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THE ESTABLISHMENT OF STUDENT CHARACTERS IN THE PANDEMIC TIME COVID-19 THROUGH AL-ISLAM AND THE KEMUHAMMADIYAHAN (AIK)

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Abstract :

The condition of the Covid-19 pandemic is a challenge to the Indonesian education world to strengthen the nation's character education, especially Al-Islam and Muhammadiyah teachers (AIK), which will provide opportunities for students to practice character values in society. Research using qualitative. Data collection came from observations, accompanied by notes about the state or behavior of the target object, comments, interviews were shown to the principal and AIK teachers as many as three people, and documentation. Data analysis techniques include data reduction, presentation, verification, and conclusion. The results of research on the role of teachers in shaping student character during the Covid-19 pandemic, namely teachers must understand their duties and functions, adhere to SOP procedures, use online and blended learning methods, collaborate with parents based on SOPs in the use of social media and distribute character control sheets to students and parents. The obstacles are applying health protocols, limited time duration, internet access, internet support, mastery of technology owned by teachers and parents and students, media abuse among students, and lack of parental monitoring due to parents' busy earning a living. Patience from students, parents are asked to do the tasks that are assigned to the child.

Keywords : Formation, Character, Pandemic Period, Al-Islam and Kemuhammadiyahahan

Abstrak :

Kondisi pandemi covid-19 menjadi tantangan dunia pendidikan Indonesia dalam upaya penguatan pendidikan karakter bangsa, khususnya guru Al-Islam dan kemuhammadiyahahan (AIK) yang akan memberikan kesempatan kepada siswa untuk mengamalkan nilai-nilai karakter di masyarakat. Penelitian menggunakan kualitatif. Pengumpulan data berasal dari observasi, disertai catatan tentang keadaan atau perilaku objek sasaran, wawancara ditunjukkan kepada kepala sekolah dan guru AIK sebanyak 3 orang dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, verifikasi dan penarikan kesimpulan. Hasil penelitian tentang peran guru dalam membentuk karakter siswa pada masa pandemi covid-19 yaitu guru harus memahami tugas dan fungsinya, tetap mematuhi prosedur SOP, memakai metode online dan blended learning, menjalin kerjasama dengan orangtua berdasarkan SOP dalam penggunaan media sosial dan membagikan lembar kontrol karakter kepada siswa dan

orang tua. Adapun kendalanya harus menerapkan protokol kesehatan, keterbatasan durasi waktu, akses internet dan pendukung internet serta penguasaan teknologi yang dimiliki oleh guru dan orang tua serta siswa, selanjutnya penyalahgunaan media di kalangan pelajar dan kurangnya pantauan dari orangtua dikarenakan kesibukan orangtua dalam mencari nafkah. Kesabaran dari siswa, orang tua diminta dalam mengerjakan tugas yang dibebankan kepada anak.

Kata Kunci: Pembentukan, Karakter, Masa Pandemi, Al-Islam dan Kemuhmadiyah

INTRODUCTION

The developments in science, technology, and information have given diverse cultural colors. The maturity of a nation and a country is seen at the level of civilization of its people, the level of knowledge of its people and not only seen from economic measures alone but also based on psychological, mental, and spiritual intelligence. This last thing is often forgotten by the community (Jambi, 2008). Muhammadiyah has also developed the psychic, mental and spiritual intelligence of the community since its establishment in 1912, when Muhammadiyah madrasah was first established to take part in educating the people and the nation, especially at the grassroots level. Muhammadiyah's progress was so great in building the nation, especially in the field of education, that it was recognized by the wider community and the government at every period and era, even when Indonesia was still colonial. The efforts made by Muhammadiyah to respond to the challenges and criticisms conveyed were good, namely revitalizing education. Muhammadiyah education integrates religion with life, and between faith and holistic progress. So that with the good quality of Islamic education institutions, it will give birth to and create a generation of human beings who have strong faith and good personalities, as well as being able to face and answer the challenges of the times and follow the policies of the Muhammadiyah Primary and Secondary Education Center Leadership and government policies that have been in effect since the government requires the application of character education values (Rolina, 2014), (Zulfarno et al., 2019), (Rizky Wahyu Widi Purnama, 2015).

Professional teachers cannot be separated from pedagogical, social, personal, and professional competencies (Aritaningsih, 2018). A teacher must be an example, both in behavior, speech, cleanliness of heart, association, and obedience to Allah, as well as for the teachers of Al-Islam and Muhammadiyah. Especially when the Covid-19 pandemic occurred, they cannot see and meet their students directly (Murphy, 2020), (Meyer et al., 2020), (Yates et al., 2020), (Wildman et al., 2021), (Alqabbani et al., 2020). The definition of a pandemic according to the Big Indonesian Dictionary (KBBI) is an epidemic that coexists everywhere, in a wide geographical area. From the above understanding, the authors conclude that a pandemic is an epidemic of disease that spreads everywhere covering a large area on the surface of the earth. Coronavirus disease 2019 is an infectious disease caused by the acute respiratory syndrome coronavirus 2 (SARS-CoV-2), (Hanson et al., 2021), (Azar et al., 2021). The disease was first identified in December 2019 in Wuhan, the capital of China's Hubei province, and at that time it struck worldwide, resulting in an ongoing

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pandemic of corona infection. Covid-19 is a new disease that has become a pandemic. This disease must be watched out for because the transmission is relatively fast, has a mortality rate that cannot be ignored, and there is no definite therapy. There are still many knowledge gaps in this field so studies are needed (Hidayat, 2020), (Roy et al., 2020), (Richardson et al., 2020). The condition of the Covid-19 pandemic is a challenge for the world of education in Indonesia, especially formal education in an effort to strengthen the nation's character education (Raza et al., 2021), (Warnica et al., 2020), (Lederer & Stolow, 2021), (Selvanathan et al., 2020).

During a pandemic, children are generally addicted to social media, games, and YouTube. WHO has excluded addiction as a mental health disorder, therefore, the Ministry of Education and Culture issued a Strengthening Character Education Policy. This policy strategy is contained in habituation, namely being taught, accustomed to, being trained consistently, becoming a habit, having character, becoming a culture. This strategy can be applied to start from home, class, school, and community (Suntoro and Widoro 2020), (Rahmawati, Tsuroyya, and Mustagfiroh 2020), (Samwil 2020). Character values that can be created during learning at home are the values of independence, mutual cooperation, and creativity, to innovate to create creativity, must be more adaptable to the use of technology, and must realize the importance of the role of technology in supporting learning. The innovation carried out is the during learning system, so it becomes a challenge for teachers in the character education process, especially Al-Islam and Muhammadiyah (AIK) teachers.

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Religious activities do not only occur when someone performs worship behavior, but ethics also occurs when carrying out activities. It is not only related to activities that are visible and visible to the eye, but also activities that are not visible and occur in a person's heart. The dimensions of belief, knowledge, and experience are religious dimensions that are not visible and occur in a person's heart. The practical dimension is what is seen and seen with the eye while the experiential dimension is part of the religious side which shows a process that occurs in a person (Kusumawati, 2020), (Muhammad Arif Syaifuddin, 2019).

Al-Islam lessons and Muhammadiyah in Muhammadiyah schools are special characteristics that have never been abandoned. This is because Muhammadiyah's educational mission was launched from the beginning and developed following the times, which includes: First Organizing and developing personality development for Muslims and cadres through Al-Islam and Muhammadiyah Education to deliver students to excel. Islamic personality, ability in the fields of Al-Islam and Muhammadiyah, independence, and responsibility. Second, Organizing and developing science and technology and cultural education to produce graduates who have the ability in science and technology and culture to continue to higher education and life skills. Third, creating and developing an educational environment that is Islamic, fun, educational, harmonious, clean, safe, orderly, innovative, and competitive. Al-

Islam is a subject with special characteristics in Muhammadiyah schools. (Amirudin, 2015), (Milana Abdillah Subarkah, 2020), (Hasan, 2021).

Muhammadiyah education is Islamic education that integrates religion with life and between faith and holistic progress. So as to give birth to a generation of educated Muslims who have strong faith and personality, are able to face and answer the challenges of the times. (Arifin, 2015) There are three stages in the implementation of Character Strengthening Education (PPK), namely through planning, implementation, and evaluation activities. Religiosity, nationalism, independence, mutual cooperation, and integrity as character values listed in Permendikbud Number 20 of 2018 are integrated, namely aspects of religious and ethical values, social-emotional, language, cognitive, artistic, physical motor skills (Permatasari, 2021).

The spirit of strengthening Muhammadiyah is an Islamic reform movement that is engaged in education, health, economy, and community empowerment. Muhammadiyah made reforms in the field of education through three things, first the curriculum. Muhammadiyah education teaches religious studies and general studies, and secondly, the renewal of learning methods from the classical-modern paradigm, third, institutional reform, which is a combination of pesantren and school sites. This renewal will certainly continue to be dynamic following the increasingly rapid development of the era (Nuryana, 2017).

Education (AIK) is the spirit of Muhammadiyah education so that its function needs to be intensified. Al-Islam education is directed at the introduction, understanding, and appreciation, and practice of Islamic teachings which emphasize the balance, harmony, and harmony of human relations with God Almighty, human relations with fellow humans, human relations with oneself, and human relations with the surrounding environment. according to the Koran and Sunnah (Nuryana, 2017). Instilling piety and morals and upholding the truth in order to form human beings with personalities and virtues in accordance with Islamic teachings, especially during the Covid-19 pandemic many children were not maximal in receiving lessons because they studied online and online (Lavianti, 2021) The role of the teacher in education is not only in designing learning activities, the teacher also acts as a guide, director, facilitator, and evaluator. The role of the teacher is expected not only in the learning process in the classroom but also needed in shaping the character of students (Lutfatul & Aritaningsih, 2019). On the other hand, it will provide opportunities for students to practice character values in society in an effort to participate in preventing and overcoming covid-19 (Rosyada et al., 2021), (Christian et al., 2020), (Permendikbud, 2020).

Character education is an attitude towards the human environment which is expressed in action. Cultivating character values is not only from formal learning such as in-class learning but also from learning outside the classroom or what is commonly referred to as extracurricular activities, especially in the field of religion (Aini, 2020). Character education carried out by parents in helping students at home is very important because education from parents is the first education that children get, by helping them to foster a

love for interaction, foster self-confidence, and a sense of tolerance. The role of the teacher that can still be done when learning at home is to prepare learning material, teach and evaluate what learning has been done, this is important for teachers to increase learning creativity at home so as not to be too bored. The role of the teacher who is currently being replaced by parents is guiding the child's discipline and discipline during the learning process and being a good facilitator for children in learning at home during the Covid 19 period.

The research was conducted at SD Muhammadiyah Nitikan because of the adequate facilities for the implementation of the learning process which dared to make an impact. From the background of this problem, the author argues that a teacher of Al-Islam and Muhammadiyah not only teaches the eyes of Al-Islam and Muhammadiyah but also provides good role models and instills good morals in students. Therefore, the role of Al-Islam and Muhammadiyah teachers in the process of ethical discipline during this pandemic is very necessary.

Based on the results of previous research by Niken Sri Hartati, Andi Thahir, Ahmad Fauzan, regarding the Management of the Character Strengthening Education Program through Online and Offline Learning in Covid 19-New, explaining the management of character strengthening education through online and offline learning during the Covid 19 pandemic which includes planning, implementation and evaluation (Hartati, University, Thahir, and Fauzan 2020). Furthermore, Wiwin Yulianingsih, Suhanadji, Rivo Nugroho, Mustakim explained that parents act as children's learn, fulfill children's needs, understand, supervise, motivate, and provide children's facilities. Learning assistance for children can be seen from the way parents help children's task difficulties, explain the material that children do not understand, and respond well to all online learning from schools (Wiwin Yulianingsih, Suhanadji, Rivo Nugroho 2021). Furthermore, I Wayan Eka Santika also explained about character education that is carried out while learning is still ongoing using the online method in junior high schools. The strategy offered is a portfolio-based dual intelligence character education strategy (Santika 2020).

Moving on from the above problems, the writer intends to carry out more in-depth research on these problems from an educational point of view with the title "Character Building of Students During the Covid-19 Pandemic Through Al-Islam and Kemuhammadiyah (AIK) at Muhammadiyah Elementary Schools (SDM) Nitikan Yogyakarta"

RESEARCH METHOD

The research uses a qualitative approach (Rasimin, 2018) descriptive research that aims to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc. holistically and thorough descriptions in the form of words and language in specific natural contexts and with utilizing various natural methods by describing in as much detail as possible the reality under study (Pradoko, 2017), (Neuman, 2014). Qualitative research emphasizes the breadth of information, (not depth) so that

this method is suitable for this population using random techniques (Sigit Herman, 2016), (Salim, 2012), (Djunaidi Ghony, 2016).

There are two kinds of data sources in this study, namely field data sources and documentary data sources (Nugahani, 2014), (Supratiknya, 2015). Sources of field data are 3 teachers of Al-Islam and Muhammadiyah (AIK) in grade 3 in 2021 and the principal. Meanwhile, the source of documentary data is the AIK book. The data collection method in this study uses the observation method accompanied by notes about the state or behavior of the target object (Raco, 2010), (Barlian, 2016), interviews, and documentation in the form of writings, pictures, or someone's work. The type of interview used in this study is a type of integrated or guided interview or in other terms, the freedom to conduct interviews is limited by the material prepared. The triangulation used is method triangulation. This method is used to collect data related to the character-building of students during a pandemic.

The information analysis used is descriptive qualitative information analysis, namely information analysis, information compilation process, ordering and processing of written or spoken words. In this study, to describe or describe the information obtained in the form of words or sentences with descriptive analysis, the researcher tries to describe in detail the results of the research according to the information collected by the researcher. Data validity checks that each circumstance must meet: 1. Indicates the correct value 2. Provides a basis for adoption and 3. Allows external decisions to be made about the consistency of procedures and the neutrality of findings and decisions. The stages of the research carried out consist of four stages of research that will be carried out, namely (Semiawan, 2010), (Manab, 2015): the stage before the implementation of field research, the field research implementation stage, the information analysis stage and the report writing stage.

FINDINGS AND DISCUSSION

Research results

1. The efforts of Al-Islam and Muhammadiyah teachers in shaping the character of students during the Covid-19 pandemic through Al-Islam and Muhammadiyah (AIK)

Based on the results of research on the efforts of teachers in shaping student character during the Covid-19 pandemic through Al-Islam and Muhammadiyah (AIK) at Nitikan Muhammadiyah Elementary School, Yogyakarta, including;

Based on the results of the interview with RR that;

The teacher acts as a teacher, information, inspirations that provide motivation, as a medium, as a teaching aid, as class manager and as evaluators who provide assessments to students. The role of Al-Islam and Muhammadiyah teachers in educating during the Covid-19 pandemic is to make students do good deeds. In the current conditions of the Covid-19 pandemic, the role of a teacher remains the same in educating students to do good.

It is made clear by SLN that;

Teachers are required to comply with SOP procedures, then adjust them to the existing KD. In formal terms, it must also monitor children's attitudes towards parents, compulsory prayers or sunnah or activities carried out in schools before the pandemic, so that they must be sustainable until now so that the established habits and culture do not fade.

A teacher⁴⁰ named SFN explained that;

Changes in the learning system from offline to online that must be implemented by the teacher not only complement the learning curriculum, learning is not just transferring knowledge by delivering material or giving assignments but there are character values that must be instilled. A teacher must continue to control the daily behavior of students starting from getting up in the morning, taking a shower before studying, having breakfast, taking a nap, studying at night, learning methods, or student behavior while studying (lying down or while doing other tasks). Control activities cannot be done directly but can be done through harmonious collaboration between parents and teachers by creating a standard learning process where parents can check a list of things students need to do before entering Google Classroom or other E-learning programs.

Furthermore, BA explained that;

Pandemic character education can be supervised and controlled by the teacher, by providing character control sheets that are given to students and parents. The control sheet is assessed by the teacher, after providing feedback. The teacher⁴⁹ awards to students who excel by giving congratulations in the group teaching and learning process between teachers and students and can also provide punishment through personal channels so that the good name is maintained and the child does not feel embarrassed in front of his friends. When there are students who cannot do assignments because they do not have web quotas or other things, the teacher can invite classmates to help as a form of empathy and caring character.

Things that support the formation of good morals apart from parents, social media also helps in monitoring students' moral development because they cannot visit students one by one, there are many social media applications that can help such as Whatsapp, Instagram, Facebook, and other applications. Al-Islam and Muhammadiyah teachers use it to provide solutions to students regarding problems that exist in everyday life, so we made a question-and-answer trick about religion.

Based on the results of the interview above, it can be concluded that the role of teachers in shaping the character of students during the Covid-19 pandemic through Al-Islam and Kemuhammadiyah (AIK) at the Nitikan Muhammadiyah Primary School (SDM) Yogyakarta is

- 1) The teacher understands its function as information, as an inspiration, as a model, as a class manager, and as an evaluator
- 2) Teachers must comply with SOP procedures, then adjust them to KD. In formal terms, it must also monitor children's attitudes towards parents, compulsory prayers or sunnah or activities carried out in schools before the pandemic, so that they must be sustainable until now so that the established habits and culture do not fade.
- 3) Changes in learning methods both with online and blended learning systems. A teacher must continue to control the daily behavior of students starting from getting up in the morning, taking a shower before studying, having breakfast, taking a nap, studying at night, learning methods, or student behavior while studying (lying down or while doing other tasks).
- 4) Collaborating with parents in using social media to help, monitoring students' moral development because they cannot visit students one by one, many social media applications can help such as Whatsapp, Instagram, Facebook, and other applications.
- 5) Supervision through character control sheets given to students and parents. The control sheet is assessed by the teacher, after which the teacher provides feedback, rewards students who excel, and can also provide punishment through personal channels so that the good name is maintained and the child does not feel embarrassed in front of his friends.
- 6) Harmonious collaboration between parents and teachers by creating Standard Operating Procedures (SOPs) for the learning process where parents can check a list of things students need to do before entering Google Classroom or other E-learning programs.

An understanding of the role of teachers in shaping the character of students during the Covid-19 pandemic through Al-Islam and Kemuhammadiyah (AIK) at Nitikan Muhammadiyah Elementary School (SDM) Yogyakarta can be understood from the following table.



Figure 1. The role of the teacher

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2. Constraints for Al-Islam and Muhammadiyah teachers in shaping the character of students during the Covid-19 pandemic through Al-Islam and Kemuhammadiyah (AIK)

Based on the results of research on teacher constraints in shaping student character during the Covid-19 pandemic through Al-Islam and Kemuhammadiyah (AIK) at Nitikan Muhammadiyah Elementary School Yogyakarta, including;

Based on the results of the interview with RR that;

The obstacles that occur in the process of forming student character during the Covid-19 pandemic are signals and web connections, not only financial problems but also personal problems of students and also parents or guardians of students themselves, sometimes there are guardians. students who don't fit our minds. So teachers of Al-Islam and kemuhammadiyah must also understand the guardians of their students so that they can be invited to collaborate and communicate related to student morals.

It is made clear by SLN that;

Learning with e-learning methods connected to web services does not always guarantee students are safe from negative influences. The media with all its freedom presents a variety of information, both positive and negative. Students who are not ready with this abundant and abundant information have the potential to be exposed to negative content that can erode their character. The occurrence of cases of bullying, pornography, promiscuity, and other crimes is the impact of media abuse among students. Lack of parental monitoring is also an obstacle in instilling the values of character education in children because parents are busy earning a living.

A teacher named SFN explained that;

This online learning does not rule out that students will abuse all these conveniences. A lot of negative content surrounds students because the information on the web cannot be controlled 100 percent. The use of the web also has an impact such as addiction, which means that students become addicted to playing contraptions and become more individualistic, imitate creativity, are lazy to think, and are less responsible for the assigned tas

Furthermore, BA explained that;

These problems include the mastery of technology that is owned by teachers and parents and students, the increase in the cost of quota packages, the uneven condition of the telecommunications network, not all of them have smartphones. In addition, the problem of parental patience and patience when assisting children in learning, too many learning tasks, parents' dishonesty in doing tasks that are assigned to children. The achievement of less

effective learning materials, less than ideal feedback from teachers and students, the duration of distance learning that is not the same as direct learning, the content of character education in learning and extra-curricular subjects is less than ideal, and light radiation generated from cellphones. Furthermore, what is faced by a teacher of the course is the health protocol that must be obeyed during this pandemic, communication that has not gone according to plan due to signal factors and parents' busyness in meeting the economic needs of their household so that it is not optimal in controlling student behavior while at home.

Based on the results of the interview above, it can be concluded about the obstacles of teachers in shaping the character of students during the Covid-19 pandemic through Al-Islam and Kemuhammadiyah (AIK) at Nitikan Muhammadiyah Primary School (SDM) in Yogyakarta,

- 1) Implement health protocols.
- 2) Limited internet access and internet support
- 3) The limited mastery of technology is owned by teachers and parents and students.
- 4) The influence of information development, as a result of media abuse among students.
- 5) Lack of parental supervision because parents are busy earning a living.
- 6) Parents' patience in accompanying children to study, too many learning tasks, parents' dishonesty in doing tasks that are assigned to children.
- 7) The achievement of less effective learning materials, less than ideal feedback from teachers and students, the duration of distance learning that is not the same as direct learning, the content of character education in learning and extra-curricular subjects is less than ideal, and light radiation generated from cellphones.

This can be understood from the following table.

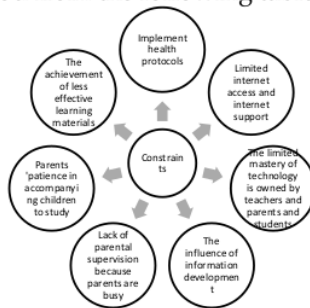


Figure 2. Constraints

Discussion

1. The role of Al-Islam and Muhammadiyah teachers in owning Nitikan Muhammadiyah Yogyakarta Elementary School

Based on the results of the interview above, it can be described and explained that;

Understanding of the duties and functions of teachers and must comply with school SOP procedures, then adjust them to KD. Teachers must monitor children's attitudes towards parents, obligatory prayers or sunnah or activities carried out in schools before the pandemic, so they must be sustainable until now, so that established habits and culture do not fade. Then there is a change in learning methods with online methods that must be implemented and instilled. A teacher must continue to control the daily behavior of students starting from getting up in the morning, taking a shower before studying, having breakfast, taking a nap, studying at night, learning methods, or student behavior while studying (lying down or while doing other tasks).

This makes the family have a big role in shaping character. The character education implanted must be based on Islamic education that is in accordance with Islamic personality and forms children who are able to survive the Covid-19 pandemic (Murphy, 2020). Hilda Afrilia, 2020). Character education is held at every level of Muhammadiyah educational institutions in order to achieve Muhammadiyah primary and secondary education goals, namely: (1) preparing students to be people who are faithful and pious, have a noble character, have academic abilities and achievements. (2) practice, develop, create, disseminate science, technology, and art in order to advance Islam and improve the welfare of mankind by having a very important role in shaping the morals, morals, and personality of Muslims. Therefore, the most important measure of the success of AIK education lies in the change in attitudes, mental and behavior of students (Baidarus, 2018), (Haleemunnissa et al., 2021), (Muhammad Triandoyo & Isa Anshori, 2020).

The approach presented allows the development of effective competencies in learning by overcoming the problems of an intuitively designed learning system. As a result, learning, teaching modules, and teaching-learning situations that meet the requirements can be realized with minimal effort and increased success in applied competence in real situations (Tisch et al., 2016).

Collaboration between teachers and parents in using social media to help, monitor students' moral development, monitoring the development of these characters can be done through character control sheets given to students and parents. The control sheet is assessed by the teacher, after which the teacher provides feedback, rewards outstanding students, and provides punishment through personal channels so that the good name is maintained and the child does not feel humiliated in front of his friends. So it takes a harmonious collaboration between parents and teachers by making Standard Operating Procedures (SOPs)

for the learning process where parents can check a list of things students need to do before entering Google Classroom or other E-learning programs.

Schools and parents need to establish active communication¹⁹ help each other, and know the child's development, involve students in the teaching and learning process, patterns of interaction, and communication to minimize problems that arise while at home (Atriyanti, 2020), (Yusutria, Charles, Yuherman, 2021), (Asyari, 2020), (Muali et al., 2020). Ki Hajar Dewantara in three education centers, that synergy is needed between families, schools, and the community. If an educational environment runs alone, it is impossible³⁹ to achieve perfect educational goals. Because every environment has an important role in the education and character building of children. The formation of a strong character in a person becomes independent of others. The self-reliance mentality that a person has allows him to optimize his thinking power to work effectively so that personally owned social networks are used to support his work but not to divert his duties (Prasetin, 2018), (Muslimah, 2021).

AIK's education position occupies a very important position. This can be seen from several indicators found through interviews and field observations, such as; First, it is a special characteristic of Muhammadiyah schools; Second, it is a competency, so that all Muhammadiyah school graduates. Third, AIK education is a fundamental part of the curriculum. Fourth, AIK education is supported by competent educators. For example, in this special competence, AIK teachers are appointed who have the same understanding of religion as Muhammadiyah's understanding and have a background of Muhammadiyah cadres or activists. The appointment of AIK teachers and the competencies required to assist them⁵⁰ also illustrate the importance of AIK's educational position (Hamami et al., 2019).

During the Covid-19 pandemic, the synergy between stakeholders in schools and parents became an indicator in the implementation of education and a form of successful implementation of education in fostering Islamic character, from a religious perspective, AIK education encourages humans to grow and develop in all aspects¹¹ life. (Abdusshomad, 2020), (Huda, 2019). Character values which are the basic principles of character education are found in several sources, including values derived from the Prophet's example which are manifested in his daily attitudes and behavior, namely Siddiq (honest), Amanah (Amanah), tabligh (conveying transparently), and fathanah (intelligent) (Purnomo, Eko, 2020).

Character education is developed and implemented in a systemic and holistic manner with three national pillars of²⁶ character education, namely the education unit, family, and community. This is related to the character of students so that they are able to compete, have ethics, ethics, politeness, and interact with the community. Even though it has been

carried out through various efforts, it turns out that education that is directed to build the character of the nation's children has not been carried out optimally (Hamami et al., 2019).

2. Constraints for Al-Islam and Muhammadiyah teachers in shaping the character of students during the Covid-19 pandemic through Al-Islam and Kemuhammadiyah (AIK)

The teacher's obstacle in shaping the character of students during the Covid-19 pandemic is the problem of implementing health protocols. It is hoped that character values can be a motivation to implement health protocols with a sincere awareness of oneself considering that the impact of losses due to Covid is not only material but also many victims (Santoso, Suyahmo, Maman Rachman, 2020).

Limited internet access and internet support. The limited mastery of technology is owned by teachers and parents and students. So that the influence of information development, as a result of media abuse among students. This is consistent with the constraints faced by students, parents, and teachers in online learning, including the availability of web quotas, stable networks, and supporting tools such as tools and support. Online learning is considered effective if it is applied during the Covid-19 pandemic, but a more varied show is needed to keep it interesting if used in the long term (Rosali, 2020).

Lack of parental monitoring becomes an obstacle in instilling the values of character education in children because parents are busy earning a living. Parents' patience when assisting children in learning, too many learning tasks, parents' dishonesty in doing tasks that are assigned to children. The achievement of less effective learning materials, less than ideal feedback from teachers and students, the duration of distance learning that is not the same as direct learning, the content of character education in learning and extra-curricular subjects is less than ideal, and light radiation generated from cellphones.

This is needed during the Covid-19 pandemic, synergy between stakeholders in schools and parents is an indicator in the delivery of education and a form of successful education delivery. One form of successful implementation of education is being able to foster character in students (Atriyanti, 2020).

CONCLUSION

The results of this study can be concluded that the role of teachers in shaping the character of students during the Covid-19 pandemic through Al-Islam and Kemuhammadiyah (AIK) at Nitikan Muhammadiyah Elementary School (SDM) Yogyakarta. Teachers understand the duties and functions and responsibilities, and the learning process from school to home, from offline to online based on SOPs, so good cooperation between teachers and parents is needed. This is done so that parents can report student activities while at home by filling out the character control sheet. Furthermore, an assessment will be

carried out by the teacher, after which the teacher provides feedback, rewards student³⁵ with achievement, and provides penalties for non-compliance.

The obstacles faced by teachers in shaping student character during the Covid-19 pandemic are that teachers must always apply health protocols when dealing with problem students, including the lack of understanding of students about the material presented due to mastery of technology, limited internet access, and internet support. Lack of parental monitoring is also an obstacle in instilling the values of character education in children, because parents are busy earning a living, resulting in media abuse among students.

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