

PKN Teacher Strategies for Building Responsible Character during The Covid-19 Pandemic

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Abstract: Distance learning during the Covid-19 pandemic has become a challenge for Civics teachers. Teachers must be able to create a learning environment that fosters morals, responsibility and character in their students. This study describes the strategies of civic education teachers to foster responsible personalities in students during the COVID-19 pandemic. This research is a descriptive research with a qualitative approach. As a result, in the era of the COVID-19 pandemic, Civics teacher strategies to improve the character of the responsibilities of their students are: Through attendance and assessment processes, 3) through assignment assessment based on when assignments are submitted, 4) communicate personally with students to remind them of their assignments, and 5) protecting them through the WhatsApp group regarding student assignments. and 6) class communication.

Keywords: *teacher strategy, responsibility, the Covid-19 outbreak*

Introduction

The World Health Organization (WHO) has declared coronavirus or COVID-19 a pandemic in more than 100 countries around the world. According to the World Health Organization, a pandemic is a situation in which a portion of the world's population is at risk of infection. On 30 January 2020, the Director General of the World Health Organization declared that the coronavirus disease (hereinafter referred to as Covid19) is an ongoing epidemic and a global health emergency for the international community. Indonesia is one of the countries in the world facing the Covid-19 pandemic. As of 28 October 2020, there were 400,483 confirmed positive cases of Covid-19, with an additional 4,029 new cases in the last 24 hours since the first case was announced on 2 March 2020. 325,793 patients recovered and 13,612 died. In the case of Indonesia, based on rapidly developing data, the government is imposing social distancing, physical distancing, lockdown, extensive social restrictions (PSBB), or banning crowds to break the chain of transmission. We have implemented several policies, such as policies. Covid 19. The policy affects many aspects of human life such as society, culture, politics, economy and especially education. In the education sector, on March 24 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular No. 4 of 2020 concerning the Implementation of Education Policy in an Emergency of the Covid-19 Outbreak. The letter states that the education process and learning activities will be carried out at home through online/distance learning.

Distance learning is defined as learning that provides opportunities for students to learn independently with regard to time, place, strategies, and methods used in learning activities. It can also be interpreted as learning where teachers, students and learning materials are separated in space and integrated or connected with the help of communication technology tools. Distance learning is also called online learning. Online learning during the Covid-19 pandemic can be said to be a solution to continue the educational process. According to Handarini and Wulandari, one alternative that can be used to keep learning during the Covid-19 pandemic is online learning. Online learning can be carried out using various digital technology platforms such as Google Classroom, Zoom meetings, video conferences, telephone or live chat, whatsapp groups, and other systems that can support the implementation of learning. The practice of online/physically distanced learning continues to create inadequate learning experiences for students. Many consider online learning alone to be insufficient and its application has many drawbacks. Mr. Pratiwi said online learning has many weaknesses. Using the internet requires adequate infrastructure and costs

a lot, and there are also online communication problems due to unstable signals. In addition, online learning still confuses students, makes them passive, reduces their creativity and productivity, and makes them receive too much information/concepts.

Another consequence of online learning is the inability of students to apply different core values to familiarize themselves with everyday school life. This had an impact on the implementation of character education promotion to build student character based on school culture and did not go well. Personality refers to what are known as traits, traits, morality, or personality. Someone with character is someone who has personality or character. Personality, character and morality cannot be separated in a person's soul and these traits allow a person to spontaneously and easily show his attitude, behavior and activities, bearing in mind that there are still many bad things that happen in all aspects including, individuality is the big spotlight. This is the essence of character education. Character education is education that aims to build community character. Character education is very important to teach and strengthen students. Because it does not stand alone and supports all potential students. The importance of character has spawned the Regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia Number 20 concerning the Development of Character Education in Formal Education Units. Personality Pedagogy (hereinafter abbreviated as PPK) is an educational movement in which educational units, families and communities participate and work together to strengthen the character of students through the coordination of reason, emotion, mind and body. Part of the national spiritual revolutionary movement.

Basically students already have a personality in him. By strengthening individuality, students can increase their potential and bring about much-needed changes in their own habits and attitudes. This character cannot be grown by the students themselves, but requires encouragement from the school environment, because the teacher's strategy plays a role in improving student character. The teacher's task in the learning process is to encourage, direct and provide learning facilities so that students can achieve their learning goals. Teachers are also responsible for supervising everything that happens in the classroom and assisting students in their self-development process, adding additional tasks and responsibilities, and challenges to help teachers create an educational environment to develop ethics, responsibility, and personality in their students. This is important to build and strengthen the personality of students in school. Citizenship education is a subject that has an important and responsible role in character building. Teaching civics education in schools aims to build and develop the character of students so that they become good citizens in accordance with the noble values of Pancasila. Balogun and Youssef explained that citizenship education is the subject of their work to equip the younger generation with the values of responsibility, loyalty and accountability. Through citizenship education, the younger generation is taught the values of national and state life. Value-based civic education emphasizes the attainment of good citizens with comprehensive competencies in the fields of knowledge, skills and national character. Attractive Personal Values This study focuses on the nature of responsibility.

The adjective responsibility is the attitude and behavior of a person who fulfills the duties and obligations that he must fulfill for himself, society, environment (nature, society, culture), country, God Almighty. During the Covid-19 pandemic, students and teachers interacted with each other in online learning with the help of technology, starting from delivering material, submitting assignments, submitting assignments, to assessing them. But in practice, students often don't take much responsibility for what they do and apply to their learning. Students are often late in submitting assignments given by the teacher. In addition, students often underestimate the importance of participating in learning. The lack of student responsibility that occurs affects the behavior of subsequent students. Therefore, a civics education teacher strategy is needed to strengthen the personality of students so that they develop into individuals who are responsible in carrying out their duties and obligations. In the midst of the COVID-19 pandemic which requires online learning, it is necessary to promote effective character education to build student character.

Research Methods

The method used in this research is descriptive with a qualitative approach. The selection of techniques and methods will depend on the focus of the researcher in identifying, describing, documenting, recognizing and drawing conclusions from the phenomena being investigated. The purpose of qualitative research includes information about the main phenomena investigated in the study, research participants, and research locations. This study aims to examine the strategies of Civics teachers in strengthening the responsible character of their students during the Covid-19 pandemic. The research subjects were selected using objective methods by considering certain criteria and considerations which were determined based on the research objectives. Data collection is done by observation, interviews and documentation. The validity of the data in this study was examined using techniques and source triangulation. Source triangulation is a technique used to determine the reliability of data from multiple sources. Triangulation techniques are used to test the reliability of the data generated by examining data from the same source using different techniques. Data analysis uses the Miles & Huberman data analysis component. This includes data collection, data reduction, data display, and inference/validation.

Results and Discussion

Characteristics of Student Responsibilities in the Era of the COVID-19 Pandemic

Individuality is an important factor in the progress of all countries in the world. Personality which is always based on personality values is defined as a set of values that are used as guidelines and references for thinking, behaving and acting in all life activities. Personality attached to a person. To have good character, one must know what is good, act ethically, and move towards the good by making policies. In the field of education, character education plays a very important role in shaping the character of the younger generation. Character education is not just about teaching right and wrong. Beyond that, character education is an effort to instill good habits (habituation) in students so they can act and behave in accordance with the values that have become their character, namely to be passed on to society to the next generation. Character education is reflected in Article 3 of Law Number 20 of 2003 concerning the National Education System, and the function of national education is to develop competence, build character, and glorify humans in order to educate people's lives. is to build a certain nation's civilization. Aims to develop the potential of students to become citizens who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, and responsible as citizens who are independent and democratic.

Individual education through citizenship education is very appropriate for fostering the morals of the younger generation. Citizenship Education focuses on developing the ability to understand and exercise one's rights and obligations in order to become intelligent, skilled, and independent citizens who reflect the values of Pancasila and the 1945 Constitution. Those are subjects. Citizenship education has an important role in instilling individuality in the school environment. Personality traits include religious values, honest, tolerant, disciplined, diligent, creative, independent, democracy, curiosity, love of the motherland, love of the motherland, respect for achievement, communication, love of peace such as reading and interest, etc. Pancasila is taught through the application of the values of being socially responsible and environmentally responsible. According to the survey, low student awareness due to the zoning system is still a serious problem, especially among grade 8 students. All student personality values are categorized from the zoning value system such as independence, discipline and responsibility. The Covid-19 pandemic situation which required online learning exacerbated the atmosphere of personality problems, especially the issue of student responsibility. During online learning in the midst of the COVID-19 pandemic, there were many complaints from teachers, including community teachers, that the responsibilities of students at SMP Negeri 3 Kebumen were still too low. Indeed, responsibility is one of the good qualities that Indonesian students must possess. Responsibility in

learning can be described as a state in which students take responsibility for their own learning. Or interpreted as a person's experience in solving problems related to the learning process.

Learning responsibility includes attitudes and actions of a person to carry out the tasks and obligations that must be carried out by that person, other people, and the environment. The following are accountability indicators by Ravavia Sivitari. 1) doing assignments and homework well, 2) being responsible for every action, 3) completing assignments according to a predetermined schedule, and 4) doing group assignments together. Based on the results of interviews, Civics teachers view students' responsible behavior in online learning in terms of: 1) Accurate attendance. During the Covid-19 pandemic, learning began at 07.30, but Civics teachers were given 15 minutes to 2) be involved in the online learning process which is the main responsibility of students, and 3) be punctual in submitting assignments. In fact, in the midst of the COVID-19 pandemic, there are still many students who have not taken responsibility for what they should do as students. A small proportion of students think very little about learning to participate in learning activities. There are also students who do not submit their assignments on time (late) or fail to submit their assignments.

Civics Teacher Strategies to Strengthen Student Personality Responsibilities in the Era of the Covid-19 Pandemic

Dalimunthe [29] states that character education learning strategies in schools can be combined in four forms: (1) incorporating values and ethics into the curriculum; (ii) internalizing the positive values instilled by all school members; (iii) provide examples and guidance to familiarize and train; (4) Creating an atmosphere of individuality at school and habituation. However, due to the new corona virus pandemic, the implementation of learning in schools and socialization of character education is not going well because of the online learning policy at home to break the chain of transmission of the new corona virus. Based on the research findings, the following are the strategies used by Civics teachers to foster responsible personalities in their students during the COVID-19 pandemic. 1) Through online learning, students are reminded of their awareness and responsibilities as students. Online citizen learning during the Covid-19 pandemic was implemented at SMP Negeri 3 Kebumen through virtual synchronization with Google Meet. Assignments will be given individually or in groups via the Google Classroom Civics course or WhatsApp group and will be sent via email. 2) by assessing the learning process and assessing attendance or participating in online learning; Participation in learning is the main responsibility of students 3) The value of the task is based on the time the task is given and other indicators are assessed 4) Communicating personally with students and must be completed 5) Communication through parents. WhatsApp group about children's homework, and 6) Communicate the delivery of assignments with the homeroom teacher. The existence of a WhatsApp group communication forum for general classes and class forums for each topic, as well as a WhatsApp group communication forum for parents helps socialize student character education, especially the character of responsibility during the Covid-19 pandemic. Another supporting factor is the use of teaching and learning agenda journals by teachers to ensure the distribution of materials and assignments is structured and sustainable, even though learning is carried out online. Civics teachers at SMP Negeri 3 Kebumen use attendance on two occasions, namely virtual attendance at the beginning of learning through Google Meet and attendance through Google forms that students fill out at the end of learning. This is also a supporting factor in strengthening the character of responsibility during the Covid-19 pandemic, especially at SD Negeri 040577 Kutagerat.

Forms of the value of responsibility that Civics teachers wish to develop or strengthen include: elementary school students), encouraging participation in social life in the form of awareness, interest and behavior to act in social life with the community; 3) social responsibility; , and have a sense of responsibility as Indonesian citizens, willing to work for the good of the country. We build awareness, concern and action to fulfill our rights and responsibilities as citizens. Based on the research findings, the obstacles faced by Civics teachers in developing responsible personalities in their students during the COVID-19 pandemic consisted of internal

and external obstacles. Internal constraints refer to the obstacles faced by Civics teachers. The following are internal obstacles in developing responsible character in students during the COVID-19 pandemic. 1) Meetings or activities held without prior notification so there are no educational and learning activities; 2) conditions and conditions of the Civics teacher that are unacceptable, such as illness or urgent need; 3) lack of facilities and infrastructure for Civics teachers which disrupts online learning activities, and 4) lack of technology for Civics teachers. Below are the external obstacles to strengthening student personal responsibility during the COVID-19 pandemic. 1) shortening Civics lessons during the COVID-19 pandemic; 2) suspension of extracurricular activities during the COVID-19 pandemic; and 3) face-to-face or face-to-face meetings with students. face-to-face learning without the presence of students Student self-esteem 4) The home environment of students is different depending on students with different home environments. During the Covid-19 pandemic, it was not uncommon for parents to pay less attention to their children's learning developments because they were busy with work. etc. insufficient.

Based on documented data on the obstacles to responsible student development during the COVID-19 era, the following are some of the actions taken by Civics teachers to overcome these obstacles: First, communicate specifically with students who have problems with online learning. The teacher then informs student progress and problems that arise to the homeroom teacher who then informs parents of students through the WhatsApp group that has been created. Third, the teacher visits the students' homes. Home visits will be carried out in accordance with the Covid-19 health protocol. The purpose of visiting students' homes is to understand the real situation of students. Special home visits were made for students who had learning difficulties during the Covid-19 pandemic. Finally, by understanding the situation of the students in terms of facilities and infrastructure, students are given group assignments and students can work together and help each other. Therefore, students are still held accountable for assignments that need to be completed and submitted. Prioritizing character education as a policy in the field of education plays an important role in facilitating the assimilation process of Pancasila values in order to build a generation with good character. To realize the nature of education to love the motherland, we must plan, implement and manage the Personality Consolidation Program (PPK) movement in school education activities properly.

Conclusion

Without encouragement from the school environment, teacher strategies play a role in this improvement, as well as the ability to strengthen character to create better self potential and bring about the desired changes in students' habits and attitudes. . Civics teacher strategies to improve the character of student responsibility in the COVID-19 pandemic era include: 1) online learning by reminding students of awareness and responsibility as students; including evaluation. or take part in online learning as a form of primary responsibility; 3) class assignments based on turn in time and other performance metrics; 4) personal communication with students in assignment reminders; 5) parents about students; assignments are communicated through the WhatsApp group, 6) Communication through the class teacher. Obstacles to the formation of the character of responsibility in students during the COVID-19 pandemic include: 1) the situation and condition of teachers and students (illness or urgent needs); 2) Inadequate teacher and student facilities and infrastructure (technology, internet, network). 3) it is difficult to build students' self-awareness because they do not meet face to face; 4) the home environment of each student. The solutions sought to overcome these problems include 1) directly contacting students who experience problems with online learning, and 2) contacting the homeroom teacher regarding student development and student problems, 3) visiting students' homes while adhering to protocol. By understanding students' situations in relation to COVID-19 health, 4) facilities and infrastructure, teachers can give group assignments to encourage students to work together and help each other, which instills a sense of responsibility for the tasks that must be done. sent. Growing the character

of responsibility in students helps form a generation with good character in accordance with the values of Pancasila and the 1945 Constitution.

Personal data creation

First of all, let us praise and give thanks for the presence of the Almighty. With God's blessing and grace, we still have health and opportunity. Hello, let me first introduce myself. My full name is Silvia Rosta Collina. Friends and family usually call me by my short name, Silvia. I am 29 years old and currently pursuing my master's degree at Medan State University. The basic education Postgraduate Program is precisely focused on Pkn education. My hobbies are coloring and reading. I am a Karo girl born on April 4, 1993, Catholic and single. My goal is to become a professional teacher, lecturer and be able to create my own school to open up jobs for other teachers. Readers and friends to provide opinions, constructive criticism and suggestions regarding this journal via e-mail (silviarostacorina@gmail.com). Thank you for your concern and concern.

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