# Teacher Managerial Strategy in Building Character Education During The Covid-19 Pandemic

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**Abstract**

This research aims to analyze various managerial strategies of teachers in instilling character education in children during the Covid-19 pandemic. Research methods of literature review by looking for theoretical references relevant to the case or problem found, namely the managerial strategy of the teacher in strengthening character with the aim as a consideration in choosing and determining the appropriate strategy to use in accordance with its effectiveness and the ability of the teacher to implement it. The results showed that some of the managerial strategies of teachers in strengthening character education are to choose various methods applied online and offline. Online character strengthening activities include the involvement of various innovations in online learning methods through various interesting content, interactive multimedia courseware, portfolios, whatsapp class groups, google classes, sevima delink, virtual applications such as zoom meeting, google meeting, local live TV, Youtube, social media management, e-learning system management, character control books (chacker characters), Character games, establishing intense communication over seluller phones. As conclusion that character strengthening that can be done offline is home visit, raport character, school on a certain day, curricular, extracurricular and co-curricular activities listed in the vision and mission of the curriculum,

routine activities in school order, spontaneous activities in the rules, planned activities in school programs, transparency contained in the school order and report card and development of organizational activities.

*Keywords:* managerial strategy, character education, Covid-19 pandemic.

## INTRODUCTION

Character education spearheads the progress of a country so that it becomes the core competency of Education in Indonesia. Character education needs to be strengthened early on in the golden generation in realizing dignified and ethical human resources. For this reason, strengthening character is a priority program for President Jokowidodo and his deputy Jusuf Kalla in 2016 in a nawa cita mentioned that the government will revolutionise the nation's character through the Character Education Strengthening Movement (PPK). Muldani,et al 2019 (Mustikaningrum *et al.*, 2020) Strengthening Character Education (PPK) is a process of forming, transmitting, transforming, and developing students' potential about ethics, aesthetics, spiritual, literacy, numeracy, and kinesthetics as a form of character improvement as a goal of Education in Schools in accordance with the basis of the Indonesian state. (Juliardi, 2015) In general, character can be said to be a way of thinking and behaving that characterizes an individual to live and cooperate, both in the family, society, nation and state environment. Character education is a forum for the development of individual attitudes and behaviors that reflect the values of keagamann, the values of Pancasila, and culture in giving birth to a dignified and advanced golden generation. Furaidah, 2019; Wattimena, 2021; Aswat, Ode, *et al.* , 2021) Revealed that the character education strengthening program is carried out at the basic education level, and will continue to be strengthened until secondary education to further solidify the character values of the nation's children in Indonesia.

Character education as an initial effort of learners to form and create their personal character that becomes the basis in doing so as to be a useful person for himself and his surroundings (Onde *et al.* , 2020) , so that the strengthening of character education is always integrated in children's learning activities, in order to gain experience in acting, behaving, speaking in accordance with their learning goals. However, the implementation of Education during the Covid-19 period that visited almost all countries including Indonesia began in March 2019, so that student learning activities for approximately 2 years had an impact on the unusual learning system. The government's policy regarding the education implementation system during

the emergency period of the spread of Covid 19 is to conduct distance learning through online and offline learning activities (Sujarwo et al, 2020; Nurhikmah et al, 2021; Sukmawati et al, 2022). The implementation of the character education strengthening program during the Covid-19 pandemic experienced several obstacles to become a priority so that character values remained channeled to students even though touch was not directly but through various strategies, methods and media that could be involved and could be conveyed messages of character value strengthened. In line with the opinion (Mislia, Mahmud and Manda, 2016) that strengthening character education can be implemented through learning steps, teaching tools, and methods. (Beautiful Septiani *et al.* , 2020) That strengthening the character of children in school can be realized through learning activities, through habituation in daily activities at school, and extracurricular activities. The main character values introduced to students include religious values, integrity, independence, mutual cooperation, and Nationalism (Thahir and Fauzan, 2020).

Previous research by the author in 2019 before the Covid-19 pandemic related to the integration of strengthening character education in learning in elementary schools, where the strengthening of character education is carried out integrated into all subjects presented based on the theme by presenting character values in accordance with the themes contained in KI and KD which are further raised in learning activities ranging from initial activities to final learning activities. At each stage it has given rise to the strengthening of character education, although it does not bring it up as a whole but already represents some of the expected character values (Onde et al., 2020).

But at the beginning of the pandemic, teachers experienced various obstacles in introducing and assessing directly the values of student character traits. This was found in a 2020 study related to the implications of distance learning on the emotional character of students during the pandemic period has an impact on the decline in the level of emotional management of students in several aspects, broadly speaking this change occurs due to unpreparedness between students, teachers, and parents facing different learning experiences and learning activities are only focused on the completeness of the cognitive realm (Aswat, Sari, et al., 2021). Furthermore, in 2020 related to the implementation of strengthening religious characters during the distance learning period. The results of this study showed that the strengthening of religious character education based on the category of implementation has not been carried out properly, characterized by self-development programs carried out 64%, integration into subjects carried out 25%, and integration in school culture carried out 11%. The role of parents still dominates in the development of students, but under the control of the teacher by providing a checklist of activities and documentation of the child's

religious excitement while at home. The role of teachers in integrating religious characters into learning is quite accomplished but lacks the use of concrete learning media, so students learn through printed books and assignments. while the role of schools related to curricular, extracurricular and co-curricular implementation is not carried out properly due to the facilities and infrastructure supporting religious activities through inadequate school culture that supports distance learning activities (Aswat, Ode, et al., 2021).

From the results of the study, it was found that differences in the application of character strengthening before the Covid-19 pandemic and during the Covid-19 pandemic. This difference is seen in the implementation of learning activities that are no longer normal the same as before, while still affirming the character value that will be strengthened in each learning, but the achievement indicator is only focused on the completeness of students' learning outcomes in the cognitive realm. Based on this, research was conducted in the same year in analyzing the role of teachers in strengthening character education during online learning during the pandemic, the goal is to find out the various alternatives applied by teachers in providing character strengthening. The results showed several ways for teachers in the distance learning process to still introduce character values despite learning from home, namely through video making, game education, raport chacker, photos of children's activities, school on a certain day, chacker characters, and good habituation through controlled activities (Technology and Technology, 2020). These findings were then developed in this study in 2022 in analyzing teachers' managerial strategies in strengthening character education during the pandemic, through literature studies with the aim of collecting several teacher strategies that can be applied in strengthening character education, so that it can be one of the alternatives in making it easier for teachers to provide reinforcement to students in remote activities. Thus character activities can not only be obtained by students when in the school environment, but can be consistently learned by students even when in the home environment. This will further strengthen the character of students in the future.

Learning conditions during the pandemic show some unpreparedness of teachers and facilities of distance learning activities, where teachers must be ready to implement technology-based learning activities. anxiety and unpreparedness of learning became the dominant color in the learning process during the Covid-19 pandemic (Dike et al., 2020). But in fact distance learning actually decreases students' learning motivation so that it has an impact on the decline of student learning outcomes, where the cognitive realm becomes the only target of achievement, while strengthening character values is dominated by the role of the family during learning from home. This happens because students lose their proper learning rights, do not meet the maximum learning needs of students, lose their enthusiasm for learning due to the limitations of the social environment so that the quality of children's education decreases

including a decrease in the quality of children's language skills due to the role of teachers in transferring knowledge is no longer contextual, the quality of children's learning motivation due to the saturation of self-learning, the decline in skills achieved by students. towards the material he learned, to the quality of strengthening his character due to the limitations of the teacher's role as a model. In research (Safitri *et al.* , 2021) Found a decrease in the quality of education that occurred during the Covid-19 pandemic because students and teachers had not adapted to the changes in the learning process (Aswat, Sari, *et al.* , 2021)

Teachers are required to manage effective learning in the midst of the Covid-19 pandemic, but based on data from research at the beginning of the pandemic, it was found that the focus of achieving student learning outcomes was only in the cognitive realm so that the cultivation of character and emotional intelligence was only obtained from home without socialization and innovative media support. Based on this, the government set a strategy to restore learning carried out face-to-face in the midst of the outbreak, so that a new policy from the Ministry of Education and Culture on the implementation of limited face-to-face learning that began in early July 2021 which was referred to as the new normal period with various strict prokes provisions and regulations. Although it has obtained a face-to-face implementation permit, it is still restricted and implements a shift system to the implementation of blanded learning, in order to limit the number of students and physical contact between school residents. Of course, this alternative still limits some habituation activities in strengthening character in students, so that various other ways are needed so that character cultivation continues to be strengthened and conveyed to students and used as habituation in practicing a good, commendable, and moral attitude. (Aisyah, 2019) learning carried out outside the school environment using online learning can be done through various assignments and extra responsibilities and challenges for teachers to be able to create a learning environment in an effort to develop ethics, responsibilities, and character of students.

So that the purpose of this study is to analyze the teacher's managerial strategy in instilling strengthening character education during the pandemic, so that it becomes a reference for teachers in using and implementing various effective strategies in strengthening the character of learners, with the hope that character strengthening continues to be integrated in the world of children wherever they are and in learning conditions however.

## METHOD

This research uses a qualitative approach to the type of literature review research or literature study by looking for theoretical references relevant to the

case or problem found. According to Creswell, john, 2014 (Habsy, 2017) states that literature review is a written summary of articles from journals, books, and other documents that describe theories and information both past and present, organizing libraries into the topics and documents needed. So that this research is a summary or data set collected from literature studies on teacher strategies in instilling character education strengthening in students during the pandemic. The data that has been obtained based on the results of research from previous researchers related to the topic raised, then analyzed by descriptive analysis methods, namely by describing facts that are then followed by analysis, not only outlining, but also providing sufficient understanding and explanation.

## RESULTS AND DISCUSSION

The following is presented some data from the results of research by previous researchers related to the managerial strategy of teachers in instilling the strengthening of character education during the pandemic, so that it becomes a reference and consideration in choosing and determining the right strategy to be used in accordance with its effectiveness and the teacher's ability to hold it. Thus, even when the pandemic has ended, teachers have additional alternatives in strengthening character that can not only be conveyed when children are in the school environment, But the reinforcement continues to be popular and accessible to children wherever they are, (Technology and Technology, 2020) teachers have an important and strategic role for every educational renewal, this requires teachers to have a way of acting to instill character education in any situation,

Strengthening character education based on online learning is one of the learning methods that can accommodate children's learning activities so that the learning process continues. Online or in-network learning means learning connected in a computer network and the like that does not require face-to-face between teachers and students, but is done through the internet network (online). The role of the teacher is quite prominent in this activity because the teacher still completes his role during the learning activity and ensures that his learners complete their learning rights, including the character developed by creating a fun, interactive, and inspiring learning atmosphere.

Here are some alternatives that teachers can use in strengthening the character of learners during online learning. The first thing that can be done is, (Mawardi *et al.*, 2021) The strategy developed by teachers in strengthening character education is carried out through (a) innovation of learning methods, namely through the content of interesting online learning presentations (b) transparency, namely the transparency shown by teachers during online learning through a positive attitude shown by dressing, speaking, and polite

behavior in every online learning class so as to provide a comfortable attitude. and be an impersonation for students. Likewise in the language of communication conveyed by teachers in sharing information and communicating with students to always apply good and polite communication ethics. (c) habituation, namely by doing programmatic activities on the interaction of learning activities such as in early learning activities, accustoming to say greetings, gratitude for opportunities and Health so that they can still be met between teachers and students even though in remote conditions, pray before and after learning. Core activities, students are trained to be honest, independent, responsible for their duties, and final activities, students are given moral messages or admonitions by showing the positive and negative sides of each Action. (d) strengthening and sanctioning, this reinforcement is given as a form of appreciation that can take the form of praise, rewards or rewards to students who can do positively. Sanctions are given as a form of learning for students so as not to repeat mistakes, and the sanctions given are certainly not burdensome to students and contain elements of Education. (e) character attitude assessment, this can be done through google forms to find out the moral attitude of students towards their daily activities while at home, forms filled by students accompanied by parents so that in filling can be sure children fill in honestly.

Second, character strengthening can be through a portfolio, the goal is to enable students to develop their potential by reconstructing various knowledge including instilling and developing character values in the community with full responsibility in carrying out the learning process as long as learners learn from home (Santika, 2020) . Character values are integrated into lessons that contain character values that need to be developed and associated with real experiences in the daily lives of learners in the community. So that the portfolio is used as reporting of student learning outcomes, especially the completeness of its character during 1 basic competency that has been completed which is then used as an evaluation material.

Third, learning with interactive multimedia by integrating various components of media. (Indah Septiani *et al.*, 2020) Interactive multimedia courseware is a computer-based self-learning media that integrates various elements of text where this text is in the form of words or sentences that describe material or instructions for media use, graphs / photos / images / charts / diagrams for illustration or simulate material, audio (music and narration) as sound effects or performance, videos used for simulation of real objects or general images of an activity, and animations in the form of moving images or live images to simulate an event, where all these alternatives are in one learning application product. Through text, images, and videos presented in one application that students can access will make it easier for teachers to instill characters through the container, and students will easily access their learning, especially in knowing the character values contained in the content because it is presented

in concrete content, so that it can be understood, accepted, and applied by students in their lives.

Fourth, one of the ways teachers carry out online learning is by giving assignments to students through WhatsApp class groups consisting of students and parents, google classroom, sevima edlink, radio broadcast (RCA), and the like. (Rosilia, Yuniawatika and Murdiah, 2020) Every day the teacher gives assignments and explanations of materials in the form of videos accessed through youtube or homemade, then sent to groups for students to do and collected once a week. Related to character strengthening, the tasks that students can report in the form of photos and videos of activities containing good character values carried out by students during their time at home are photographed by the student's parents and report them through social groups that have been provided by teachers. Likewise, the content presented by the teacher should contain a moral message that can be embraced by students.

Fifth, it involves various virtual online media that can meet virtually between students and teachers in one learning activity, such as the use of zoom meeting applications, google meet, Local Live TV, youtube and the like. The application of online learning, (Thahir and Fauzan, 2020) teachers generally use and deliver technology-based teaching materials. In addition to using technology-based teaching materials such as videos and power points, teachers can use additional teaching materials such as textbooks to support the implementation of online learning. Books can be a teaching material that exists in contemporary situations because in essence learning using books gives students the freedom to repeat the material taught at the speed of each student's learning.

Sixth, the management of social media, (Aisyah, 2019) the implementation of PPK is integrated through morning habituation and learning in the classroom. Morning habituation activities are carried out through live streaming through faceebook and Instagram which are followed by all students accompanied by parents from their respective homes by participating in routine activities such as dhuhah prayer, tadarus alqur'an, and kultum. In social media can also be shared a variety of interesting content about strengthening characters in the form of short stories or fairy tales in the form of texts, books, pictures, and videos that contain the meaning of character values that deserve to be reviewed.

Seventh, the management of the e-learning system in accordance with the needs of their respective classes. Each teacher manages his class by sharing various teaching materials in the form of books, modules, papers, magazines, image media, and learning videos, and conducting evaluation forms by sharing assignments, quizzes, and puzzles to see the achievement of student learning outcomes. All content presented is character-based. (Suwarno, Durhan and Muhaimin, 2021) What teachers can do is to create interesting and fun learning content so that students are comfortable to learn,

and can also be varied with independent task activities that are able to hone students' character.

Eighth, a character control book or character checker. This chacker character is used by teachers to monitor students remotely how they develop good character values through a list of characters to be achieved and students cross-mark every character item that has been implemented and understand its application in everyday life. This list of characters is created by the teacher and distributed to all students to be the control of children's activities while at home. Ninth, games education, Activities that please students are to play. Educational games as a medium of character cultivation because through the game students can identify character values that can be implemented. Game education provides lessons on how to appreciate rules, punctuality, speed, honesty, and intelligence reading situations as well as motivation to strive to win a game. But the role of parents is more important in ensuring children access educational games because there are some games that contain violence, criminal, and bullying. Tenth, conduct intense communication with students' parents via mobile phone, to find out the character of students during the pandemic. By building good communication, the teacher's task will be represented by the parents of students in building character strengthening from home, and conducting a sharing system between parents and teachers in facing and providing solutions to children's actions. This activity will also make it easier for teachers to assess the extent of student character achievement through parental information, These findings are based on the results of previous studies that the authors have studied related to strengthening character education, (Technology and Technology, 2020).

In addition to the online learning methods implemented during the pandemic, there are also offline or off-network learning methods that are carried out during the new normal period while still applying health protocol rules and zone areas that enter the safe zone. However, this offline learning activity is carried out with a limited face-to-face learning method (TMT) by limiting the number of face-to-face, limiting the number of students, and limiting social activities in the school environment. During this offline activity, there are several strategies that teachers can do in instilling character strengthening to their learners, including: 1) Teachers can do a door to door or home visit learning system if possible so that students can receive materials directly / face-to-face so as to facilitate in absorbing the materials taught. This method utilizes the surrounding environment so that it creates meaningful and fun learning for students and teachers can also monitor the development of the child's character; 2) habituation through controlled activities, giving the burden of tasks to the parents of students in making notes of routine activities or schedules of routine activities of children while at home, these activities start from the

child waking up early to the evening; 3. Raport character of children, Reporting the achievements of the results of the development of student character education as a form of student achievement in the character value that has been done. By recording student achievements, parents also obtain more specific information about their children, so as to help students maintain good character of students both at school and at home. This report is provided by the class teacher at the end of each semester and is used as an ongoing record. So that the report becomes a reference to the characters maintained and the characters that will be developed next; 4) school on a certain day, due to limited time of lesson hours and social activities, offline learning teachers provide assignments, observations in the surrounding environment, media, books, and other references that can support the development of their character; 5) organizational activities involving no more than 15 people or members in 1 team. Such as student organizations, scouts, art studios, sports, and characters become criteria for recognizing students' classes and graduations (Syahid and Kuliahana, 2020).

Our previous research found several strategies for strengthening character education that can be strengthened through the school climate and culture with self-development programs, curricular, extracurricular and co-curricular activities listed in the vision and mission of the school curriculum so that these activities are more directed, consistent, structured, and well planned so that they cannot achieve the expected character values (Aswat, et al: 2022). In line with the other study found that "intellectual character education," which emphasizes the development of intellectual virtues like curiosity, open-mindedness, and intellectual courage, is an underexplored but especially promising approach in this context (Baehr, 2017).

Furthermore, offline character education can be done through; First, routine activities are routine activities that are carried out repeatedly both at school and at home by listing various indicators listed in the school order, the purpose is to familiarize students for the better. Second, spontaneous activity is an activity that is not tied to a specific time and place where spontaneity activities in school are made from the indicators mentioned in the rules. Third, the planned activities are carried out gradually adjusted to the calendar and schedule that has been set to familiarize students with school activities, according to their respective fields that have been listed in the school program. Fourth, transparency activities are daily activities that need to be examined where in the activities of transparency are carried out through indicators contained in the school order and report card (Najmuddin and Aprilianty, 2020).

## CONCLUSION

This research is a reference and consideration in choosing and determining the right strategy that the teacher will use in accordance with its effectiveness and the teacher's ability to hold it. Thus, even when the pandemic has ended, teachers have additional alternatives in strengthening character that can not only be conveyed when children are in the school environment. But the reinforcement continues to be popular and accessible to children wherever they are. Some of the managerial strategies of teachers in strengthening character education are by choosing various methods applied online and offline. Online character strengthening activities include the involvement of various 1) innovation of online learning methods through various interesting content, educating, habituation and consequences of reward and punishment; 2) interactive multimedia courseware; 3) portfolio; 4) whatsapp class group, google class, sevima delink, and the like; 5) virtual applications such as zoom meeting, google meeting, local live TV, Youtube, and the like; 6) social media management; 7) management of e-learning systems; 8) character control book (chacker character); 9) character games; 10) establish intense communication over seluller phones. Character strengthening that can be done offline is home visit, raport character, school on a certain day, curricular, extracurricular and co-curricular activities listed in the vision and mission of the curriculum, routine activities in school order, spontaneous activities in the rules, planned activities in school programs, transparency contained in the school order and report card and development of organizational activities.

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