

APPLICATION OF STRENGTHENING CHARACTER EDUCATION IN JUNIOR HIGH SCHOOL DURING THE COVID-19 PANDEMIC

Abstract

This research ~~aims~~ aimed to determine the application of strengthening character education with an emphasis on classroom action, school culture and community participation during the COVID-19 pandemic. ~~The main values of strengthening character education such as religious, independent, nationalism and mutual cooperation based on classroom action are integrated in the curriculum, optimizing local content and class management. As for school culture based, the main values of character are habituation in interacting at home during the COVID-19 pandemic. Community participation involving figures, culturalists and professionals implements the main values of character who are role models for students at home during the COVID-19 pandemic.~~

This ~~researh~~ was ~~implement~~ qualitatively and quantitatively ~~research~~ (fixed mixed-method design) by using a descriptive approach. ~~by conducting~~ The data were collected through interviews with ~~informants online and analyzing~~ documents. The ~~resouree persons~~ repondents of this study were consisted of stakeholders from three ~~Jjunior Hhigh Sschools~~ in Jakarta. ~~and distributed instruments online to educators regarding the effectiveness of implementing strengthening character education while the interviews related to the implementation of strengthening character education based on classroom action, school culture and community participation during the Covid 19 pandemic.~~ This ~~researh~~ resulted The findings of this study showed that schools ~~during the covid 19 pandemic~~ were still ~~implementing~~ implemented strengthening character education based on classroom action, school culture and community participation by changing the integrated method of main values character in the curriculum, optimizing local content, class management, extracurricular activities and habituation that became school culture ~~during the COVID-19 pandemic~~. This research has implications for students' understanding of the main values character do not change even though the learning process is implemented from home.

Keywords: application, character, covid 19, education, strengthening

Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan penguatan pendidikan karakter dengan penekanan pada tindakan kelas, budaya sekolah dan partisipasi masyarakat di masa pandemi covid 19. Penguatan nilai utama karakter seperti religius, mandiri, nasionalisme dan gotong royong berbasis tindakan kelas terintegrasi dalam kurikulum, optimalisasi muatan lokal dan manajemen kelas. Adapun berbasis budaya sekolah nilai utama karakter menjadi pembiasaan dalam berinteraksi di rumah selama masa pandemi covid 19. Partisipasi masyarakat yang melibatkan tokoh, budayawan dan profesional melaksanakan nilai utama karakter yang menjadi teladan peserta didik selama covid 19.

Adapun metode penelitian ini dilaksanakan secara kualitatif menggunakan pendekatan deskriptif dengan melakukan wawancara pada narasumber secara daring dan menganalisa dokumen. Narasumber terdiri dari stakeholder dari tiga Sekolah Menengah Pertama di Jakarta. Wawancara berkaitan dengan penerapan penguatan pendidikan karakter berbasis tindakan kelas, budaya sekolah dan partisipasi masyarakat di masa pandemi Covid 19.

Penelitian ini menghasilkan bahwa sekolah selama masa covid 19 masih menerapkan penguatan pendidikan karakter berbasis tindakan kelas, budaya sekolah dan partisipasi masyarakat dengan mengubah metode terintegrasi nilai utama karakter pada kurikulum, optimalisasi muatan lokal, manajemen kelas, kegiatan ekstrakurikuler dan pembiasaan yang menjadi budaya sekolah. Penelitian ini berimplikasi pada pemahaman peserta didik terhadap nilai karakter tidak berubah walaupun proses pembelajaran dilaksanakan dari rumah.

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Kata kunci : covid 19, karakter, pendidikan, penerapan, penguatan

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 apply 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). The application of character education in schools aims 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 application 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).

The application 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 (Aynur-Pala, 2011). The application 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 application implementation of strengthening character education is very important for students in facing the current of globalization (Djeprin E-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 (Ali-Imron & Nugrahani, 2019). Therefore, strengthening character education should not stop because the learning process does not stop either.

Many Research researches has have been application conducted to strengthen character education based on classroom action, school culture and community participation (Jamin, A., Wanto, D., & Sapriadi, 2021), (Rohmayanti, 2019), (Zaenab, Siti, Chamisijatin, L., & Wahyuni, 2020) with the result that the implementation of strengthening character education can be application well even though there are still incomplete facilities and infrastructure, the understanding of educators is not complete and there is a lack of support from the community. The application of strengthening character education in this study is related to the implementation of strengthening character education during the covid 19

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pandemic. This research has a novelty in knowing the results of the implementation of strengthening character education during the covid 19 pandemic at Junior High School in Jakarta.

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 (Balraj Singh, 2019). Strengthening character education classroom action-based is integrated in the curriculum, syllabus and Learning Implementation Plan (RPP) with the aim of developing character values and helping students to succeed (Schaps & D, 2007).

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. MacNeil, Prater, & Busch describe 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 school culture-based is built based on certain principles, skills and strategies that involve all school members so as to foster feelings, beliefs, and motivation for students (Jones, 2008).

Strengthening of character education based on school culture integrated between character values such as religious values, nationalism, independence and mutual cooperation with branding values and/or school vision and mission, (2) academic achievement, (3) extracurricular activities, (4) implementing habituation consistently at beginning of entry to the end of school, (5) facilitating literacy activities, for example the availability of reading corners, wall magazines, wifi/internet, science groups, (6) school regulations, (7) commitment of educators in enforcing agreed rules ((an indicator of teacher exemplary for students), and (8) the commitment of parents of students in enforcing the agreed rules.

Strengthening character education based on community participation can be implemented by creating opus, creativity and innovation in implementing the main values of strengthening character education. Opus, creativity and innovation emerge based on the experience passed and the literacy ability of the community in providing examples to students. Community involvement in strengthening character education will create a conducive situation and culture in the process of applying character values to students (Nadia-Ramona & Supriatna, 2021). Community participation in instilling values religious, nationalism, independence and mutual cooperation can be integrated in intracurricular and extracurricular activities school by involving (1) parents who are gathered in school committees, (2) culturalists, (3) government institutions, especially behavior prevention institutions such as the National Narcotics Agency (BNN), (4) literacy activists such as libraries, (5) business and industry, (6) community and religious leaders, (7) mass media, (8) professionals and (9) skilled workers.

The application implementation of strengthening character education during the COVID-19 pandemic experienced obstacles. Learning activities in schools were suspended because of government policy to close all activities that involve large numbers of people. The impact of closing the learning activities, students look for alternative activities in the time that is

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usually used to study at school, but they- Students take advantage spent of time by playing in internet cafes, or cellphones and watching movies on social media channels (Nadia 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.

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METHOD

This research was carried out qualitatively and quantitatively research (fixed-mixed method design) by using a descriptive approach. by conducting The data were collected through interviews with informants online and analyzing documents. The resource persons consisted of stakeholders from three Junior High Schools in Jakarta.

The researcher and distributed the instruments via online to educators regarding the effectiveness of the implementation of strengthening character education while the interviews related to the implementation of strengthening character education based on classroom action, school culture and community participation during the Covid 19 pandemic. Interview results based on indicators narrated along with the percentage of effectiveness quantitatively. This study focuses focused on the integration of the main values of religious character, nationalism, independence, mutual cooperation which is applied based on classroom action, school culture and community participation during the COVID-19 pandemic.

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RESULT AND DISCUSSION

~~Strengthening character education must continue to be implemented even though it is constrained by the COVID-19 pandemic. The implementation of strengthening character education in three Junior High Schools (SMP) in Jakarta implemented by integrating the main value indicators of strengthening character education based on classroom action, school culture and community participation. The COVID-19 pandemic has changed the pattern of learning from the focus of learning at school to a learning process implemented online. Students follow learning from home. The learning process has an impact on obstacles to implementing strengthening character education, for example the main values character of religious, nationalism, independence, mutual cooperation do not yet have representative indicators (Amirudin, Iqbal Amar Muzaki, 2020) due to changes in the learning process fast, educators stutter in implementing adjustments.~~

APPLICATION OF STRENGTHENING CHARACTER EDUCATION BASED ON CLASSROOM ACTION

The application of strengthening based on classroom action character education encourages educators to adjust their vision, mission and understanding in the online learning process. Educators are encouraged to have competence and be role models in integrating the main values of strengthening character education in the classroom with subject adjustments. The integration of strengthening character education aims to instill awareness, grow knowledge and practice values religious, nationalism, independence and mutual cooperation in each student. Strengthening character education is implemented in the learning process of subjects both compulsory subjects and local content and class management as stated in the Learning Implementation Plan (RPP) and syllabus (Suastika Nurafiaty, Tandiyo Rahayu, Sugiharto, 2021).

Educators make optimal use of the integration of strengthening character education with the learning materials contained in the curriculum. The integration of strengthening character education based on classroom action can be carried out in stages such as: 1) analyze basic competencies that identify the main value of strengthening character education contained in learning materials, (2) designing a syllabus and Learning Implementation Plans (RPP) that focus on strengthening character education by choosing effective online learning methods with relevant classroom management, (3) implementation of the learning process in accordance with the syllabus and Learning Implementation Plan (RPP), (4) assessing the authenticity of the learning process and reflecting, (5) implement an evaluation of the entire learning process. The application of strengthening character education that is integrated with methods, learning processes, literacy activities and classroom management which is expected to form critical thinking patterns, communicate skills, collaborate, be creative and innovate with character, independence, mutual cooperation and have a spirit of nationalism (Chaironi, 2019).

The integration of strengthening character education based on classroom action in the learning process is implemented according to the stages starting from planning, initial activities, core activities and final learning activities. The integration of strengthening character education with the learning process based on indicators is obtained as follows:

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Commented [A43]: Darimana hasil persentase pada data dibawah? Apakah dari hasil mengisi questionnaire? Jika hasil interview, maka penjelasannya tidak menggunakan persentase. Namun jika hasil didapat dari hasil questionnaire, tampilkan ke 7 indicator beserta persentase tersebut secara rinci pada table. Reviewer menyarankan diagram dibawah diganti ke bentuk table sehingga informasi bisa ditampilkan secara jelas. Biasanya diagram disajikan jika anda ingin membandingkan 2/beberapa hal, seperti adanya kenaikan atau penurunan pada 2/beberapa hal tersebut.

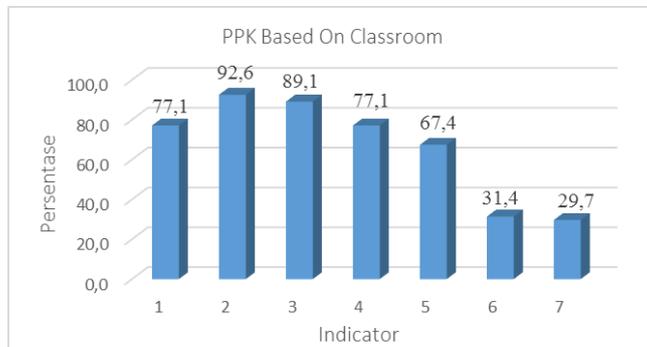


Diagram 1. Percentage of Achievement of Strengthening Character Education Based on Classroom Action

The integration of the main values of strengthening character education based on classroom action with planning and implementation indicators reached 77.1% with an average implementation in the good category. This means that the process of integrating the main values of strengthening character education with the Learning Implementation Plan (RPP) can be implemented properly. In the learning process, the integration of the main values of strengthening character education in the aspect of early learning activities reached 92.6%, while the integration of the main values of strengthening character education with classroom management reached 89.1%. The implementation of the integration of the main values of strengthening character education based on classroom action with learning methods was 77.1% while the integration of learning materials reached 67.4%. The learning process is carried out by blended learning, the integration of strengthening character education based on classroom action with reflection authenticity reaches 31.4%. Integration experiences problems in evaluation because educators cannot directly observe changes that occur in students, so the effectiveness of the integration of strengthening character education based on classroom action is only 29.7%. Strengthening based on classroom action character education has been integrated in to the Learning Implementation Plan (RPP), learning methods and materials, classroom management, reflection authenticity and evaluation of the learning process during the COVID-19 pandemic (Jamin et al., 2021) although the results have not been maximized.

The integration of strengthening character education based on classroom action, based on planning has illustrated that educators are able to formulate the value of strengthening character education in the Learning Implementation Plan (RPP) and the learning process well. In methods, learning materials and classroom management, educators develop the learning process with various obstacles such as the absence of physical interaction in observing the behavior of students. The ability of educators to formulate and develop learning methods and materials is still quite good. In terms of reflectivity, the integration of strengthening character education still has a percentage below 50%. Integration of evaluation indicators, educators have not been able to formulate and develop the learning process optimally because educators cannot directly observe changes in the character of students. ~~The strengthening character education based on classroom action by integrating the main values of character in the learning process during the COVID-19 pandemic has been carried out according to the needs and characteristics of students (Rohmayanti, 2019).~~

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The integration of the value of strengthening character education is implemented by educators in the early stages of activities by praying, singing the national obligatory anthem to foster the spirit of nationalism for students during the COVID-19 pandemic. At the core learning stage, educators adjust to the subject using an integrative thematic approach. For example, in **Citizenship Civic Education (PKn)** learning that discusses the value of mutual cooperation which is integrated with the meaning of unity, educators stimulate using sticks, explaining the strength of sticks when put together in large quantities compared to one stick. ~~Educators ask students' opinions about the stimulation and then reflect on it in everyday life.~~ The learning method chosen is a medium for character development through actions and speech during the learning process and managing the class (Wardani et al., 2021) because the actions and words of educators can be observed by students directly. Although the strengthening of character education has been implemented well, the integration strategy is still not effective because the media developed in the learning process is not focused. The main character values can only be stimulated in several sub-discussions in one meeting. Habituation at the end of the learning process has not been carried out properly because the evaluation of the sub-discussion is more dominantly implemented by making conclusions and summaries of the subject matter. Strengthening has not been integrated in the behavior of students as a whole in everyday life. Whereas in the learning process students experience a level of concrete operational development, students can make logical decisions, for example operating technological tools such as computers, cellphones and so on (Erni Ratna Dewi & A. Aminullah Alam 2020). Therefore, educators should prepare innovative learning media and methods such as electronic thematic modules based print to support the learning process in understanding subject matter (Rahayu et al., 2021). The application of strengthening character education based on classroom action during the COVID-19 pandemic has not been effective due to the limitations of educators in implementing fully integrated literacy activities from the beginning of the activity to closing due to the limitations of educators and students interacting directly (Zaenab et al., 2020).

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APPLICATION OF STRENGTHENING CHARACTER EDUCATION BASED ON CULTURAL SCHOOL

Strengthening character education based on cultural school is very important in applying the main values of strengthening character education such as religious, independent, nationalist and mutual cooperation for reflection in everyday life for educational units with the aim of becoming school culture. The main value of strengthening character education should be to grow and develop in the lives of school residents, even though the implementation of the learning process during the COVID-19 pandemic is online from home. The main value of strengthening character education is not only discourse but is able to animate school residents from the beginning to the end of the learning process. Cultivating the main value of strengthening character education for school residents can have an impact on program excellence in schools. These advantages change the public perception that schools have branding in the application of the main value of strengthening character education because the main value of strengthening character education becomes identity (Nurani & Mahendra, 2020) in absorbing and processing other character values.

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The public's perception of branding accumulates in the vision and mission of the school which is integrated with the main values of strengthening character education. Branding is not only limited to the achievement of academic potential values, but also develops aspects of

students' self, both cognitive, psychomotor and affective. The main value of strengthening character education is the spirit of education in schools, including extracurricular program activities and implementing school literacy movements as a form of application strengthening character education based on school culture. Integration of basic literacy such as numeric, language, culture, citizenship, finance, digital and science with the main value of strengthening character education such as religious, nationalist, independent and mutual cooperation encourages schools to build a vision, mission and goal of having a culture that is not only able to read and write facilitated in reading corner rooms, wall magazines, utilizing information technology networks but also developing integration between the literacy movement and strengthening character education based on culture school. During the COVID-19 pandemic, the application of strengthening character education based on cultural school was not optimally implemented because there was no physical interaction between educators and students. Although the conditions are very concerning (Neliwati, 2021) because the main value of strengthening character education is universal, it can be used by anyone and anywhere without discrimination (Taufik, 2020), therefore, it is very urgent to application strengthening character education based on school culture even if students learn from home as part of the school's efforts to continue to apply the main value of strengthening character education to students with remote supervision by school stakeholders.

Another effort to strengthen a school culture with character. Schools need to create regulations that integrate the main value of strengthening character education with school rules. In order for the rules and regulations to be implemented properly, the commitment of school residents and parents is needed to provide support for the application of strengthening character education based on school culture by (a) emphasizing habituation of the main values in everyday life at school and at home, (b) setting an exemplary, (c) involving stakeholders at school, (d) complying with school norms, rules and culture even though students are at home, (e) developing school excellence, (f) space for students to develop themselves through the integration of the literacy movement with strengthening character education (Rohmayanti, 2019). The application of strengthening character education based on school culture that is applied at home with various indicators is obtained as follows:

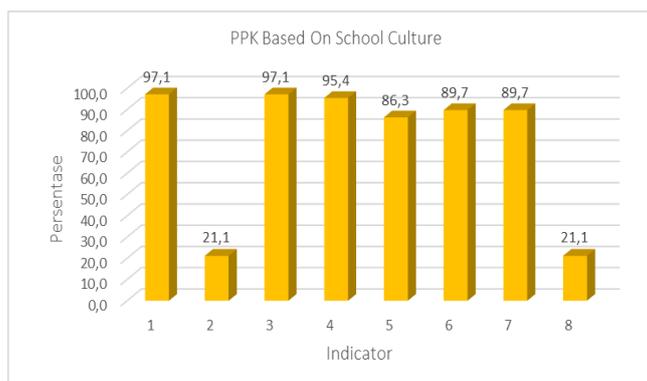


Diagram 2. Percentage of Achievement of Strengthening Character Education Based on Cultural School

Reference to analyze the percentage of strengthening character education based on school culture on a diagram with indicators(1) integration of the main values of strengthening character education with school branding, (2) integration of strengthening character

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education with achievement of academic potential, (3) integration of strengthening character education with extracurricular activities, (4) consistency of cultivating the main values of strengthening character education in interactions at school and at home, (5) integration of literacy movement with strengthening character education, (6) integration of strengthening character education with school regulations, (7) commitment of educators and students in implementing school regulations even at home, and (8) commitment of parents in monitoring students while at home in implementing school rules and providing information to educators.

Various achievements were obtained from the indicators after the analysis was carried out, the highest achievement contained in the integration of the main values of strengthening character education in school branding reached a very high percentage of 97.1% while the integration indicator on academic potential got a fairly low percentage of only 21.1%. This is due to the value of academic potential not being implemented effectively because students carrying out academic tasks do not interact directly with educators. In the indicator of the integration of strengthening character education with extracurricular activity programs, the achievement is very significant, which is 97.1%. The consistency of cultivating the main value of strengthening character education in interactions at school or at home reaches 95.4% while the integration of the literacy movement with strengthening character education achieves 86.3%. The integration of strengthening character education with school regulations is 89.7% because the rules are attached to the obedience of students. The commitment of educators and students in implementing school regulations even though they are at home reaches 89.7% because the commitment of educators is reflected in educational compliance in carrying out tasks. Commitment Parents in monitoring students while at home in implementing school rules and providing information to educators is only 21.1% because parents are busy at work so that the implementation of strengthening character education based on cultural school is not well controlled by parents.

~~Although the learning process is carried out from home during the COVID-19 pandemic, strengthening character education through a culture that instills the main value of strengthening character education is carried out routinely, incidentally and programmed by providing examples, structuring traditions, psychology, physical, social schools that are carried out at home (Aisyah et al. al., 2019), so as to create a school culture that is applied at home in a conducive manner. In management, schools are given the authority to apply strengthening character education with various strategies, approaches and practices (Taufiq Harris, Arif Darmawan and Endro Tjahjono, 2020) to communicate, initiate and inspire in creating a school culture based on the main values of character education strengthening education.~~

APPLICATION OF STRENGTHENING CHARACTER EDUCATION BASED ON COMMUNITY PARTICIPATION

Strengthening character education based on community participation is carried out 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

Commented [A61]: Revisi! Jelaskan indicators ini didalam table bersama hasil dari data yang anda dapat.

Commented [A62]: Jelaskan secara singkat karena hasil persentase sudah ada pada diagram diatas.

Commented [A63]: Jelaskan disini secara rinci hasil dari data interview.

Commented [A64]: Tambahkan pembahasan disini. Tambahkan hasil dari penelitian sebelum nya yang memiliki topic yang sama dengan penelitian anda. Bandingkan antara hasil penelitian terdahulu dengan hasil penelitian anda, apakah hasilnya mendukung atau justru berbeda dengan hasil penelitian yang baru saja anda temukan.

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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 application 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 action 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.

From the results of the analysis of the application of strengthening character education based on community participation in instilling religious values, nationalism, independence and mutual cooperation which are integrated in institutional program activities and social actions involving (1) parents who are gathered in school committees and work as (2) cultural practitioner, (3) work in government institutions, especially behavioral prevention institutions such as the National Narcotics Agency (BNN), (4) literacy activists such as libraries, (5) business and industry, (6) community and religious leaders, (7) mass media, (8) professional staff and (9) skilled workers, the following picture is obtained:

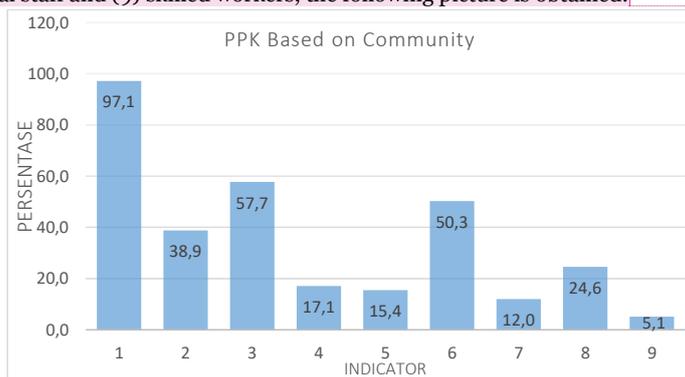


Diagram 2. Percentage of Achievement of Strengthening Character Education Based on Community Participation

In the application of strengthening character education based on community participation, the role of parents as the main stakeholders of education and representatives of the school committee as a community participation institution that applies religious, nationalist, independent and mutual cooperation values has an achievement of 97.1%. These results illustrate that parents have an important role to play in implementing the main values of strengthening character education because parents always interact with students during the learning process during the COVID-19 pandemic. Another indicator that plays an important role in instilling the main value of strengthening character education, when parents invite students to activities that involve culturalists in integrated arts performances with religious, nationalist, independent and mutual cooperation values, in this activity the achievement is 38.9% while parents who work in government institutions and invite students in government programs, especially at behavior prevention institutions such as the National Narcotics Agency can provide an effective application of strengthening character education, reaching 57.7%.

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Commented [A68]: Apakah ini indicators nya? Sajikan kedalam table. Ganti diagram dibawah kedalam table.

Literacy activists such as libraries can also instill the main value of strengthening character education which has an impact on students if they are involved in literacy programs for out-of-school communities such as street children, when parents involve students in literacy programs, the effectiveness is 17.1%. In the business world and the industrial world (DUDI) also has an impact on the application of strengthening character education, parents who work in the business and industrial world provide an illustration of the importance of mutual cooperation and independence in creating success, the level of achievement in the application of strengthening character education by involving students in business activities and industry by 15.4%. In addition to parents who act as representatives of the school committee at home, there is a significant percentage. Parents who become community and religious leaders can involve students in various religious and community activities that interact directly and apply the main values of strengthening education effectively.

The role of parents as religious and community leaders also has a major impact, reaching 50.3% in the effectiveness of applying of strengthening character education based on community participation. The involvement of students in activities related to mass media also has an impact in applying strengthening character education by 12.0% because students understand developments that occur in the outside world which require students to have a spirit of nationalism and independence. While parents who are professional staff such as doctors, nurses, educators and so on provide a role of 24.6% for students in integrating the value of strengthening character education when involved in professional activities and 5.1% of students being able to integrate strengthening character education when involved on the activities of parents as skilled workers such as employees.

During the COVID-19 pandemic, students carried out more learning processes at home and the tendency of students to use information technology tools more negatively, such as a lifestyle that ignores local wisdom and religious values (Suherman et al., 2019) then strengthening character education based on community participation is one of the solutions applied by schools during the learning process at home to optimize the development of the potential of students in a balance between ethics, aesthetics and kinesthetics whose role is carried out by parents as school representatives in providing an understanding of character development to students (Sulistyarini et al., 2019) which is based on religious, independent, nationalist and mutual cooperation principles (Subaidi, 2020). Strengthening character education can be carried out if several main components are synergized such as principals, educators, school committees and the community (Apriliana Rusly Haniah, Aman, 2020) in carrying out their respective functions and roles based on aspects of knowledge, feelings, attitudes and actions that focus on the learning process.

CONCLUSION

The application of strengthening character education based on classroom action has a very important role in building the character of students significantly because the main value of strengthening character education is implanted in the activities of the learning process, whether integrated in the curriculum, syllabus and learning implementation plan (RPP) as a whole, associated with everyday life, which often occurs and carried out by students.

The application of strengthening character education based on school culture can create a rule that integrates the main value of strengthening character education in school rules and class rules. To be able to comply with existing regulations, it requires a joint commitment from all school members. Strong commitment from educators as school members and

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Commented [A70]: Jelaskan disini secara rinci hasil dari data interview.

Commented [A71]: Tambahkan pembahasan disini. Tambahkan hasil dari penelitian sebelum nya yang memiliki topic yang sama dengan penelitian anda. Bandingkan antara hasil penelitian terdahulu dengan hasil penelitian anda, apakah hasilnya mendukung atau justru berbeda dengan hasil penelitian yang baru saja anda temukan.

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education staff. Parents provide support for strengthening character education in schools so that the application of strengthening character education based on school culture can be effective during the COVID-19 pandemic.

The application of Strengthening Character Education based on community participation during the COVID-19 pandemic focuses on the role of parents who work as community leaders, religious leaders, business actors, academics, educational activists, artists, culturalists, writers, and other professions that involve students in social activities in the institution parents work with the aim that students are able to understand contemporary community culture and synergize it with the main value of strengthening character education.

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