

Strengthening Character Education in Distance Learning in The Era of Pandemic Covid-19

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ABSTRACT

Strengthening character education is the habituation and culture of religious attitudes, nationalism, integrity, independence and mutual cooperation. Control of the COVID-19 pandemic, which requires physical distancing to break the chain of transmission. Face-to-face learning in schools cannot be implemented. As a substitute, the government has implemented a distance learning model policy. This indicates a degradation in strengthening character education among students. This research discusses the implementation strategy of strengthening character education during distance learning in the era of the COVID-19 pandemic. The strategy is carried out by setting targets to be achieved, planning and management. The solution offered to solve this problem is the teacher to build simple communication with parents and students via telephone contact.

Keywords: *Strategy, implementation of strengthening character education, unpretentious communication, distance learning*

1. INTRODUCTION

The phenomenon of distance learning (PJJ) when the COVID-19 pandemic hit Indonesia degraded the implementation of strengthening character education in schools. This is due to the fact that teachers do not optimally implement the strengthening of character education in schools. Most teachers only provide learning assignments and demand student learning outcomes. Teachers have difficulty ensuring student activities reflect religious, nationalist attitudes, integrity, independence and mutual cooperation (togetherness) while studying at home.

On the other hand, distance learning in the era of the COVID-19 pandemic creates problems for parents. In this case, it is indicated that the number of complaints from the parents of students. These complaints included (CNBC Indonesia) writing, parents complained, "Studying online at home is complicated and troublesome". In addition, some mothers feel the burden of assignments to students without providing guidance. So

that parents feel overwhelmed handling student learning activities at home. Emak-mothers consider online learning less effective because students do not understand the learning material in depth [1]. Meanwhile, there are also a series of Whatsapp messages describing the complaints of parents of students that they find it difficult to assist students in teaching the subject matter in textbooks. Parents of students said, "... it is not our capacity ... because it is beyond our ability" [2].

Likewise, REPUBLIKA.CO.ID, Wednesday 18 Mar 2020 13:23 WIB wrote a complaint from the parents, "Mesya admits that he is stressed because his child (Satrio) is too relaxed in doing his assignments. While the teacher has announced who has not submitted the assignment. "Apparently he was holding the cellphone while playing the game," he said with a laugh [3].

Merdekabelajar Sunday, July 26, 2020 wrote, ".... Many parents do not have enough time to continue accompanying their

children to study [4]. Sumarni (32) said, "Daring tortured some parents, because according to him their parents had to become teachers. Gervin Nathaniel Purba, April 13, 2020 20:17, in (Kemendikbud News) quotes the accounts of a number of parents, students and teachers. "There are some students who wake up late. Meanwhile, the online learning process has started, so it is too late to collect assignments.

SUMEKS.CO-OKU Timur- July 27, 2020 06:10 quotes H. Lanosin's statement who said that using the online learning model or Distance Learning (PJJ) makes parents act as teachers in their respective homes. Of course, an adaptation is needed so that it is accustomed to assisting children in learning [5].

SUMEKS.CO- Wednesday, August 5, 2020 11:44 "Parents play an important role in the growth and development of children. In the proverb, the mother is the madrasah or the first school for the child. How the character and development of the child is determined by the parents, especially the mother, "said the General Chairperson of Jenggala Women Vicky W. Kartika [6].

A mother who is also a public figure, Ussy Sulistiawaty, said that this is a challenge in itself in guarding learning during a pandemic. Where the role of parents has the responsibility of living the continuity of children's education at home. "I really feel how the responsibility of formal education has shifted to us parents who stay at home. We not only play a role in assisting them in learning but also ensuring education remains their priority while studying from home and it is not easy, "he explained. (Jpg / jawapos) [7].

The question is, do all parents of students have the same abilities as Ussy Sulistiawaty in understanding the role of parents in controlling student activities in carrying out learning at home? The answer to this question can be analogous to the statement of the Chairperson of the COVID-19 Handling Task Force, Doni Monardo in the

JAKARTA – August 11,2020 13:42 news, saying, "A number of parents who told us how difficult it is to take care of children who they also work daily It also happens that maybe more than 1-2 children, so that the problem is not easy ". [8].

The quote about the complaints of parents of students and Doni Monado's statement describes the complexity of the burden on parents of students when assisting students to study at home. The complexity of the parents' burden, results in feelings of annoyance and emotions that lead to uneducative actions. Such parental behavior degrades the implementation of strengthening student character education.

The structure of strengthening character education in distance learning during the COVID-19 pandemic consists of the definition of strengthening character education, strengthened character values, the problem of implementing the implementation of character education during the COVID-19 pandemic and the solutions offered. This paper discusses strategies for implementing strengthening character education in students when carrying out distance learning.

2. METHOD

The research method used is descriptive qualitative research methods. Qualitative research aims to describe, summarize various conditions, situations, or social reality phenomena in society which are the object of research and attempt to draw these realities to the surface as characteristics, characteristics, models, signs, or descriptions of certain conditions, situations or phenomena [9].

Data analysis used Robert Entman framing analysis. Researchers in this case are non-participants. This means that researchers only observe and collect data. Sources of research data consisted of primary data sources and secondary data sources [10]. Data collection was carried out for seven months, from March to September 2020. Secondary

data sources were obtained through literature reviews, interviews with teachers at target schools in Banyuasin Regency, South Sumatra. Meanwhile, scientific references are in the form of journals, books and the internet to get relevant results. Data collection was carried out by literature study.

3. RESULTS AND DISCUSSION

3.1. Strengthening Character Education in Distance Learning in the Covid-19 Pandemic Era.

In essence, students already have a mindset about the values of truth and goodness. Mindsets about what is right and what is wrong. This assumption initiates the character education paradigm [11]. The character education paradigm is an attempt by the teacher to accustom students to behavior that reflects religious, nationalist, integrity, independence and mutual cooperation. So that it becomes a culture of students behaving in everyday life.

The implementation of strengthening character education in schools is not integrating character values into every subject but, the teacher's performance in instructional industries. Curriculum 2013 eliminates the achievement of core competence 1: spiritual attitude and core competence 2: social attitudes through teacher performance in implementing indirect instructional [12].

Indirect instructional is indirect learning through teacher performance in the educational dimension. As educators, teachers develop spiritual and social attitudes. These two attitudes are manifested in developing religious, nationalist, integrity, independence and mutual cooperation character values.

Character development is influenced by many unique factors that exist in the individual which are innate (nature) and the environment (nurture) in which the person concerned grows and develops. The nature factor can be said to be beyond the reach of society and individuals to influence it. Meanwhile, nurture factors are factors that are

within the reach of society and individuals through environmental engineering [13]. The assumption of this nurture factor has inspired the 2013 curriculum to implement the strengthening of character education.

Carter V. Good said, "Education is the process of developing one's skills in the form of attitudes and behaviors that prevail in society. A social process in which a person is influenced by a guided environment (especially at school) so that he can achieve social skills and develop his personality "[14]. Assuming Carter V. Good's opinion, the implementation of strengthening character education is carried out through engineering and innovation in the educational process in schools. One of these innovations and innovations is the teacher's performance when managing learning to students.

Guru in the Javanese tradition is an acronym for "Sing digugu lan imitated." The point is people who are trusted and followed. Therefore, building students' spiritual and social attitudes must start from the example of the teacher which leads to admiration and ideals for students. This exemplary manifests in the performance of a humble teacher with a religious attitude, full of sincerity, nationalism, integrity, self-confidence, being honest, respecting anyone, easy to forgive, tolerating differences. Such teacher behavior will create a teacher who is trusted, admired, and idolized by students. It is logical that if students admire the character's behavior of the teacher, then he will follow it.

Thus, teachers who successfully educate are teachers who are able to convince their students that what they recommend is in their own performance. Such things in the implementation of pengauatan character education are exemplary. Therefore, habituation and cultivating character values will never be realized without the example of a teacher. It is very logical if someone ignores the advice to do good from people who like to violate kindness.

Distance learning in the era of the COVID-19 pandemic causes teacher performance to become idols that students hardly feel. Moreover, grade I elementary school students, VII junior high school and X high school students. They don't know the teacher directly.

In addition, the implementation of distance learning raises various problems for parents. The problem is among other things: Students play games while doing learning activities. Students are late in taking lessons that are guided by teachers from school. Students and parents feel bored carrying out learning at home. Parents cannot assist students in carrying out learning at home because parents have to work outside the home. Parents do not understand the characteristics of students carrying out learning at home. Parents do not have the patience to manage student learning activities at home, so parents mistreat students when managing learning at home.

The complexity of the problem causes students to get minimal character education marine services. Even students get bad treatment from their parents. An example of an incident in Lebak Banten, September 2020. a student died due to parental violence. Treatment of violence indicates the result of his inability to manage learning at home [15]. Assuming from this phenomenon, there has been a degradation in the linking of character education to students who are doing distance learning in the Covid-19 era.

3.2. Building Communication with Parents of Students During Distance Learning in the Era of Handling Covid-19.

Distance learning in the era of the COVID-29 pandemic motivates teachers to perform management performance of character education when students are learning at home. Ki Hadjar Dewantara's character paradigm, that the harmonious and compact character manifests the results of reflection on educational theory, namely thinking, heart

training, feeling and intention, as well as sports of a person or group of people. The Ki paradigm. Hadjar Dewantara emphasized the behavior of education to grow and develop the mind, heart, feelings, intention, and body of students [16].

Likewise, Carter V. Good said, "Education is the process of developing one's skills in the form of attitudes and behaviors that apply in society. The social process in which a person is influenced by a guided environment (especially in school) so that he can achieve social skills and develop his personality" [17].

Regarding interpersonal interactions, there are social phenomena in society that have occurred in the past to the present. If we look at the past 30 years, people were not familiar with sophisticated communication tools like now. At that time, the pen pal community was very popular. The pen pal community is a marker of long distance communication. That is our mode of communication with family, friends, friends who are far away. Pantun and aphorisms often adorn sheets of stationery as a medium for expressing feelings.

Likewise, if we reflect on the modern era, a virgin and a boy make friends in cyberspace. Post status on social media. This phenomenon ended with an agreement to build a *sakinah mawaddah warohmah* household.

Physical Destancing is an obstacle to strengthening character education in the era of the COVID-19 pandemic. The illustration of social phenomena above inspires teachers to find learning management strategies at home. Management is the teacher's performance in an indirect instructional. Indirect instructional carries the vision and mission of the Graduate Competency Standards (KI.1. Competence for Spiritual Attitudes and KI.2. Social Attitudes).

Therefore, teachers must prepare themselves to accept parents' complaints regarding distance learning. The teacher realizes that he is carrying out his

responsibility to manage distance learning. Teachers must realize that the role of guiding and / or direct supervision of student learning activities at home is being transferred to parents. This role must be managed by the teacher in the form of an instructional indicator as an implementation of strengthening character education in the era of the COVID-19 pandemic.

Face-to-face teacher performance cannot be done. The use of sophisticated telecommunications (zoom or google meet applications) is constrained by internet signal fluctuations. The solution that teachers can do is to build communication with parents and students at home. For example, teachers interact with parents via telephone contact or whatsapp applications when students do online learning. The teacher greets students and parents. The teacher asks how the students' parents are. The teacher gives praise as motivation to do learning at home. The teacher asks the parents about the student's attitude when learning at home. Then the teacher provides enlightenment in the form of suggestions or suggestions related to the management of student activities in learning at home. The teacher provides a general description of the characteristics of student learning activities according to their age.

For students, there is no device infrastructure. Teachers can conduct face-to-face meetings with parents in schools implementing health protocol. In this activity, the teacher asks how the students are doing. The teacher asks student activities to do learning at home with an offline system. The teacher discusses solutions to overcome obstacles in learning at home according to existing conditions. The teacher provides various tips for learning at home with an offline system. For example, the teacher asks students to follow lessons through TV broadcasts. The teacher conveys a schedule for parents to take teaching materials that have been prepared by the teacher at school in compliance with health protocols.

Building good communication with parents is a management treatment for student learning activities at home. Good communication indirectly presents the teacher with parents to manage student learning activities. The teacher enlightens that the activity of students doing learning is a process. Therefore, the teacher builds the parent's mindset prioritizing habituation and cultivating religious, honest, disciplined, diligent, creative, confident, and independent attitudes when students carry out learning at home better than demanding high cognitive and psychomotor competencies that are difficult to achieve during learning. at home. Thus, building communication for managing student learning activities at home is a strategy for implementing strengthening character education in the era of the COVID-19 pandemic.

4. CONCLUSION

The performance of simple communication by teachers to students and parents of students at home is the key to the successful implementation of strengthening character education in the era of the Covid-19 pandemic. The simplicity of teacher communication in managing distance learning will create a comfortable and harmonious condition between teachers, students and parents. This comfortable and harmonious condition will familiarize and cultivate friendly behavior (can work together), sincerely do (honestly), be ashamed of doing wrong (take responsibility), do not want to be burdensome (independent), do not give up easily (grit) and are grateful for the results attainable (religious). With that said, the teacher's performance in simple communication is a strategy for implementing strengthening character education in the era of the Covid-19 pandemic.

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