ICCE

INTERNATIONAL CONFERENCE ON CHRISTIAN EDUCATION

Christian Education in Digital Technology Era: Challenges and Opportunities

June 4th, 2022

UPH PRESS

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Christian Education in Digital Technology Era: Challenges and Opportunities

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Table of Contents

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Welcome from the Rector of Universitas Pelita Harapan

Shalom and gratitude be to our Lord Jesus Christ! It is because of His love and mercy; we can gather together here in this event.

We are now in the end of the pandemic, where more than two years unprecedently we were forced to move to virtual education and embrace digital technology. Out of the millions of educators in Indonesia, both in primary, secondary, and higher education, quickly must learn and implement online teaching and learning. Every educator is required to adapt to various digital learning media, suddenly digital technology is not only a tool but the environment where we are living and interacting with one another. Not only do the schools have to provide the system to support virtual learning, but educators also have to be equipped to design instructions that fit with the virtual setting. This need eventually triggers various parties to adapt, move, and innovate. Educators use a variety of media as a virtual meeting bridge with students. Not satisfied with just meeting virtual, educators also make some innovations by using other features and exploring any applications that will help provide creative materials and teaching materials.

However, despite of all the improvements and innovations in delivering teaching and learning in digital technology setting, there are many obstacles and challenges. The question remains, are students learning effectively? Especially for Christian educators, we need to keep asking the question, whether we have faithfully and effectively carried the mission of Christ-centered education, facilitating holistic transformational education in this digital technology era?

Christian education must consciously be aware of the current educational challenges while embracing the opportunities through the rapid development of digital technology. We should continuously ponder how to be faithful to our calling as Christian educators in this era of disruption. We should strive to be an exemplary institution in presenting Christian education during the fast-changed of digital technology. We believe that every technological progress is the fruit of cultural mandate to advance humans' life, fostering life given by God. On the other hand, Christians are also aware with our fallen nature, that there is a possibility of missing the point in any good effort that we are trying to do. Further as human beings, are we going to develop holistically if education is reduced by totally virtual learning? These are some questions that we need to keep thinking and discussing.

UPH, especially Teachers College, is grateful that we can host the first International Conference of Christian Education, especially inviting best panelist speakers to inspire us. We hope that through the ICCE event, there will be a forum for us, educators and practitioners of Christian education, to discuss the opportunity and challenges of doing our mission in the midst of such rapid technological advances. We also hope that this event will encourage us that amid various challenges that exist, God is faithful in sustaining us thus giving us hope to embrace the opportunities that are wide open to further our service to provide a quality, holistic, and transformational education.

Finally, enjoy the conference, Lord Jesus bless you.

Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc.

Welcome from the Dean of Faculty of Education, UPH

Today what is happening in the classroom is different from practices before the pandemic. Changes will continue to occur, especially with the advancement of digital technology, which will become increasingly sophisticated. The interaction of education with technology is inevitable. As Christian educators, we embrace digital technology development. We believe students as the Image of God, and the purpose of educating them is to see them flourish with creativity and innovation for the development of human civilization. However, every technological development that brings about good changes may unwittingly change something essential. For example, now we cannot escape from digital technology. It is ubiquitous; from communication, working, shopping, and many more, all are on the digital platform. It has changed the way we interact with one another. To what extent has it changed us? How can Christian education embrace but also be aware of these?

That is the background of the International Conference on Christian Education with the theme, Christian Education in Digital Technology Era: Challenges and Opportunities. Christian educators must continue discussing this topic to carry out our mission faithfully. Continuously we need to learn and relearn to prepare our students well and be ready to embrace their future as disciples of Christ.

UPH Teachers College is very grateful for the cooperation with various parties, ACSI Indonesia and Australia, and Bandung Theological College, which made this first international conference possible. Likewise, we are blessed with the plenary speakers who are experts in their fields and will share their research and insights. We hope that all the presenters and participants will benefit most from this event. The committee has worked very hard to prepare for this event and we hope that by the end of the conference, the conversation will not stop. Let us continue strengthening Christian education in Indonesia through this forum, and we will meet again at the following conferences.

In the end, as our God has led all the preparation for this conference to take place, let His wisdom guide our conversation! All praise and glory be to God alone!
God bless.

Oh Yen Nie, S.E., M.Ed.

Welcome from the Head of Bandung Theological Seminary

The ever-evolving world is a part of the Cultural Mandate or the Creation Mandate, which is revealed in Genesis 1:28. Therefore, we should respond to the development of digital technology critically and positively for Christian education in various contexts.

We are grateful for the first International Conference on Christian Education (ICCE) today, June 4, 2022, as the result of the collaboration between the Faculty of Education UPH, ACSI Indonesia, ACSI Australia, Indonesian Christian Education Council, and Bandung Theological Seminary (STTB), to study the opportunities and the challenges of Christian education in digital era, by involving the experts from within and outside the country as the speakers.

Thank you, especially for the willingness of Mr. David Smith (from Calvin University, US), Mr. Darren Iselin (from ACSI Australia), and Mr. Agus Susanto (from ACSI Indonesia), as the speakers, and for all the committee from the Faculty of Education UPH who has been working hard to prepare this conference.

Hopefully, all the opportunities and the challenges in Christian education in the digital era that are studied through this conference will equip fellow educators with more comprehensive and sharper insights from the biblical point of view, so that the purpose of Christian education which is to produce Christian leaders who have a good spirituality, high competence, and strong dedication, can be more realized though this conference.

Welcome to this conference. God bless you!

Sutrisna Harjanto, Ph.D.

Welcome from the ACSI Indonesia National Director

Dear ICCE presenters and participants.

The development of digital technology is rapidly changing the order of human life—which is also developing so swiftly as well. There are those who agree and follow the speed of development, accept it for granted, and even get involved in the development. Still, not a few are also indifferent to it, disagree and refuse to use digital technology for all kinds of reasons that are indeed or are made in accordance with their choice of decision. In addition, there are those who try to be neutral ("wise"), by looking at digital technology such as a double-edged sword or fire which can be used either for good or evil purposes. e We have already seen practical examples of these two possible uses of digital technology everywhere.

What about us as Christians? Specifically Christian educators? The term of Christian educator, this can be viewed narrowly or broadly. In a narrow sense, some categorize Christian educators as those who work as teachers or lecturers. But we can also see it from a broad sense, that Christian educators are anyone who has the responsibility to educate, direct, and give vision to other people or the surrounding community. And this means that all Christians are actually educators, because Christians are followers of Christ, and Christ has assigned a role to us, Christians, as salt and light of the world. This means that we as Christians must be a flavor for the world and be a statement of God's truth to the world as well.

I represent Christian schools and Christian educators who are members of the ACSI Indonesia organization. I herewith also welcome all the speakers and participants of 2022 International Conference on Christian Education. This conference is organized by Universitas Pelita Harapan in collaboration with several Christian education organizations including ACSI. I hope that this conference can continue in the future and there will be more Christian educational organizations including churches, and synods, to be able to collaborate, like what is stated by ACSI's motto: Stronger Together, for us to be strong together, as one body of Christ. Let's salt the world more and bring light to the world. I hope that through this ICCE more and more people who work as Christian educators will grow and more Christians in general will be more aware of their calling and will realize that we are all educators, tasters, and proclaimers of God's truth, who need to be equipped and strengthened at all times. Especially through the theme of the 2022 ICCE: "Challenges and Opportunities for Christian Education in Digital Technology Era."

Finally, congratulations to UPH for initiating the first ICCE in 2022. Let us be those who wait on the Lord so that we may gain new strength, like an eagle that soars with the power of its wings, we run and do not become listless, we walk and do not grow weary (Isaiah 40:31).

Thank you, God bless us all.

Agus Susanto, Ph.D.

Welcome from the Chairman of the 1ˢᵗ ICCE UPH 2022 Committee

Shalom Aleichem, gratitude be to our Lord Jesus Christ, because of His love and favor, we can gather in this conference. It is such an honor for me to welcome you to the 1ˢᵗ International Conference on Christian Education (ICCE) UPH 2022, with the main topic, "Christian Education in Digital Technology Era: Challenges and Opportunities."

The rapid development of science and technology in today's digital technology era encourages the emergence of various educational innovations based on learning technology, making it easier for educators and students to access multiple educational contents. This is marked by the ease of obtaining access to information and internet connection speeds. The Covid-19 pandemic has increasingly encouraged the emergence of various forms of digital learning media globally. This unavoidable pandemic requires school administrators', education providers, educators, and students to be able to adapt to changes in learning patterns from face-to-face learning to online learning. An education system that combines digital technology with the learning process will open opportunities and challenges as real implications of the transformation and paradigm shift of education in the digital technology era, including Christian education in it. Therefore, the 1ˢᵗ ICCE UPH 2022 aims to 1) Explain the implementation of digital technology in learning and its implications for students' faith formation; 2) Discuss digital technology development in learning and its implications and influence on the way we communicate and relate to others in Christian educational context an excellent, holistic, and transformational; 3) Enrich understanding to Christian educators regarding the calling response to teach in digital technology era by looking at the opportunities and challenges.

For organizing the 1ˢᵗ ICCE UPH 2022, allow me, as the chairman of the organizing committee, to express my deep gratitude and appreciation to the Keynoted Speakers, Mr. David I. Smith, Ph.D. (Professor from Calvin University, USA), Mr. Darren Iselin, Ph.D. (Director of Research and Innovation Christians School Australia), and Mr. Agus Susanto, Ph.D. (ACSI Indonesia Director) for each conference material presented. We also express our gratitude and most profound appreciation to the Advisory Boards and the organizing partner, Mr. Dr. (Hon). Jonathan L. Parapak, M.Eng.Sc. (UPH Rector), Mr. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of Bandung Theological Seminary), Mr. Agus Susanto, Ph.D. (Director of ACSI Indonesia), Mrs. Sandra Scott (Executive Officer of International Partnerships and Service Christian Schools Australia) and Mr. Marks Spencer (Director of Public Policy Christian Schools Australia). Likewise, we would like to express our gratitude and most profound appreciation to the Supervisory Board, Mrs. Oh Yen Nie, S.E., M.Ed. (Dean of the Faculty of Education, UPH) and Mrs. Sarinah Lo, Ph.D. (Senior lecturer of Bandung Theological Seminary) and to the Steering Committee Mr. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of the Faculty of Education, UPH) and Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Department Chair of Educational Technology, Faculty of Education, UPH). Expressions of gratitude and highest appreciation are

conveyed to the entire organizing committee team, who have worked tirelessly to prepare for this conference so that it can be organized successfully. We also express our gratitude and appreciation to the presenters who have shared articles and published works in the form of proceedings and the participants who have involved in this conference.

Finally, we hope through the organizing of the 1st ICCE UPH 2022, as educators and leaders of Christian educational institutions, we can collaborate to do concrete works in the area where God has entrusted us in responding to the opportunities and challenges in the digital technology. We will appreciate constructive suggestions and criticisms to improve the quality of future conferences. To God be the Glory.

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10 (ESV)

Imanuel Adhitya Wulanata Chrismastianto, S.E., M.Pd.

Measuring The Readiness Level of the School as a Resolution to Learning Lost issue During the Pandemi

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Abstract

The long-distance learning system which was carried out during the Covid-19 pandemic has brought students to a learning loss condition. Based on research conducted before, it was found that there was a high level of learning loss that could not be ignored. The need for onsite learning scenarios needs to be considered to anticipate the issue of transmitting Covid-19 in each learning unit so that students continue to get benefit from the learning optimally. How the readiness of the Elementary school to respond to the need for onsite (direct) learning to keep it safe for students is a problem that will be answered in this research. The purpose of the research is to give a map of constructive needs that will be obtained to deliver onsite learning to students. Data analysis would be based on the results of quantitative data processing by the Central Statistics Agency for Elementary schools in Kalasan, Yogyakarta. The research instruments of the readiness level would be measured quantitatively using three prime elements of the minimum rate of educational management for elementary school: competencies, character building, and learning environment. Combining it with the theory of educational management, data analysis would be served as constructive recommendations for the Elementary school that finally found that most of the primary Elementary schools in the Kalasan district met the requirements to conduct onsite learning to catch up during the pandemic.

Keywords: Accreditation, Learning Lost, Onsite, Students, Education.

1. Introduction

Over the last two years, the world has undergone very radical changes due to the Covid-19 pandemic. The entire aspect of life has undergone significant changes and adjustments. This significant change is caused by the Covid-19 virus itself, which requires humans to be careful and vigilant. Corona Virus Disease 2019 is an infectious respiratory disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) which still has an association with the SARS virus (WHO, 2020). Tosepu and Gunawan noted that if the symptoms are severe enough, they can cause pneumonia, acute respiratory syndrome, respiratory failure kidney, or even death (Tosepu, R., Gunawan, et al. 2020)

This makes health protocols necessary to save many lives in the world. Also in education, regulations and policies are made by the government of each nation. Hopefully, education can still be carried out safely. So does in Indonesia, the safest and most effective option for providing education during a pandemic is through the long-distance learning

system. In accordance with the stated government policies by the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Education Policies. During the Emergency Period, the spread of the Covid-19 Virus resulted in the closure of schools throughout Indonesia and encourage all elements of education to be able to carry out learning effectively through online learning systems including at the college level (Anon 2020a).

It is undeniable that the implementation of a long-distance learning system leads to several consequences as written by Herliandri and Nurhasanah: long-distance learning system enactment of the process of distance learning by utilizing a variety of supporting facilities available support to be an effective solution in reducing the spread of the Covid-19 virus in the education (Herliandry et al. 2020). One of the prime facilities in the long-distance learning system is the availability of an adequate internet connection, while on the other hand, a survey from the Indonesian Central Statistics Agency displayed different data. The results of research said that the average Internet speed in Indonesia is only 20.1 Mbps, extremely far below the world average reaching 73.6 Mbps (BPS 2020).

Based on research conducted by the Ministry of Education, Culture, Research, and Technology, the Covid-19 pandemic has caused significant literacy and numeracy learning losses. It is important to restore learning in the Covid-19 pandemic to reduce the impact of learning loss on students. The Problem Statement of this research is to answer how the readiness of the Elementary school to respond to the need for onsite (direct) learning to keep it safe for students? So, the Purpose of the Research is to give a map of constructive needs that will be obtained to deliver onsite learning to students.

Learning Lost and the Research Related to It.
The Ministry of Education, Culture, Research, and Technology released the research from grade 1 to grade 2 of Elementary school students after one year of the pandemic. This was revealed by the Director of Elementary Schools at the Ministry of Education and Culture, RI, Dra. Sri Wahyuningsih, M.Pd revealed the results of a survey conducted by the world bank, UNICEF, and the Indonesian Ministry of Education and Culture. Research results showed that before the pandemic, the progress of learning for one year (grade 1) was 129 points for literacy and 78 points for numeracy. After the pandemic, grade 1 students' learning progress was significantly reduced. For literacy, this is equivalent to 6 months of study. For numeracy, the learning loss experienced is equivalent to 5 months of learning. The data is the result of research by the Ministry of Education and Culture taken from a sample of 3,391 Elementary school students from 7 districts/cities in 4 provinces, in January 2020 and April 2021 (Anon 2021a).

The research gave another fact that the risk of learning loss for students from poor families increases by 1.3% compared to students from well-off families. As the results of the analysis conducted by the world bank, there are 0.8% to 1.3% of learning loss occurs in poor students under-privileged, while students from well economics increased learning loss by 10% (Anon 2021b). This research is relevant to the research conducted by Dimas and Soeryanto that the children who come from the middle to lower economic group have fewer learning opportunities (Dimas dan Soeryanto. 2021). Another consequence of this learning loss problem is it is feared that students will experience learning difficulties after the Covid-19 pandemic is over. If the quality of students decreases, it will have an impact on the development of education as a whole and also on the world of work (Anon 2021c).

2. Literature review.

Three parameters are used in this research to measure the level of a school's readiness to conduct onsite learning immediately after the pandemic: Minimum Competence, Character Building, and Learning Environment, also three driving factors that influence the character of children's learning.

Driving Factor - Characteristics of children's learning. On the other hand, it is unfair if the negative impact of a long-distance learning system only relies on an internet connection. Some backgrounds that have contributed to this are:

1 The ability of teachers to conduct online learning is very influential on learning outcomes as stated by Michelle Kaffenberger from Blavatnik School of Government, University of Oxford. He stated that Feedback for teachers, likewise the teacher, if the teacher can mix online learning well, the teacher will feel happy and cannot wait to start learning (Anon 2021d).

2 Limitations in achieving cognitive and character development due to the absence of direct interaction with students. This is confirmed by the Minister of Education and Culture Nadiem Anwar Makarim. Nadiem emphasized that prolonged loss of learning has the risk for long-term learning, both cognitive and character development (Anon 2021e).

3 Data and facts before the pandemic stated the low learning achievement of Elementary school students in Indonesia. The existence of this pandemic, according to Nadiem, has the potential for Indonesia's backwardness is getting real. Pandemic opens and enlarges several types of inequality. Nadiem revealed that in the categories of reading ability, science, and mathematics. Indonesia's score is low because it is ranked 74th out of 79 countries (Cerelia, Sitepu, dan L.N 2021).

Some data based on the results of previous research prove that the long-distance learning system for Elementary school students cannot be implemented in the long term and must be ended before its impact becomes more ineffective in Indonesia.

Minimum Competence. Iman stated that minimum competencies are basic skills required by all students at all levels of education. Minimum competencies are set to help develop self-capacity so that students can participate positively in society. In this minimum competency, two basic competencies can be used as benchmarks: literacy (reading) and mathematics (numbering) (Iman 2021). The definition of literacy is the ability to access, understand, and use things intelligently through various activities, such as reading, viewing, listening, writing, and/or speaking, while numeracy is the ability to access, use, interpret, and communicate mathematical information and ideas, engage in, and manage the mathematical demands of various situations in adult life.

About Literacy, the newest definition shows a new paradigm in interpreting literacy. Now, the expression of literacy has many variations. For example, media literacy, computer literacy, scientific literacy, and school literacy. The essence of critical literacy in a democratic society is summarized in five verbs: understanding, engaging, using, analyzing, and transforming texts. All of them refer to competencies or abilities that are more than

just the ability to read and write (Anon n.d.).

Books are the main stuff to achieve student competence, as Panjaitan also emphasized, if teachers could provide books and study assistance, students would be able to meet the specified minimum competencies (Panjaitan 2019). Brewer added that one of the means that can encourage children to read quickly is the availability of books and the ease with which they can be obtained. Another competencies supporting factor are Motivation, as Siswanto wrote that the success of language learning is largely determined by the motive or need to communicate in the environment (Siswanto 2008). Regarding that, Sinaga and Dhieni find out the correlation. The literacy environment is closely related to the increase in vocabulary and phonological awareness in deaf children. Children's literacy experience at an early age is believed to form a solid foundation for reading development (Sinaga, Dhieni, dan Sumadi 2021).

Some of the indicators used to measure Minimum Competency in accreditation instruments are:

1   Students demonstrate appropriate communication skills with 21st-century skill characteristics.
2   Students demonstrate appropriate collaboration skills and 21st-century skill characteristics.
3   Students demonstrate critical thinking and solving skills problems according to the characteristics of the 21st century.
4   Students demonstrate creativity and innovation skills according to 21st-century skill characteristics.
5   Students show an increase in learning achievement.
6   Stakeholders are satisfied with the quality of graduate students.

Character Building. Subianto wrote the relationship between character building and noble characters. Education has a considerably basic mission, to form a complete human being with noble character as one of the main indicators. The generation of a nation with noble character is one of the profiles expected from the practice of national education (Subianto 2013). Basically, character education is a general education pattern in which there are subjects with religious nuances, as Subianto stated that the aspiration is to equip students with general knowledge and religious knowledge (Subianto 2013). According to Utama, the character is a person's behavior shown in everyday life that has positive and negative tendencies. In education, of course, positive characteristics are instilled in students (Utama 2011).

Some of the indicators used to measure Minimum Competency in Accreditation Instruments of Elementary are:

1   Students exhibit disciplined behavior in various situations.
2   Students show religious behavior in activities at school.
3   Students demonstrate tough and responsible behavior activities at school.
4   Students are free from bullying at school.
5   Students demonstrate the ability to express themselves and be creative in interest and talent development activities.

Learning Environment. The environment in the context of education consists of three environments. The first is the family environment, the second is the school environment, and the third is the community environment. Mansyur wrote that the three

environments are basically inseparable (Mansyur 2018). Setiawan added that children are influenced by the family environment. Children are almost powerless to change their destiny, especially from the influence of the family (Setiawani dan Tong 1995). So, the family is a very influential area in the formation of a child's personality as written by Dobson that stated the key role of man as father and husband in the family. The head family is the husband, the father. Men as husbands are the leaders of the family. This means that men take the main responsibility and leadership or power in the household, both in terms of making the final decisions in it and in terms of assuming economic responsibilities, earning a living to meet household needs (Dobson 1980).

Other learning environments that influence children are teachers. Handayani wrote that teachers' examples in his various activities will be a mirror for his students. Teachers who like and are accustomed to reading, writing, and researching, are disciplined, friendly, and have good morals, for example, will be good role models for students, and vice versa. Exemplary prioritizes behavior in the form of concrete actions rather than talking without action (Handayani 2020).

Finally, schools should have facilities that are intentionally designed to carry out education. Subianto finds out that due to the progress of the times, it is no longer possible for families to fulfill all the needs and aspirations of children towards science and technology (Subianto 2013).

In the Accreditation instrument, the learning environment is measured through Process Standards and Education Management Standards below:

1 The teacher creates a learning atmosphere that pays attention to safety comfort, and cleanliness, and makes it easier for students to learn.
2 Facilities and infrastructure are available at the school and optimally utilized in the learning process.
3 Schools build communication and interaction between school members (students, teachers, principals, education personnel), parents, and the community to create internal and external harmony in schools.
4 Schools do the habituation; safe, orderly, clean, and comfortable to create a school environment conducive.
5 The school involves parents and the community from various groups in planning, implementation, and monitoring programs and school activities.
6 Schools carry out the management of facilities and infrastructure well to support the learning process that quality.
7 Schools provide guidance and counseling services for students in personal, social, academic, further education, and careers to support achievement and development performance.

3. Research Method

The method and approach to answering the problem statements are stated through the readiness level for the onsite learning system that would be measured quantitatively using three prime elements of the minimum rate of educational management for elementary

school: competencies, character building, and learning environment. Research Instrument uses Elementary School Accreditation Standard, and the readiness level would be measured quantitatively (Anon 2019).

By combining these indicators with the theory of educational management, data analysis would serve as constructive recommendations for elementary school. The data that is used in this study is secondary data obtained from the Central Bureau of Statistics and the Ministry of Education and Culture (Anon 2022b).

The qualitative analysis process in descriptive research is presenting, analyzing, and interpreting data. Qualitative research is defined as research that produces descriptive data in the form of written or spoken words of people and observable behavior (Tanzeh 2011). Data interpretation is the process of giving meaning and significance to the analysis carried out, explaining descriptive patterns, and looking for relationships, and interrelationships between existing data descriptions.

Driving Factor - Education Facilities in Kalasan District. Kalasan is a sub-district in northern Yogyakarta. It is a suburban area. There are 34 public and private elementary schools out of 40 primary schools assessed in this research. From secondary data, it is known that:

1   According to the research for an elementary school in Kalasan, it was found that students who live in remote or rural areas face difficulties in online learning due to limited internet connections, limited adequate devices, and expensive data packages that must be purchased (Cerelia et al. 2021).
2   Of the 34 primary schools in the Kalasan sub-district, 76% have access to the internet, while 24% do not.

4. Results and Discussion.

The National Accreditation Board for Elementary School in Indonesia sets eight quality standards for education management: Content Standards, Process Standards, Graduate Competency Standard, Standards of Educators and Education Personnel, Standard of Facilities and Infrastructure, Educational Management Standard, Financial Standard, and Educational Assessment Standard (Anon 2022a).

Figure 1. Average Accreditation Score of Elementary School
In Kalasan District 2022.

Based on the data of the Elementary school accreditation score in the Kalasan sub-district in 2022, it is known that the Content Standard occupies the highest achievement. Almost the same score is in the Assessment Standards and Management Education Standards, Financial Standards, and Graduate Standards (91% - 93%). Educational Personnel Standard occupies the lowest score (85%). Almost the same score was achieved by the Facilities and Infrastructure Standards (86% and 89%).
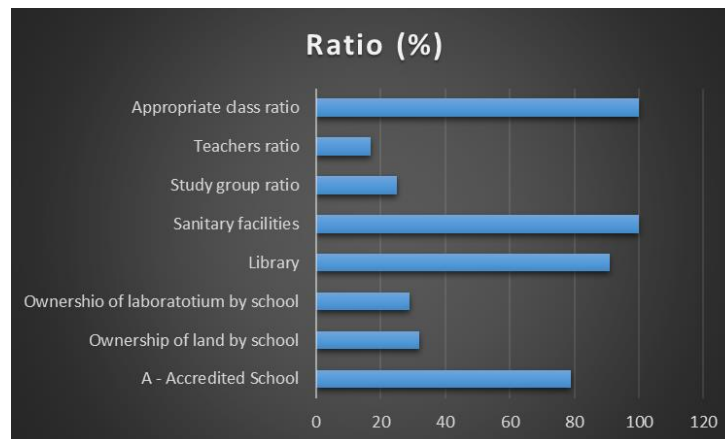
Figure 2. The ratio of Adequacy Level of Education Support
at Elementary School in Kalasan District

The level of education support adequacy ratio in elementary schools in Kalasan District in 2022 was found that the high ratio is an appropriate class (which states that 100% of the class is in good condition and suitable for use) ; 100% of schools have a good sanitary system; 91% of schools have adequate libraries and 80% schools are get A for accreditation standard.

The lowest score is the teacher ratio (17%), followed by the number of students in one study group (25%), the adequacy of the laboratory (29%), and ownership of land by the school (32%).

Minimum Competence. From the data, the minimum competency level is measured from the Graduate Standard, where the Graduate Standard describes several competency indicators that graduates must possess. The average Graduates Standard in Elementary schools in the Kalasan sub-district is 91%. This is considered extremely high, meaning that from 100% of the minimum qualifications expected of graduates, 91% is achieved. Another thing, 79% of schools have an A for accreditation level, which shows the highest quality of schools in providing quality education so that an A for accreditation is achieved.

Minimum competence is also shown through the high score on the Content Standard. Standard content contains character and cognitive competencies that reach 93%. The high availability of libraries also supports the achievement of minimum competencies, although it is not yet supported by the adequacy of the number of laboratories.

Character Building. Character Building is supported by Content Standards that measure indicators of character building and students' cognitive abilities. The Content Standard has the highest score from the primary school accreditation standard in Kalasan District (93%), meaning that, in terms of character building, schools have been able to provide optimal character education to students. Coupled with the relatively high Standard Process as well (89%), because the indicators in the standard process also support character building and students' cognitive abilities.

Learning Environment. In the Accreditation instrument, a learning environment is measured through Process Standards and Education Management Standards, because some aspects related to the learning environment are contained in this standard: teachers, facilities and infrastructure, systems that are integrated with family and the environment are the builders of aspects of a good learning environment.

At the primary education level, both public and private in Yogyakarta, the average teacher-student ratio in 2019-2020 is 15, which means 1 teacher burdened 15 students, referring to the ideal ratio. There are no public or private Elementary schools in Yogyakarta throughout 2019-2020 which exceeds the ideal ratio (Anon 2020b). The teacher ratio in Elementary schools in Kalasan is 17, which means that it is slightly higher than the ideal number, but still tolerable.

In terms of facilities and infrastructure, most of the schools (79%) already have internet access, have 100% proper class adequacy, have 100% adequate sanitation 76% of schools have internet access to support the learning system. This shows that from the aspect of facilities and infrastructure, elementary schools in Kalasan are ready to carry out onsite learning.

Special attention needs to be given to the adequacy of laboratories because of various facilities and infrastructure, laboratories are still relatively very low.

5. Conclusion

From the explanation and analysis above, it can be concluded that based on the requirements for the Minimum Competency Standards, Character Building, and Environmental Learning, Elementary schools in Kalasan District have been able to start onsite learning. This study becomes a recommendation for schools to support onsite learning after the pandemic, to minimize and stop the level of learning lost in students. This finding was truly relevant and crucial to the need to immediately implement onsite learning because most Elementary schools in the Kalasan district already have adequate facilities and infrastructure to achieve the three minimum competencies that students must achieve.

regarding the dynamics of the elementary school in Kalasan District and Yogyakarta as a whole.

Hopes that the results of this study can be a recommendation and reference for Elementary schools in the Kalasan District to move forward to catch up after the Covid-19 pandemic through adequate preparation to carry out onsite learning.

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