stand and develop independently, but interact with each other, develop dynamically and form personal integrity.

1)   Religious character values reflect faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions. The implementation of these religious character values is shown in an attitude of love for peace, tolerance, respect for differences in religion and belief, firm stance, self-confidence, cooperation between adherents of religions and beliefs, anti-bullying and violence, friendship, sincerity, not forcing the will, loving the environment, protecting the small and the excluded.

2)   The value of nationalist character is a way of thinking, and acting that shows loyalty, concern, and high appreciation for the language, physical, social, cultural, economic and political environment of the nation, placing the interests of the nation and state above the interests of themselves and their groups. The implementation of the values of this nationalist character is shown through an attitude of appreciation for the nation's own culture, maintaining the nation's cultural wealth, being willing to sacrifice, excelling, and achieving, loving the homeland, protecting the environment, obeying the law, discipline, respecting cultural, ethnic and religious diversity.

3)   Integrity character values are values that underlie behavior based on efforts to make himself a person who can always be trusted in words, actions, and work, has commitment and loyalty to human and moral values. The implementation of the integrity character value is shown in the attitude of responsibility as a citizen, actively involved in social life, through the consistency of actions and words based on the truth. A person with integrity also respects individual dignity (especially persons with disabilities), and is able to show an example.

4)   The value of independent character is the attitude and behavior of not depending on others and using all energy, thought, time to realize hopes, dreams and ideals. The implementation of independent character values is shown in an attitude that has a good work ethic, is tough, has fighting power, is professional, creative, has courage, and is a lifelong learner.

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5)   The character value of mutual-cooperation reflects the act of appreciating the spirit of cooperation and working together to solve common problems, establish communication and friendship, provide assistance/help to people in need. The implementation of the value of the mutual-cooperation character is shown in the attitude of respecting others, being able to work together, being inclusive, being able to commit to joint decisions, deliberation to reach consensus, helping out, having empathy and a sense of solidarity, anti-discrimination, anti-violence, and volunteerism.

2.6 Character Education Stages

According to Fitri (2012, p. 52) There are five steps that can be taken for character education. First, designing and formulating the character that students want to learn. Second, preparing resources and an environment that can support character education programs through the integration of subjects with character indicators to be studied, managing a character class atmosphere, and preparing a school environment that is in accordance with the character, and preparing a school environment that is in accordance with the character to be taught at school. Third, ask for a joint commitment (principals, teachers, employees and guardians of students) to jointly participate in implementing the character education program and overseeing it. Fourth, carry out character education continuously and consistently. Fifth, evaluate existing and ongoing programs. If in the process it is found that there are deviations and violations of norms and ethics, the school and the guardians of students can ask for accountability based on the initial commitment that has been mutually agreed.

2.7 Distance Learning

Learning is essentially a process of interaction between students and their environment, resulting in changes in behavior for the better. During the learning process, the teacher's most important task is to condition the learning environment in order to support behavior change for students (Mulyasa, 2003, p. 100). As for the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 1 paragraph 20 states that "Learning is a process of interaction between students and educators and learning resources in a learning environment". Then according to Hamalik (2008, p. 57) stated that learning as a combination that is composed includes human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. In the Regulation of the Minister of Education and Culture No.109 of 2013 concerning the implementation of distance education in higher education, distance education is a teaching and learning process carried out remotely through the use of various communication media.

Based on several expert opinions, it can be concluded that distance learning is a process of creating conducive conditions for teaching and learning activities to occur between educators and students carried out through communication media to achieve learning objectives.

3.   RESEARCH METHODS/METHODOLOGY

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This study uses a qualitative approach. The qualitative approach aims to understand more deeply how the implementation of character education through distance learning in elementary schools. This study places more emphasis on disclosing meaning and processes with a natural setting as a direct data source. This research design was designed using a case study design because it focuses on only one research object and emphasizes in-depth disclosure according to the research focus. In line with Creswell's opinion (2014 p. 19), that a case study is an analysis of a case / various cases that from time to time go through in-depth data collection and involve various "rich" sources of information in a context. This bound system is bound by time and place while the case can be studied from a program, event, activity or an individual. A case study is research directed at collecting data, taking meaning, and gaining understanding from the case. In this case study, it is a single case design, meaning that the researcher focuses his attention on a predetermined case, namely the implementation of character education through distance learning that occurred at SDIT Assamadani, Sumedang regency. In addition, this research is also based on the views, thoughts, actions of various parties involved in the implementation of character education through distance learning and the obstacles and solutions in implementing character education through distance learning at SDIT Assamadani, Sumedang Regency.

This research was carried out in the range of February-June 2021. The research was carried out during distance learning activities. The researchers were present at the research location, namely SDIT Assamadani, Sumedang district, planning, implementing, collecting data, analyzing, interpreting data, and compiling reporting on research results. In this study, the main instrument is the researcher. The researchers explore all parts of the research setting by collecting data carefully, precisely, and correctly according to the research focus, namely the implementation of character education through distance learning. Researchers choose respondents to provide data information on research. The process of selecting research informants used a purposive technique, namely the researcher chose people who were considered to know clearly the problems being studied. The presence of researchers at SDIT Assamadani in Sumedang regency is in order to obtain information. Researchers used three stages in determining informants, namely selecting initial informants, selecting advanced informants, and stopping the selection of further informants.

In this study qualitative data sources, namely data submitted with a description, in accordance with the answers submitted by the subject or research sources related to a set of questions posed by the researchers. The data collected in this study is data regarding the implementation of character education through distance learning at SDIT Assamadani, Sumedang Regency. This study uses two sources of data, namely human and non-human. Human data sources function as subjects or key information (key informants). Meanwhile, non-human data sources are documents that are relevant to the research focus. Sources of data in this study were principals, deputy head teachers, documents, and notes from observations.

The target of this research is that some were visited directly for interviews

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and dialogue, others were visited but were not interviewed and were not invited to dialogue, but were only observed and observed directly and indirectly. This second type is a confirmation of the information obtained from the first type. The results of interviews and confirmation of the implementation of curriculum development were developed openly but still using control, namely through triangulation, re-checking information from one subject to another, to a state of 'saturation' that is without rebuttal. Thus, although the sources of information are limited in number and purposive in nature, but with the process of cross-examination, triangulation, and re-cycle, researchers are still aiming at the unity of the meaning of implementing character education in learning. The data collected were analyzed descriptively with the flow of data reduction, data presentation, and drawing conclusions.

4. RESULTS AND DISCUSSION

Integrated Islamic Elementary School or SDIT Assamadani is an educational institution that provides basic level education. This school was founded starting from an expectation that there will be an educational institution that is able to shape the character of a civilized generation, independent, high achiever, and with an Islamic personality. It is a hope in the midst of an increasingly advanced era and the flow of globalization with its various negative impacts. SDIT Assamadani has its address at Prabu Geusan Ulun no.21 Neighborhood of the Regol Wetan Village, Sumedang Regency, West Java. SDIT Assamadani Sumedang Regency combines a general education curriculum with Islamic character education, namely that it has a noble goal such as forming a civilized generation, forming an Islamic generation that uses the values of the Qur'an and Sunnah as guidelines for their lives and makes them as provision in achieving success with brilliant achievements. Various activities have been carried out and achievements have been achieved so as to help encourage the development of SDIT to become one of the favorite elementary schools in Sumedang Regency.

Based on the results of interviews with the principal, He said that the implementation of character education at SDIT Assamadani Sumedang has been started since 2006 since its establishment. Giving class names with character values is expected to be a motivation so that character values can be attached to students.

The implementation of character education in learning planning includes the school's curriculum, vision and mission, syllabus and Learning Implementation Plan (RPP). The Head of SDIT Assamadani through a teacher council work meeting formed a team to develop curriculum documents containing character values, after which improvements were made to documents I and II. The refinement of document I was carried out by integrating the values of character education into the formulation of the school's vision, mission, and goals. For document II by including character values in the syllabus and lesson plan. This can be seen from the vision, mission, and goals of SDIT Assamadani Sumedang. Vision "Realizing Superior Education Based on the Noble Values of Islam Towards Creative, Achievement, Faithful, and Noble Students". To realize this vision, the mission of SDIT Assamadani is 1. To organize an integrated primary school with a superior perspective which is able to compete with the challenges of the times. 2. To organize schools that

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become a forum for knowledge education and the application of noble values that are faith and devotion to Allah almighty. 3. To Guide and fostering students to be competitive in all local and national activities in order to achieve achievement. 4. To form active, creative, innovative human resources in accordance with the times, supported by improving the quality of educators and educational staff. Since its establishment, SDIT Assamadani has implemented character education by instilling Islamic values into its students, which is realized through an approach that combines general education and religious education in one curriculum. All subjects and all school activities cannot be separated from the frame of Islamic teachings and values. Substantively it is an integration between the curriculum originating from the Ministry of National Education (Kemendiknas) with the plus school curriculum consisting of the core curriculum and extracurricular activities as part of the potential development program and academic socialization. In addition to learning such as in public schools, SDIT Assamadani educates children from an early age by equipping the ability to read and write the Qur'an (BTAQ), Arabic and worship such as memorizing *surah*, praying Duha, and praying five times a day which is monitored through a liaison book that is coordinated between parents and teachers. Students are also equipped with technical knowledge of using and programming computers, introduction to the internet, and various other skills. The school also seeks to optimize the participation of parents and the community in the process of school management and learning. To support this policy, SDIT Assamadani organizes a conducive school environment for the cultivation of character values and makes school programs that explicitly lead to the cultivation of character values.

Based on the findings during observations on distance learning in the implementation of Character Education in learning, it can be seen that teachers use Whatsapp group communication media, media, and varied and applicable methods. Teachers are given the freedom to manage learning as effectively and efficiently as possible in distance learning in order to achieve optimal learning objectives and create fun learning that involves student participation. So based on the findings of the case at SDIT Assamadani Sumedang, it is in line with Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards Article 19 paragraph (1) "The learning process in educational units is held interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. The teachers at SDIT Assamadani Sumedang before carrying out learning activities have prepared lesson plan, learning media, teaching methods, learning resources, and learning evaluation. By preparing a mature learning preparation, half of the success in a lesson can be achieved and the other half lies in the implementation of learning. As with the opinion of Hakim (2009) that planning and implementing learning will not necessarily achieve teacher success in learning if it is carried out carelessly so that the learning process becomes less interesting, boring, does not stimulate students to participate actively and think creatively so that learning objectives are not achieved. Therefore, well-designed planning and proper implementation can determine the success of a learning process.

Based on interviews with class teachers who teach thematic subjects, teachers of Islamic Religious Education and Budi Pekerti, and teachers of Physical Education, Sports and Health (PJOK), the method used by the three

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teachers is to develop values. Characters in this learning process include initial activities, core activities and final activities by integrating these character values through subjects and activities of habituation of morning activities and examples from teachers. Learning activities also use a scientific approach. This is in line with the regulation of the Minister of Education and Culture No. 103 of 2014 that learning with a scientific approach consists of five steps of learning activities, namely observing, asking, gathering information, reasoning, communicating which can be continued by creating.

Based on the results of the research, the suitability of preliminary activities, core activities, and closing activities can be seen in the description of the steps of the thematic Lesson Plan, Lesson Plan of Character and Lesson Plan of PJOK attached. Learning activities in thematic lesson plans, Lesson Plan of Character and Lesson Plan of PJOK have shown the meaning of learning which is integrated with character education. In learning activities there are meaningful tasks, active interaction, contextual application, and developing certain characters. In addition, the learning activities developed are also in accordance with the specified learning method.

Based on the research results, various activities that are characteristic of SDIT Assamadani are related to religious characters, for example, religious values are shown through morning activities carried out through distance learning. This morning's activities include the Duha prayer and the prayer after the Duha prayer, the pillars of faith and the pillars of Islam, the names of the letters in the Quran and their meanings, the nature of Allah, the 25 names of the Prophet, as well as the names of angels and their duties, and memorizing chapters 30 and repeating memorization. Previously, writing Arabic/hijaiyah writing, reciting Iqro/Al Quran. These various activities are carried out in order to develop religious character for students; all students have the same opportunities and rights to participate in them. Teachers must also have a good religious attitude, starting from the way of speaking, how to dress, and also how to behave in everyday life both at school and in society. By dressing, speaking, and behaving well, the teacher will also be a good example for their students.

Based on further findings during the observation of distance learning, in the implementation of character education the teacher always inserts the characteristics of his character, which is always linking the material being taught with verses of the Qur'an or hadiths related to the material being studied. The concept of learning material is delivered by considering the depth and breadth of the material, developed mental attitude, internalization of Islamic values, contextual compatibility, and current information. This agrees with Hakim (2009) that "the material standard contains the type, depth, and scope of learning material that must be mastered by students, while the performance standard contains the level of mastery that must be shown to students". Broadly speaking, learning materials contain knowledge, skills, and attitudes or values that must be learned by students.

Implementation of character education in learning evaluation
Assessment activities cannot be separated from learning activities. Assessment must be able to provide comprehensive information that can help teachers improve their teaching abilities and help students achieve optimal educational development. In addition to the assessment of the achievement of knowledge, it is also very important to pay attention to the assessment of attitudes. Based on the results of the research, teachers in charge of thematic subjects, teachers of Islamic Religious Education and Character, and teachers of PJOK have made an affective domain evaluation instrument in assessing student character.

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These teachers conduct student character assessments within a certain period of time such as daily, weekly and yearly. The teacher conducts assessments on a regular basis continuously. This is in line with the opinion of Wibowo (2012, p. 96) which explains that the assessment is carried out continuously, every time the teacher carries out learning.

With regard to character education, according to Mulyasa (2012, p. 206) that the assessment of character education in schools can be done with various models, such as observation, anecdotal records, interviews, benchmarking, portfolios, graded scales, and self-evaluation. Meanwhile, according to Zuriah (2011, p. 249) that teachers obtain information on the results of the growth and development of attitudes and behavior of students through student character assessments. Character assessment instruments can be in the form of observation sheets, attitude scale sheets, portfolios, check lists, and interview guide sheets. The assessment of the character of students is not only done in the classroom, but can be done through observing the interactions of students.

The method of assessing character education for students is carried out by all teachers. Assessment is carried out at any time, both during class hours and outside class hours, in class and outside the classroom by means of observation and recording. For the sustainability of the implementation of character education, it is necessary to assess success using indicators in the form of the behavior of all residents and the observed school conditions. This assessment is carried out continuously through various strategies (Wiyani, 2012, p. 90).

The results showed that the teacher evaluated learning with test and non-test techniques. The test technique is done through giving questions on the subject exam, PTS, PAS in writing and practical tests. While non-tests are carried out through observations or observations from teachers and parents through connecting books due to distance learning.

Constraints from the implementation of character education through distance learning based on the results of interviews with teachers include the internet quota which is an obstacle in carrying out virtual learning activities. In addition, the environmental conditions of students are less supportive in the implementation of learning activities. Meanwhile, from the observations, it can be seen that teachers have difficulty in teaching character education directly because learning is not carried out virtually every day. In addition, teachers also have difficulty contacting students who are not on time to collect assignments. This is in accordance with the opinion of Suparno (2015, p. 129) explaining some of the obstacles that occur in character education in Indonesia including: the inability and unpreparedness of educators, poor programs, lack of funds, inappropriate timing, lack of role models, non-conducive environment, and habit.

Based on the results of the study, the solution to the implementation of distance learning is the various efforts taken by the principal, including conducting supervision, either in the form of work meetings, sharing, or motivation to teachers to provide solutions if obstacles or obstacles are found in the distance learning process are factors support in implementing distance learning such as Providing internet quota assistance to be used in learning activities establishing good cooperation with parents in guiding children to carry out distance learning activities. In addition, it is also in the form of providing internet quota assistance by the school for the implementation of distance learning activities. IT training for teachers is in order to make learning media for students more enthusiastic in distance learning in the form of making learning videos, google forms to support the achievement of learning objectives.

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This is in line with Suryadi (2009) that "school principals are planners, implementers, and policy makers in almost all forms of school-community cooperation". Therefore, it is the principal who determines the process and results of the collaboration. The principal of SDIT Assamadani Sumedang also tries to maximize the potential that exists in schools to manage and develop schools well by working with parents to advance education in schools.

CONCLUSION

The implementation of character education in Class V of SDIT Assamadani Sumedang has been carried out quite well, because when viewed based on character education according to the Ministry of National Education Guidelines carried out in distance learning in Class V of SDIT Assamadani.

The implementation of character education in learning planning in Class V of SDIT Assamadani includes the school's vision and mission, syllabus and Lesson Plan which contains components of Core Competencies, Basic Competencies, indicators of competency achievement, learning objectives, learning materials , learning approaches and methods, learning media and resources, learning activities and assessment. Before the learning process takes place, the teachers at SDIT Assamadani Sumedang have prepared lesson plans, learning media, learning methods, learning resources, and learning evaluations. With the planning and preparation of learning that has been prepared carefully in advance, the learning objectives will be achieved and are the key to the success of the learning process.

The implementation of character education in distance learning in Class V SDIT Assamadani is by integrating character values in each subject which aims to introduce character education values in each subject. The integration of character values through morning activities habituation activities, student-centered learning, distance learning activities through communication media both virtual, assignments, and independent learning with the aim of developing values in students about the importance of character education, so that it is expected that every student able to internalize these values into daily behavior through the distance learning process.

The implementation of learning is done by using an active, creative, effective, and fun learning approach. Teachers are given the freedom to manage learning as efficiently and effectively as possible in order to achieve optimal learning objectives and create fun learning and involve student participation.

The implementation of character education in the evaluation of learning in Class V of SDIT Assamadani includes cognitive, affective and psychomotor aspects through test and non-test techniques. The test technique is carried out in the form of questions from the teacher addressed to students in writing or orally while the non-test technique is carried out in the form of observations or observations from the teacher, anecdotal records, self-assessments, and assessments between friends.

Constraints from the implementation of character education through distance learning in class V SDIT Assamadani Sumedang include the behavior of students who are less enthusiastic in carrying out learning. There are some students who are constrained by internet quotas so that virtual learning cannot be carried out every day. Teachers still have difficulty when learning activities

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are carried out using structured assignments. Not all parents accompany the learning activities carried out by students and also the student environment is less supportive.

In the implementation of learning at SDIT Assamadani Sumedang to overcome these obstacles, the principal provided a solution by trying to empower the supporting factors that the school had. Various efforts taken by school principals include conducting supervision, either in the form of work meetings, sharing, or motivating teachers to provide solutions if obstacles are found in the distance learning process are supporting factors in the implementation of distance learning, providing internet quota assistance to be used in learning activities and establishing good cooperation with parents in guiding children to carry out distance learning activities.

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