Strengthening The Character of Elementary School Students on Online Learning Through Video Utilization

Subur¹, Muhammad Azmi Nuha², Irma Dwi Tantri³ and Abu Dharin⁴

Abstract

This study aims to analyze various difficulties in learning the character of elementary school students in the online / digital era and their solutions through the use of video media. This research uses descriptive studies with a qualitative approach. The data sources in this study are elementary school teachers and parents of students related to the character learning process. Data collection was carried out through observation and in-depth interviews with informants; Teachers and Students. Data analysis is carried out by reduction, display and conclusion. The results showed that character learning problems carried out online were not able to stimulate emotional and motor aspects, so that children were less enthusiastic. Lack of proper media to teach the attitudes or behaviors of elementary school children who still like to play. Therefore, videos with certain characters and well presented can arouse children’s attention and stimulate their behavior to learn more enthusiastically. Therefore, it is necessary to make and present videos that contain educational values to direct the behavior of elementary school students in learning so that they can change for the better. In this case, videos that are filled with educational values can be one of the character learning media in online learning for elementary school students.

Keywords: Character, Online Learning, Primary Education, Strengthening, Video Media

INTRODUCTION

Character education is an effort to help a person in understanding, paying attention, and carrying out core ethical values (Hermino & Arifin, 2020; Muhtar & Dallyono, 2020). Character education is a very important pillar in shaping a child's personality (Prayitno et al., 2019). Character education is an attempt at the union of elements of thoughts, feelings and actions of individuals at the same time (Cherkasov et al., 2019). The character of a child who has been formed early on will not be easily influenced by other factors when he grows up (Rina et al., 2020). Character education can be done through a personal coaching plan through culture (Gamero et al., 2021; González-Moreira et al., 2021; Mujahid, 2021). The next generation is led to understand and live cultural values and local wisdom to improve the quality of children's ideas and behavior for the better (Hermino & Arifin, 2020). Teachers recommend that character education be carried out based on local wisdom using children's traditional skills (Paris, 2019; Syamsi & Tahar, 2021). Character building and character education for children are two things that must be done together so that children are smart and have character and manners. The purpose of character education is very important, including encouraging the growth of epistemic emotions (Kotsonis, 2019). The practical purpose of character education in schools is for students to get used to good character, so that they can become good citizens in the future (Syamsuddin et al., 2021). In addition, character makes children meaningful in society and others (Izzati et al., 2019; Sarkadi et al., 2020; Titin Setiartin & Casim, 2021). Efforts to strengthen character education must pay attention to many influential indicators such as vision, goals, teacher availability, facilities and leadership (Zakso et al., 2021).

Online learning is carried out where learners and educators, or between learners are in separate places. Learning requires an interactive telecommunications system to connect both or between students. Such learning involves the various resources needed in it (Mhlanga & Moloi, 2020; Ni et al., 2020). Online learning is also called distance learning, web-based learning, e-learning, cyberlearning, and computer-based learning (Wong et al., 2019). Online learning can be done from anywhere and anytime, not tied to time and place (Aliyyah et al., 2020).

¹ UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia. E-mail: subur@uininsaizu.ac.id, https://orcid.org/0000-0002-1838-7552
² 2UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia. E-mail: azmirnih@gmail.com, https://orcid.org/0000-0003-1127-9003
³ UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia. E-mail: irmadwi2019@uininsaizu.ac.id, https://orcid.org/0000-0003-2287-0077
⁴ UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia. E-mail: abudharin@uininsaizu.ac.id, https://orcid.org/0000-0001-9868-8242
In the digital age, the use of media in learning tends to increase. This condition needs to be adapted early (Moore et al., 2021). In fact, online learning is increasingly being carried out in environments with high mobility (Khalil et al., 2020; Mhlanga & Moloi, 2020; Mukhtar et al., 2020). Online learning by choosing the right media content can increase the output of learning outcomes (Indrawati, 2021). Hypothetically, online learning can make children depressed (Magson et al., 2021). This is due to long distances, obstacles and uncertainties in academic achievement and graduation prospects (Sundarasen et al., 2020). Online learning can be done to strengthen character education (Kadek Suartama et al., 2020). Character education through e-learning is carried out to anticipate the tendency to ignore academic or social aspects that hinder the formation of cultural values that are at the core. (Betancourt-Odio et al., 2021; Del Carmen Meza Mejía & Pavón, 2019).

Primary education is an early education and becomes a process of forming a child's personality at the beginning of school (Junge et al., 2021). Primary education becomes an important school in shaping the character of children from the beginning (Magsumov et al., 2020). The government has institutionalized basic education as compulsory learning and requires many teachers (Cherkasov et al., 2019). Teachers have strong participation in digitally enabled Primary Education (Alberola-Mulet et al., 2021). Core knowledge is becoming popular and widely given to children of primary education (Pellas et al., 2019). Primary education becomes the basis for development at the next level of education (Vásquez et al., 2021). Efficient completion of primary education has an important role for the subsequent educational process and illustrates a sound system (Ahmed et al., 2019). Online learning in basic education has been going on for the past three years (Kliziene et al., 2021). Elementary school students are included in generation Z who can hardly escape the world of digital, gadgets and online media (Suhantono, 2021: 38, Fiandra, 2020: 56, Hapudin, 2021: 37). Although generation Z children’s education is familiar with digital means, they must still maintain their character (Hapudin, 2021: 37). The change from Basic Education to a topic that is interesting enough to be used as an object of research in the past decade (González-Moreira et al., 2021; Pedaste et al., 2021).

Video is an electronic audio and visual technology medium that produces a dynamic and interesting impression. Videos are often used for learning, especially distance learning (Indrawati, 2021). Media video in learning uses a combination of text, images, audio, and animation to attract the interest of students who see it, and also aims to convey the message of natural objects (Widodo et al., 2021). The learning process really needs media (Ekayani, 2017). Instructional video media becomes an effective educational tool (Hapsari et al., 2019; Zuhriyah et al., 2021). Most of the literature in research publications suggests that video media adds to the understanding and attention of a study (Moore et al., 2021). Video media effectively improves natural science learning outcomes for elementary school students (Hanif, 2020). Videos can make students feel easy to jump to conclusions (Li, 2019). Video media helps learners with different learning styles can provide active and reflective attention in learning (Ni et al., 2020). Video media includes virtual media that represent reality (Thomas et al., 2019). In this digital age, the most famous social media content is video (Shamsi et al., 2019). Video-based learning activities are widely used in the digital era, because they are easy to adapt as needed (Maulida et al., 2020).

Some of the results of previous research on character learning include; Problems of Student Character Development in Era 4.0 (Hendayani, 2019). Opportunities and challenges of character education in the digital age (Triyanto, 2020). Character education based on digital comic media (Rina et al., 2020). Many studies have been done on the effectiveness of using video as a learning medium (Hanif, 2020; Hapsari et al., 2019; Indrawati, 2021; Leung et al., 2021). The development and effectiveness of motion graphic animation videos to improve primary school students’ sciences learning outcomes (Hanif, 2020). The effectiveness of archiving videos and online learning on student’s learning and innovation skills (Indrawati, 2021). Video Based Learning as a Learning Media Trend in the 4.0 Era (Maulida et al., 2020). Development of Character Education-Oriented Learning Video Media (Wisada et al., 2019).

The complaint of teachers in teaching character material with an online / digital system, is that it is difficult to transform values and morals to students. This happens for two reasons; teachers cannot meet students in person; what should happen in character building and online systems cannot reach all domains of student ability, especially the domain of attitudes or behaviors and skills (WN). In addition, elementary school has a
Strengthening The Character of Elementary School Students on Online Learning Through Video Utilization

learning character; likes to learn with mentoring by teachers. Students are less than optimal in learning with an online system. Siswa is easier to learn with the help of concrete or real objects. Students enjoy seeing videos but rather see them as sometimes less educational toys. Videos present more entertainment content (SM). This reality requires that the formation of student character continues, even with online learning systems. Videos can be adapted as a medium for character learning in elementary school students. It needs to present videos with more educational content. Videos with certain characteristics are believed to be an alternative learning media in the digital era.

The research aims to explain various barriers in character education with online systems in elementary school students, and alternative solutions through video. How more appropriate video criteria are used in character learning, how they are made, and how they are used). This research is considered strategic to obtain solutions and adaptations as an effort to strengthen the character education of elementary school students even though learning is carried out with an online system.

METHODS

Research Design
This research uses case studies with the type of field research (*field research*). In case studies, exploration is carried out in depth on events and activities carried out by individuals and groups (Mamik, 2015). The research uses a qualitative descriptive approach where the data collected is in the form of narratives that describe various experiences that occur in the field. Research also seeks to dig into data in more detail and in depth on a problem. (Muhadjar, 2011: 192).

Variable
Data related to strengthening character education for elementary school students in learning in the digital era, using video media. Variables in this study include barriers to character learning of elementary school students with online systems and the use of video in character learning.

Informan
The source of data in this study was the teachers of ethics subjects in elementary schools in Banyumas District, Central Java, totaling 23 people, as a representation of ethics subject teachers, plus 6 students. According to Suahrzini Arikunto (2014) if the population is less than one hundred then all are taken. Here is the name of the subject of the study.

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondent</th>
<th>Position</th>
<th>School Geographical Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SM</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>2</td>
<td>PN</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>3</td>
<td>SLS</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>4</td>
<td>NAF</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>5</td>
<td>YSR</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>6</td>
<td>WNR</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>7</td>
<td>SYT</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>8</td>
<td>NYN</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>9</td>
<td>AZM</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>10</td>
<td>SMDH</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>11</td>
<td>EAS</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>12</td>
<td>SNWKH</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>13</td>
<td>SDN</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>14</td>
<td>FAGN</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>15</td>
<td>QF</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>16</td>
<td>NF</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>17</td>
<td>AZMI</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>18</td>
<td>WIAS</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>19</td>
<td>SSMT</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>20</td>
<td>SWRN</td>
<td>Teacher</td>
<td>Downtown</td>
</tr>
<tr>
<td>21</td>
<td>ABD</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>22</td>
<td>SDBN</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
<tr>
<td>23</td>
<td>SPT</td>
<td>Teacher</td>
<td>Countryside</td>
</tr>
</tbody>
</table>
Data Collection

Data were collected using in-depth interviews with informants through meeting in person.

Data Analysis

The collected data is then analyzed by interactive analysis (Miles and Haberman, 1984, 210) which is through the stages of data collection, reduction, data presentation and conclusions.

RESULTS

The data from the research related to the barriers to learning the character of elementary school students online and the use of video media can be explained as follows.

Obstacles in the Process of Character Education With Online Systems

The process of shaping the behavior of elementary school children that requires exemplary behavior from teachers is not easy (online character education faces serious problems because there is no face-to-face meeting). Character education requires the active role of the teacher. Teachers actively give advice and example. Because children really need real examples. Although teachers are actively accompanying, there are also many children who do not want to follow well because they are still children and prefer to play. Online character education faces problems because; a) there is no direct interaction between teacher and student so that communication becomes empty, and b) education does not involve important elements in the child, namely cognition, affection and psychomotor simultaneously (WNR). Character education needs to improve habituation continuously, both in quantity and quality. The obstacle in online character education is the lack of supervision and exemplary supervision from teachers because there is no face-to-face meeting. Similarly, weak parental supervision because children are used to learning with teachers (PN). Obstacles are overcome by assigning assignments to student activities and collaborating with parents. In an online situation, it can send videos that are characterful, stories or exemplary stories (PN). Many teachers are elders who are not familiar with gadgets, so in character learning online. The difficulty of online learning by teachers is caused by gaptek, android means and due to signals/nature (WIAS). There are several obstacles in character education, both in terms of teachers, students, parents and the environment. Teachers are faced with limited time to supervise and supervise children. Students are a lot ignorant and ignorant of what the teacher conveys. An environment that doesn't support character building. Parents who are not very familiar with character education and lack cooperation with teachers (SM).

No face-to-face and no extra-curricular activities are the main obstacles in character education. Online character education activities occur a lot of manipulation. In the completion of unsupervised tasks a lot of manipulation occurs (FAGN). When children do not study at school, the character building process decreases because there is no supervision from the teacher. Students think that character building only exists in schools. The enthusiasm for learning character has decreased (SLS).

Online Learning Cannot Reach All Aspects Of Students' Abilities Especially Aspects Of Attitudes Or Behaviors

Learning with an online system has limited range. Online systems are also less effective in instilling behaviors/attitudes. However, with the times, the use of technology cannot be avoided, so adaptation is a necessity (PN). Online character learning is less effective because children do not come face to face with the teacher, and because of technical constraints (signals, internet). An online character that cannot connect two sides directly (SM). Online system learning is not at all effective for delivering material, let alone character education because in terms of limited time and not being able to meet in person, while character education will
Strengthening The Character of Elementary School Students on Online Learning Through Video Utilization

be more meaningful if teachers and students meet face to face in learning at school, teachers in addition to providing material must also be able to become a typical uswahtun for students. Disciplinary behavior, good manners, respect for others, refraction of prayer before and after learning and so on can be instilled more effectively when there is face to face, if online this path will be more difficult to instill in students (NF). Online learning hits a snag for many reasons; parents are not ready, android lacks support, signals are not good, the ability to use android (SLS). The online system of delivering material related to character (behavior/attitude) is less effective, because this system is only effective for assigning (FAGN).

Elementary School Students Have a Distinctive Learning Character

Elementary school students are easier to understand the material with the help of concrete objects and practical things. Similarly they learn by playing. Students are less than optimal if they study with an online system. To arouse children's attention, it can be done by presenting exemplary stories by featuring idol characters, thereby attracting children's attention. In the past, real child education such as hide and seek, children could build togetherness, trust and trust each other, and practice dexterity (PN). In learning the child really likes to play, because it corresponds to his world. The task of the teacher is to present the material creatively and pleasantly. Creative means that the material is adapted to the values of the character, and fun means that the material is presented with the packaging of entertaining the child. Children who love to play need to be given special attention (SM). The characteristics or habits of elementary school-aged children are happy to play, move, work in groups, and enjoy feeling / doing things directly. The presentation of character material for elementary school children needs to be packed with games and full of value. The development of elementary school age children is a child with a category that has experienced many very drastic changes both mentally and physically (FAGN).

Students Enjoy Seeing Videos but Rather See Them as Toys That Are Sometimes Less Positive.

In this situation, it is necessary to solve problems through video media with certain characteristics. In online learning, the average student enjoys watching videos. Because watching videos is a learning activity that can be done. This momentum must be used by teachers to present videos that are thick with educational values. I often use learning videos, even more than 40 videos. Because I feel that the use of video is effective with the purpose of character learning. With the video, the child feels happy because it seems to be facing the teacher. Even children can learn more concentration and vokus so that the material is easy to understand. Videos can create learning independence in students, so teachers should prepare videos that are truly educational. With the help of video messages are clearly depicted and easily understood by the child, so that the child is encouraged to emulate and strive to practice them in real life (AZM, PN). The use of video in character learning is very stimulating and motivating for the child to learn. Video makes the child responsive to the material, because it not only displays hearing and vision but is able to describe real Action because there is movement that is poured concretely. With video shows, children are not bored and saturated in learning, because in video shows there are movements and sounds that can be advice and examples for children (SM). The use of videos makes children learn more happy, interested, excited, motivated and easy to understand the material. Video is a practical learning medium because it can be opened anywhere and anytime. With the video the child gets a clear direction and example. Videos can improve motor and psychomotor skills so that children can be more creative. The use of video can activate the senses of hearing and sight. Video learning is able to display concepts in real time, able to display learning in a procedural / composed (NAF) manner. Almost every time I use online learning videos with the aim of making it easier for students to understand learning, after students listen to the video then they are asked to answer some questions. The duration of the learning video that I delivered is approximately 10 to 15 minutes. The advantage of video media if used in online character learning is that students can better digest and understand the learning material, besides that learning is also more lively because audio and visual media can be observed at once until learning is more interesting (NF).

The process of preparing character learning videos is carried out through the selection of themes that are relevant to the character theme, namely Happy to Read the Quran, Live Calmly By Behaving Commendably, Clean Is Healthy, Please Help, Tawaduk, I Love To Be In Shape and I Am A Sholeh Child (PN). The theme of character education through videos includes faith, commendable behavior, cleanliness, living in harmony,
worship, the Qur'an, stories (NAF) Video preparation was chosen using the theme of worship practices (NF), mosque environment, library environment, forest environment crowd environment.

The use of video is great because it provides great benefits in the delivery of messages will greatly help the understanding of learners. With the existence of video media, students will be more familiar with the material presented by educators through the screening of a film that is screened. Elements contained in video media such as sound, text, animation, and graphics. With the existence of video media, participants are able to achieve abilities in the cognitive, affective, psychomotor realms and improve interpersonal abilities (FAGN).

Videos that can shape the character of students have content related to stories that are positive, polite, there are no pornographic expressions and violence. Nor does it indulge in luxury. Videos like this if presented regularly can form a good perception in students (SYT).

Some videos are sent to children, in which there is content that uses religious language, because religion is synonymous with kindness. If a video like this is presented continuously, it will form a positive habit in the child (SSMT). Some of the videos sent to children in it contain a combination of religious education materials that are packed with art, because children are generally happy with art. With a touch of art, it will make children interested so that they often listen to it. The content of the video becomes education and entertainment (SDBN). Good video content consists of; soft, polite, funny, poetic voice/language. Images and light contain aesthetic, varied and ethical movements. The duration is not too long maximum 20 minutes (SWRN, NYN).

Some of the students' responses when they get a video sent by the teacher to the students, among others; 'I'm glad I got a video submission from the teacher because I was able to fill the study time. But if anyone doesn't understand in the video it's hard to ask the teacher because it's far away' (ZPN). 'The teacher sent me some videos about the subject matter, but only briefly so I still really didn't understand' (LSK). 'Teachers should send videos to students for interludes but are instructed on how students learn the material through the video so that students get useful lessons' (SNN). 'The videos sent by teachers actually have many benefits, especially if the place is far away, but students often don't listen to them seriously' (MIR). 'The advice for teachers is that it is necessary to make a good video and can be a good example to children, so that the existence of a video can be useful' (AND). 'If the origin of the video is not a problem, it can be made by yourself or take it from youtube, because it is very much, and it is very much needed in online learning, but the important thing is that the video is of good quality and easy to use and useful for students' (KYK). 'The impact of using videos felt by children has not been so much because the use of new videos for a while, especially during the pandemic, is not too frequent. But henceforth, especially in the digital era, it is necessary to learn using video because so that the atmosphere of children is more varied, but children are given the task of inferring from what is witnessed from the video' (PN).

DISCUSSION

The process of character education of elementary school students when implemented online has encountered obstacles. This happens because character education has its own specifications, where there is a necessity between teachers and students to be in one place and at the same time. While online learning has the limitation of not being able to present teachers and students in one place and at the same time. Elementary school students themselves have a playful disposition, so videos that become game tools can be used as a medium for character learning.

According to Lickona, the character planting stage is carried out through the process of knowing, feeling (feeling), and then behaviour becoming in him (being) (Izzati et al., 2019). However, this domain has a different character of mastery, so it becomes not easy to teach children. The thinking ability of elementary school students is still low. They don't have enough moral consciousness yet. It takes a comprehensive way to master three domains at the same time (Syamsi & Tahar, 2021). It needs the right method, including by example. An example of this important karena the main etode in character education in children is good behavior in front of children (Aningsih et al., 2022). Exemplary is a natural practice for character education (Watson, 2019). This example also requires communication skills with children (Kadek Suartama et al., 2020). Moral education needs to have behaviors that can be imitated (imitation) by learners, both psychiatric (with identification) and physical (with
Strengthening The Character of Elementary School Students on Online Learning Through Video Utilization

imitation). This example provides a good attitude in social life (Hidayati et al., 2020). Character education is largely determined by the process, habituation and modeling in which children do things continuously (Abdullah et al., 2019).

The school carries out student character education through habituation in a program of educational activities (Yudhar et al., 2021). With the application of habituation, it is hoped that it can suppress the behavior of crimes committed by humans (Hermino & Arifin, 2020). Media audio visual (video) presents things related to real actions that students can see, so as to stimulate student learning motivation (Lawrance & Roberts, 2019). Mahadewi, et al (2012:4) stated that learning videos are a medium used to stimulate students’ thoughts, feelings, and willingness to learn through the display of ideas or ideas, messages and information audio-visually. According to Rusman et al (2012: 220) video media was chosen because it has several advantages, namely: (1) giving messages that can be received more evenly by students, (2) it is very good to explain a process, (3) overcome the limitations of space and time, (4) it is more realistic, can be repeated and stopped according to needs, (5) it gives a deep impression that can affect student attitudes.

The child's world is a world of play. Educational materials are provided with game-tinged packaging. By playing children can develop their motor skills with various movements (Monte & Reis, 2021). Children's character education materials are also packed with inspiration. Children live in the real world. Education is also provided with real packaging. The real-world environment, being an object that facilitates the formation of understanding and imitation for (Pellas et al., 2019). Character education must be presented through play both inside and outside the classroom, then children are invited to reflect (Halimah et al., 2020). A teacher has a very important role in integrating the power of technology into the classroom (Alberola-Mulet et al., 2021). Learning by playing is a very fun method to stimulate a child's cognitive, emotional, and social development. Games encourage children to develop imagination, creativity, curiosity, enthusiasm, perseverance, exploration and discovery (Monte & Reis, 2021). Video as a technology product can present the games that children need in learning (Lee, 2021).

Video media is chosen in character learning because it has several advantages, namely: (1) giving a message that can be received more evenly by students, (2) it is very good to explain a process, (3) overcoming the limitations of space and time, (4) more realistic, can be repeated and stopped according to needs, (5) gives a deep impression that can affect student attitudes (Wisada, et.al, 2019). In online learning, video is a very effective medium to improve and change students' understanding of learning. (Indrawati, 2021).

Videos can display motion images that contain a series of plots and display messages from parts of the image to achieve learning objectives (Sepryanti et al., 2021). Video media has four functions, namely the attention, affective (evocative), cognitive (understanding), and compensatory functions (Actions) (Mahmuda, 2018).

Learning videos filled with attractive images and showing concrete examples can clarify the material presented. This is reinforced by Sudarma, et al (2015), that images are able to convey many meanings and clarify a message conveyed. Learning videos packed with animations also make it easier to understand the message conveyed. This is corroborated by Herman (2017: 15) that a learning topic that highlights elements of dynamics will be easy to understand if it is realized in the form of animation. Learning theory states that in choosing learning media should pay attention to psychological conditions such as emotions and student motivation (Prasty, A. 2016).

The use of video involves the most senses compared to other props, (Elhami, 2018, dell). Dwivedi in Riyana (2008: 53 dell) the use of slides and audio visuals (video) is very effective. If the video is equipped with interactive software, it is likely that students will have exciting interactions.

Video media can increase the effectiveness and efficiency of the learning process according to Munadi (2010: 127), among others; a. Overcoming distance and time. b. Able to realistically describe past events in a short time. c. Can take students on adventures from one country to another, and from one time to another. d. Can be repeated when necessary to add clarity. e. The content of the message is quick and easy to remember. f. Develop the thoughts and opinions of the students g. Develop imagination. h. Clarify things that are abstract and provide more realistic explanations. i. Able to act as the main medium to document the social reality that
will be dissected in the classroom. j. Able to act as a storyteller who can provoke students’ creativity in expressing their ideas.

Another advantage of video; a. can describe the real state of a process, phenomenon, or event, b. the user can perform repetitions on certain parts to see a more focused picture, c. is very helpful in teaching material in the realm of behavioral or psychomotor, d. is faster and more effective in conveying messages than text media, and f. can clearly demonstrate a simulation or procedural of a step or way (Maulida et al., 2020; Ridha et al., 2021)

Video media can encourage students to achieve abilities in the cognitive realm (brain mental activities), affective (attitudes), psychomotor (skills/skills) and improve interpersonal abilities (Shamsi et al., 2019). The advantages of learning videos, namely 1) Being able to present elements of color, sound, movement, and a process clearly, and 2) Being able to coordinate the use of various other media well such as films, photos, slides, and images, so that it can attract students' attention so that they can increase learning motivation, clarify the meaning of teaching materials so that they are easy for students to understand, teaching methods are more varied and students do more learning activities (forgetting references).

Success in online learning using video is largely determined by the quality of preparation, the type of material and the activeness of educators in supervising students (Aristovnik et al., 2020). Careful and complete preparation will facilitate the implementation of online character learning. Character education materials are also selected according to the needs of students. Similarly, teachers should actively supervise student activities.

CONCLUSION

From the explanation above, it can be concluded that (1) there are many obstacles in the character learning of elementary school students in the online/digital era, but these obstacles can be resolved, (2) learning videos with the right content, duration, can be used for online character learning, (3) the role of teachers remains important in character learning even by using an online system, and (4) how to create and utilize videos can be done by making your own or downloading Videos in YouTube channels and videos sent to students so that students are given assignments to listen and leave comments or assessments.

REFERENCES


Hapudin, Muhammad Soleh, (2021), Teori Belajar dan Pembelajaran: Menciptakan Pembelajaran yang Kreatif dan Efektif. Jakarta: Kencana


Rodiah, Iis, 2019, Menjadi guru Bagi Generasi Z, Tasikmalaya; Edu Publisher
Suhanto, 2021, Tantangan Guru di Masa Depan, dalam Insight of YSKI Teachers A. great Model of Future Learning, Jawa timur: Klik Media
Sumardianta dan Wahyu Kris AW. 2018. Mendidik Generasi Z dan A. Jakarta : Grasindo
Strengthening The Character of Elementary School Students on Online Learning Through Video Utilization


