

CHAPTER IV

RESEARCH FINDING

This chapter provides the data obtained from the research finding. The data was collected by doing interview, observation, and study documents. The interview was done with the headmaster and English teacher of MA Mambaul Ulum Jombang. To get triangulation data, the findings from interview and observation were compared to the document. The details of the result from interview, observation, and documents were attached on the appendix.

In order to make clear description of the finding, the data was written related to the focus of research, that was: "How do teachers manage his/her pedagogical competence in educating student characters in teaching English during online learning at MA Mambaul Ulum Jombang? ". Based on the result of analysis, it is found that in learning English the English teacher MA Mambaul Ulum prioritizes 3 characters to be taught during online learning, namely responsibility, discipline and leader. These three characters are taught to students by:

1. The teacher can identify the learning character of each student in the class

The result of doing interview and observation, it was found that the Teacher 1 and Teacher 2 identify the learning character of student in class using different activities. Teacher 1 identifies the student's character at the beginning of the lesson, the teacher provides a stimulus to the student about the English subject, then the teacher identifies the student who is responsive and interested in the

English subject, the teacher identifies the student's character through the feedback given by the student. Then the data is used as a reference in planning future lessons. Then Teacher 2 identifies the character of students by interacting and communicating with students, through this interaction Teacher 2 identifies and assesses the character of each student in the learning process. It can be seen from the result of interview with the Teacher 1 and Teacher 2 as follows:

According to Teacher 1, she said that:

“saya membuat catatan khusus untuk siswa sehingga bisa membantu untuk menentukan bagaimana metode dan strategi yang akan digunakan kedepannya, ya sedikit banyak bisa terlihat dari antusias mereka diawal pembelajaran.” (T1)

According to Teacher 2, he said that:

“saya ajak mereka ngobrol, berinteraksi, di awal pembelajaran, waktu itu pernah saya ajak pakai zoom kan, nah interaksi ini, dari tanya jawab ini sedikit banyak bisa memahami karakter anak, mana yang antusias, mana yang responsive mana yang tidak...” (T2)

Furthermore, related to character identification, Teacher 1 combines additional characters to the basic competencies. She added a leader character, and focused on the character of responsibility, discipline, and leader. Based on Teacher 1, She said that:

“Ada, karakter leader jadi gak semua ya dari 18 karakter tadi tidak semua selalu tercapai kan ada metode missal di materi ini kita fokuskan ke karakter yang ini ini ini, jadi saya selipkan karakter leader” (T1)

Based on an interview with Teacher 2 regarding integrating the desired character into basic competencies, Teacher 2 said that:

“Eh saya kira untuk karakter ini kebetulan selama pandemic ini yang saya tanamkan ini yang pertama tanggung jawab dan disiplin, itu yang saya utamakan. Karena kan kalo karakter yang berhubungan dengan ibadah dan lain sebagainya nunut guru pkn sama guru pai, saya fokusnya ke tanggung jawab sama disiplin. Kebetulan kedisiplinan ini semenjak daring ini ketika masuk di pertemuan kemarin, waduh gak karu-karuan, termasuk kedisiplinan anak, kerapian anak itu sudah mulai amburadul wong sudah setahun lebih gak sekolah, gak karu-karuan. Terus yang kedua tanggung jawab. Tanggung jawab anak itu terutama dalam hal pengumpulan tugas dan sebagainya itu harus benar-benar intens. Kita harus ngecek oh ini belum mengumpulkan tugas, saya harus japri. Bahkan saya sampai share di grup paguyuban wali murid bahwa putra-putrinya belum mengerjakan tugas saya minta tanggung jawabnya untuk japri saya. Itu sampai sekarang ini saya sudah

japri, ini kurang 3 anak yang belum mengumpulkan tugas. Padahal tugas ini sudah saya berikan dipertemuan kedua. Sekarang sudah hampir pertemuan ke empat. Jadi saya focus pada tanggung jawab sama disiplin” (T2)

Furthermore, related to online learning, here the teacher uses several learning media as supports in the online teaching process, Teacher 1 said:

“Saya pakai youtube, classroom, whatsapp itu juga pasti itu, google form gitu si...” (T1)

Then based on Teacher 2 said:

“Ehh kalo disini ya yg paling efisien itu menggunakan grup WA trus google classroom, google form... pernah juga menggunakan Zoom dan google meet tapi ya yang paling sering digunakan itu wa sama classroom sama youtube...” (T2)

Supported by the Headmaster statement, said:

“Baik terima kasih, untuk pembelajaran online ada beberapa media pembelajaran yang digunakan misalnya kita menggunakan googleclassroom, kita menggunakan Whatsapp sebagai media informasi, ada beberapa gur juga menggunakan zoom atau googlemeet agar bisa bertemu dengan anak-anak walaupun secara tatap maya, juga menggunakan youtube untuk informasi pembelajaran anak-anak.” (Hm)

Based on the interview above, it can be showed that even though the teaching and learning process has changed from conventional to non-conventional, the process of educating students must be carried out as much as possible.

In addition, based on the result of observation, it was found that the teachers done the identification of students' character by using writing a notes that made during learning such as special student notes, student attendance records and student assignment notes. The teacher assessed the character of students' discipline and responsibility during learning using this note. Then identification is done by interacting and assessing student behavior in each lesson. The observation was done for three meetings. The class is being taught by Teacher 1 and Teache 2. When observing, the material by Teacher 1, she taught the material about “Introducing Other” taken from the book LKS

and some other sources. From the observation, it can be seen that the teacher is very professional in handling the class. Teacher knew well what to do. Teacher prepared before online class started, she opened the class and asked the students to fulfill the attendance list and then Teacher 1 gave stimulus and apperception for students that relate to the material. Teacher also gave variation in teaching such as group work and Question and Answer. In the closing, the teacher always gave feedback, review, and motivation.

Then, Teacher 2 taught the material about “Offering Help” taken from book LKS and some other source. From the observation, it can be seen that the teacher is very professional in handle the class. Teacher prepared before online class begun, he opened the class and asked the students to fulfil the attendance list and then Teacher 2 give apperception for student that relate with the material. Teacher always doing interaction and communication with the student to identify students’ character. Teacher also gave variation in teaching such as direct task and Question and Answer also always give homework. In the closing, teacher always gave feedback, review, and motivation.

Finally, from the result of documentation, it was found that the data is the documentation of teachers’ information about student character as follows: students’ learning outcomes, special notes for students and note of students' strengths and weaknesses. This documentation is needed to prove the interview and proofing that teachers’ competence is good because of doing the indicator as well. This documentation can be seen in the appendix.

2. Ensure that all students have equal opportunities to participate actively in learning activities

The result of doing interview and observation, it was found that the Teacher 1 and Teacher 2 ensure all the students have equal opportunities to participate actively in learning activities using the same method and each modifying it in their own way. Teacher 1 ensures that all students have the opportunity to be active in the classroom by using the question and answer method in each lesson, Teacher 1 also elaborates on the learning method using the grouping method. Teacher 2 also carries out the same activity to ensure that all students have the same opportunity to be active in the classroom by conducting question and answer activities and randomly appointing each student to actively participate in answering, asking questions or making examples directly during learning. It can be seen from the result of interview with the Teacher 1 and Teacher 2 as follows:

According to Teacher 1 as an English teacher she said that:

“Okey, kalua saya salah satunya dengan memberi kegiatan kelompok, lalu kegiatan Tanya jawab, sekiranya saya terus bisa berinteraksi dengan anak-anak semuanya jadi agar yang tidak bisa atau yang pendiam tidak merasa di asingkan dalam kelas”. (T1)

According to Teacher 2 as an English teacher he said that:

“Saya kira masih berhubungan dengan yang tadi yaa mbak, jadi kalua saya lebih suka menjaga komunikasi dengan anak, jadi ketika proses pembelajaran berlangsung saya pasti adakan Tanya jawab dan biasanya saya menunjuk secara random siapa siapa dari anak-anak kemudian saya suruh untuk missal membuat contoh, menjawab atau menjelaskan ulang sedikit setelah saya menjelaskan materi gitu”. (T2)

In addition, based on the result of observation, it was found that the teachers ensured that students had the same opportunity to be active in the classroom. In the first observation Teacher 1 gave the material, after that Teacher 1 opened a question and answer session to students, the teacher explained a topic about "Introducing others" then students were asked to make at least 2 questions and other students were given the opportunity to answer. Then in the second observation, the teacher continued the previous topic, then Teacher 1 gave group assignments to students which would then be discussed in the third observation. Teacher 2 uses the same method using question and answer. At the first meeting, after giving the material about "Offering Help" Teacher 2 opened a question and answer session. Teacher 2 appoints children at random to make examples according to the material that has been discussed, as well as in the second observation. Teacher 2 also always reminds and mentions the names of students who have not done their assignments. The teacher evaluates the activities that have been carried out to find out and assess the strengths and weaknesses of students and the teacher plans a follow-up, either remedial or enrichment to instill the character of responsibility. The result of doing interview and observation, it was found that the Teacher 1 and Teacher 2 ensure all the students have equal opportunities to participate actively in learning activities using the same method but developed separately.

Finally, from the result of documentation, it was found that the data is the documentation of teachers' method in ensure all the students have equal opportunities to participate actively in learning activities in the form of Lesson

Plan. This documentation is needed to prove the interview and proofing that teachers' competence is good because of doing the indicator as well. This documentation can be seen in the appendix.

3. Organize classes to provide equal learning opportunities to all students with different physical disabilities and learning abilities

The result of doing interviews and observation, it was found that the Teacher 1 and Teacher 2 organize classes to provide equal learning opportunities to all students with different physical disabilities and learning abilities using media that can be reached and used by all students. Teacher 1 uses a variety of learning media in teaching so that every student who has weaknesses or cannot understand the material will be taught by other methods. Then for Teacher 2 to provide facilities for students who have limited tools to learn online, as students, Teacher 2 always seeks children who have obstacles to get the same opportunity to learn. It can be seen from the result of interview with the Teacher 1 and Teacher 2 as follows:

According to Teacher 1 as an English teacher she said that:

“Caranya ya dengan menggunakan metode dan media yang beragam, jadi sebagai guru kita harus membuat metode dan media yang beragam. Untuk apa? Ya itu untuk memenuhi pembentukan karakter belajar siswa baik itu secara fisik maupun secara psikis mereka dan kemampuan mereka itu, jadi ya seumpama kita sehari ini kita kelompokkan nah dan pertemuan depan kita menggunakan yang berbeda, kita bisa buat kuis, atau tanya jawab atau menggunakan diskusi, kadang juga bisa di kolaborasi beberapa metode dan strategi seperti itu. Kemampuan anak itu kan berbeda-beda ya mbak jadi kita sebagai guru ya harus kaya akan bahan ajar dan metode pembelajaran”. (T1)

According to Teacher 2 as an English teacher he said that:

“kalua kamu gak punya kuota kamu bisa dating ke sekolah, pake wifinya sekolahan, trus sudah kita umumkan. Ada juga anak yang hp nya lagi rusak. Ini kita fasilitasi juga pakai laptop sekolahan pakai wifi sekolahan ngerjakan di sekolah”. (T2)

In addition, based on the result of observation, it was found that the teachers arranged the class to provide equal learning opportunities to students with different physical disabilities and learning abilities using various media and learning methods as well as providing facilities to students who had problems in the learning process. Online learning. In the first observation Teacher 1 provides material with the discussion method using Youtube media and then students are asked to see the material that has been explained by the teacher on the school's Youtube account then students will be asked to discuss, then given individual assignments after that in the second observation Teacher 1 continues teaching with different sources and with the grouping method, students are given group assignments. And at the third meeting the students were given independent assignments. Then Teacher 2 did the same method using youtube, googleclassroom, ppt and google forms media for his work. In the first observation Teacher 2 uses ppt and googleform to teach then in the second meeting Teacher 2 uses youtube and wa, in the third meeting the teacher uses the media gmeet. Teacher 2 will also invite students who have limited facilities to use school facilities to study online. The result of doing interviews and observation, it was found that the Teacher 1 and Teacher 2 arranged the class to help students get equal opportunities in online learning.

Finally, from the result of documentation, it was found that the data is the documentation of teachers' method in organizing the class to provide equal

learning opportunities to all students in the form of photo documentation of students who come to school and when teachers teach. This documentation is needed to prove the interview and proofing that teachers' competence is good because of doing the indicator as well. This documentation can be seen in the appendix.

4. Trying to find out the causes of deviations in student behavior to prevent this behavior from harming other students

The result of doing interviews and observation, it was found that the Teacher 1 and Teacher 2 took further action to find out the cause of deviations in student behavior to prevent this behavior from harming other students by following up on students with problems to BK or Student Affairs to get treatment and better counseling and also involve parents in overcoming student misbehavior by sending letters, calling parents or through visits to the concerned homes. It can be seen from the result of interview with the Teacher 1 and Teacher 2 as follows:

According to Teacher 1 as an English teacher she said that:

“Disini itu mbak biasanya kalau ada siswa yang melakukan perilaku menyimpang akan langsung di tindak sama BK sama Kesiswaan, nanti yaa biasanya selalu ditanya kenapa trus alasannya melakukan hal menyimpang itu kenapa, nanti di cari jalan tenggahnya, entah di beri sanksi atau hukuman apa jadi yaa kalau saya dan guru-guru sih langsung laporan ke kesiswaan dan BK. Dan, kalau saya caranya untuk mendidik anak-anak itu saya tuh biasanya suka membuat kisah teladan saya contohkan bagaimana orang yang sukses itu begini begini begini, nah dari sini saya harapkan anak-anak itu bisa mengambil hikmahnya. Ya mungkin memberi motivasi bagi anak.” (T1)

According to Teacher 2 as an English teacher he said that:

“Nah, saya warek dengan anak-anak yang gini ini hehehe... Melakukan pelanggaran, penyimpangan, anak-anak yang bermasalah seperti ini, missal ada anak yang bermasalah ya, atau missal gamau mengerjakan tugas, guru-guru suka laporannya ke saya kalo ada siswa yang susah ga ngumpulin tugas, saya pasti tanya alasannya kenapa, kendalanya apa, kenapa kok tidak mengerjakan, saya cari tau dulu alasan mereka, kemudian jika memang alasannya kendala fasilitas kita suruh mereka mengerjakan di sekolahan, tapi kalau memang masalahnya sudah jarang masuk kelas, tidak ikut KBM kami diskusikan sama wali muridnya. Kemudian kita tentukan sanksi yang tepat agar anak ini tidak mengulang lagi”. (T2)

In addition, based on the result of observation, it was found that the teachers took further action to find out the cause of deviations in student behavior to prevent this behavior from harming other students in the same way, namely by following up on students with problems to the BK or Student Affairs so that receive better treatment and counselling. Teacher 1 will report students who have problems to BK or Student Affairs, then use the advice method to prevent this behavior from harming other students. Meanwhile, Teacher 2 as a Student Affairs will follow up directly on students who commit deviant behavior, and the school will work with parents to deal with students who engage in deviant behavior. Teacher also teach students to admit mistakes and try to fix the problem

Finally, from the result of documentation, it was found that the data is the documentation of further action to determine the cause of deviations in student behavior to prevent this behavior from harming other students in the form of photo documentation of students who came to school because they did not do their assignments. Other documentation is student personal data and student behavior logbook. This documentation is needed to prove the interview and proofing that teachers' competence is good because of doing the indicator as well. This documentation can be seen in the appendix.

5. Help develop potential and overcome deficiencies and delays in understanding students

The result of doing interviews and observation, it was found that the Teacher 1 and Teacher 2 help develop potential and overcome deficiencies and delays in understanding students using varied strategies and methods, the teacher also enriches the material as a reference. Teacher 1 prefers to use collaboration strategies and uses many methods to develop students' potential. Then Teacher 2 uses the most effective method possible to develop students' potential and uses a variety of media. It can be seen from the result of interview with the Teacher 1 and Teacher 2 as follows:

According to Teacher 1 as an English teacher she said that:

“Kalau potensi siswa salah satunya kita bisa lihat dari hasil tugas siswa, dari tugas kita bisa ya tau ohh ini anak yang suka dengan mata pelajaran Bahasa Inggris, ohh ini ga ada terariknya sama Bahasa Inggris, bisa juga kita melihat karakter anak, bisa dilihat siswa itu tanggung jawab gak dengan tugasnya, diselesaikan tidak tugasnya. Kadang ada anak yang hanya mengerjakan tugas tapi sekedar saja tidak sampai selesai, tidak menjawab semua dari pertanyaan-pertanyaan. Jadi kalau saya dengan selalu memberi motivasi, memberi semangat belajar, mengarahkan, diimbangi dengan strategi dan metode yang beragam kita bimbing mereka supaya mereka dapat mengembangkan potensi mereka, karna kita harus sadar kalau setiap siswa memiliki kemampuan yang berbeda-beda kan, jadi ya seperti itu” (T1)

[...]

“Oh kalau strategi karena siswa itu beragam strateginya saya lebih ke kolaboratif sama temen-temennya aja sih anak-anak, gimana kerja samanya saling percaya sama temennya, disitukan kita bisa melihat mana yang bisa jadi leader mana yang suka dipimping mana yang suka membangkang, lah dari situ dari kelompok-kelompok itu, nanti yang kemampuannya diatas rata-rata ditaro disini, disini, disini agar bisa merata”. (T1)

According to Teacher 2 as an English teacher he said that:

“cara untuk mengembangkan potensi siswa ya di bidang atau mata pelajaran ini pastinya dengan memberikan metode yang seefektif mungkin, gimana caranya agar materi ini bias masuk ke anak-anak.” (T2)

[...]

“Jadi ketika proses pembelajaran berlangsung bagi saya yang paling penting adalah komunikasi, saya ajak mereka ngobrol, berinteraksi, di awal pembelajaran, waktu itu

pernah saya ajak pakai zoom kan, nah interaksi ini, dari tanya jawab ini sedikit banyak bisa memahami karakter anak, mana yang antusias, mana yang responsive mana yang tidak...” (T2)

Regarding the source of materials and teaching materials, Teacher 1 and Teacher 2 modify and enrich the material by using digital media and many information platforms. According to Teacher 1 said that:

“Eh tentu kita harus memperkaya atau mencari banyak sumber yaa, mencari sumber-sumber materi, jadi materi itu tidak hanya bersumber dari lks atau buku pegangan guru tapi kita juga harus cari, banyak seperti di youtube itu kan banyak sekali, kita gapapa pakai meskipun itu dari orang lain gapapa kita aplikasikan, kita modifikasikan dengan karakter siswa kita, jadi mereka lebih banyak menerima referensi” (T1)

According to Teacher 1 said that:

“saya kelompokkan saya review lagi materinya disekolahan. saya ngeshare video, anak-anak yang tidak ngerti dalam beberapa kali pertemuan saya mereview pertemuan kedua trus saya kasih tugas. saya akan mencari referensi lain untuk mencari penjelasan yang mungkin lebih detil dan sebagainya atau lebih mudah penyampaiannya, lah ini saya tidak tau apa ini termasuk dalam kategori memperkaya materi ya hehe”. (T2)

In addition, based on the result of observation, it was found that the teachers helped develop students' potential and overcome deficiencies and delays in understanding students by using a variety of strategies and methods. Teacher 1 prefers to use a collaborative strategy because with this strategy there are many characters that can be achieved or educated to students such as leader characters, cooperation, mutual cooperation, responsibility and discipline. Then Teacher 2 uses the same method, Teacher 2 uses the most effective method as possible as to develop students' potential and uses a variety of media and enriches the material as a reference to help students received the material.

Finally, from the result of documentation, it was found that the data is Lesson Plan. This documentation is needed to prove the interview and

proofing that teachers' competence is good because of doing the indicator as well. This documentation can be seen in the appendix.

6. Paying attention to student with certain physical weakness in order to be able to participate in learning activities, so that these students are not marginalized (excluded, made fun of, inferior, etc)

The result of doing interview and observation, it was found that the Teacher 1 and Teacher 2 paying attention to student with certain physical weakness in order to be able to participate in learning activities, so that these students are not marginalized students who have physical or mental weaknesses so that these students feel considered and do not feel alienated. It can be seen from the result of interview with the Teacher 1 and Teacher 2 as follows:

According to Teacher 1 as an English teacher she said that:

“Kalau kekurangan fisik ya memang ada di madrasah kami, itu kita tetap mengapresiasi dia, kadang ada anak yang seperti itu ga ada yang mau dekat kan, jadi dia misal kaya ada kelompokan gitu trus temen-temen ga ada yang mau sama dia oh ya satu kelompok sama bu guru saja, seperti itu, kita biarkan dia merasa bahwa dia bagian dari kelas ini agar dia tidak merasa minder, seperti itu”. (T1)

According to Teacher 2 as an English teacher he said that:

“Jadi yaa kalau saya dengan berkomunikasi terus dan berinteraksi dengan anak-anak baik daring ataupun luring jadi anak-anak itu mau aktif dalam pembelajaran membuat mereka merasa tidak dibeda-bedakan”. (T2)

In addition, based on the result of observation, it was found that the Teachers 1 gave appreciation and feedback to students with physical and mental weaknesses. Then Teacher 2 does the same thing by giving appreciation to

students who have certain physical or mental weaknesses. As in the first observation, when students collect assignments, Teacher 1 gives appreciation to the students because they are willing to do and take responsibility for the tasks given by the teacher. Teacher 2 will ask students who still do not understand or have difficulty understanding the material to come to school to be taught face to face but with limitations. This is done so that all students can receive learning materials. This appreciation is expected to build enthusiasm for learning in students who have certain physical or mental weaknesses in school.

Finally, from the result of documentation, it was found that the data is the documentation of paying attention to students with certain physical weakness in order to be able to participate in learning activities was the photo documentation of learning activities of students who come to school because they do not understand the material and also the special notes of students. This documentation is needed to prove the interview and proofing that teachers' competence is good because of doing the indicator as well. This documentation can be seen in the appendix.

7. Strategy in Educating Students' character

The result of doing interviews and observation, it was found that the Teacher 1 and Teacher 2 in educating the character of students especially responsibility and discipline using varied strategies and methods. Teacher 1 uses moral modeling or exemplary, habitual and advice strategies. Teacher 2 uses habitual strategies, moral acting and punishment. It can be seen from the result of interview with the Teacher 1 and Teacher 2 as follows:

According Teacher 1 she said that:

"Kalau karakter tentu dengan mencontohkan yaa, seperti karakter disiplin,". (T1)

"Kalau saya caranya untuk mendidik anak-anak itu saya tuh biasanya suka membuat kisah teladan saya contohkan bagaimana orang yang sukses itu begini begini begini, nah dari sini saya harapkan anak-anak itu bisa mengambil hikmahnya. Ya mungkin memberi motivasi bagi anak." (T1)

"Oh kalau strategi karena siswa itu beragam strateginya saya lebih ke kolaboratif sama temen-temennya, gimana kerja samanya saling percaya sama temennya, disitukan kita bisa melihat mana yang bisa jadi leader mana yang suka dipimping mana yang suka membangun, lah dari situ dari kelompok-kelompok itu, nanti yang kemampuannya diatas rata-rata ditaro disini, disini, disini agar bisa merata". (T1)

"Jadi kalau saya dengan selalu memberi motivasi, memberi semangat belajar, mengarahkan, diimbangi dengan strategi dan metode yang beragam kita bimbing mereka supaya mereka dapat mengembangkan potensi mereka, karna kita harus sadar kalau setiap siswa memiliki kemampuan yang berbeda-beda kan, jadi ya seperti itu". (T1)

According to Teacher 2 he said that:

"Ketika pembelajaran daring ya, kebetulan saya kan focus pada tanggungjawab dan disiplin. Saya menekankan pada pembiasaan siswa, pembiasaan sikap disiplin, tanggung jawab. Mesti kita selalu mengingatkan anak-anak, setelah itu diberi waktu untuk belajar", (T2)

"Kalau saya kadang ngancam. Ayo beasiswa nanti terpending loh ya, susah loh ya dan sebagainya, akhirnya mau gam au mereka yaa memenuhi tanggung jawab akhirnya." (T2)

"Gimana ya, awes sampean simpulkan sendiri kira-kira seperti itu, Yaa kadang-kadang hukuman pasti saya berikan ke anak-anak yang melakukan penyimpangan perilaku, untuk siswa yang benar-benar melakukan pelanggaran berat itu nanti kita diskusikan bersama antara pihak sekolah dan wali murid, nanti sanksi yang cocok gitu. Anak itu kan macem-macam ya mbak, ada yang gampang diajar ada yang susah diajar makanya itu kenapa? Karena itu mendidik itu kadang lunak kadang harus keras kadang harus tegas, kalau terus lunak ya nggak bisa, apalagi dengan kondisi macam ini ya," (T2)

"cara untuk mengembangkan potensi siswa ya di bidang atau mata pelajaran ini pastinya dengan memberikan metode yang seefektif mungkin, gimana caranya agar materi ini bias masuk ke anak-anak". (T2)

In addition, based on the result of observation, it was found that the teachers teach and educate the potential and character of students with various strategies such as moral modeling, exemplary, advice, habitual, moral acting, punishment. Teacher 1 in the first, second and third observations, she was always ready 5 minutes before class started, giving

different assignments using varied teaching methods. the teacher gave an example by always opening the class on time, then the teacher reminded students who had not done the assignment, Teacher 2 also used varied strategies, in three meetings using different media. Teacher 2 also continues to collect assignments from students who have not done it as a form of student responsibility. Then the teacher called the students who did not do the assignment to be punished and asked to do it at school. It was found that the Teacher 1 and Teacher 2 used various methods and strategies in educating students' character and potential during online learning.

Finally, from the result of documentation, it was supported by the lesson plan. In the lesson plan, it shows that teacher prepared the material very well. Besides, the lesson plan contains the information of method and technique used by the teachers in the class. Other documentation is student personal data and student behavior logbook. This documentation is needed to prove the interview and proofing that teachers' competence is good because of doing the indicator as well. This documentation can be seen in the appendix.