

The Implementation of Strengthening Character Education in Junior High School During The Covid 19 Pandemic

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Abstract

This research aimed to determine the implementation of strengthening character education based on classroom action, school culture and community participation during the COVID-19 pandemic. This was qualitatively and quantitatively research (mixed method design) by using a descriptive approach. The data were collected through interviews structured and unstructured. The interviewees of this study were stakeholders from three Junior High schools in Jakarta such as principal and vice principal for curriculum. Quantitative data collected by making closed questionnaires consisting of statements that have the answer 'yes' or 'no' and giving reasons for the choices given by respondents in choosing answers according to their choices. Questionnaires were given to 20 educators as respondents. Data analysis used constant comparative method by Glaser and Strauss. The findings of this study showed that schools still implemented strengthening character education based on classroom action, school culture and community participation during the COVID-19 pandemic. This research has implications for understanding by students about the main values of strengthening character education during the online learning process from home.

Abstrak

Kata kunci
Covid 19
Karakter
Pelaksanaan
Pendidikan
Penguatan

Penelitian ini bertujuan untuk mengetahui implementasi penguatan pendidikan karakter berbasis tindakan kelas, budaya sekolah dan peran serta masyarakat selama masa pandemi COVID-19. Jenis penelitian ini adalah kualitatif dan kuantitatif (mixed method design) dengan menggunakan pendekatan deskriptif. Pengumpulan data kualitatif dilakukan melalui wawancara terstruktur dan tidak terstruktur. Narasumber penelitian ini adalah stakeholder dari tiga Sekolah Menengah Pertama di Jakarta seperti kepala sekolah dan wakil kepala sekolah bidang kurikulum. Data kuantitatif dikumpulkan dengan cara membuat angket tertutup yang terdiri dari pernyataan-pernyataan yang memiliki jawaban 'ya' atau 'tidak' dan memberikan alasan atas pilihan yang diberikan oleh responden dalam memilih jawaban sesuai pilihannya. Angket diberikan pada 20 orang pendidik. Analisa data yang digunakan metode komparatif konstan Glaser dan Strauss. Temuan penelitian ini menunjukkan bahwa sekolah masih menerapkan penguatan pendidikan karakter berbasis tindakan kelas, budaya sekolah dan partisipasi masyarakat selama pandemi COVID-19. Penelitian ini berimplikasi pada pemahaman peserta didik tentang nilai utama penguatan pendidikan karakter selama proses pembelajaran secara daring dari rumah.

INTRODUCTION

The development of information technology, has an impact on society, both positive and negative. Broadcasting information on various social media channels that are not censored has a negative influence that can damage character, especially children who have not been able to filter information, so that the character of universal values that have existed in society can be lost. To maintain the character of universal values such as honesty, justice, respect, ethics, caring and responsibility, it is important to children because character is not formed by itself but is developed through a continuous process. One of the means that can maintain and develop children's character is educational institutions. In schools, educators are the main supplier of character building in the classroom. Educators who are qualified, knowledgeable, moral and intelligent can provide inspiration to guide students to success as a sacred privilege and responsibility (Watz, 2011). Character education is important in the education system because the main principles of character are respect, justice, truth and responsibility (Agboola & Chen, 2012). Character education develops psychological character components such as empathy, values and moral identity which requires various strategies in its application (Berkowitz, 2012). Educators with character will develop strategies for implementing the main values of character. The implementation of character education in schools aimed to foster young people who are ethical, moral and responsible for themselves and others. In normal times, children or students spend nine hundred hours a year in the process of learning ethical and moral values that help families and communities develop an environment that cares and respects each other. During the COVID-19 pandemic, the implementation of character education became ineffective due to the cessation of the learning process in schools so that the impact on individual moral behavior became narrow (Peterson, 2020). Students as young people must acquire character education as a moral and ethical identity to build a tolerant society. The implementation of character education can't stop although the learning process at school isn't implemented due to the covid 19 pandemic.

The implementation of character education requires strengthening with a comprehensive culturalbased approach created by schools and based on community participation to support the main character values in the form of religion, nationalism, independence, mutual cooperation which are taught in class (Pala, 2011). The implementation of strengthening character education aims to provide students with an understanding of the importance of having social values, tolerance and controlled emotions in all aspects of social interaction in society (Satria & Shahbana, 2020). The implementation of strengthening character education is very important for students in facing the current of globalization (Hulawa, 2019). Strengthening character education for students is important because the main value of character education penetrates the boundaries of ethnicity, race, religion, class, language, and culture in line with the era of global pluralism which is a necessity (Imron & Nugrahani, 2019). Religious values, nationalism, independence and mutual cooperation as values for strengthening character education complement the character values of being honest, tolerant, disciplined, creative, develop literacy, care socially and responsible as ethical values of students face the challenges of globalization which haven't boundaries of ethnicity, religion, race, class, language and culture in social life.

Strengthening character education based on classroom action is described by Lickona with seven E's in instilling character traits, namely (a) explaining (explain it) by defining, illustrating and discussing the importance of character, (b) examining (examine it) literature, history and contemporary problems, (c) exhibit it by providing personal examples, (d) expect it by providing codes, rules, limitations and consequences, (e) experience it directly, (f) support (encourage it) by setting goals, providing training and self-assessment, (g) evaluating (evaluation) by providing feedback (Singh, 2019). Strengthening character education is

integrated in the curriculum, syllabus and Learning Implementation Plan (RPP) with the aim of develop character values and helped students to succeed (Schaps & D, 2007). The implementation strengthening character education based on classroom action, school developed strategies integrating foundation learning system between values strengthening character education with curriculum, syllabus and Learning Implementation Plan (RPP).

Strengthening character education based on school culture is applied based on habituation to be the main in implementing character values. School culture is an important basis for improving the morality and behavior of students. The achievement and differentiating behavior of students can be better because the development of school culture is carried out consistently (Retnasari et al., 2021). Strengthening character education based on school culture is built on certain principles, skills and strategies involve school community foster feelings, beliefs, and motivation for students (Jones, 2008). Schools as institutions created morals and behavior must build a system to cultivate principles and skills to become the cultural character of students. The implementation strengthening of character education based on school culture need to integrate religious values, nationalism, independence and mutual cooperation with school vision and mission or school branding, (2) academic achievement, (3) extracurricular activities, (4) consistent school culture, (5) literacy activities, (6) school regulations, (7) commitment of educators in enforcing agreed rules, and (8) commitment parents of students.

Strengthening character education based on participation community aimed create opus, creativity and innovation based on experience and community literacy skills. Community involvement provides strengthening character education can form a balance of students between mindsets and skills with the cultural character community (Ramona & Supriatna, 2021). Participation community become important in implemented strengthening character education. Participation community in instilling values religious, nationalism, independence and mutual cooperation can be integrated in intracurricular and extracurricular activities school by involving (1) school committees, (2) culturalists, (3) behavior prevention institutions, such as the National Narcotics Agency, (4) literacy activists, (5) business and industry, (6) community and religious leaders, (7) mass media, (8) professionals and (9) skilled workers. Participation community implementation strengthening character education encourage students creative and innovation develop self-potency appropriate knowledge and skills.

The implementation of strengthening character education during the COVID-19 pandemic experienced obstacles because government policy to closed supermarket, office and school so activity trading, office and learning process are carried out from home. The impact of close learning process in school, students look for alternative activities, usually study time at school, but they spent time by playing in internet cafes or cellphones and watching movies on social media channels (Ramona & Supriatna, 2021). In fact, the learning process in schools is not only aimed at improving the quality of education, but also to strengthen the character and morals of students who are integrated with graduation competency standards (Sahudra et al., 2020). The learning process implemented online during the COVID-19 pandemic has an impact on strengthening the character education of students because educators have not been able to provide assessments according to standards compared to when were at school. Despite being constrained by the COVID-19 pandemic, the implementation of character education is still carried out simultaneously with the learning process at home.

Many researches have been conducted to strengthen character education, including Jamin and the team, the strengthening character education was implemented on two stages, namely pre and implementation stages, concluded the implementation of strengthening

character education had an impact on increasing student discipline but there were still educators who did not understand the essence of strengthening character education (Jamin, Wanto, & Sapriadi, 2021). Researches Rohmayanti concludes that strengthening character education can improve the spiritual, social, knowledge and skills of learners (Rohmayanti, 2019). Researches Zaenab and the team, concluded that the implementation of strengthening character education improves the competence of educators in developing lesson plans (RPP) ((Zaenab, Chamisijatin, & Wahyuni, 2020).

In this study, it is different from the research above, this research was conducted to determine the implementation of strengthening character education based on classroom action, school culture and community participation during the covid 19 pandemic.

METHOD

This was qualitatively and quantitatively research (mixed-method design) by using a descriptive approach. The data were collected through interviews with informants consisting of stakeholders from three Junior High Schools in Jakarta such as the principal and vice principal of the curriculum field to obtain data on the implementation of strengthening character education based on classroom action, school culture and community participation during the COVID-19 pandemic. In general, interviews were implemented in a structured and unstructured. Structured interviews were conducted by standard questions with answers matched expectations of researcher. Structured and unstructured interviews were conducted with key informants were considered to know the process of implementation character education strengthening during the COVID-19 pandemic.

To obtain data on the implementation of strengthening character education according to the results of the interview. Then quantitative data collected is carried out by make closed questionnaires consisting of statements that already have a 'yes' or 'no' answer and giving reasons for the choices given by respondents in choosing answers according to their choices. Questionnaires were given to 30 educators.

The researcher distributed the questioner via online. Fill out the questionnaire using the google form provided. Data analysis used constant comparative which was coined by Glaser and Strauss. This study focused on the integration of religious values, nationalism, independence, mutual cooperation which is implemented based on classroom action, school culture and community participation during the COVID-19 pandemic.

FINDINGS AND DISCUSSION

After getting information through interviews from informant, data analysis was carried out using constant comparative techniques based on interviews between researchers and informant. The results of interviews regarding the implementation of strengthening character education during the COVID-19 pandemic, it is still applied even though the learning process is online. In testing the implementation of strengthening character education for students, a questionnaire was given to educators

The Implementation of Strengthening Character Education Based on Classroom Action

Strengthening character education based on classroom action is carried out by adjusting the vision, mission and understanding of the online learning process to have the competence and ability to integrate the value of strengthening character education in the classroom. The integration of strengthening character education aims to instill awareness, grow knowledge and practice religious values, nationalism, independence and mutual cooperation in every student in the class. Strengthening character education is implemented in every subject matter, both compulsory subjects and local content by reducing the curriculum, syllabus and learning implementation plans (RPP) during the covid 19 pandemic. (Nurafiati, Rahayu, and Sugiharto, 2021). Adjustments implemented for every subject matter.

Adjustment of vision, mission and understanding of learning process during the covid 19 pandemic, the school optimally makes changes by integrating the value of strengthening character education based on the curriculum with adjustments to the syllabus and learning

implementation plan (RPP) in several stages including (a) analyzed basic competencies by identifying the value of strengthening character education contained in the subject matter, (b) designed curriculum, syllabus and learning implementation plan (RPP) focused on implemented the value of strengthening character education by sorting and selecting methods that are considered effective in the online learning process and relevant to classroom management, (c) designed the learning process in accordance with the revised syllabus and learning implementation plan, (d) designed authentic assessments of the learning process and doing reflection, and (e) designed a comprehensive evaluation of the learning process. Integrated the value of strengthening character education with methods, learning processes, literacy activities in the classroom can form critical thinking, communicate skills, collaborate, creative, innovate, have character, independence, mutual cooperation and spirit of nationalism (Chaironi, 2019). After integrated the curriculum, adjusting the syllabus and learning implementation plan (RPP) with the value of strengthening character education, the school makes a framework of (1) planning and implementing the value of strengthening character education according to the learning implementation plan (RPP), (2) learning process, (3) adjustment subject matter, (4) authentication and reflection, (5) evaluating learning, (6) learning methods, and (7) relevant classroom management.

In testing percentage implementation of strengthening character education based on the school program adjusting the curriculum, syllabus and learning implementation plan (RPP) with the online learning process during the COVID-19 pandemic. The percentage results of implemented of strengthening character education based on classroom action, as shown in the following table:

Table 1. Percentage Achievement Strengthening Character Education Based on Classroom Action

Number	Indicator	Percentage (%)	
		Achievement	Not Achieved
1.	Plan (makes RPP)	77.1	22.9
2.	Early learning process	92.6	7.4
3.	Core subject matter	67.4	32.6
4.	Authentic and reflection	31.4	68.6
5.	Method learning	77.1	22.9
6.	Evaluation learning	29.7	70.7
7.	Management class	89.1	10.1

The presentation of the achievement of strengthening character education based on classroom action has been implemented in the majority according to the school program. In planning, curriculum adjustments and changes to the learning implementation plan (RPP) were made. but there are still those who haven't made a plan on the grounds that learning implementation plan (RPP) doesn't need to be changed, only the teaching strategy is adjusted to the conditions of the covid 19 pandemic. Early learning activities, the value of strengthening character education is implemented by reading prayers before discussing the core subject matter, but some haven't implemented reading prayers because they think that prayers don't need to be read together. The core subject matter has also used an integrative thematic approach, for example in the subject of Civic Education (PKn) discussing the value of mutual cooperation which is integrated with the meaning of unity. In authentication and reflection, a small proportion implementation an integrative approach because authentication and reflection focus on the subject matter. In the learning method, the integrative approach discusses subjects by using visual aids utilizing animated images and videos in the core lesson. In the evaluation of learning, only a small part of it integrates the value of strengthening character education, for example solving subject matter exercises independently and honestly. In classroom management, the integrative value of strengthening character education is implemented to build mutual cooperation and mutual respect when problem solving.

The implementation of the value of strengthening character education is adjusted to the needs and characteristics of students (Rohmayanti, 2019). Adjustments to the needs and

character of students aim to make it easier for students to understand examples. During the COVID-19 pandemic, although it wasn't implemented optimally in the online learning process, the strengthening of character education based on classroom action was still implemented because it aimed to instill social values, tolerance through ethnic, racial, religious, class, linguistic, and cultural boundaries (Jamin et al., 2021). Having social values and tolerance can foster students in understanding differences in society.

The percentage results, the value of strengthening character education based on classroom action has been implemented comprehensively, only a few indicators haven't integrated the value of strengthening character education in the classroom such as learning evaluation, authentication and reflection because the ability to develop online learning evaluations using technology media is still minimal such as operate computers, animation media applications, handphone and so on (Dewi & Nature, 2020). The development of learning evaluations using technology media is an effort for educators to innovate and be creative in providing understanding to students (Rahayu et al. 2021). Learning evaluation is a medium for character development (Wardani et al., 2021). Direct interaction in the learning process is important to improve literacy skills, one of which is using technology (Zaenab et al., 2020). To improve the ability of educators to evaluate learning because it is related to competence in utilizing technology media, it is important for schools to provide literacy by implementing education and training for all educators.

2 *The Implementation of Strengthening Character Education Based on Cultural School*

The implementation of strengthening character education is a way for schools to build public perceptions. The ability of schools to cultivate value of strengthening character education will have an impact on behavior of students interacting both at school, at home and in the community. The implementation of strengthening character education is able to animate school community members to build excellence branding. To build excellence, the value of strengthening character education should become a culture school because the ability of schools to implement value of strengthening character education forms an identity for schools to absorb and process other character values (Nurani & Mahendra, 2020). Building an excellence identity of religious values, nationalism, independence and mutual cooperation as the basis of culture school is one of the schools achieving educational goals.

Excellence branding according to public perception, the implementation of strengthening character education is integrated into the vision, mission and goals of the school so that the achievement of academic potential isn't only related to developing the cognitive, psychomotor and affective aspects of students but also developing the identity of the school's character. Strengthening character education becomes the spirit of every school activity such as extracurricular activities and literacy movements. School policies implementing of strengthening character education in every activity need support in (a) familiarizing the value of strengthening character education both at school and at home, (b) setting an example for students, (c) involving stakeholders at school and parents at home, (d) comply norms, rules, school culture, (e) develop school excellence, (f) provide space for students to develop themselves by integrating literacy movements and strengthening character education (Rohmayanti, 2019). The collaboration of various parties implementing the strengthening character education based on school culture has an impact on branding of schools have excellence graduates, competence not only in academic potential but also character.

During the COVID-19 pandemic, the implementation of strengthening character education based on culture school wasn't maximized because there wasn't direct physical interaction with fellow school members. The value of strengthening character education is universal (Neliwati, 2021). Although the learning process is online, the implementation of strengthening character education based on culture school can also be implemented online. The implementation of strengthening character education can be through verbal communication because strengthening character education can implemented anywhere and anytime without discrimination (Taufik, 2020). The implementation of strengthening character education based on culture school can still be applied even though students were at home.

Adjusting the vision, mission and goals of the school in implementing strengthening character education during the COVID-19 pandemic, the school makes an integration policy for strengthening character education with (1) school branding, (2) achievement of academic potential, (3) extracurricular activities, (4) consistency school culture at home, (5) literacy movement, (6) understanding school rules, (7) commitment to implementing school rules at home, (8) commitment of parents to exchange information. Testing percentage of implementation of strengthening character education based on culture school integrated, made a questionnaire for respondents with indicators program school related to learning process online during the covid 19 pandemic. The percentage results of implementing character education based on culture school, as shown in the following table:

1 **Table 2. Percentage Achievement Strengthening Character Education Based on Culture School**

Number	Indicator	Percentage (%)	
		Achievement	Not Achieved
1.	Branding school	97.1	2.9
2.	Potential academic	21.1	78.7
3.	Activities extracurricular	97.1	2.9
4.	Consistency culture school at home	95.4	4.6
5.	Literacy movement	86.3	13.7
6.	Understanding rules school	89.7	10.3
7.	Commitment implemented rules school	89.7	10.3
8	Commitment of parent exchange information	21.1	78.7

The implementation of strengthening character education based on culture school appropriate policies school. The integration of character education strengthening values with school branding has been implemented. Integration of school branding with the value of strengthening character educators because school branding is socialized in every activity to parents and students. The achievement of academic potential hasn't been implemented because there isn't direct physical interaction so that difficult to controlling student behavior, especially overseeing the completion of test assignments and exams independently. In extracurricular activities, the school holds extracurricular activities even during the COVID 19 pandemic, for example art extracurricular activities instilled the value of nationalism by singing the national compulsory anthem online.

The consistency of school culture at home, students apply school culture during online learning. Students are reminded not to abandon the implementation of religious values, independence and mutual cooperation such as worship, meeting personal needs and helping parents. In literacy movement activities, it provides an understanding of increasing competence independently such as frequently reading and mastering science by utilizing information technology networks. In understanding school rules, providing information that regulations are attached to the obedience of students, for example implementation religious values, when student implementation worship, students are considered to have understood school rules. The commitment to implementing school regulations, understanding school regulations means that have committed to implementing school regulations. The commitment of parents to exchange information hasn't been implemented because parents are passive in providing information.

Strengthening character education based on culture school is implement programs made by schools by managing school culture, social, facilities and infrastructure (Aisyah et, el., 2018). stakeholders provide developing strategies, approaches, communication, initiation and inspiration (Harris, Darmawan and Cahjono, 2020). Schools prepare for need developing strategies and approaches to integrate the value of strengthening character education with culture school.

In this study, the value of strengthening character education based on culture school is in appropriate with school program policies. The results of the questionnaire, there are only two indicators that are implemented are still low, such as the achievement of academic potential and the commitment of parents to exchange information. The achievement of academic potential, obstacles to direct physical supervision because supervision of implementing the value of strengthening character education become culture school such as completing practice assignments and exams isn't implemented with face-to-face meetings (PTM).

Meanwhile, the commitment of parents to exchange information related to student activities during the online learning process hasn't been implemented even though have used one of the social media channels in exchanging information. Increase the achievement of academic potential and the commitment of parents to exchange information, schools intensify communication and interaction with parents because the implementation of value of strengthening character education integrated culture school, the role of parents very important because parents interact and communicate more intensively with students.

The Implementation of Strengthening Character Education Based on Community Participation

Strengthening character education based on community participation is implemented using the method of increasing the role of parents who have professions according to the categories set by the school, for example literacy activists, culturalists, professionals in government institutions, religious and community leaders who instill the main values of strengthening character education such as religious, nationalist, independence and mutual cooperation. Parents provide assistance while students carry out the learning process at home during the COVID-19 pandemic.

Assistance aims to obtain information related to student compliance with the main values of strengthening character education and schools to obtain an accurate picture of the success of implementation strengthening character education based on community participation with activities that can be synergized with institutional programs where parents serve or pursue professional careers (Aisyah et al., 2018) for example, involving students in social activity programs such as helping orphans and providing literacy programs for street children. The role of parents and as the main stakeholders of education and being a representative of the school committee as a community participation institution (Rohmayanti, 2019) has a responsibility in implementing the main value of strengthening character education, especially in upholding the principle of mutual cooperation in the learning process at home during the COVID-19 pandemic.

Implementation of strengthening character education based on community participation, schools make program policies by implementing activities that involve externally by inviting experts to provide information to students online such as (1) culturalists, (2) behavioral prevention institutions, for example the National Narcotics Agency (BNN)., (3) literacy activists, (4) business and industry, (5) religious and community leaders and (6) mass media. Meanwhile internally, the school involves active parents to provide assistance to students in implementing the value of strengthening character education such as (7) school committees, (8) professional staff and (9) skilled workers.

Analyze the percentage of implementing character education strengthening involving the community, the researchers made a questionnaire and answered the respondents with indicators based on school policies carried out internally and externally, the following results were obtained:

**Table 3. Percentage Achievement
Strengthening Character Education Based on Community Participation**

Number	Indicator	Percentage (%)	
		Achievement	Not achieved
1.	Committee school	97.1	2.9
2.	Professional staff	5.1	94.9
3.	Skilled workers	24.6	75.4
4.	Cultural practitioner	38.9	61.1
5.	behavioral prevention institutions	57.7	42.3
6.	Literacy activists	17.1	82.9
7.	Business and industry	15.4	84.6
8	Religious and community leaders	50.3	49.7
9	Mass media	12.0	88

The implementation of strengthening character education based on community participation in appropriate with school policies has been implemented to students. From the distribution of questionnaires to respondents, the results obtained stated that only school committee participation had high achievement in integrating the value of strengthening character education. The role of behavioral prevention institutions in implementing the value of strengthening character education is given online, the participants are parents and students. Religious and community leaders also have the achievement of providing a role in strengthening character education because religious and community leaders provide understanding through activities implemented by religious and community leaders through religious and organizational studies in the environment where students live.

Cultural participation in integrating the value of strengthening character education with online cultural arts activities has not been implemented optimally because the activity performances are carried out focused on choirs and singing national and regional songs. The role of skilled workers related to the profession that parents are engaged in. The school hopes that parents can involve students in every parent activity, a small number of parents give a role to students in implementing the value of strengthening character education because parents who have employee expertise also feel the impact of the covid 19 pandemic. The role of literacy activists in implementing the value of strengthening character education is also not maximized because literacy activities are direct physical guidance between literacy activists and students, while mentoring activities aren't implemented, literacy activities are only emphasized on mastering science and technology independently.

The role of the business and industry world in implementing the value of strengthening character education has also not been maximally implemented because students cannot directly observe the activities of the business and industrial world, for example by visiting places of business and industrial activities. Mass media as mainstream media during covid 19 has also not provided a maximum role, even though many students use mass media to complete school assignments. Professional staff integrating the value of strengthening character education has not been understood comprehensively because there is no learning from professional staff to students

Community participation in implementing the value of strengthening character education for students is very important (Haniah & Aman, 2020). Community participation synergizes the values of wisdom owned by the community (Suherman et, el., 2019). Community participation can optimize the development of students' potential ethically, aesthetically, kinesthetically carried out by parents or the community as school representatives at home (Sulistyarini et, el., 2019). The synergy of main school components such as principals and educators with parents and the community according to their functions and roles through knowledge, feelings, attitudes and actions focused on the learning process can shape the character of students based on religious values, nationalism, independence and mutual cooperation (Subaidi, 2020). Community participation is very important to integrate

the strengthening of character education with the profession to improve the competence of students.

In this study, the implementation of strengthening character education based on community participation appropriating to school policy indicators has not been maximally implemented because there are interactions between the community and students. maximum results are only obtained through the school committee because the school committee where parents gather can interact directly physically. Parents can assess the ability of students to carry out the value of strengthening character education. Schools need to intensify the community to integrate the strengthening of character education in students according to their profession.

CONCLUSION

The implementation of strengthening character education based on classroom action, school culture and community participation during the COVID-19 pandemic is implemented based on school policies.

Strengthening character education based on classroom action, schools adjust the curriculum by making changes to the learning implementation plan (RPP), initial activities in the learning process, adjusting subject matter, conducting authentication and reflection, evaluating learning, using learning methods, and relevant class management. Appropriate results of questionnaire, almost all indicators were implemented well, only the evaluation of learning and authenticity and reflection had not been implemented properly.

Strengthening character education based on culture school. school policy integrates the value of strengthening character education with school culture and determines school branding, achievement of academic potential, extracurricular activities, consistency of school culture at home, literacy movement, understanding school rules, commitment to implementing school rules at home, commitment of parents to exchange information. Appropriate to the results of the questionnaire, all indicators were implemented well, only the academic potential with the commitment of parents had not been implemented properly

Strengthening character education based on community participation, school policies involve the community in providing value for strengthening education by determining the community involved such as school committees, professionals, skilled workers, cultural experts, prevention institutions (BNN), literacy activists, business and industry, religious leaders and society and mass media. Schools made an adjustment policy program during the COVID-19 pandemic but according to the results of the questionnaire, almost all indicators were not implemented properly, only the role of the school committee was optimal in implementing the value of strengthening character education.

In this research, further researchers need to conduct research related to the weaknesses of the implementation of indicators that are not yet optimal such as authentication and reflection, academic potential, involvement of professional staff and so on.

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