INTEGRATION OF CHARACTER EDUCATION INTO ENGLISH LEARNING WITH THE USE OF CLASS DOJO APPLICATION AT NURUL AZMI’S SCHOOL

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Abstract: The research aims to find out the use of Class Dojo application to integrate character education into English learning at Nurul Azmi’s School. This research is a qualitative descriptive study. Data was collected through observation, interview and study documentation. Then data analyzed through three stages, namely data reduction, data presentation, and drawing conclusions. This study results concluded that (1) the ability of teachers to provide online learning through online can quickly develop if they get support from superiors through school policies, especially in conducting online learning. (2) the Class Dojo application really assist teachers in making learning reports; it also provides convenience for leaders in making strategic decisions only for learning purposes in the school as a whole. (3) development of online applications required by teachers and school management so that they can be adapted to the character of each class at Nurul Azmi’s school.

Keyword: Class Dojo Application, Online Learning, Character Education

I. INTRODUCTION

The integration of character in learning method is very important in school, especially for children, because it is used as a forum or process to form a better person. As educators, teachers also play a very important role in providing examples of good behavior to students, because teacher behavior is also an example for them. In the world of education, exemplary is also needed by students to form a good person, wise, honest, responsible, and able to respect others.

Character is a human personality that is related to the creator, personal self, and the environment, some students because they don't interact with their teachers cause a less obedient attitude from students, based on information that researchers got from several schools in the city of Padang, during this pandemic. Many students experience changes in their character and behavior, even more so to their own teachers, there are students who ignore online assignments given by their teachers, in fact there are those who do not read Whatsapp Group messages regarding the assignments given and some of them leave. From their class Whatsapp group, the most troubling problem for the teacher at the school was that students resisted when reminded not to spam chat groups, even when reprimanded the
students said inappropriate words to their teacher and caused the teacher feeling offended and disappointed.

Schools are one of the most important components for implementing the positive values of a student's personality formation agenda at school. Schools are relatively limited as a second place for socialized and structured education compared to home activities. Therefore, schools play an important role in achieving empowerment for students to become school citizens with excellent personalities according to their values (Murniyetti et al. 2016: 163).

The effect of globalization that cannot be dammed by the lives of the younger generation is the development of technology facilities based on internet or network IT. The majority of the younger generation have many conveniences both materially and financially to be able to access the internet easily. Many generations of Indonesia, the majority of who are around 90%, can access social media without knowing the time. Advances in information technology have given rise to symptoms that are counter-productive to the spirit of nationalism such as narcissism, hedonism, the use of wasted time, and the like (Masrukhi, Maman Rachman, 2018: 97).

Supervision that is less than optimal also has an impact on associations with colleagues that are going well. In this case the role of parents has decreased. (Ida, et al, 2013: 01). Even though many parents are busy working in factories in the morning, it is hoped that parents can still provide motivation and supervision while students are at home, so that students during the COVID-19 pandemic can remain enthusiastic about doing online learning at home.

Therefore, even though currently in the Covid-19 pandemic, character education must still be conveyed to students. Regarding learning during this pandemic, Minister of Education and Culture, Nadim Makarim issued Circular Letter Number 4 of 2020 concerning Implementation of Internal Education. Regarding learning from home during the Corona Virus Disease (Covid-19) emergency, The Minister of Education and Culture has stated that online or distance learning is being implemented to provide students with a meaningful learning experience without the requirement to complete all curriculum outcomes for promotion and graduation. By maintaining the health of teachers and students, network learning is applied. Even though they are far apart and not in the same class, they can still carry out learning as usual in class. Due to the ineffectiveness of the face-to-face teacher system, it is difficult to teach character education; therefore it is
necessary to have a character education management model that is in accordance with the conditions of the Covid-19 pandemic.

The Covid-19 pandemic has resulted in preventive measures by closing schools in the red zones for the spread of Covid-19. This causes the learning process to be hampered. Teacher who usually teaching in class becomes confused in providing the teaching and learning process and one of the ways the teacher does it is via WhatsApp. However, these efforts are less able to motivate students, because many students are trivial with this online learning. There are also some lessons that social distancing cannot apply. This causes the learning to be less effective and results in students being less in depth about learning their social life in society.

The development of these character values is a big change in the development of the child’s character. Good character will make children have a brighter future later. When they will grow and develop especially at home where both parents are involved in teaching their children the values of the character itself.

The online learning model encourages schools to look for online learning applications that can help teachers and schools in good classroom management and do not leave the main task of educating students to become a generation of good quality, especially in terms of character quality. Based on our initial observations, we saw that the use of the Class Dojo application at Nurul Azmi’s School gave a different feel and succeeded in embracing the parents of students to be involved in the education of their children. Based on this, we conducted research using a qualitative descriptive method to see how this Class Dojo application helps schools and teachers in managing classes and providing good online learning for their students.

II. LITERATURE REVIEW

1. Character Education

Education is a conscious and systematic effort to create a learning environment and process, where students have the religious spirit, self-control, personality, intellect, noble personality and desires of themselves, society, nations, and nations. You need to be proactive in developing the potential to have the ability (Kemdiknas, 2003). The most basic purpose of education is to make a person "good and smart". Educated humans should be wise people, namely those who can use their knowledge for good things (good deeds), and can live wisely in all aspects of family life, neighbors, society and the state. Therefore,
a successful education system is one that can form human characters that are indispensable in realizing an honorable national state (Megawangi, 2010).

The word "character" comes from the Greek charassein, which means to engrave (to paint, to draw), like a person who paints paper, carves stone or metal. Rooted from such an understanding, character is then interpreted as a special sign or feature. In the latest Indonesian dictionary, character means character, character, character that characterizes a person. I.R Pedjawawijatna stated: "Character or character is all of me who turns out in his actions (human, so by choice) involved in the situation, so it is indeed under the influence of talent, temperament, body condition, and so on" (Purwanto, 1999). Character education is a range of efforts undertaken by many school personnel, even those made with parents and community members, to help children and young people develop or caring, opinionated and responsible nature (Daryanto, 2013). Character Education is basically aimed at forming a strong, competitive, noble, ethical, tolerant, cooperative, patriotic, dynamically developing, science and technology oriented nation. , all inspired by faith and devotion to the one based on Pancasila.

It was written in Jawa Pos, September 3, 2009 that in a recent discussion with Madurese, Dayak, and Malay leaders in Singkawang, they all agreed and supported the idea of holding multi-culturalism-based character education lessons in schools. This is based on considerations as an effort to prevent the recurrence of conflicts between ethnic groups that they have experienced recently (Zainal, 2012). Character education aims to emphasize certain values such as respect, responsibility, honesty, benevolence, fairness and help students understand, pay attention and apply these values in their own lives to succeed. The results of social psychology research show that the successful people in the world are determined by the role of science at 18%, the remaining 82% are determined by emotional skills, soft skills (character). , etc (Elfindri, 2011).

Kemendiknas (2011) identified eighteen character values in his research, the eighteen character values are:

1) Religious: Obedient attitudes and behavior in carrying out the teachings of the religion they adhere to, tolerant of the implementation of worship of other religions, and living in harmony with adherents of other religions.

2) Honesty: Behavior based on efforts to make himself a person who can always be trusted in words, actions, and work.

3) Tolerance: Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of others who are different from themselves
4) Discipline: Actions that show orderly behavior and comply with various rules and regulations

5) Hard work: Behavior that shows genuine efforts in overcoming various learning and task barriers and completing tasks as well as possible

6) Creative: Thinking and doing something that produces new ways or results based on what you already have

7) Independent: Attitudes and behaviors that are not easy to depend on others in completing tasks

8) Democratic: a way of thinking, behaving and acting that evaluates the rights and obligations of himself and others equally

9) Curiosity: attitudes and actions that always seek to know more deeply and widely from what they have learned, seen, and heard.

10) The spirit of nationality: a way of thinking, acting, and insight that places the interests of the nation and state above the interests of themselves and their groups

11) Love for the homeland: A way of thinking, acting and acting that shows loyalty, care, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation.

12) Appreciating achievements: Attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others

13) Friendly/ communicative: Actions that show a sense of pleasure talking, hanging out, and collaborating with others.

14) Peace-loving: Attitudes, words and actions that cause others to feel happy and secure in their presence.

15) Enjoys reading: The habit of taking time to read various readings that provide virtue for him.

16) Social care: attitudes and actions that always want to help other people and communities in need

17) Environmental care: Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has already occurred.

18) Responsibility: The attitude and behavior of a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (nature, social and culture), the state and God Almighty (Kemendiknas 2010: 9)
To form a mature personal character requires a continuous and continuous process throughout life. This process must start early because at the stage of individual development, the child's age is the right time to instill character values because this will form the basic foundation for further development (Darmayanti & Wibowo, 2014). Reud in Manery (2010, p.188) emphasizes the importance of childhood events in shaping an individual's personality, that the beginning of a person's life is a critical period. Failure to cultivate a good personality at an early age will form a problematic personality in later adulthood.

2. Online Learning

According to Astra Winaya (2020) in the Dwijendra University PGSD National Webinar, Learning takes place through video conferencing, eLearning or distance learning. In addition, the General Department of Teachers and Education Officers - Ministry of Education and Culture in the technical instruction session to complete the program to improve teacher skills by online learning method in 2016 explained about the method. Learning access for teachers. Learners in online mode have the following characteristics: 1. require learners to build and systematically create knowledge independently (constructive theory); 2. Learners will collaborate with other learners to build knowledge and solve problems together (social constructivism); 3. Forming community of harmonization; 4. Use of web media (websites) accessible via the Internet, computer-based learning, virtual courses and/or digital courses; 5. Interoperability, independence, accessibility and enrichment.

The term e-learning model or e-learning models (OLM) was originally used to describe a learning system using computer-based learning internet (CBL) technology. In later developments, the function of computers was replaced by mobile phones or other gadgets. Learning can happen more flexibly than you would use a computer. People can learn anywhere, anytime and in any situation. Lecture cannot be delivered only through a direct process between teacher and student. Now students can still learn despite the distance from the lecturer (Kuntarto, 2017). The advantages of online learning include 1. Learning does not require a classroom because the learning process takes place at home or remotely. Students in their respective places or environments can create a learning atmosphere with the available internet facilities. 2. Teachers do not need to face the class face-to-face because they use computer facilities connected to the Internet. 3. There is no time limit, which means that learning can take place anytime, anywhere as agreed upon as
long as there is an environment and facilities that support the implementation of the online learning process. Therefore, this mode of e-learning can be considered more efficient if the superstructure and infrastructure are provided appropriately. (Santika, 2020).

The role of the teacher in the online learning process is also very important; it must first turn the student into a learning activity because the teacher must lay the foundation of a constructivist approach that enhances the subject study. Second, master ICT and stay informed; third, create an interactive, inspiring and fun learning atmosphere; fourth, provide assessment and feedback after the learning process. In general, the components that teachers must prepare as an infrastructure are the availability of the Internet, the preparation of learning strategies, the preparation of learning content (effects, images, sounds, video and simulation), providing learning management system (google class, zoom, jitsi, webex, etc.). Basically, the success of the online learning process requires the synergy between the government, teaching units, teachers, students, of course, the role of parents and the student environment, to be able to support the success of the online learning process (Santika, 2020).

The strategy for implementing character education through portfolio-based multiple intelligences by integrating it into subjects is an effort in the learning process to be able to develop life skills or student skills. Therefore, it is necessary to emphasize educational materials as life skills. Life skills are empowered to the younger generation so that they are not uprooted from the roots of their own socio-cultural life (Suryadi, 2002). Moreover, the educational process is carried out with an online mode which gives more flexibility to students to socialize in the community. Especially in character education which is value education. Because basically the principle of "value education and character formation is not only carried out at the cognitive level, but touches internalization, and real experiences in everyday life" (Mulyasa, 2014: 07).

3. Class Dojo Application

The numbers of administrative things that must be done by the teacher causes limited time to collaborate communicate and observe the behavior of students at this time. While educational achievements, one of which is shaping the character of quality students shown by a good attitude, independent, tough and responsible. Of course this is a moral responsibility for teachers, especially teacher assessments of students must be carried out for at least 6 months (one semester). Class Dojo is an application that can help educators to
monitor student behavior digitally. This application also allows educators to motivate students to cultivate a positive attitude. Teachers can challenge students through questions and exercises. Responses from students will be automatically compiled by the Class Dojo system which is then displayed in the form of behavior/attitudes. It will be seen that students who display a good attitude/not, hardworking/not, can work in groups/not and so on. The teacher can give reward or punishment points for each behavior that is raised by students. This application can also help parents to monitor their children through a portfolio on every activity that they participate in. For students themselves, this application provides an opportunity to be able to express themselves more through the various activities they participate in, ranging from sharing work results, photo/video moments, and so on. The use of the Class Dojo is very easy, the teacher just registers and then fills the classroom through the activities he wants to do and then enters the data of the students he wants to be involved in.

A school information system is a system designed to store and process information about schools. All school data includes, students, teachers, curriculum, learning tools stored thoroughly that can be accessed through their use (Masruri, et al. 2017). A social network application is a mobile-based application that is used in school communication (Ellison, 2007: 11). Social network is the main medium in building communication between teachers and students which is limited to school hours (Zaidieh, 2012: 114). Class Dojo, the free student behavior recording and management app, has been updated. Starting today, Class Dojo offers a new "classroom sharing" feature, making it easier for multiple teachers to talk about student behavior and foster behavior development together, the company announced. (Peterson, 2013: 1).

Class Dojo is a free internet-based application that provides many features and facilitates its users to find out the child's activities or attitude development in real time. As expressed by Peterson (2013: 1). Class Dojo is a behavior management tool that provides feedback on observed attitudes with electronic communication (Class Dojo, 2012: 3). Class Dojo is projected with the internet which can be accessed through the use of a projector by connecting a laptop, or smartphone (about Class Dojo, 2012: 1). The Class Dojo application is suitable for teachers, parents and students who are active and rarely deal with computers, because this application is used using the Android operating system, so it can be accessed anytime and anywhere. Users will receive notifications from mobile devices if there are new notifications from the Class Dojo application.
The Class Dojo app was created in 2011 by Liam Don and Sam Chaudry. The Class Dojo application is used as behavior management that encourages students to behave positively and can provide feedback on changes. Through the teacher's observation of students' attitudes which are communicated using the internet.

Teachers or users can project the Class Dojo application program on the class motor by connecting smartphones, tablets, or laptops. The teacher responds to all student behavior through existing aspects or indicators, which will automatically be recorded and stored. This data is able to produce an overall report that can be shared with parents.

III. RESEARCH METHODOLOGY

The research conducted at Sekolah Nurul Azmi – Medan. This research is a qualitative descriptive study. Data was collected through observation where the researcher went directly to the field to observe the distance learning process. Interviews with the principle, researchers were to explore information about how teachers implement the distance learning process while still internalizing character education. For interviews with school principals, researchers conducted to find out the policies that were set as supporters in the implementation of character education. The data obtained from observations, interviews, and documentation was then analyzed in three steps, namely data reduction, data presentation and conclusion drawing.

IV. FINDINGS AND DISCUSSION

Finding

1) The Emergence of the Galaxy Sakti Program in an Effort to Deal with the Covid-19 Pandemic

In its journey, SIT Nurul Azmi has developed an integrated learning pattern that is packaged in the Galaxy SAKTI Program, as a description of the implementation and action of the Synergy, Active, Performance, and Accurate. Sekolah Islam Terpadu (SIT) NURUL AZMI was started in 2013. SAKTI is a platform for managing the achievement of the school's vision and mission. The initial version of the SAKTI spirit was planned on May 31, 2018 and began to be officially implemented on July 1, 2018. The initial version of SAKTI appeared with an initial modification of the student program in 2016 which
separated scout activities from the student division into a special extracurricular division called SMART SCOUT which oversees other extracurricular management (optional). Meanwhile, the student division focuses on the management of measuring student character data with a digitalization system based on **18 national characters** in accordance with the implementation of KI1 and KI2 in the 2013 curriculum (SIT Nurul Azmi Handbook - Sakti in the Pandemic Period (2021)).

The following is the vision and mission of the Nurul Azmi School:

**VISION**
Creating a tough, intelligent and moral generation.

**MISSION**

a) Instilling a brave and unyielding attitude based on truth values.

b) Educate students to be smart in thinking, smart in acting and smart in achieving superior academic achievements.

c) Fostering students to become committed memorizers of the Qur'an.
d) Forming students to have good morals and get used to applying them in everyday life.

e) Develop an education system oriented to authentic data analysis.

A clear vision and mission makes it easier for the entire chain within the school to move together to achieve it. Nurul Azmi has been trying to develop 21st Century learning in stages, even since 2016. Not without problems. We all feel the change with great discomfort. Smart Scout January 2016, Class Dojo data-based attitude assessment January 2018, online learning early March 2020, Collaboraction July 2020, Block chain January 2021, even the upcoming The Origin July 2021.

2) ClassDojo Become one of the applications that support the achievement of the Galaxy Sakti Program

The advantages of online learning include 1. Learning does not require a classroom because the learning process takes place at home or remotely. On-site or individual students can create a learning atmosphere with existing internet facilities; 2. The teacher does not need to face the class face-to-face because what is used is a computer device with an Internet connection. 3. No time limit means that learning can be done anytime, anywhere as agreed as long as there is a supportive environment and facilities to carry out the learning process in the right manner. Therefore, this online learning method can be considered as more efficient and effective if the superstructure and infrastructure are in place. The superstructure can be understood by the author as a policy that leads to the implementation of e-learning, including understanding and preparing students and teachers to implement e-learning.

Discussion

Since January 10, 2018 the Student Affairs Division has focused on managing student character data which is measured based on 18 national character indicators into a digital database. This is measured by the Class Dojo LMS application with indicators that have been independently modified by the school. Measurement of KI1 (spiritual attitude) and KI2 (social attitude) can be measured quickly and neatly per child every day. The data inputted by the teacher will be accumulated automatically and can be presented directly to parents through the parent version of the application at any time based on daily, weekly, monthly, semi-annual and even annual times complete with journal notes per child.
School life should occur in a repetitive pattern and be bound by a strict schedule. This will affect the character education habits of all school members. A disciplined school atmosphere will have a major impact on students' lives, especially in the school environment and will also be carried over in the social environment. The school community must always view disciplined life as one of the main assets of building student character.

In this way both teachers, principals and parents can see a child's progress from time to time transparently. Parents can consult with the homeroom teacher with a more direct focus on the child's core problems so that appropriate solutions can be found. In addition, the principal can find out the condition of the student's character in real time so that he can determine new program policies that are relevant to student character building.

The school also emphasizes the cognitive or knowledge aspects related to the things that can be done and the things that all citizens should not do. Knowing these good things means he understands how to implement them in real life.

Talking about character education, it will be closely related to character, this is because good character is characterized by good character. The basic concept of character education is contained in the Minister of Education and Culture Regulation No. 23 concerning the Growth of Character in 2015. The development of character education (PBP) aims to: 1. Make schools a fun learning park for students, teachers, and education staff; 2. Cultivate good habits as a form of character education since in the family, school and community; 3. Making education a movement that involves the government, local governments, communities and families, and/or 4. Fostering a harmonious learning
environment and culture between families, schools, and communities. Giving a good example to students will instill moral and spiritual values, for example getting used to opening and closing lessons by praying according to their respective religions and beliefs, getting students to practice worship together according to their religion and beliefs both at school and with the community, and etc. Besides doing good habits that can be done at school or exemplified by teachers, for example greeting, smiling, greeting everyone, habituation of saying sorry, excuse me and thanking others or habituation of students saying respectful greetings to the teacher before the lesson begins. Learning is done online or face to face. Although the things above seem simple, but if from an early age or at school age children are accustomed to having good character, then when they grow up they will get used to it and a good character will be formed as well.

The formation of the character of students must involve the synergy of the three components of education, including informal, formal and non-formal education. Facing the challenges of today's era entering the era of the industrial revolution 4.0 which is full of 79 advances in digitalization technology, planting and strengthening the nation's character is very vital and urgent. The development of individualistic, hedonic, materialistic values and so on is a bad impact of the current of globalization and the 4.0 industrial revolution. If this is left unchecked, it can have a negative influence on the next generation of the nation and those who live in it can result in the life of the nation which no longer reflects the values of the nation's personality.

The use of this application is also an implementation of improving PERFORMANCE management and accuracy in assessing student characteristics according to the SAKTI platform. These two changes were the beginning of innovation at Nurul Azmi as a sign of his birth SAKTI Program Galaxy platform. The spirit of SAKTI has become a proof of renewal in achieving the school's vision and mission which really benefits from creating an effective and dynamic learning climate. Integrated extracurricular management makes scouts a character building that has complete standards while allowing to maintain unity and unity between extracurricular activities as a form of synergy from an early age. In addition to using technology, teachers, principals and parents of students can be actively involved in monitoring student progress in real time, accessing data quickly and determining solutions to children's problems more effectively. In the future, the Galaxy SAKTI program will develop with various new ideas, division collaborations, upgrading teachers, optimizing applications as relevant tools and strengthening more powerful divisions.
The teacher can give reward or punishment points for each behavior that is raised by students. This application can also help parents to monitor their children through a portfolio on every activity that they participate in.

For students themselves, this application provides an opportunity to be able to express themselves more through the various activities they participate in, ranging from sharing work results, photo/video moments, and so on. The use of the Class Dojo is very easy, the teacher just registers and then fills the classroom through the activities he wants to do and then enters the data of the students he wants to be involved in.

Nurul Azmi has also developed many programs that support the integration of character education in every line of division development they have in achieving their school goals. The development of this program also utilizes the ClassDojo LMS so that the student's track record and student's cognitive and motor development are well recorded and become a record of each student's journey. One of them is Collaboration, a family-based program derived from the Galaxy SAKTI program version 3.1 dated July 1, 2020. The number (3.1) is a more adaptive reason as a distance learning strategy during the covid 19 pandemic. Collaboration is a combination of the two words “Collaboration + Action.” This program is a project-based learning strategy with collaborative values that are more extreme than just fulfilling school assignments. The reason is, Collaboration is specially designed to create a climate of family collaboration, between families and the wider community, which includes issues relating to children's school assignments, family economic problems or even busy parents who cannot accompany their children. Technically, collaboration consists of a family group (self-group) consisting of children and their parents. This self-group will complete independent project tasks in their respective homes by means of collaboration between children and parents. However, during the project work process, problems can occur within the self-group, especially during the pandemic. Then the entire student family is regrouped into a core group (main group) consisting of 4 families. The main group functions as a working group that allows each other to work together in completing independent projects, for example: availability of raw materials, internet quota, motivating each other, entrusting children for busy parents, or other problems that may become obstacles while working on projects. In this way, it is very possible for the student project to be completed in its entirety even though there are so many individual problems in the process. This is the power of collaboration. Its implementation during the covid 19 pandemic as it is now really provides a real effective solution. Collaboration is the spirit of togetherness (collaboration) combined
with real action when problems occur so that they can be solved with joint solutions. If the main group problem cannot be solved, then the problem will be offered to other groups within the class scope. If the problem cannot be solved in the same class, the homeroom teacher will coordinate with homeroom teachers in other classes to find solutions to these problems. If the problem has not been resolved, then the principal is fully responsible for solving it.

The application of the methodology in conditioning through the voice forms contained in the application, which can encourage students to take actions and earn points. This rewarding action provides external and rapid response. Giving rewards to students is one of the features in this application. Giving rewards to students has a fairly large positive impact. One of them is to strengthen the relationship between teachers and students so as to increase student learning motivation, which in the end the teacher can manage the class well (Howlin, 2015: 76).

Class Dojo was created to help the classroom teacher keep up with specific behaviors on each individual student, both positive and negative (Chiarelli, 2015: 83 ). The sentence explains that Class Dojo helps teachers to assess and control student attitudes. Class Dojo as an application designed to assist teachers in managing classes (Anonymous, 2016: 5).

The use of various online media platforms has finally become an alternative choice or path in education so that the continuity of learning continues to be carried out. The current concept of education is adapted by applying several principles, one of which is prioritizing the safety and health aspects of the entire community. This is a principle that must be applied without exception by all existing educational institutions, from the lowest level to the highest level. In general, there are 2 principles of regulations for the implementation of education, especially during the Covid-19 period, including:

1). Safety and health priority. This principle is an absolute principle that must be implemented in the implementation of education during the Covid-19 period. All related parties, including the workforce, students, must comply with existing regulations in order to achieve the common good. 2). the development of students in physical, mental, and psychosocial aspects. This is an important principle that must be considered, both by teachers and parents. There needs to be warmth that is created in the environment of students, so that there is no inequality that is influenced by their environment.
These two points are fundamental and important principles, which cannot be carried out by referring to one principle alone, but there must be harmony and balance between the two. The concept of online learning is the right alternative to use for the sake of continuing learning activities. The interaction that should occur between educators and students in fact can still be done even though they have to use media intermediaries. Apart from this, for some people learning at this time is considered quite burdensome. Many people are squeezed by limitations and pressured by circumstances. We can know this from the community's response which says that many of them are unable to afford a smartphone, are unable to operate electronic media optimally, as well as other limitations such as the economy, areas that are not adequately covered by the network, busy work, and some other factors.

V. CONCLUSIONS

The conclusions that can be drawn from the results of this study after analyzing the data described in the previous chapter are as follows:

a) The ability of teachers to provide online learning through online can quickly develop if they get support from superiors through school policies, especially in conducting online learning.

b) The Class Dojo application really assist teachers in making learning reports; it also provides convenience for leaders in making strategic decisions only for learning purposes in the school as a whole.

c) Development of online applications required by teachers and school management so that they can be adapted to the character of each class at Nurul Azmi's school.

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