

Implementation of Character Education in the Establishment of Students National Value During the Covid-19 Pandemic

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Abstract: The pandemic period has resulted in changes in habits in all sectors of life, including in education. This study aims to describe the implementation of character education in the formation of national values during the pandemic. The method used in this research is descriptive qualitative. The research was conducted at SDN 002 Cicadas Bandung. The data was obtained by conducting in-depth interviews with the specified informants: principals, homeroom teachers, teachers, and students. The consideration of being specified is source triangulation and it is part of the data validity stage. Research data is analyzed using several data analysis steps, namely data reduction, data classification and data verification. The study results indicated that the implementation of character education in the formation of national values during the pandemic can be done through; a) national character habituation activities, b) integration of character materials related to national values and c) forming online national discussion groups.

Keywords: Implementation, Character Education, National Values, Pandemic Period

Abstrak: Masa pandemi telah mengakibatkan terjadinya perubahan kebiasaan di seluruh sektor kehidupan tak terkecuali di bidang pendidikan. Penelitian ini bertujuan untuk mendeskripsikan implementasi pendidikan karakter dalam pembentukan nilai kebangsaan di masa pandemi. Metode yang digunakan dalam penelitian ini yaitu kualitatif deskriptif. Penelitian dilakukan di SDN 002 Cicadas Bandung. Data diperoleh dengan melakukan wawancara mendalam kepada informan yang ditentukan yakni; kepala sekolah, wali kelas, guru dan siswa. Data yang dihasilkan kemudian dianalisis menggunakan beberapa langkah analisa data yaitu melakukan reduksi data, klasifikasi data dan verifikasi data. Hasil penelitian menunjukkan bahwa implementasi pendidikan karakter dalam pembentukan nilai kebangsaan di masa pandemi dapat dilakukan melalui; a) kegiatan pembiasaan karakter kebangsaan, b) integrasi materi karakter terkait nilai kebangsaan dan c) membentuk kelompok diskusi kebangsaan secara daring.

Kata Kunci: Implementasi, Pendidikan Karakter, Nilai Kebangsaan, Masa Pandemi

INTRODUCTION

Character education holds a very important place, considering that the establishment of a nation can be determined from the strength of the citizen character. A nation will be able to stand tall in the midst of other nations when its population has a strong character. Therefore, character education becomes a responsibility for both formal and informal education to be carried out earnestly. Basically, character education aims to improve the education quality that leads to the formation of student's character as a whole, integrated and balanced by graduate competency standards. Students are expected to have good attitudes as individuals and as citizens. Through character education, students are expected to improve and use their knowledge, examine and internalize and personalize character values to manifest them in daily behaviour.

Students are expected to have emotional intelligence, which is very important to meet their future life. Emotional intelligence is crucial to face various challenges, including challenges while studying, to deliver academic success. Character education is also a process of activities that improve the quality of education and develop a harmonious mind that always teaches guides. It fosters every human being to have intellectual competence, character, and interesting skills. The values of character education that can be internalized are religious, nationalist, intelligent, responsible, disciplined, independent, honest, and wise, respectful and polite, generous, helpful, cooperative, confident, hard-working, tough, creative, leadership, democratic, humble, tolerance, solidarity and caring (Khan, 2010).

The realization of good character for students is one of the goals of national education. The formulation of national education goals contained in UUSPN No. 20 of 2003 Chapter 2 article 3 states: National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. There are nine pillars of character derived from universal noble values, namely: a) the character of love for God and all of His creation, b) independence and responsibility c) honesty/trustworthiness, diplomatic, d) respect and courtesy, e) generous, likes to help and mutual cooperation/cooperation, f) self-confident and hardworking, g) leadership and justice, h) kind and humble and, i) character of tolerance, peace, and unity (Lickona, 2002). Character education is considered as the education of human moral values that are realized and carried out in real actions. It can be seen here that there are elements of the formation of these values and attitudes based on knowledge to do so. These values are values that can help better interact with others (learning to live together). These values cover various areas of life, such as relationships with others (others, family), oneself (learning to be), living in a state, the environment and God (Muslih, 2011).

The implementation of character education in forming national values must still be carried out even during a pandemic outbreak because inculcating character in students is one of the mandates of education in Indonesia in the midst of many cases of student ethics violations Teachers are expected to make breakthroughs by using learning models that can support the implementation of character education in schools. The novelty in this research is character education research focuses more on and it is associated with religious and local cultural aspects. while on the national aspect, research on character education has not been carried out by many researchers.

METHODS

The method used in this research is descriptive qualitative. Qualitative descriptive research aimed at describing and describing existing phenomena, both natural and human engineered, which pay more attention to the characteristics, quality, interrelationships between activity. In addition, descriptive research does not provide treatment, manipulation or modification of the variables studied, but rather describes a condition as it is. The only one the treatment given is only the research itself, which is carried out through observation, interviews, and documentation (Sukmadinata, 2011). Thus, researcher can more freely seek information and get more detailed data about various things that necessary for research purposes, especially with regard to implementation of character education in the formation of national values for students. The research was conducted at SDN 002 Cicadas Bandung. Data were collected by conducting direct interviews and observations of informants who were considered to have a direct relationship with the research objectives. Informants in this study were principals, homeroom teachers, teachers and students. Researchers conducted direct interviews with school principals, homeroom teachers, and teachers related to be used as research data. The data obtained were then analyzed using data analysis techniques through several stages, namely; data reduction, data display and data verification. At data reduction stage, the researcher summarizes, selects the main points,

focuses on the important things, looks for themes and patterns. Thus the data that has been reproduced will provide a clearer picture and make it easier for researchers to collect data. After the data is reduced, then it is presented. Presentation of data is done in the form of a brief description. The last step is verification. Verification in this study means giving meaning to the data that has been collected in the form of a short statement, easy to understand and referring to the aspects studied.

RESULTS AND DISCUSSION

National Character Habituation Activities at SDN 002 Cicadas Bandung

Habituation is forming attitudes and behaviours that are relatively permanent or permanent and are automatic through a repetitive learning process. Habituation is the cultivation of the skills to do and say something so that children can like the right ways. Habituation essentially has deeper implications than the cultivation of ways of doing and saying. The habituation method needs to be applied by the teacher in the process of character building. Habituation is done to familiarize students with commendable and good qualities so that the activities carried out by students are recorded positively. Habituation aims to internalize the character values of students through various school activities (Hasanah, 2013). The habituation activities can be carried out through:

- a. Routine activities carried out by the school every day, for example, marching, praying, reciting Koran, etc.
- b. Spontaneous activities, activities that are carried out spontaneously, such as asking for help well, offering help well, and visiting sick friends.
- c. Giving examples, activities carried out by giving good examples to students, for example, a clean living culture, discipline, courtesy in behaviour and speech.
- d. Programmed activities are activities that are carried out in stages according to a predetermined schedule. This activity includes activities programmed in learning activities, such as *dhuha* prayer done in the morning, *dhuhur* prayer done at noon in the congregation, and reciting Koran.

Habituation of national character is very important for students to have attitudes and behaviours which reflect the love of the nation and state. The spirit of nationalism, love for the homeland and even the attitude of being brave to sacrifice for the nation and state can be embedded in student's souls. The habituation of national character that is carried out continuously can create student militancy towards the nation and state. The attitude of militancy is embodied in actions that are following the era without being separated from the noble values of Pancasila, such as togetherness, cooperation, tolerance, and deliberation. The militancy of the Indonesian people is imbued with the spirit of Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia (NKRI). The militancy attitude imbued with Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia is needed to interpret and deal with opportunities and threats that arise from the external environment (dynamics of shifting world power and economic globalization) and internal dynamics (dynamics of the national environment) (Kemhan, 2017). The habituation of national character by teachers during the pandemic to students at SDN 002 Cicadas Bandung, includes:

1. Singing Indonesia Raya Song Virtually Every Monday

The national anthem is the identity of a nation that can evoke the spirit of nationalism and love for the homeland. The national anthem can form the national identity and be used as an expression to show nationalism and patriotism. National character can be instilled through the habit of singing the national anthem, Indonesia Raya. By singing it together, it is hoped can embed the student's attitude and behaviour of loving the homeland. This habituation process is carried out by the teacher through the stages of notification to students to prepare themselves individually regarding singing the Indonesian Raya song together, which is carried out virtually. The teacher of SDN 002 Cicadas Bandung, providing information and education beforehand by telling all

students that singing the national anthem was done in a standing position and full of reverence, awareness and sincerity.

Based on the result of the interview, at SDN 002 Cicadas Bandung requires students to carry out the activities of singing the National Anthem of Indonesia Raya before teaching and learning activities begin every Monday. In accordance with applicable school regulations, every morning before 07.00 am, students are required to be inside zoom room provided by the school. This is because at exactly 07.00 am the sign the start of school activities sounded.

Everyone present in the zoom room when the National Anthem is played and/or sung, must turn on the camera and stand up straight with respect. This is in accordance with Undang-undang chapter 62 No. 24 of 2009. However, according to the results of interviews with the school, students often don't really sing Indonesia Raya anthem. Not all of them turn on the camera and some are still chatting with friend next door, or singing with disrespect (meaning no attitude perfect). In accordance with the explanation of Undang-undang chapter 62 No. 24 of 2009, which means by "standing upright in reverence" during the national anthem to be heard/sung is to stand upright in their respective places with perfect attitude, straightening arms down, clenching palms, and mother fingers facing forward pressed against the thighs with a straight look ahead. This attitude of respect is often not carried out by students at SDN 002 Cicadas Bandung. Some students reasoned because it was still early in the morning, so they were still sleepy. So that they can't concentrate and sing the National Anthem with attitude respect.

Singing the national anthem accompanied by music that had been prepared by the teacher beforehand. The song "Indonesia Raya", composed by W.R. Supratman, is an Indonesian national anthem. The anthem Indonesia Raya functions as a generator of the spirit of nationalism and the spirit of nation and character building under its meaning, which teaches every citizen to love their homeland and give the best for their nation for the glory of the nation and state. (Kartiningsih, 2014). Based on the preamble of Law No. 24 of 2009 that the flag, language and state symbol, as well as the Indonesian national anthem, are a means of unifying, identity, and a manifestation of the existence of the nation, which is a symbol of sovereignty and honour of the state as mandated in the 1945 Constitution of the Republic of Indonesia, is a cultural manifestation that rooted in the history of the nation's struggle, unity in cultural diversity, and similarities in realizing the ideals of the nation and the Unitary State of the Republic of Indonesia (UU No. 24 of 2009). By singing the national anthem Indonesia Raya, it is hoped that the national character will instil love, nationalism and the spirit of unity and integrity for the homeland in every students.

2. Mentioning the Precepts of Pancasila and Memorizing It

The concept of national character can refer to communitarian morals where the moral is Indonesian personality imbued with the values of Pancasila, based on the 1945 Constitution. The application of strengthening the Indonesian national character is adapted to the original Indonesian soul through the Indonesian national spirits to strengthen the sense of love for the homeland. (Berliana, 2018). In instilling national character, teachers can make efforts by educating students about the precepts of Pancasila. Pancasila as the nation's view of life means Pancasila is the guideline for every behaviour of the Indonesian nation. The behaviour of every citizen must be imbued with the values of Pancasila so that the Indonesian nation has its own personality and identity that distinguishes it from other nations in the world. The character of the Indonesian nation will be determined by the implementation of the function of Pancasila as the Nation's View of Life. Based on the results of interviews with school principals and teachers, mentioning and memorizing the Pancasila precepts is carried out in Civics subjects, but the implementation of these Pancasila values as character education, not only in Civics subjects, but also in other subjects, so that students are expected to have a sense of patriotism, humanity, and social spirit. For this reason, the steps taken by SDN 002 Cicadas Bandung teachers to students related to the Pancasila precepts are:

a. Mention the precepts of Pancasila together

Students are invited to mention the precepts of Pancasila, namely; First, God Almighty, second, just and civilized humanity, third, Indonesian unity, fourth, democracy led by wisdom in representative deliberation and fifth social justice for all Indonesian people. The teacher mentions the five precepts of Pancasila, which all students then follow. This habituation was carried out at the SDN 002 Cicadas Bandung, to educate students to know the precepts of Pancasila and be able to memorize them and apply them in everyday life.

Based on the result of the interview, the application of the first precept is done by get children to pray and greeting in a virtual room. Teacher always remind students to orderly participate in activities, as well as provide examples of good behavior according to precept values First, by participating directly in learning activities. At the second precept, teacher develop mutual attitude love each other, respect each other, and uphold human values. Teacher implements this third precept by various activities, namely loving the surrounding environment, and get students to work together and help friends during the pandemic. The fourth precept is implemented by giving directions to help friends in trouble and also appreciate friend's opinion and and the fifth precept is implemented by giving directions to be fair to fellow human beings.

b. Mention the symbols of each of the precepts of Pancasila.

Students are given an understanding of symbols that reflect the precepts of Pancasila, namely, The Supreme Godhead is symbolized by a star. Just and civilized humanity is symbolized by a golden yellow chain. Indonesian unity is symbolized by the banyan tree. Democracy led by wisdom in representative deliberation is symbolized by the head of a bull, and social justice for all Indonesian people is symbolized by rice and cotton. Understanding the symbols of the Pancasila precepts is expected to be an attraction for students to remember and animate each of the Pancasila precepts.

In carrying out there learning, the teachers of SDN 002 Cicadas Bandung, formed discussion groups consisting of six students or more. The purpose of forming a discussion group is to explore student's potential and critical attitudes related to the national character. The learning character education process, which uses the discussion method, is expected to hone the student's confidence to have an opinion, be independent and learn to respect the opinions of others. The use of discussion methods in the implementation of teaching and learning activities can positively impact the development of students concerning the national character. The steps taken by SDN 002 Cicadas Bandung teachers in forming a national discussion group are 1) form discussion groups consisting of six students in each group; 2) name the discussion groups with the names of national hero figures such as the Bung Karno group, the Bung Hatta group and the Sudirman group; 3) discussions are conducted online either through WhatsApp group or Zoom Meeting; 4) the teacher provides material to be discussed related to national character to each group, such as; love for the homeland, responsibility, discipline, unity and oneness; dan 5) The teacher evaluates each discussion group through an assessment of student's activeness both in expressing opinions in the form of questions and answers.

The discussion method was chosen because it has several advantages. The advantages of the discussion method according to Ermi (2015) are 1) the discussion method involves students directly in the learning process; 2) each student can test the knowledge and mastery of each lesson materia; 3) cultivate and develop scientific thinking and attitude; 4) by submitting and defending their opinions in discussions, it is hoped that students will be able to gain confidence in themselves; and 5) support efforts to develop social attitudes and democratic attitudes of students

3. Mentioning the Names of National Heroes

A great nation is a nation that values and respects the services of its heroes. National Hero is a title given to an Indonesian citizen or someone who fought against colonialism in the area that is now the territory of the Unitary State of the Republic of Indonesia who died or died in defence of the nation and state or who during his lifetime performed heroic acts or extraordinary achievements and works for the people. Development and progress of the nation and state of the

Republic of Indonesia. National Heroes are grouped into Independence Heroes, Proclaimers Heroes, National Awakening Heroes, Ampera Heroes and Revolutionary Heroes (Undang-undang Chapter 1 Point 4 Number 20 the Year 2009 concerning Titles, Merits, and Honors). Educating students by introducing the names of national heroes is part of the effort to instil national character. Students are invited to know the history of national heroes who have fought for the nation and state by sacrificing their wealth, soul and body. The heroes have died on the battlefield as a form of love for the homeland for the sake of national pride.

To raise the spirit of nationalism and patriotism among students, it is done by mentioning the national hero's name. SDN 002 Cicadas Bandung in shaping the national character of the students by mentioning the national heroes whose nature is repeated in every opportunity of the learning process. Students collectively mention national figures such as Bung Karno, Bung Hatta, Imam Bonjol, KH Zaenal Mustafa, Jend. Sudirman, Moh. Yamin, Agus Salim and other national figures. The repeated mention of the name of the national hero is expected to be remembered by students and be an example and form national character. Moral formation cannot be separated from the role of exemplary. Exemplary is the device that has the strongest influence on the moral formation of students. That moral formation is not optimal if an educator does not have an exemplary spirit and students do not live up to the example of their predecessors, like the national heroes (Chaerulsyah, 2014).

The principal of SDN 002 Cicadas Bandung said that the names of the national heroes as a concrete model in education character. They have been tested for integrity and his example so that the state gives award through the title of national hero. Action, story, background, struggle and their "valuable" thoughts can become a reference and inspiration in activities history learning. character values, behavior, thoughts, and struggles can be explored and developed through meaningful history learning. With Thus students can receive an example concrete. This requires creativity from teachers who present historical material. Teachers can explore and be able to transforming certain values to learners. Heroes are not always identical with the problems of war and physical struggle. This is because they struggle from various dimensions. Integrity of heroes is considered to have more value. Thus, students will not experience the crisis of exemplary of the nation's leaders alone. If elementary school students experience exemplary crisis, then the figures of the characters other nations even fictitious imaginative figures of mass media is the focus exemplary for generations. Figure other nations and also imaginative figures yet of course in accordance with the character of the nation.

Thus the strengthening program character education that has been launched by the government through Presidential Regulation Republic of Indonesia Number 87 of 2017, can be implemented by various aspects and elements of education, including through materials history at school. Indonesia as a nation cultured is a country that uphold noble character, values noble, wisdom, and character. In order to create a cultured nation through strengthening religious values, honesty, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, passion nationality, love for the homeland, respect achievement, communicative, peace-loving, fond of reading, environmental care, social care, and responsible, need strengthening character building.

Integration of National Character Materials

The implementation of character education in the formation of national values for students at SDN 002 Cicadas Bandung is carried out by integrating nationality material with other subjects. The actions are chosen to instil national character in students by integrating character education with other subjects. Integrating national character education with other subjects is carried out through the stages of planning, implementation and evaluation. Subject teachers make plans related to national character material that is inserted with the subjects they teach. Included in the implementation and evaluation stages of the learning process that have been carried out through a kind of test related to national values. The evaluation stage of integrating nationality material is done by asking students questions about the national character at the end of the lesson. The teacher asks students questions about discipline, honesty, responsibility and love for the homeland. This

question is an evaluation stage carried out by the teacher to measure the success of the character material, which stated the nationality.

Implementation of the integration of national character material as done by other subject teacher, including material about national values in every teaching and learning activity, especially mention the precepts of Pancasila together and mentioning the names of national heroes by integrating into attitude to the material of love for the homeland, the spirit of nationalism, responsibility, discipline, unity, and oneness. Teachers can make the students understand the national character from a religious perspective with the competencies possessed. Such as conveying to students about the adage حب الوطن من الإيمان which means love for the homeland is part of faith. This method is expected to strengthen understanding of national values so that it permeates the soul of students. The integration of character education materials with other subjects is efficient for instilling character in students. Character education is carried out in an integrated manner into all subjects. The integration in question includes the loading of values into substance in all subjects and the implementation of learning activities that facilitate the practice of values in every activity inside and outside the classroom for all subjects (Latifah, 2014).

The strategy can be implemented by SDN 002 Cicadas Bandung is curriculum development. The development of this curriculum is expected to achieve the goals Character education is carried out in various ways, including through content integration character education in subjects that already exist in each educational unit. This method is done by analyzing the Competency and Competency Standards The basics in the subject and determine the indicators and learning. With Thus, all education personnel who are in charge of these subjects have responsibility to develop character education in their respective subjects.

Ways that can also be used other than through subjects are in self-development activities. Self-development activities are activities educational unit to encourage students to achieve the appropriate personality and competence with their respective talents, interests and conditions/problems (Harianti, 2010). Then the main activity in self-development is an extra-curricular activity, counseling guidance and implementation good habituation and cultivation of students. Habituation here includes implementation of good routine activities, giving examples from teachers and education staff the other, spontaneous education at the same time when there are actions that need to be corrected or appreciated, the implementation of activities scheduled in the calendar education that is not included in the subject, such as art parties, bazaars, invite resource persons, workshops and so on.

CONCLUSIONS

The implementation of character education in forming national values must still be carried out even during a pandemic outbreak. Teachers are expected to make breakthroughs by using learning models that can support the implementation of character education in schools. The implementation of character education at SDN 002 Cicadas Bandung, during the covid-19 pandemic is carried out through online learning adaptation. The teacher prepares character lessons related to national values such as love for the homeland, mutual respect, responsibility, honesty, independence and creativity in learning. Character subject matter is delivered using available learning models such as WhatsApp group, Zoom meetings and individual assignments related to character education that must be collected by first initialling the student's parents. This method is carried out so that character values can be conveyed to students even though the learning process is conducted online, considering that it is still in the pandemic. In general, the implementation of character education in the formation of national values during the pandemic at SDN 002 Cicadas Bandung can be done through; a) national character habituation activities online and b) integration of character materials related to national values. The implication of the research is that the implementation of character education in the formation of national values during the pandemic in elementary schools will have an impact on the growth of student character, so that the form of online learning remains one of the alternatives that can be used, even though learning has been carried out regularly. Suggestions from the research that has been done is that character building

is still carried out in any form of learning, because the formation of student character is one of the mandates of Indonesian education

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