



Institutional Strategies and Family Mediation in Fostering Students' Character Education during Emergency Remote Learning in Indonesia

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Abstract

Purpose: This study aims to examine how institutional strategies and family mediation interact in fostering students' character education during emergency remote learning in Indonesia. Departing from the disruption caused by large-scale school closures, the study positions character education not merely as a pedagogical concern but as a socio-institutional process shaped by coordination between schools, families, and broader educational governance structures. The research seeks to identify key institutional mechanisms and patterns of family involvement that contribute to the continuity and transformation of character education under crisis conditions.

Methods: The study employed a qualitative research design with a descriptive-analytical approach. Data were collected through in-depth interviews with school administrators, teachers, parents, and students, complemented by document analysis of institutional policies and learning guidelines implemented during emergency remote learning. The data were analyzed thematically to capture recurring patterns of institutional responses, family mediation practices, and their implications for students' character formation. Analytical rigor was ensured through data triangulation and iterative coding.

Findings: The findings reveal that effective character education during emergency remote learning depends on adaptive institutional strategies that extend beyond formal curriculum delivery. Schools that established flexible communication channels, value-based guidance, and structured collaboration with families were more successful in sustaining character development. Family mediation emerged as a critical bridge, translating institutional expectations into daily practices within the home environment. However, disparities in parental capacity and institutional support created uneven outcomes across student groups.

Significance: This study contributes to contemporary Asian studies by highlighting character education as an institutional and familial negotiation shaped by crisis contexts. It offers empirical insights for policymakers and educators on strengthening school-family partnerships to enhance educational resilience in times of disruption.

INTRODUCTION

The disruption of formal schooling during emergency remote learning has fundamentally altered the social architecture of education in many Asian contexts, including Indonesia. Character education, which traditionally relies on structured school environments and daily interpersonal interactions, faced unprecedented challenges when learning shifted into domestic spaces. Schools were no longer the sole institutional actors shaping students' moral and social development, as families assumed expanded and often unprepared roles. This shift exposed structural vulnerabilities in how character education is conceptualized, governed, and implemented during crises. Existing educational systems were largely designed for stability rather than prolonged disruption. As a result, character education during emergency remote learning became uneven and highly dependent on institutional adaptability. This situation raises critical questions about the sustainability of character education frameworks under crisis

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conditions. Scholars argue that crises function as stress tests for educational institutions and governance models (Chatzipanagiotou & Katsarou, 2023; Rajala & Jalonen, 2023). Therefore, examining character education during emergency remote learning is both timely and necessary.

In Indonesia, the transition to emergency remote learning occurred rapidly and with limited institutional readiness. Schools responded by prioritizing academic continuity, often relegating character education to a secondary concern. However, character formation did not disappear; instead, it migrated into the home, where parental mediation became a decisive factor. This shift blurred the boundaries between institutional responsibility and family agency. Families with greater cultural and educational capital were better positioned to translate institutional values into daily practices. Conversely, families facing economic and social constraints struggled to sustain character education consistently. Such disparities reveal that character education during crises is not merely an instructional issue but a socio-institutional one. Prior studies highlight that educational disruptions tend to amplify existing inequalities rather than neutralize them (Aquino et al., 2022; Terzi et al., 2023). Consequently, understanding how institutions and families interact during emergency remote learning is crucial for addressing long-term educational resilience.

Despite growing attention to emergency remote learning, much of the existing research emphasizes technological access, instructional delivery, and learning outcomes. Character education is often treated as an auxiliary concern or assumed to be transferable without structural modification. This assumption is problematic because character education depends heavily on social interaction, institutional norms, and value transmission processes. During emergency remote learning, these processes are fundamentally reconfigured. Schools are required to operate as coordinating institutions rather than direct moral agents. Families, in turn, become mediators rather than passive recipients of school values. However, empirical research rarely examines this institutional–familial interaction in a systematic manner. Studies that do address character education often focus on normative frameworks rather than lived practices. This creates a conceptual gap between policy discourse and everyday educational realities (Alhawsawi & Jawhar, 2023; Rahm, 2023). Therefore, a focused examination of institutional strategies and family mediation is warranted.

Furthermore, Indonesia represents a particularly relevant context due to its strong normative emphasis on character education within national education policy. The national curriculum positions character education as a core objective, yet its implementation during crises remains underexplored. Emergency remote learning has revealed tensions between policy ideals and institutional capacities. Schools were compelled to reinterpret their role in character formation without direct supervision or physical presence. Families were simultaneously expected to internalize educational responsibilities without adequate institutional support. These conditions highlight the need for a socio-institutional lens that goes beyond classroom practices. By examining how institutions and families negotiated their roles during emergency remote learning, this study contributes to broader debates on educational governance in Asia. Such an approach aligns with calls for context-sensitive educational research in crisis-affected settings (Arar et al., 2025; El Achi et al., 2025).

Previous studies on character education consistently emphasize the importance of collaboration between schools and families in fostering moral development. Research conducted in Indonesia demonstrates that teachers and parents play complementary roles in shaping students' character within formal schooling contexts (Aminudin & Hasan, 2025). Similar

findings are reported in studies on school–family partnerships, which highlight the role of transformational leadership in sustaining character education initiatives (Syarifuddin et al., 2024). International studies further suggest that effective character education requires alignment between institutional values and home-based practices (Surikova & González, 2022). Research from Spain indicates that teachers’ perceptions of character education significantly influence its implementation at the school level (Fernández-Espinosa et al., 2025). Meanwhile, systematic reviews underline that moral learning is deeply embedded in cognitive and social interaction processes (Fitriyani et al., 2025). These studies collectively affirm the centrality of institutional and familial collaboration. However, most of them are situated in stable educational environments. Their applicability to crisis contexts remains uncertain.

Recent scholarship has begun to address character education under conditions of disruption, particularly during the COVID-19 pandemic. Studies on children’s online learning experiences during home confinement highlight the reconfiguration of social interaction and value transmission (Alonso-Campuzano et al., 2021). Research on cyberbullying and values education emphasizes the increasing moral risks associated with digital learning environments (Leung et al., 2023). Community-based approaches to character education suggest that external social actors can compensate for institutional limitations (Nizariah et al., 2025). However, these studies often focus on specific interventions rather than systemic institutional strategies. Moreover, the role of family mediation is frequently mentioned but insufficiently theorized. There remains limited empirical work that explicitly connects institutional responses with family practices during emergency remote learning. This gap suggests the need for integrative frameworks that account for both institutional strategies and household dynamics.

Although existing studies acknowledge the importance of school–family collaboration in character education, they rarely examine how this relationship is restructured during emergency remote learning. Most research assumes institutional stability and does not account for prolonged disruption. Studies conducted during the pandemic often focus on academic outcomes, overlooking character education as a socio-institutional process. Furthermore, family involvement is frequently treated as a homogeneous variable rather than a mediated practice shaped by institutional guidance. There is also a lack of empirical studies that situate character education within broader educational governance frameworks during crises. Consequently, the mechanisms through which institutions and families negotiate responsibility for character education remain underexplored. This gap limits the development of resilient educational models capable of responding to future disruptions. Addressing this gap is essential for advancing contemporary educational studies in Asia. It also responds directly to calls for crisis-sensitive educational research.

The purpose of this study is to examine how institutional strategies and family mediation interact in fostering students’ character education during emergency remote learning in Indonesia. Specifically, the study seeks to identify the forms of institutional adaptation employed by schools to sustain character education under crisis conditions. It also aims to analyze how families interpret, negotiate, and implement institutional expectations within domestic learning environments. By focusing on the interaction between schools and families, the study moves beyond individual-level explanations of character development. The research adopts a socio-institutional perspective to capture structural dynamics rather than isolated practices. This approach allows for a more nuanced understanding of educational resilience. The findings are expected to contribute to contemporary Asian studies by situating character education within

crisis governance contexts. Ultimately, the study aims to inform policy and practice on strengthening school–family collaboration during future educational disruptions.

METHOD

Research Design

This study employed a qualitative research design using a descriptive and interpretive approach to examine institutional strategies and family mediation in character education during emergency remote learning. A qualitative design was selected because the research sought to capture social processes, institutional practices, and meaning-making rather than measure causal relationships. The study was grounded in a socio-institutional perspective that views character education as a negotiated process between formal institutions and families. Data were collected during the period of emergency remote learning, when conventional schooling structures were disrupted. This design allowed the researcher to explore how schools adapted their strategies under crisis conditions. It also enabled an in-depth examination of family mediation within domestic learning environments. Qualitative inquiry is particularly suitable for understanding educational governance and institutional behavior in crisis contexts (Chatzipanagiotou & Katsarou, 2023; Striepe & Cunningham, 2022). Therefore, this design aligns with the study's aim to generate contextualized and analytically rich findings.

Participants

The participants of this study consisted of school administrators, teachers, parents, and students who were directly involved in emergency remote learning. Participants were selected using purposive sampling to ensure representation of key institutional and familial actors. School administrators and teachers were included to capture institutional strategies and policy interpretations. Parents were selected to examine mediation practices within the household context. Students were involved to provide perspectives on how character education was experienced during remote learning. The inclusion of multiple participant groups enabled triangulation of perspectives across institutional and family domains. All participants were drawn from public secondary schools in Indonesia that implemented emergency remote learning policies. Such multi-actor sampling is recommended for institutional studies of education (Maulana et al., 2025; Utama et al., 2025).

Instrument

Data were collected using semi-structured interview guides and document analysis protocols. Interview guides were designed to explore participants' experiences, perceptions, and strategies related to character education during emergency remote learning. Separate interview protocols were developed for institutional actors and family members to reflect their distinct roles. Document analysis focused on school policies, learning guidelines, and official communications issued during the emergency period. The use of semi-structured interviews allowed flexibility while maintaining analytical focus. Instruments were reviewed by educational research experts to ensure clarity and content relevance. This approach enhances credibility and trustworthiness in qualitative research (Adler, 2022; McGill et al., 2023). All instruments were piloted prior to data collection to refine question wording and sequencing.

Data Analysis Plan

Data analysis followed a thematic analysis procedure conducted in several iterative stages. Interview transcripts and documents were first read repeatedly to achieve data familiarization.

Initial codes were generated inductively to capture recurring ideas related to institutional strategies and family mediation. Codes were then organized into broader themes that reflected patterns of interaction between schools and families. The analysis emphasized relational dynamics rather than isolated actions. Data triangulation across participant groups and document sources was used to enhance analytical rigor. Reflexive memo-writing supported interpretive depth throughout the analysis process. Thematic analysis is well suited for examining institutional practices and social processes in education (Naeem et al., 2023; Ozuem et al., 2022).

Table 1. Overview of Data Sources and Participants

Data Source	Participants	Purpose of Data Collection
Semi-structured interviews	School administrators and teachers	Identify institutional strategies
Semi-structured interviews	Parents and students	Examine family mediation practices
Document analysis	School policies and guidelines	Contextualize institutional responses

The table summarizes the main data sources used in this study and their analytical purposes. It illustrates how multiple sources were combined to capture both institutional and familial dimensions of character education. This integration supports methodological triangulation and strengthens the validity of the findings. The table also clarifies the alignment between data sources and research objectives.

RESULTS AND DISCUSSION

Result

The results indicate that institutional strategies played a decisive role in sustaining character education during emergency remote learning. Schools that adopted adaptive governance mechanisms were able to maintain value-based guidance despite the absence of face-to-face interaction. Institutional strategies primarily manifested through policy reinterpretation, digital communication frameworks, and symbolic reinforcement of character values. School administrators emphasized flexibility rather than strict curricular compliance during the crisis period. Teachers reported shifting from direct moral instruction to guidance-oriented communication. Formal character education activities were often embedded implicitly within learning routines. These strategies reflected an institutional awareness of crisis-induced constraints. Overall, character education outcomes were strongly shaped by institutional responsiveness rather than instructional design alone.

Family mediation emerged as a critical intermediary between institutional intentions and students' daily practices. Parents acted as interpreters who translated school expectations into household norms and routines. The intensity and quality of mediation varied significantly across families. Families with higher educational literacy demonstrated stronger alignment with institutional character goals. In contrast, families experiencing economic or emotional stress reported difficulties sustaining consistent mediation. Students perceived character guidance as fragmented when institutional messages were weakly articulated. This variation produced uneven character education experiences among students. The findings confirm that family mediation is not automatic but contingent on institutional support structures.

The interaction between institutional strategies and family mediation formed distinct patterns of character education governance. Schools that maintained regular two-way communication channels enabled more effective family engagement. Digital platforms

functioned not only as instructional tools but also as moral communication spaces. Institutional guidance that explicitly acknowledged family constraints was more readily adopted by parents. Conversely, rigid institutional expectations tended to overload families. The results show that character education during emergency remote learning became a negotiated process rather than a top-down transmission. This negotiation reshaped traditional boundaries of educational authority. Character education thus operated as a shared institutional–familial responsibility. These dynamics underline the relational nature of educational governance during crises.

Table 2. Institutional Strategies and Family Mediation Patterns

Dimension	Institutional Strategy	Family Mediation Response
Communication	Flexible digital communication	Active interpretation of values
Policy approach	Adaptive and contextual	Selective implementation
Value reinforcement	Symbolic and guidance-based	Routine-based mediation

The table summarizes key institutional strategies and corresponding family mediation patterns observed in the study. It illustrates how institutional actions shaped family responses rather than operating independently. The table reinforces the relational findings reported in the qualitative analysis.

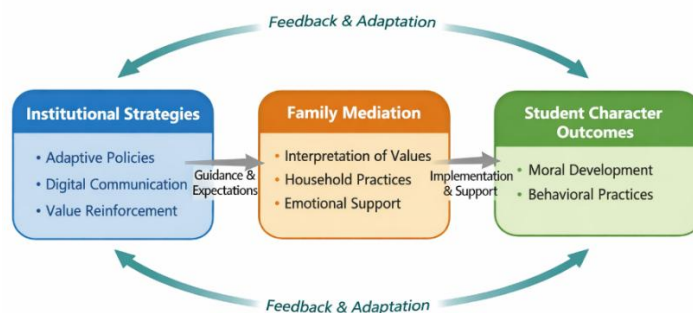


Figure 1. Model of Institutional Strategies and Family Mediation in Character Education during Emergency Remote Learning

The figure presents a conceptual model illustrating the interaction between institutional strategies and family mediation in fostering character education. Institutional strategies influence family mediation processes, which in turn shape students’ character outcomes. Feedback loops indicate that family responses also inform subsequent institutional adjustments. The model emphasizes character education as a dynamic and negotiated process rather than a linear one.

Discussion

The findings of this study extend existing research on character education by situating it within a crisis governance framework. Prior studies emphasize school–family collaboration under stable conditions, but this study demonstrates that such collaboration is reconfigured during emergency remote learning (Surikova and González, 2022). Institutional adaptability emerged as a more critical factor than curricular completeness. This challenges assumptions that character education can be preserved through instructional continuity alone. Instead, governance flexibility became central to sustaining moral education. Similar observations were reported in studies on crisis-responsive education systems (Chatzipanagiotou & Katsarou, 2023). The findings thus reposition character education as an institutional resilience issue. This contributes to broader debates on educational governance in Asia.

The prominent role of family mediation corroborates earlier findings that parents function as co-educators in character development (Aminudin, 2025). However, this study reveals that

mediation is highly uneven and structurally conditioned. Family capacity to mediate values depended on institutional clarity and emotional support. This aligns with research showing that educational disruptions exacerbate social inequalities (Boys, 2022; Fitzgerald et al., 2025). Unlike pre-pandemic studies, mediation here was not voluntary but compulsory. This shift altered family–school power relations. The findings suggest that families require institutional scaffolding to sustain character education effectively. Without such support, mediation risks becoming fragmented.

The study also resonates with literature on digital moral education and value transmission. Digital platforms served as both enabling and constraining environments for character education. While online communication enabled continuity, it also diluted moral authority and emotional presence. This supports findings on the moral risks of digital learning environments (Leung et al., 2023). Moreover, symbolic institutional practices proved more influential than formal moral instruction. This aligns with research emphasizing the implicit nature of moral learning (Fitriyani et al., 2025). The results challenge technologically deterministic views of emergency remote learning. Character education cannot be reduced to platform functionality. Instead, it requires intentional institutional framing.

From a contemporary Asian studies perspective, the findings highlight the importance of contextual governance. Educational institutions in Asia often operate within strong normative and communal expectations. During crises, these expectations are renegotiated rather than suspended. This study shows how Indonesian schools navigated such renegotiations through adaptive strategies. Similar patterns have been observed in other Asian contexts facing educational disruptions (Alonso-Campuzano et al., 2021). The findings underscore the need to conceptualize character education as a socially embedded process. Institutional legitimacy and trust emerged as key resources. These insights enrich comparative discussions on education and crisis governance in Asia.

Implications

The study implies that character education policies should explicitly integrate family mediation as a formal component rather than an assumed function. Educational institutions must develop crisis-responsive frameworks that support families both morally and structurally. Policy design should prioritize communication clarity and emotional support mechanisms. Teacher training programs should incorporate competencies related to family engagement during crises. Digital platforms should be used strategically to reinforce institutional values, not merely deliver content. These implications extend beyond emergency contexts and inform long-term educational resilience. The findings are relevant for policymakers seeking to strengthen character education governance. They also contribute to regional discussions on education reform in Asia.

Limitations

This study is limited by its qualitative scope and contextual focus on Indonesian secondary education. The findings cannot be generalized statistically to all educational contexts. Participant perspectives may reflect subjective interpretations shaped by crisis-related stress. The absence of longitudinal data limits insights into long-term character outcomes. Digital interaction data were interpreted through participant accounts rather than direct observation. Institutional diversity across regions was not fully captured. Despite these limitations, the study provides

analytically rich insights. Future research should address these constraints through mixed-method approaches.

Suggestions

Future studies should employ longitudinal designs to examine the sustained impact of emergency remote learning on character development. Comparative research across Asian countries would enhance regional understanding. Quantitative studies could complement qualitative findings by measuring mediation intensity and institutional effectiveness. Policy-oriented research should examine how crisis lessons are institutionalized post-pandemic. Further exploration of digital moral pedagogy is also recommended. Researchers should investigate differential impacts across socio-economic groups. Collaboration between education and social policy scholars would enrich analysis. Such efforts would advance the study of character education in contemporary Asia.

CONCLUSION

This study demonstrates that character education during emergency remote learning is fundamentally shaped by the interaction between institutional strategies and family mediation rather than by instructional delivery alone. The findings show that adaptive institutional governance, particularly through flexible communication and value-based guidance, enabled schools to sustain moral education under crisis conditions. Family mediation emerged as a decisive mechanism that translated institutional expectations into everyday practices within the home. However, the effectiveness of mediation was uneven and strongly conditioned by the clarity and responsiveness of institutional support. These results indicate that character education during crises becomes a negotiated socio-institutional process rather than a unilateral school responsibility. By situating character education within a framework of educational governance, this study extends existing literature beyond classroom-centered perspectives. The findings contribute to contemporary Asian studies by highlighting how educational institutions and families renegotiate authority and responsibility in times of disruption. Overall, the study underscores the necessity of integrating institutional adaptability and family engagement into resilient character education models for future educational crises.

AUTHOR CONTRIBUTION STATEMENT

Nurul Hifni Azizah conceptualized the study, designed the research framework, conducted data collection, and performed the primary data analysis. She also drafted the initial manuscript and led the interpretation of the findings in relation to institutional strategies and family mediation. Endang Mulyatiningsih contributed to the development of the methodological design, supervised the analytical process, and critically reviewed the manuscript for intellectual content. She provided substantial input on the theoretical framing and ensured alignment with contemporary educational and social research perspectives. Both authors collaboratively refined the discussion, approved the final version of the manuscript, and take full responsibility for the integrity and accuracy of the study.

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