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IMPLEMENTATION OF CHARACTER EDUCATION STRENGTHENING IN ONLINE LEARNING DURING COVID-19 PANDEMIC AT MADRASAH IBTIDAIYAH

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IMPLEMENTASI PENGUATAN PENDIDIKAN KARAKTER DALAM PEMBELAJARAN ONLINE PADA WAKTU PANDEMIK COVID-19 DI MADRASAH IBTIDAIYAH

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ABSTRACT

Abstract: *The COVID-19 pandemic is still ongoing. It has an impact on the implementation of education so in Indonesia, it is necessary to implement Learning from Home. As a result, the Character Education Strengthening (PPK) learning model at Madrasah cannot run optimally. This paper is written to see what extent of the implementation of strengthening character education in online learning during the COVID-19 pandemic at Madrasah Ibtidaiyah Grojogan. The writing method used is a descriptive qualitative approach. The research subjects involved principals, classroom teachers, and parents/family members. Meanwhile, data collection uses observation, interviews, and documentation. Subsequently, the analysis process uses data collection in the research field, reduction, presentation, and drawing conclusions. The research results indicate that the implementation of character education strengthening at MI Grojogan has been conducted through collaboration with students' parents/family members. Based on its implementation, the school face their own challenges, either challenges from the education unit or challenges from the family. The character education strengthening applied in online learning includes five values, they are religious, nationalist, independent, mutual cooperation, and integrity.*

Keywords: *learning from home, COVID-19, character education strengthening*

Abstrak: Pandemi COVID-19 masih berlangsung hingga saat ini. Hal tersebut telah berdampak pada penyelenggaraan Pendidikan, sehingga di Indonesia harus menerapkan Belajar Dari Rumah (BDR). Akibatnya, pembelajaran dengan model Gerakan Penguatan Pendidikan Karakter (PPK) di madrasah tidak dapat berjalan dengan maksimal. Tulisan ini ditulis dengan tujuan untuk mengetahui sejauh mana implementasi penguatan pendidikan karakter pada pembelajaran daring masa pandemi COVID-19 di Madrasah Ibtidaiyah Grojogan. Metode penulisan yang digunakan adalah melalui pendekatan kualitatif deskriptif. Subjek penelitian melibatkan kepala sekolah, guru kelas, dan orang tua siswa/keluarga. Sedangkan pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Selanjutnya proses analisis menggunakan pengumpulan data di lapangan, reduksi, penyajian, dan menarik kesimpulan. Hasil dari penelitian menunjukkan bahwa implementasi PPK di MI Grojogan sudah dilakukan melalui kolaborasi dengan orang tua siswa/keluarga. Dalam pelaksanaannya sekolah mendapatkan tantangan tersendiri baik tantangan dari satuan Pendidikan maupun tantangan dari keluarga. PPK yang diterapkan dalam pembelajaran daring meliputi 5 nilai, religius, nasionalis, mandiri, gotong royong, dan integritas.

Kata Kunci: *pembelajaran dari rumah, COVID-19, penguatan pendidikan karakter*

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INTRODUCTION

Until now the Corona Virus Disease (COVID-19) pandemic has not ended. The pandemic that emerged since December 2019 continues to spread and is increasingly troubling people around the world. It has been published by the Gugus Front for the Acceleration of Handling COVID-19 that there are 216 countries infected with COVID-19. In Indonesia alone, there are 34 provinces that have identified the COVID-19 virus (www.covid.go.id ; Saputra, etc, 2021)

The Indonesian government has taken many ways to stop the spread of COVID-19. These methods include wearing a mask, washing hands with soap, maintaining a minimum distance of 1 meter, and avoiding crowds. Apart from that, with the spike in COVID-19 cases, the government also issued a policy to mitigate this surge. The policy in question is Large-Scale Social Restrictions (PSBB). PSBB can be interpreted as limiting certain activities for people in an area suspected of being infected with COVID-19. This is done to prevent the wider spread of COVID-19, (PP No. 21 tahun 2020 tentang Pembatasan Sosial Pembatasan Besar dalam Rangka Percepatan coronavirusdisease 19, n.d.).

The government policies above have encouraged the Ministry of Education and Culture to abolish face-to-face learning activities in schools/madrasahs. This is of course intended to prevent the spread of the COVID-19 virus in educational environments. The Minister of Education and Culture of the Republic of Indonesia through Circular Letter Number 4 of 2020 instructed schools/madrasahs to implement the Learning From Home (BDR) program. Then issued Circular Number 25 of 2020 concerning Guidelines for Implementing Learning From Home (BDR). Learning From Home (BDR) is a government step with the aim of fulfilling students' rights to obtain educational services during the emergency

spread of COVID-19. Learning from home through online and/or offline learning while adhering to health protocols. The implementation of learning from home aims to obtain students' rights to obtain educational services during the COVID-19 emergency; protecting education unit residents from the impact of COVID-19; preventing the spread and transmission of COVID-19 in educational units; and ensuring the provision of psychological support for educators, students and parents/guardians (*Surat Edaran Mendikbud Nomor 15 Nomor 15 Tahun 2020 Tentang Panduan Penyelenggaraan Program Belajar Dari Rumah*, n.d.).

The main feature of learning from home is not face-to-face so that in practice it also combines online and offline learning systems. Online, students and teachers can use gadgets or laptops/computers through several portals and online learning applications. While offline can be carried out through television, radio, modules and self-study worksheets, printed teaching materials as well as teaching aids and learning media from objects and the surrounding environment(Putri, R. D. P., Kurniawan, S. J., & Safitri, N. E. 2019 ; Safitri & Putri, 2020). The system is similar to the nuances of the Industrial Revolution 4.0 era, namely all human activities are carried out through information and communication technology. The task of education in the Industrial Revolution 4.0 era is to strengthen character education with the principle that character can change according to the opportunities and learning environment it creates, (Zidniyati, 2020). Education from behavior or what is often known as morals must be made a strong foothold in the midst of technological and information developments, (Aji, 2020). However, it is known that so far the implementation of character education learning at home has not run optimally. In fact, the implementation of learning from home must pay attention to the cultivation of

character values in order to reduce the moral decline of the Indonesian nation's children (Ragil & Nindiya, 2018).

Paying attention to character values is a must because every human being must have them (Hendarman, 2019). Government Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education states that character education is the responsibility of the education unit which begins with habituation and continues in its application in everyday life. Learning materials while studying from home are suggested to strengthen character education and cultural introduction (Kurniawan, S. J., Situmorang, D. D. B., & Ifdil, I. 2022).

The application of integrated character learning while studying from home can still be noticed and controlled by the teacher, (T. Aji, 2020). The point is that the teacher not only transfers knowledge but also transfers values through character education. The application of integration of character values with learning at the Madrasah Ibtidaiyah level is an important thing to do and receive serious attention, because MI is basic education for students., (Fajrin & Muqowim, 2020). The hope is that the results of collaborative character education efforts will become a kind of synergy that has the ability to combat negative behavior, inspire and encourage students, and build a strong caring community. (Lewis & Ponzio, 2016).

The problems above can be concluded that educational units must have models and strategies to be able to carry out strengthening character education during online learning. This is mandated in PP 87/2017 that strengthening character education is a joint responsibility of the family, educational units and the community. During the COVID-19 pandemic, schools collaborated with parents and the surrounding community in developing character values, (Purandina & Winaya, 2020). A preliminary study conducted at Madrasah Ibtidaiyah Grojogan on March 24 2021 through

interviews with grade 3 teachers stated that so far the implementation of learning from home has always integrated character into every lesson. This success cannot be separated from the collaboration with parents and students' families. Therefore, implementing the learning from home program must be supported by positive patterns of interaction and communication between teachers and parents/guardians, (Kemendikbud, 2020). The explanation above made the author interested in discussing more deeply about how to implement strengthening character education during the COVID-19 pandemic at Madrasah Ibtidaiyah Grojogan.

METHOD

A qualitative approach with a descriptive method was used to conduct research on the implementation of strengthening character education during the COVID-19 pandemic at Madrasah Ibtidaiyah. This research was conducted to see real phenomena in the field experienced by subjects in research by writing using scientific language (Moleong, 2017). This type of survey research uses a qualitative approach, which is used to obtain data or information in strengthening character education in online learning during the COVID-19 pandemic. While the research subjects included the principal as the person in charge of learning, the grade 3 teacher as homeroom teacher, and two parents/families. The object of this research is everything related to strengthening character education during the COVID-19 pandemic. These include supervising the school principal, students' attitudes during online learning, and the way teachers control and collaborate with parents/guardians of students in carrying out character-based learning. The purpose of this study is to collect data using several techniques. Data collection techniques using observation, interviews, and documentation, (Sugiyono, 2016). This method is used to objectively describe the facts that occurred at



Madrasah Ibtidaiyah Grojogan in implementing the BDR program by integrating character education. The method is to carry out the process of analyzing data collection in the field, reduction, presentation, and drawing conclusions.

RESULTS AND DISCUSSION

1. Challenges of Character Education during the COVID-19 Pandemic

The ongoing pandemic has become a reminder for society to continue implementing character education that has been forgotten so far, (Abdusshomad, 2020). During a pandemic like today, of course, class-based, school and community culture cannot run optimally. One way to strengthen character education during a pandemic is based on collaboration with families. Teachers and parents must be able to provide a platform for developing character values with the aim of forming good moral behavior, (Purandina & Winaya, 2020). This means that schools must have a character-based education strategy in collaboration with families. Character education can be realized by giving a good example to students.

2. The Challenge of the Grojogan Islamic Elementary School

The principles of strengthening character education have been explained in Permendikbud Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units, where the principles of strengthening character education can be applied at any time in everyday life. Thus, implementing learning from home is one of the consequences of the COVID-19 pandemic. This is done not only so that students get learning material but also to maintain the implementation of character education. Strengthening character education can also be integrated into intra-curricular, curricular and extra-curricular activities. During the implementation of learning from home, educational units were less than optimal in

carrying out strengthening character education (Aji, 2020). Sehingga dapat dipastikan guru juga harus mampu mentransfer nilai-nilai karakter dalam menjaga penguatan karakter siswa.

In online learning, providing learning materials with character integration is an important element. Teachers need to prepare an online learning class strategy that can integrate the values of religious character, nationalism, mutual cooperation, independence and integrity. If online class management only emphasizes an effective learning process without prioritizing the character education process, then important points in the learning process will be lost. (Purnomo & dkk, 2020).

3. Challenges for Parents/Family

The family is the real place of education than any other place in organizing education for the formation of good character or morals, (Permatasari, dkk, 2020). The family can also be said to be the main educational center in giving a big influence in the formation of a person's character or morals (Hendayani, 2019). Thus it can be concluded that the family plays a role in participating in strengthening character education. (Putranti, D., Supriyanto, A., & Kurniawan, S. 2021).

The application of strengthening character education during online learning triggers new challenges for families. Families have been required to participate in carrying out character education strengthening programs from schools during online learning. The role of parents/family that emerged during the COVID-19 pandemic was as a guide, educator, guardian, developer or supervisor (Kumiati, dkk, 2020). In particular, the role of parents/family is to maintain and ensure that children live clean and healthy lives, accompany children in doing schoolwork, carry out joint activities while at home, create a comfortable environment for children, establish intense communication with children, play with children, and being a role model for



children, providing supervision to family members, providing and meeting family needs, as well as guiding and motivating children, providing education, maintaining religious values, carrying out variations and innovations in activities at home. Some parents are not aware of playing an active role in various activities carried out at school. In addition, teachers and parents have not been able to work well together because of their busy schedules, (Qadafi, 2019). When there is a call to stay at home, parents feel pressured when dealing with their child's behavior at home and demand that they perform tasks in a rough or aggressive manner, (Radhitya & dkk, 2020).

4. Integration of Character Education in Online Learning at MI Grojogan

Character must be owned by everyone who is still alive, because character is the attitude or behavior that someone has that causes that person to have character (Wibowo, 2017). Character in children is usually formed through integration in learning at school. Character education is an effort to instill good habits so that students are able to behave and act based on the values that have become their personality (Wulandari & Kristiawan, 2017). In line with the statement that character education is an effort to instill good habits so that students are able to behave and act based on values that must involve good knowledge, good feelings and good behavior so that a unified behavior and attitude is formed. student life (Sutrisno & Aminah, 2017). Character education needs to be carried out from elementary school because it is the key to realizing dignified human beings in accordance with national education goals. Thus it can be interpreted that character education is an effort to realize values so as to make a person a good person. The government in this case has developed guidelines that can be used as a reference for the implementation of character education in learning. Strengthening Character Education, hereinafter abbreviated as

strengthening character education, is an educational movement under the responsibility of an education unit to strengthen the character of students through the alignment of heart, taste, thought and sports activities with involvement and collaboration between educational units, families and communities. community as part of strengthening character education. of the National Mental Revolution Movement. Strengthening character education aims to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education to face the dynamics of change in the future.

In its implementation, MI Grojogan has integrated character education through online learning. For example, when learning Indonesian, there is a theme about Indonesian diversity in the form of text, namely looking for main ideas in the text. The text will be integrated with Belief in the One and Only God. Indonesian is also taught to read aloud so that other students have to wait and be patient in listening to get used to appreciating. Make it a habit to write Bismillah in Arabic letters in every lesson. On theme 4 the material on interview ethics and guests is polite, gentle, not interrupting people's conversations, saying thank you. Ethics for visiting, greeting, not interrupting other people's conversations. If you receive guests, you must be glorified and easy to forgive others. There are also speech assignments that contain hadiths or verses from the Koran that are appropriate to the theme, polite and contain goodness.

After knowing some of the facts at MI Grojogan, in the following there is a discussion about strengthening character education. The Ministry of Education and Culture explains 5 (five) main character values as priorities for the movement to strengthen character education, namely (Kemendikbud, 2017):

1. Religious. Religious character values reflect faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs, respecting religious

differences, upholding tolerance towards the implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions. Whereas in Madrasah Ibtidaiyah Grojogan religious values have been implemented through integrated learning. This integration through praying before and after studying, instills respect and gets used to worship. This is of course through collaboration between parents/guardians and class teachers.

2. Nationalists. Nationalist character values are ways of thinking, behaving and acting that show loyalty, care and high respect for the environment, language, customs, social, culture, economy and politics of the nation, by prioritizing the interests of the nation and state. Nationalist values in online learning are also not forgotten. As in MI Grojogan, in carrying out Civics lessons, for example, the teacher also gives the task of singing the national anthem. Thus students will be familiar with the application of nationalist values.
3. Independent. Independent character values are attitudes and behaviors that do not depend on other people and use all energy, thought, time to realize hopes, dreams and aspirations. The pandemic period resulted in education units carrying out learning from home, so that teachers could not be separated from providing subject matter and assignments. So far, students at MI Grojogan have carried out their duties well. Assignments given by the teacher are always done and collected on time. As for the subject matter that is not yet clear, students are given the opportunity to ask questions to the teacher via WhatsApp Group (WAG) class short messages.
4. Mutual cooperation. The character value of gotong royong reflects an act of respecting the spirit of cooperation and working together to solve common problems, establish communication and friendship,

and provide assistance to people in need. The application of the value of cooperation can be carried out when studying from home, including discussing with family members about the learning materials around them. For example, students are given the task of finding out the duties of local community leaders, so students can discuss them with other family members. Furthermore, students are also expected to be able to apply an attitude of mutual help in families and surrounding communities in need.

Integrity. Integrity character values are values that underlie behavior based on efforts to make oneself a person who can always be trusted in words, actions, and work that is committed to human and moral values. The value of integrity is highly emphasized, especially when carrying out exams. Exams while studying from home are carried out at home so that the teacher cannot supervise students directly. In this case the teacher always applies an honest attitude when taking exams according to the abilities of each student. Thus students can appreciate their own abilities and have more confidence. Strengthening Character Education is emphasized with the aim of familiarizing students with good moral behavior. In addition to achieving intellectuality, it also aims to harmonize religion and general knowledge so that they complement each other. With a strong religious foundation so as to have good moral behavior. Achieve Basic Competency (KD) that has been designed in the Learning Implementation Plan (RPP) by indirectly inserting character values in it. For example, it must be fair, honest, patient, and disciplined. Supporting factors in the implementation of character education at MI Grojogan are, because the school is based on religion, students already understand and are used to how to behave, have noble character, such as respecting teachers. Thus, it is easier to organize and direct students. While the

inhibiting factor is the teacher's lack of understanding about the integration of general learning with religious learning. Even though it is known that MI schools are religion-based schools. In addition, class teachers are also limited in delivering lessons online so that the integration of character values is not optimal.

CONCLUSIONS AND RECOMMENDATIONS

The COVID-19 pandemic is still ongoing today. This has an impact on the implementation of education, so that in Indonesia it is necessary to implement Learning from Home (BDR). As a result, learning with the Movement for Strengthening Character Education model in madrasahs cannot run optimally. This article was written with the aim of knowing how far the implementation of strengthening character education in online learning during the COVID-19 pandemic at Madrasah Ibtidaiyah Grojogan. The results of the study show that strengthening character education at MI Grojogan has been carried out in collaboration with parents/family. In its implementation, schools face their own challenges, both challenges from educational units and challenges from families. Strengthening character education that is applied in online learning includes 5 values, namely religious, nationalist, independent, mutual cooperation, and integrity.

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