



ONLINE LEARNING SYSTEM FOR HINDU RELIGIOUS EDUCATION AND CHARACTERISTICS DURING THE COVID-19 PANDEMIC AT ELEMENTARY SCHOOLS IN ABANG DISTRICT, KARANGASEM REGENCY

I Nyoman Putu Sutirta, I Ketut Suda, Ni Made Indiani

Faculty of Education, Universitas Hindu Indonesia, Indonesia

pututirta21@gmail.com, suda@unhi.ac.id, indianimade@gmail.com

Abstract

The online learning system is an alternative learning system implemented during the Covid-19 pandemic with the aim of having regulations guided by teachers and students in elementary schools in Abang District, Karangasem Regency, so that learning can be carried out simultaneously to avoid lost learning. Various regulations issued by the government need joint support and commitment to the successful implementation of the online learning system. This research was carried out to reveal three main problems, namely how is the online learning system in learning Hindu Religious Education and Budi Pakerti carried out at SD Abang Karangasem District? ? and what are the implications of implementing an online learning system in Hindu Religious Education and Characteristics on the cognitive, affective and psychomotor aspects of elementary school students in Abang District, Karangasem Regency? This research was designed as a qualitative research with a qualitative-interpretative approach. Data were collected by observation, interview, and document study techniques. Furthermore, the data were analyzed through interpretive constructivist analysis techniques, namely the construction of individual opinions then compared and a consensus of truth that was relative, subjective, and specific was sought. Based on the methods and theories, this research concludes as follows. First, the implementation of online learning due to the Covid-19 pandemic, limited availability of online learning components, the existence of regulatory regulations, and avoiding lost learning. Second, the obstacles encountered in implementing the online learning system are the limitations of cellphone devices, quotas for students, regional topography, educational background of parents, and teacher professionalism. Third, the implication of implementing the online system in learning Hindu Religion and Moral Education is that students are less able to

take part in online learning so that learning absorption is relatively low from the aspect of student knowledge, aspects of student attitudes become less disciplined, lack ethics, and courtesy, mastery of supporting skills is very limited, learning achievement decreased.

Keywords: Online Learning Systems, Hindu Religious Education and Morals.

INTRODUCTION

Through education, qualified human resources can be formed and have quality and competitiveness, so as to produce outputs and outcomes that are adequate as expected. Through education, you will be able to keep abreast of developments and advances in science and technology. In the future, it is hoped that a golden generation of Indonesia will be realized in accordance with Indonesia's 2045 vision to become a sovereign, just and prosperous country. The achievement of Indonesia Gold 2045 is influenced by the readiness of Indonesia's golden generation in facing the industrial revolution era 4.0. This readiness must begin with specific and appropriate policies through the best use of today's digital technology developments (Hasudungan & Kurniawan, 2018). In realizing this dream, the first and main component that becomes the driving force is the role of a teacher to improve his competency in learning.

Increasing competence in learning is very urgent to do to support the work and performance of a teacher to become a professional in his field, so that he can carry out his duties properly and contribute ideas to this nation's generation. This is in line with what was stated by (Abdul, 2008), that the competence possessed by each teacher will show the quality of the teacher in teaching. This competency will be manifested in the form of knowledge and professional mastery in carrying out its function as a teacher. This means that through continuous competency improvement activities teachers can improve their competence in planning, implementing, and evaluating learning so that the goals of education and teaching can be achieved properly and optimally.

The main learning model according to the 2013 curriculum is guided by Permendikbud number 103 of 2014 concerning Learning in Elementary and Secondary Education, in article 2 it is stated that learning is carried out based on activities with the characteristics of: a) interactive and inspiring; b) fun, challenging, and motivating students to participate actively; c) contextual and collaborative; d) provide sufficient space for the initiative, creativity, and independence of students; and e) in accordance with the talents, interests, abilities, and physical and psychological development of students. By referring to these various activities and characteristics, there are several types of recommended models which include: Problem-Based Learning models, Project-Based Learning models, Discovery/Inquiry Learning models, Contextual Learning Model (Contextual Teaching and Learning), and Cooperative Learning Model (Cooperative Learning).

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The various models implemented in the 2013 curriculum learning aim to guide students to be active, creative, and innovative and to be able to organize learning experiences in achieving learning goals in cognitive, affective, and psychomotor aspects, both for the learner and the teacher himself. The formation of attitudes or affective aspects in learning is very important to be able to harmonize mastery of knowledge and skills. The formation of these aspects of attitude through the implementation of Hindu Religious Education and Moral Education.

The learning of Hindu Religion and Moral Education is directed at building students' national character and insight which is an important basis for efforts to maintain national unity within the framework of the Unitary State of the Republic of Indonesia. Education is also a very important thing to get attention, because through quality education, reliable human resources can be born. Good education at this time is education that gives birth to human resources who have an intellect that is balanced with their morality. Morality is formed from the existence of a sense of belief in religion. Belief in religion that comes from God's revelation forms a value system and ideas that are internalized within a person so that it becomes a motivational basis for individual and societal behavior (Aziz, 2021). Thus the development of the education sector should be based on religion and also the noble values of the nation's character.

Religious education based on *sradha* and *bhakti* (faith and piety) to God Almighty is basically a basic requirement in realizing the ideals towards realizing an advanced and civilized national development. Hindu Religious Education and Characteristics seeks to participate in the success of development in the religious field which is carried out in a comprehensive, planned, integrated and comprehensive manner in an effort to invite Hindus to study, deepen, live and practice their religious teachings so as to manifest the good attitude and personality of Hindus. , has noble character and is always based on *sradha* and devotion at the level of belief and belief in the existence of *Ida Sang Hyang Widhi Wasa/God Almighty*.

Hindu Religious and Moral Education aims to provide mental and spiritual teaching for Hindus and has also been taught at all levels of education, starting from early childhood education, basic education, secondary education up to the higher education level. In accordance with the mandate of the 1945 Constitution article 29 paragraphs 1 and 2 and *Pancasila* as the basic philosophy of the Indonesian nation, religious education is the main education which forms the basis for the development of a child's personality. Hindu Religious and Moral Education that is given to students is expected to become people who have *sradha* and devotion to *Ida Shang Hyang Widhi Wasa*. Through learning Hindu Religious Education and Characteristics, one can carry out and practice the teachings of Hinduism so that noble character and noble character are formed (Santika, 2018).

The role of religion as the spirit of human life, especially in shaping human character, cannot be denied because religion is a guide in life that must be used as a guide to true truth and to make a shining light in self-darkness. Religious ideas written in religious scriptures

become holy spirits that provide great energy for the transformation of people's lives (Sutrisno, 2018). Various religious ideas in the world of education are a reference for the psychological growth and development of children, so that they are implemented in character education for children. Through character education that is developed in children, they will undoubtedly be able to give birth to superior nation shoots.

Character education that is given and developed has an impact on the psychological growth and development of children, so there is a need to raise awareness in educating children so that they become good children and can be a light for the family, as stated in the Slokantara book, Sloka 24 (52):

*Śarwarīdipakaścandraḥ prabhāte rawidīpakah,
Trailokye dīpako dharmah suputeraḥ kuladīpakah.*

Kalinganya, yan ing wēngi sang hyang candra sira pinaka damar. Yan ring rahina sang hyang rawi pinaka damar. Yan ing triloka sang hyang dharmā pinaka damar. Kunang yan ing kula, ikang anak suputra pinaka damar, ling ning aji”.

It means:

The moon is the light of the night, the sun is the light of the world during the day, dharma is the light of the three worlds, and a good son is the light of the family.

The explanation is, if at night, the moon is the lamp, if in the daytime the sun is the light, if in these three worlds dharma is the lamp, if in a family, a good son is the light, says the scriptures (Tjok, 2003).

So in accordance with the message contained in the text that a child who is superior in the family is likened to a flower that blooms and always decorates the house as a garden in the child's heart. This can be reflected in various actions, wise behavior like light that brings happiness to parents. A good child is a reflection of a family's success in educating and raising children, so that awareness of educating children by parents needs to be developed and cultivated by teachers in schools in order to realize the character of students who are superior and intelligent.

In an effort to prevent the spread of Covid-19 transmission in the community, the President of the Republic of Indonesia on March 15 2020 instructed to work from home, study from home, and worship from home. Likewise, the Ministry of Education and Culture has issued several circulars related to the handling of Covid-19, namely (1) Circular Letter Number 2 of 2020 concerning the Prevention and Handling of Covid-19 at the Ministry of Education and Culture, (2) Circular Number 3 of 2020 concerning Prevention of Covid-19 in Education Units, (3) Circular Letter Number 4 of 2020 concerning Implementation of Education Policy in an Emergency Period of the Spread of Covid-19, and (4) Circular Letter Number 15 of 2020 concerning Guidelines for Implementing Learning from Home in an Emergency Period of Virus Spread Disease (Covid-19).

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When the available resources are sufficient, the distance learning process that is carried out online during the Covid-19 pandemic should have also adapted to advances in learning technology (instructional technology) and educational technology (educational technology), and also with various instructional media as well as equipment that is increasingly sophisticated (sophisticated) to be used in a lesson. In a pandemic situation like this, a learning system that is suitable for use is distance learning by utilizing digital technology, in which students not only act as recipients of messages, but also act as communicators or messengers (Nurseto, 2011). This means the involvement of all parties in the success of the program being carried out.

Limited ownership of technological facilities such as gadgets, laptops, PCs and the like which students will use to support distance learning is a triggering factor for the weak application of information and communication technology in learning. It is difficult to meet the credit/quota requirements required for communication services. These limitations are not without reason, given the economic conditions of the parents of students, most of whom come from underprivileged families and live in rural areas who only rely on farming for livelihood so that the average income earned can only meet the daily needs of the family, while for the purchase of gadgets and phone credit. /quota can not be done.

The topographical conditions of elementary schools in Abang Sub-District are hilly, with lots of mountains and valleys, making it difficult for many schools to access signals from telecommunications service providers. If you want to get access to the internet network or signal, students have to go up to a higher area or to rice fields, and even this does not guarantee a stable signal. This condition is a fundamental problem for students when learning is carried out online in the Covid-19 pandemic situation. With limited network access, of course, cellular telecommunication providers are very dependent on the market with priority on urban areas rather than rural areas which have difficult topography, this makes students from underprivileged families very disadvantaged.

The educational background of parents of students with low educational levels has implications for resources in the use of digital technology so that they are not enough to help accompany, direct and teach their children when doing assignments given by the school which is the next problem that causes students not to be served properly when learning done remotely. Likewise places for learning that are not hygienic and representative such as in schools with adequate infrastructure. This is of course different when the learning process is carried out from home, bearing in mind the economic situation of most families from underprivileged families so that not all children have an ideal study space.

The resources and competencies of Hindu Religious Education and Moral Education teachers in elementary schools in Abang District who are generally less familiar with information technology, especially in the use of various hardware facilities such as laptops, computers, cellphones and various other technological devices as well as internet network-based

application devices in learning online is a problem in the succession of online learning. The advanced age of teachers also contributes to the lack of maximum adoption and adaptation of learning technology.

Facing various phenomena of problems and challenges in the education environment in elementary schools in Abang District, especially for teachers and students in implementing the online learning process, the functions, roles, duties and responsibilities of the school principal are in accordance with those mandated by the Minister of Education and Culture RI number 15 of 2018 concerning Fulfillment of Teacher Workload, Principals and School Supervisors, in article 9 (1) it is stated that the workload of school principals is fully to carry out (a) managerial tasks, (b) entrepreneurship development, (c) supervision of teachers and education staff. So by taking on managerial duties, school principals are obliged to coach teachers so they can become agents of change in making programs that are designed and find breakthroughs and innovations in online system learning so that these challenges and obstacles can be minimized.

Guided by the Minister of Education and Culture circular letter number 4 of 2020 point 2a which emphasizes that one of the provisions of the learning process from home is through online/distance learning implemented to provide meaningful learning experiences for students without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. This means that the principal as an agent of change should make simple efforts by sharing and growing together with the teacher to be able to construct student knowledge through simple learning technology, because constructive education aims to build, foster and improve conditions towards a good future (Martha, 2005:94). Through online learning, even though you can only use simple applications, at least you have made efforts and breakthroughs so that the learning process continues.

A simple and easy application for teachers to provide materials and assignments to students in elementary schools is with the WhatsApp group, namely through class groups at each grade level and through student parents' groups, and the teaching schedule is adjusted to the daily lesson schedule that is used. Subject matter is studied independently with mutual assistance and guidance through collaboration between parents and teachers. Utilization of online communication by teachers can be carried out in a synchronous way through direct communication with smartphone devices in the form of text, video or images, also through virtual face-to-face by utilizing virtual applications such as zoom meeting, google classroom, google meet or other applications and asynchronously through the same device. postponed or students are given homework.

Another solution that can be done is through a free online learning platform called "Rumah Belajar" and a sharing platform between teachers called "Teacher Sharing Program". The learning house provides teaching materials and communication features for its users, while the teacher sharing program shares learning implementation plans with teachers throughout Indonesia. For areas with not very good internet connections, the government cooperates with

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TVRI, a state television station, to deliver learning materials included in the study at home program for several months. As for the credit/quota constraints for studying at home, the government has made a breakthrough by reallocating a larger budget for distance learning expenditures. Ministry of Education and Culture Regulation Number 19 of 2020 and Ministry of Religion Circular Letter number B-699/Dt.I.I/PP.03/03/2020 allow the use of BOS funds for the implementation of distance learning as well as for the cost of internet connection for students and teachers and the purchase of learning support devices long distance.

Various challenges and factual phenomena that existed in the Abang District area, Karangasem Regency, especially at the elementary school level in implementing online learning during the Covid-19 pandemic by utilizing various information technology devices to face the challenges that existed in the industrial era 4.0 became This is a very unique and interesting thing to study because learning is accepted online so it needs to be done in-depth research to draw the thread which has implications for the establishment of a distance learning system that is getting better for future education.

Based on tracing the results of previous studies, it turns out that no research has been found that specifically examines the learning problems of Hinduism and Virtue Education during the Covid-19 pandemic in Abang District, Karangasem Regency, because the Covid-19 pandemic was a new outbreak that occurred at the end of 2019 in the world and early 2020 in Indonesia. This means that this research can be accounted for for its novelty as well as being a pilot research on this theme. Nevertheless, there are some relevant literature and study results as Yogiarta (2020) in his writings included in his thesis entitled "Optimizing 21st Century Learning in Hindu Religious Education and Characteristics at SD Bali Public School Denpasar" found that 21st century learning concerns life and career skills, learning competencies, innovation and IT skills, as well as a demand from the flow of globalization that requires learning innovation. Along the way, there were several obstacles encountered when implementing 21st century learning, namely internal constraints originating from teachers, students, facilities and infrastructure, while external constraints included constraints on professional forums/organizations, parental support, and government support. Even though various obstacles are faced, to optimize 21st century learning in the field of Hindu Religious Education and Moral Education, it is carried out by coaching and training Hindu Religious Education and Moral Education teachers, with the 4C approach, HOTS-standard assessment and online-based, developing innovation learning models, various school programs and also through various extracurricular activities with the aim of optimizing learning (Yogiarta et al., 2020).

Basically, this research shows that internal constraints originating from teachers, students and infrastructure are the main causes that must be found for solutions so that 21st century learning can be realized and also in the learning process using online media when interacting with students. This fact seems relevant to the phenomenon of learning Hindu Religious

Education and Characteristics in elementary schools, Abang District, Karangasem Regency, that the teacher, student and infrastructure factors are less supportive when learning is done online. Thus the results of this research are quite relevant as a reference in this research, because there are several propositions, concepts, and theories that can be referred to related to the online learning process. Such as, the concept of online learning, and various propositions related to this research.

Hindu Religious Education and Moral Education learning which takes place in the dimensions of the Covid-19 pandemic has encouraged a change from conventional learning models to learning carried out based on internet technology by utilizing various existing applications and limited human resources. Thus, this research gains its significance as critical testing, new discoveries, and development of previous research findings.

This research generally aims to analyze the facts that occur related to learning carried out with an online system in the field of Hindu Religious Education and Budi Pakerti during the Covid-19 pandemic, in elementary schools in Abang District, Karangasem Regency, so that later it can be used as a reference for conducting studies and analysis in finding solutions to overcome the problems faced by the world of education, especially in elementary schools in Abang District, Karangasem Regency. Seeing the topography of the village which tends to be hilly, and the provision of infrastructure which is still very limited, the tendency to implement online learning in elementary schools in Abang District, Karangasem Regency is experiencing many obstacles. Therefore, it is hoped that this research will be able to provide a brief overview of the efforts that can be taken to minimize the problems encountered, related to the online learning system that had to be implemented during the Covid-19 pandemic.

METHODS

This type of research is a qualitative research with steps to describe research results in the form of words and information through a Hindu religious education approach with procedures that produce qualitative data in the form of narratives, words, and expressions that can be observed by researchers. This research places more emphasis on realistic data that is socially constructed so that the emphasis is not on measurement alone but on the search for the meaning or truth behind human actions. Qualitative steps by describing the results of the research were obtained from observations, interviews and through document recording, which have a correlation with the learning of Hindu Religious Education and Characteristics which was carried out online and offline during the Covid-19 pandemic which took place in elementary schools in Abang District, Karangasem regency.

Considering that this research is not only intended to find new things in relation to a theoretical construction, it is also intended to criticize various government policies especially related to the implementation of online learning systems, the paradigm used in this research is the critical paradigm, namely the critical emancipatory knowledge paradigm as said Habermas

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(in Fakhri, 2003:27). Social science in this paradigm is better understood as a catalytic process to liberate humans from all injustices.

This research is located in an elementary school in Abang District, Karangasem Regency. Given the focus of this research on learning Hindu Religious Education and Characteristics during the Covid-19 pandemic, the selected locations focused on students in basic education who are spread across the Abang District, Karangasem Regency.

In this study, the type of data that will be collected is mostly qualitative data which serves as primary data and quantitative data which serves as supporting data. Qualitative data as primary data that was explored in this study was in the form of information, descriptive information related to the learning process carried out by Hindu Religious Education and Moral Education teachers in elementary schools in online learning obtained through observation and interviews. Observations and interviews carried out in a research systematically using the ability of the human senses. Quantitative data to be collected in this study is only supporting/secondary data, such as the number of students, number of teachers, number of residents and other quantitative data related to this research. All of this is intended to obtain data holistically and comprehensively so as to sharpen the analysis of this research. The secondary data used in this study were obtained through sources obtained in conducting literature reviews such as books, journals, articles, laws, regulations, and documents related to the research being carried out, because these secondary data can be used as a complement to the analysis.

The data collection techniques in this study were adapted to the research methods and theories used, so that the data collection techniques used in this study were observation, interviews and document studies.

RESULTS AND DISCUSSION

Implications of Implementing the Online Learning System for Hindu Religious Education and Characteristics on the Cognitive, Affective and Psychomotor Aspects of Elementary School Students in Abang District, Karangasem Regency

A. Implications for Students' Cognitive Aspects

According to Gagne in (Suprijono, 2009) that learning outcomes are in the form of cognitive strategies, namely skills in channeling and directing their own cognitive activities. This ability includes the use of concepts and rules in solving problems. This is also supported by Bloom in (Suprijono, 2009) that the learning outcomes are cognitive, affective, and psychomotor abilities. Cognitive domains are knowledge (knowledge, memory), comprehension (understanding, explaining, summarizing, examples), application (applying), analysis (describing, determining relationships), synthesis (organizing, planning, forming new buildings), and evaluation (judging). The term knowledge in Hindu Religious Education and

Character Education is equivalent to tattwa, tattwa is knowledge that must be possessed by students. Tattwa or knowledge will affect student behavior from the intellectual aspect, knowledge and thinking skills. Tattwa is used to analyze religious events or behavior that are not in line with the theory.

Based on this, the cognitive domain of Bloom's taxonomy has the same correlation as tattwa, where cognitive aspects in learning are very important for students to foster and develop behavior that emphasizes intellectual aspects and ways of thinking, as well as tattwa in Hindu Religious Education and Characteristics is a theory. or knowledge about Hinduism which is used to study, analyze and guide in carrying out religious activities and living life.

Based on the explanation above, it can be found that the existence of an online learning system carried out by students in the conditions of the Covid-19 pandemic has implications for students' cognitive aspects such as when students use the concepts and rules of knowledge that they already have, which can be used to solve problems found in online learning that done with the teacher. In learning what is important is to lead to the achievement of goals as a direction to obtain the maximum possible results. Learning objectives are a consideration in designing learning, which theoretically has learning objectives, namely cognitive, affective, and psychomotor goals. Of the three learning objectives, the first is from the cognitive aspect of students by considering various aspects that influence it, namely that learning does not take place normally because it is influenced by the Covid-19 pandemic that hit our country including in the world of education, so that it has implications for students' cognition.

As long as learning takes place in the Covid-19 pandemic situation which is carried out remotely by utilizing online learning that the cognitive aspects of students are greatly affected, as stated by Ni Nyoman Sri, a teacher at Tista 2 Elementary School in an interview opportunity conducted with researchers and conveyed as following.

"As long as learning is carried out remotely with online learning that the influence of the cognitive aspects of students related to the level of student knowledge, namely the ability to remember, understand the material provided to be studied is decreasing, it is known that when children are given assignments it turns out that many do not work on various reasons for each such as difficulties in answering the questions given because the teacher has not explained them, at home there is no one to accompany and guide because parents work and come home in the afternoon or evening" (Wednesday, March 17, 2021)

The above statement conveyed by the teacher when learning is carried out online shows that when learning is not carried out face-to-face, the main weakness is students' lack of understanding of material that has never been explained directly and must be learned by students. Various efforts and methods have been made by the teacher to build students' cognitive so that they understand and understand the material being studied and are given assignments for evaluation.

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Understanding of material by students should be followed by efforts made by students to find various references needed to increase this understanding, because according to the theory of constructivism put forward by John Piaget that basically every individual since childhood already has the ability to construct his own knowledge. The basic assumption of Piaget's theory is that knowledge constructed by children as subjects will become meaningful knowledge, whereas knowledge that is only obtained through the notification process will not be meaningful knowledge, in the sense that knowledge is only temporarily remembered, then forgotten in (Sanjaya, 2008).

Based on the explanation above, between the learning processes carried out by students online can be used as additional knowledge, while the knowledge possessed before when learning is carried out offline is understood by students as meaningful knowledge because it is constructed by children on the basis of a strong will to be able to understand it. . Knowledge that children can construct previously, such as the use of online media such as the use of cellphones for the learning process, is considered knowledge that is easy to do because it is in accordance with the times that children can quickly adapt and innovate when faced with using this media.

B. Implications for Students' Affective Aspects

Attitude is the ability to accept or reject an object based on an assessment of the object. Attitude is the ability to internalize and externalize values. Attitude is the ability to make values a standard of behavior (Gagne in (Suprijono, 2009)). Meanwhile, other opinions state that the domain of affective is receiving, responding, valuing, organization, characterization (Bloom in (Suprijono, 2009)). Affective is a behavior that emphasizes aspects of feelings and emotions such as interests, attitudes, appreciation and ways of adapting to learning Hinduism and Morals. This enters the realm of Susila or Ethics. Susila comes from two syllables, su meaning good and sila meaning habit or behavior. Susila is considered as an affective domain because it equally emphasizes aspects of the attitude or character of students. Where a good attitude or behavior will be possessed by students if aspects of knowledge or cognitive domains of students are also good. Because knowledge or cognitive aspects will affect the attitudes and behavior of students, the higher and better the understanding of students, the better the behavior of students.

Based on some of the explanations mentioned above, attitude or affective is everything that correlates with behavior, individual feelings and the ability to internalize oneself against existing values that are acceptable, given positive or negative responses depending on the ability to organize thoughts. that emerges within. In the learning process, the provision of discretionary assessment, one of which is on the affective aspect, aims to develop and strengthen the competence of students in a comprehensive manner in mastering learning in

addition to the affective or attitude aspects as well as knowledge (cognitive) and skills (psychomotor).

The purpose of learning that is carried out from an affective perspective is to lead to the formation of empathy which involves feelings or emotions which are the basis for students to be able to grow into human beings who respect or respect other people in their environment (Mansyur, 2020). Meanwhile, in the affective domain, Bloom divides into several levels, namely as follows.

1. Acceptance, related to the sensitivity of students to accept the teacher's explanation;
2. Participation, related to willingness or willingness to actively participate in an activity,
3. Assessment and determination of attitudes, related to the ability to evaluate something and determine attitudes on the results of an assessment of something;
4. Organization, related to the ability to form life guiding values that can become a guide in life; and
5. The formation of a lifestyle, related to the ability to appreciate the value of life which is then absorbed into personal property to manage one's own life (Bloom in (Winkel, 1987)).

Based on the above explanation regarding learning objectives in an affective perspective, it can be stated that explicitly the purpose of learning carried out by students affectively aims to form empathy from students based on what is obtained from their learning experiences so that they become individuals who have sensitivity. or intuition about everything in the environment. With an affective or good attitude, it is undoubtedly able to organize the existing sensitivity and values or values within oneself to behave and act wisely and wisely and be able to sort and choose between good and bad, right and wrong actions that show one's personality in form self-character in the midst of environmental life and the surrounding community.

Learning carried out online by students in the Covid-19 pandemic situation at elementary schools in Abang District, Karangasem Regency certainly has implications for the implementation of online learning systems for Hindu religious education and Budi Pekerti on the affective aspects of students. This can be known after conducting interviews with Hindu religious education teachers and Budi Pekerti at SD Negeri 3 Kertha Mandala named I Nengah Kedep, who stated the following.

"After the implementation of online distance learning for students at SD Negeri 3 Kertha Mandala in the affective aspect of students there was indeed a slight change, especially in the order of student behavior, such as assignments that were made were not done on time, sometimes messages sent to students were rarely replied to, and when answering Chat rarely starts with Om Swastyastu's words. The causes of these various obstacles are due to many factors caused by the students themselves or it could be due to other factors such as students who do not carry cellphones or it could be due to habits during a

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pandemic, students often play at home and lack control from their teachers or parents” (Interview, Friday March 26, 2021).

Based on the interview explanation, it is very clear that there is a paradigm shift in student empathy when given online learning caused by several factors, both internal and external as evidenced by the lack of response of students to reply to chats given from their teacher when given assignments caused by ownership factor gadgets, and that is understandable. But on the other hand, there is a need for habituation in answering the chat given by the teacher with a greeting first which characterizes one aspect of the attitude in it as a reflection that the affective of students is formed from greetings as a characteristic that the educational process has taken place from small and simple things to go to something bigger or when entering the substance of the learning process.

In line with the above opinion expressed by a student's parent named I Made Sudarta, regarding the implications of the online learning system for the affective aspects of students, and he stated the following.

“While learning was carried out during the Covid-19 pandemic, my child studied from home using the HP that I have. My child's attitude or behavior while participating in online learning from home is slightly different, especially in the morning when studying in person, they usually always wake up early, but when learning online, my child always wakes up late and is sometimes difficult to direct and invite to study and uses his cell phone more often which I just gave to play” (interview, Tuesday 20 April 2021).

This expression shows that the implications of the online learning system for the affective aspects of students indicate that there is a change in behavior from the habituation of children when learning is carried out offline and online. Children's affective changes occur because of changes in habituation that occur because previously learning was carried out directly by bringing students to school. The presence of students at school creates a different atmosphere because there are friends who accompany them so that the habit of coming to school early in the morning makes them excited to attend school, whereas if learning takes place online using media such as cellphones, of course, the habituation of children getting up as usual becomes less due to the delivery of material or giving assignments by the teacher is done unusually and the assignments given are tolerant. This makes students change in the aspect of attitude.

According to the parents of a student named I Nyoman Gatot (Interview, Tuesday 20 April 2021) stated "during the online system of distance learning, many changes in children's attitudes occurred, namely respect for parents changed, it was difficult to notify and spent more time playing games than Study". This statement further strengthens the assumption that children have started to have a shift in mindset towards learning which is usually done through face-to-face meetings by relying only on gadgets.

Based on the description of this sub-chapter, it can be concluded that the implications of implementing the online learning system for Hindu Religious Education and Characteristics for the affective aspects of elementary school students in Abang District, Karangasem Regency include (a) students' decreased respect for their parents due to the influence of using cellphones in the learning process online; (b) the decline in ethics in communicating through cellphones due to a lack of learning guidance in using social media that is good and right; (c) the lack of concentration of students in carrying out assignments due to the lack of transformation of learning media so that more time is used to play due to weak supervision collaboration between teachers and parents of students.

C. Implications for Psychomotor Aspects of Students

According to Gagne in (Suprijono, 2009) states that motor skills are the ability to carry out a series of physical movements in affairs and coordination, so that the automatism of physical movements is realized. Bloom also argues that the psychomotor domain includes initiatory, pre-routine, and routineized. Psychomotor also includes productive, technical, physical, social, managerial, and intellectual skills. Meanwhile, according to Lindgren, learning outcomes include skills, information, understanding, and attitudes (in (Suprijono, 2009)).

Based on several definitions of psychomotor, it can be stated that psychomotor is a skill in performing physical movements so that with these skills, automation of these physical movements can be realized in the form of productive skills resulting from intellect obtained from skills in combining information that is managed skillfully. Through good psychomotor skills in learning can stimulate the motion response of students to be able to produce something skillfully and actively. This is in line with the concept of events in Hindu Religious Education and Characteristics where in the event activities here is a practice of tattwa. A practice will stimulate students to move to create something assigned by the teacher after the knowledge is given. This practice or event is an act of knowledge and affective. Knowledge and attitude will be reflected in an action carried out through practice.

In the psychomotor aspect, according to (Santrock, 2007), the psychomotor aspect is not only related to athletics alone, but also related to the activity of writing by hand and processing words that involve certain movements. It was further stated that the psychomotor aspect is related to several levels, namely: (1) perception, related to the activation of sensory functions; (2) readiness, related to physical and emotional abilities to make movements; (3) guided response, related to the movement according to the example given; (4) mechanical response, related to independent movement which is no longer accompanied by examples; (5) complex responses, related to the development of independent movements appropriately, (6) adaptation, related to the ability to adjust existing standard movements as a prerequisite such as competition; and (7) creativity, related to the ability to make new movements independently.

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Based on the explanation of psychomotor as mentioned above, it can be stated that the purpose of the psychomotor aspect in learning functions to provide stimulus to various internal and external potentials possessed by students in forming active and continuous movement skills so that from these movements carried out movement can be realized independently and creativity that is obtained based on the stimulus received before. It can also be defined that the psychomotor aspect of learning is seen as a process of physical and mental work that is naturally experienced so that it can have implications for active activity in participating in multilevel activities.

In the psychomotor domain, students in carrying out learning with the online system instill the concept of skills is very important apart from the realm of knowledge and attitudes, because the psychomotor aspect is also an inseparable part of the assessment carried out. The three aspects in the cognitive, affective, and psychomotor domains are an integrated whole. In this case, if you look at the level of student ability, of course on the basis of differentiation, because each student has weaknesses or strengths when an assessment is carried out in learning, especially in the conditions of the Covid-19 pandemic which causes learning to be carried out with an online system. Field phenomena occurred after conducting interviews with teachers and parents of students that the psychomotor aspects of the students were felt not to have gone too far as setbacks as explained by Ni Nyoman Suryani, a teacher at SDN 1 Nawa Kerti stated as follows.

"Student competence in the psychomotor aspect has not declined so much because each student is able to adopt the learning process that is carried out online. This is evident from the application media used for learning such as WA, video, zoom meetings, and Google classroom students can access and do well, because it is influenced by the psychomotor level of students who are very adaptable to technology. Apart from that, other skills are provided, such as making skill works such as in learning Hinduism, namely klatkat, canangsari, and others, students can make it very easily" (Interview Saturday, March 20, 2021).

Based on the statement above, it shows that in the psychomotor aspect students can be followed and accessed properly. This is evident from the media used as facilitation in the learning process that does not experience problems or how students can use the application, as well as the skills that are made can be actualized in real terms in the form of works provided by the teacher. This means that from the psychomotor aspect students do not experience problems. The same thing was also expressed by the parents of a student named I Nyoman Gatot who stated: "My child can do well in making skills while studying at home such as making sengkui (strength from coconut leaves) which is given an assignment from his teacher and I can help accompany him". This statement indicates that the implications of

online learning in the psychomotor aspect do not encounter significant obstacles and students can do it from home.

Cellphone media as a media for learning tools during the Covid-19 pandemic is very familiar to students, and this is inseparable from the influence of globalization and also the generational factor that has lived in modern times so that communication tools such as gadgets can be easily used by children. known as the z generation which existed in the millennium era. Various conveniences can be obtained by utilizing HP media because everything is available just by accessing the various available features. As seen in the use of cellphones by students which can be used anywhere and anytime without being limited by space and time, as shown in the following photo.



Figure 1. Students can make good use of cellphone media to study during the Covid-19 pandemic (Source: Sutirta's personal documentation, 2021).

The same thing happened in a study conducted by (Gularso et al., 2021), that students and also parents of Rejodadi Public Elementary School students are able to master the use and utilization of social media or applications to help children study at home such as Youtube (50%), Email (18%), Facebook (19%), WhatsApp (74%), Google Classroom (48%), e-learning (5%), and video (27%). Based on this research, mastery of technology as part of the implications of online learning in the psychomotor aspect can improve social media literacy skills or use various supporting applications in the learning process that is carried out online.

Instilling concepts and skills besides skill knowledge is also an important part of learning, because if a concept is without skills the results are less than optimal. In this case, a good skill if there is a routine training. Formation of attitudes In learning activities, it is not only knowledge and skills that are aimed at, but the attitudes and behavior of students are also very important to note.

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Based on the explanation above regarding the implications of online learning for students' psychomotor aspects, it can be concluded that learning media such as gadgets, cellphones are the most important part in conveying messages in the learning process, so as to facilitate interaction between teachers and students in distance learning that is carried out online. In terms of learning related to the implications of online learning in the psychomotor aspect, students are helped and very easy to operate as a very familiar media implemented as a vehicle for learning and at the same time conveying messages to facilitate the learning process. In the psychomotor aspect, students also have no difficulties, especially in the use of the media and also the implementation of psychomotor in making supporting skills such as making yadnya facilities and infrastructure in learning Hindu Religious Education and Moral Character.

There is a shift in the use of HP media in online learning which is the impact of Covid-19 and the learning media has transformed into a more modern transformation in the use of technology that can be carried out and accessed by students accompanied by technological advances which indicate a new learning atmosphere. There are several transformations in the use of media that can be utilized to support the psychomotor aspects of students, including the use of the class WhatsApp group application, zoom meeting, google classroom, YouTube as video and audio media, the use of TVRI broadcasts as a medium for deepening material that can be accessed and utilized by students free of charge in during the Covid-19 pandemic.

In general, the online learning system implemented during the Covid-19 pandemic had implications for three domains, namely cognitive related to behavior in thinking and intellect, affective aspects related to participants' sense of empathy and responsibility, and psychomotor related to active physical movement responses. and simultaneous. These three domains can actually be realized properly and carried out with the spirit of making changes, especially in the mindset of teachers and students to want to change and the existence of learning dynamics that can take place well which is influenced by internal and external factors, namely optimizing the carrying capacity of students and teachers and the support from the government.

D. Implications for Learning Achievement

Education is something that everyone needs to get. Through education, you will be able to increase your dignity as a human being, because basically something that is achieved and obtained through education, both formal and non-formal. Through education it can also be seen that the end result of the educational process is learning outcomes. Learning outcomes are patterns of behavior, values, notions, attitudes, appreciation and skills (Suprijono, 2009).

By knowing the results in the learning process, it can also be seen the level of competency achievement from the knowledge learned which is called learning achievement. Learning achievement according to (Winkel, 1987) states that "learning achievement is a proof of success in learning or the ability of a student to carry out learning activities according to the weight he achieves". In line with this, according to (Poerwanto, 2007) stated that "learning achievement is the result achieved by someone in the learning effort as stated in the report card". (Nasution, 1982) states that learning achievement is "perfection achieved by a person in thinking, feeling and doing, learning achievement is said to be perfect if it fulfills three aspects namely: cognitive, affective and psychomotor, otherwise it is said that achievement is unsatisfactory if a person has not been able to meet the target in all three of these criteria.

Based on the explanation above regarding learning achievement, it can be stated that learning achievement is an acquisition value both cognitively, affectively, and psychomotor which is the result of the teacher's measurement of the ability of students to implement what has been received through a learning process, whether carried out directly or indirectly and expressed in the form of grades or report cards for each subject. The learning achievements of students can be known after conducting regular or periodic assessments or evaluations. From these results it can be known about the level of success or high and low of the learning achievement of students as a whole.

With various efforts and efforts have been made by the government to continue education for the nation's children. Various impacts emerged as a result of the Covid-19 pandemic so that this caused schools to be transferred to homes through online distance learning. This also makes the transformation of technology-based learning media through the use of various applications such as WhatsApp class groups, zoom meetings, google classrooms, YouTube, TV. Another thing is also the occurrence of learning methods that are carried out from teachers to students with adjustments to learning methods that are carried out online. Likewise, in the evaluation of learning there are changes related to grade increases and also the graduation of students, and also the collaboration between students and parents of students because learning is carried out at home with the help of the family, so the role of parents is very important as a substitute for teachers in supervising or controlling learning. towards students.

Seeing the phenomenon of changes in various aspects of learning, a shift in learning culture automatically occurs so that this has implications for student achievement. This implication is very much felt as stated by one of the Hindu Religious Education and Budi Pekerti teachers who also holds additional duties as the principal of SDN 2 Purwakerti named I Ketut Dayuh Ardana.

"Since the outbreak of the Covid-19 pandemic, students have studied at home, which has caused many problems, especially in terms of student achievement in the cognitive field,

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which has decreased. This decline in achievement was due to a lack of direct interaction between teachers and students and only using cellphones as a learning medium with limited use of applications such as WhatsApp because teachers were also unfamiliar with other learning support applications” (interview, Friday 27 May 2021).

Based on the explanation put forward above, online learning carried out at SDN 2 Purwakerti has implications for student learning achievement, especially in the cognitive domain of students, because in the implementation of learning in the cognitive domain it measures student competence for the acquisition of assignment scores or tests given by the teacher, so that value it has not been converted with affective and psychomotor values and it turns out that these acquisitions are still below the KKM set by the school. It is known that after the teaching and learning process takes place online, students are given tests to measure students' knowledge in completing the questions given and assignments related to the subject matter of Hindu Religious Education and Moral Character.

Based on an explanation of the implications of the online learning system for student achievement in elementary schools in Abang District, Karangasem Regency when it is correlated with constructivism learning theory, namely a theory that views learning as a process of building new knowledge and is carried out by students themselves. This new knowledge is built from students' initial abilities, learning experiences, and social interactions. This concept directs students to actively discover their own knowledge based on their cognitive maturity. Each student has initial abilities from various experiences. So that the result is that each student in the class can build their own unique understanding. The goal of the constructivist approach is to build understanding by creating works. In creating a work, students need to have knowledge and skills. In accordance with the theory of constructivism that the knowledge that students already have at an advanced level starts from previous knowledge so that when learning is done online it should already have a basis for building new knowledge, it only needs guidance, direction so that students have a habit of being able to understand new knowledge in learning with the system. online made from home.

E. Implications for the Family Economy

Learning is one of the important instruments to educate the nation's children. Learning that was carried out in the midst of the Covid-19 pandemic outbreak forced learning to be carried out from home. In learning that is carried out remotely, it creates changes and a new atmosphere through the building of relationships between teachers, students and parents of students so that learning can be carried out effectively. It is hoped that through this collaboration the dynamics of learning can run effectively and keep students enthusiastic and diligent in learning.

With the outbreak of the Covid-19 pandemic, the reality that occurred showed that the dynamics of learning were disrupted and had impacts including:

1. schools are transferred to homes through an online learning process;
2. there is a transformation of technology-based learning media through the use of whatsapp groups, zoom, google classroom, webex, youtube, and TV channels (TVRI);
3. adjustment of learning methods;
4. adjustment of learning evaluation to determine grade and graduation standards; and
5. 5) demands for collaboration between parents of students at home as a substitute for teachers controlling children's learning (Mansyur, 2020).

The various learning impacts as stated above require collaboration in learning with parents, especially in meeting children's learning needs at home such as study room facilities, desk chairs, stationery, books and most importantly the availability of cellphones or gadgets that can be used and connected to the network when learning is done online. Through online learning, quotas are a requirement that must be met, and this requires facilitation for its procurement which can be assisted by schools or students' parents.

The economic situation of the family is an important concern when learning takes place with an online learning system. From the positive side of online learning, parents of students can pay attention to their children to participate together to provide motivation when learning is carried out online. The outpouring of parental affection for children is one of the solutions that can deliver learning to take place in a fun and effective way.

The economic situation of the family is one of the factors causing delays in learning with the online system, because financial support is felt to be very much needed, especially in financing the education of children who go to school using cellphone media, especially the procurement of equipment and quotas. The family's economic situation was felt to be very difficult during the Covid-19 pandemic to be able to pay for their children to go to school, as stated by the parents of a student named Desak Gede Rai (Interview, Monday 19 February 2021), as stated in the following statement.

"Keweh tiyang mangkin sir, tiyang ngelah panak entered mangkin malajah uli jumah. Tiyang ten lost his cell phone, remembers tiyang mangkin went to school to go to school at Panak Uling Jumah. Kaling jokingly saw Dogen's cell phone was still missing going on going to Corona Niki. Tiyang magae maburuh ngae leaks still ten majal. Those who are confused about changing their income, their family's economy is not offering magazines." It means:

"It's difficult for me now sir, I have school children now studying from home. I don't have a cellphone, how can I send my children to school from home now. Don't even buy a cell phone to eat, I'm having trouble since the Covid pandemic. I work as a laborer making leaks and can't even walk. I am very confused now, the family economy is not going well."

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Based on the explanation as conveyed by one of the student's parents, it indicates that learning with an online system has implications for the family economy, especially in the procurement of cellphone devices as a medium for distance learning which is carried out online. As it is known that the economic situation of the family as a life support to be able to survive with the family such as buying basic necessities of rice, side dishes is very difficult to do because the role of the head of the family to be able to earn income is no longer possible, because he only relies on business by being casual laborers, temporarily due to the Covid pandemic -19 many people are affected and can no longer work.

The economic situation of the family can also be seen with the naked eye from the existence of the house that is owned and it looks not well maintained, even some of the walls and ceilings of the house are also broken without being properly maintained, which is an indication that the family is very poor economically. Apart from that, from interviews conducted by researchers to one of the families of underprivileged students it is true that the economic status of their families is very poor and this can be seen when conducting interviews with students and parents of students as shown in Figure 2. below.



Figure 2. Meeting one of the residents who had children going to school during the Covid-19 pandemic (Source: Sutirta's personal documentation, 2021).

The family economy as a supporting factor in distance learning that is carried out online is an important part of contributing to the success of the learning being carried out, because without family economic support, inequality can occur because the attention of students' parents is focused on primary needs in the form of food, while education for their children their child was ruled out.

F. Implications for Social Life

The social life of the community and also the social life of school members is not much different amid the Covid-19 pandemic situation. Prior to the pandemic, social interaction between individuals or between groups, both in the family, school and community environment, was running normally and there was a pattern of harmonious relations and the social order and strata of the community were running well in accordance with the existing social order so that interactions in social life made community members grow and develop according to life. In contrast to what happened after the Covid-19 pandemic, the order of social life was increasingly restricted and the issuance of various regulations from the government made social life even more restricted. One of the government regulations regarding social restrictions is the issuance of a Circular Letter of the Minister for Administrative Reform and Bureaucratic Reform Number 41 of 2020 concerning Restrictions on Travel Activities Outside the Region and/or Homecoming Activities, which in the circular letter in number 2 prohibits traveling and/or activities. homecoming activities to prevent and minimize the spread, as well as reduce the risk of Covid-19 caused by population mobility from one region to another in Indonesia.

Regulations and circulars issued by the government aim to protect all citizens from the various impacts caused by the Covid-19 pandemic. Apart from being citizens, schools are also being seriously considered by the government. This is proven by the existence of regulations from the government which have issued circulars to work and study from home in the context of better structuring the social life of the community.

Social life is life that has social or social elements. In life, of course, there is interaction between one individual and another and with the establishment of a communication relationship, there will be a sense of mutual need for one another in this social life. If you look at the conditions that occur in the field, social life is closely related to the process of how life takes place (Anggraeni & Hendrizal, 2018).

The Covid-19 pandemic in a matter of just a few months, not even years, has had an impact and changed the way of life and living conditions of the community, including the learning patterns carried out by schools which must adapt to situations and conditions. These situations and conditions have changed the pattern of social life of the community and students that are experienced in their daily life. Implementation of policies from the government to carry out social distancing (keeping distance, wearing masks, washing hands) in health protocols requires citizens to stay at home to carry out various activities from home. Likewise, schools were closed so that students studied remotely from home. This condition causes a lot of influence on environmental conditions, community economic activities that occur have a significant impact on social order.

The implications of the online learning system carried out by students were clearly seen when the parents of a student named Ni Ketut Widiati conveyed to researchers about their social life during the distance learning period which stated the following.

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"Panak tiyange might not have been able to study uli jumah, ten times seleg malajah, pragat pesu through inviting timpal-timpalne. It's a pleasure to explore while doing my job, but I'm really excited about the teacher's work. Forgive me Pepes, for those who don't give me directions, I'm sorry, I'm sorry for those who talk about asking for panak, Luungan for people who slap panak, Tiyange makes an appeal to malajah uli jumah."

It means:

"My child is now studying from home, doesn't want to study hard, always goes out with his friends. Sometimes they want to learn and do assignments given by the teacher, sometimes they don't want to. I have often told you, it is very difficult for me to talk to my children now, it is better for me to watch my children go to school than study from home" (Interview, Wednesday 21 April 2021).

Based on statements from parents, in this case the perceived implication is that students become less interested in learning or become lazy because they often study from home without supervision from the teacher. In addition, using a smartphone to seek entertainment or play is also one of the factors for the decline in student interest in learning. Sometimes this sophisticated tool will also have a bad impact if it is not used properly and vice versa.

CONCLUSION

Based on the results of the data analysis that has been carried out on all discussions regarding online learning systems, constraints, and implications of implementing the online learning system for Hindu Religious Education and Moral Character on the cognitive, affective, and psychomotor aspects of elementary school students in Abang District, Karangasem Regency, it can be concluded as following.

First, the implementation of the online learning system for Hindu Religious Education and Budi Pekerti during the Covid-19 pandemic for elementary school students in Abang District, Karangasem Regency was caused by (a) the existence of the Covid-19 pandemic, (b) online learning support components available in a limited capacity, (c) there are regulations governing the implementation of online learning systems in the midst of the Covid-19 pandemic outbreak and (d) the learning process must be carried out in various situations to avoid lost learning. These four aspects require that learning occurs with an online learning system that takes place in elementary schools in Abang District, Karangasem Regency. The initial online learning process is carried out for high grades, namely grades 4, 5 and 6. Learning is carried out by sending material to students via WhatsApp groups and students work on the material provided by the teacher at home independently and guided by parents. However, at the beginning of its implementation, it experienced several obstacles, these obstacles did not make the learning

process chaotic because all obstacles were successfully overcome and the online learning process was carried out well so that the learning objectives were well conveyed to students.

Second, the obstacles faced in implementing the online learning system in learning Hindu Religious Education and Characteristics during the Covid-19 pandemic faced by elementary school teachers and students in Abang District, Karangasem Regency include: (a) inadequate provision of hardware and software in schools basic, (b) limitations in providing quotas as a fundamental need in supporting online learning from schools and the government, (c) the topography of schools that are between hills, mountains, and valleys, (d) the educational background of parents, most of whom have not completed basic education, and (e) teacher resources as professional teachers who face the challenges of learning the online system are very limited.

Third, the implications of implementing an online learning system for Hindu religious education and Budi Pekerti during the Covid-19 pandemic for elementary school students in Abang District, Karangasem Regency for students' cognitive, affective and psychomotor aspects include: (a) implications for students' cognitive aspects, namely weakness students' understanding of the knowledge of Hindu Religious Education and Characteristics obtained through online learning systems, (b) has implications for student affective aspects, namely the shifting of the culture of discipline, courtesy and student ethics because learning is carried out online, (c) has implications for the psychomotor aspects of students, namely the mastery of learning support skills which is very limited because it is done online, (d) has implications for student achievement at school, (e) has implications for the economy of the families of students' parents at home due to the use of gadgets as media aids in learning, and (f) implications for the social life of children, yes The focus is more on using cellphones as close friends to interact instantly because learning from home.

After being examined based on the field facts found in the research, on the basis of concepts, propositions, and theories that form the basis of the analysis, the findings in this study can be divided into factual and theoretical findings. These two findings form the basis for demonstrating novelty, confirmation and revision of previous research results related to online learning systems. The factual and theoretical findings are explained in the following sub-chapters.

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