

Management Of Character Education Through Online Learning During The Covid-19 Pandemic At State Madrasah Tsanawiyahin Way Kanan

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ABSTRACT

Character education is needed as an effort to counteract the negative influence of globalization on student behavior. The success of character education in madrasas requires management, in the form of good, effective and efficient planning, implementation and evaluation. This study aims to find and analyze the planning, implementation and evaluation of character education through online learning during the Covid-19 pandemic at State MTs in Way Kanan Regency and the implementation of character education through online learning during the Covid pandemic. -19 at State MTs in Way Kanan Regency. This study uses a qualitative approach with the data collection process obtained through observation, interviews and documentation. Analytical descriptive data analysis techniques are data reduction, data presentation, and conclusion drawing. The results showed that: (1) planning for character education through online learning during the Covid-19 pandemic at State MTs in Way Regency adopted an integrative approach. The implementation of character education uses exemplary and habituation as well as integration with the family environment. Evaluation of character education uses control management in the form of madrasa rules and communication between teachers and parents. (2) the implementation of character education through online learning during the Covid-19 pandemic at State MTs in Way Kanan Regency is based on the model integrated curriculum in the form of a character-based curriculum contained in the Learning Implementation Plan (RPP).

Keywords : Education management, character education, Madrasah Tsanawiah Negeri (MTsN), online learning, Covid-19 pandemic

INTRODUCTION

The national commitment to the need for character education is imperatively stated in Law Number 20 of 2003 article 3 concerning the System National Education (Saptono, 2011:73). Character education is very necessary in the learning process, especially in Madrasah Tsanawiyah where students are in their teens who are experiencing a period of physical and psychological development. The Covid-19 pandemic that has hit the world since February 2020, has caused learning patterns to change from face-to-face at school to online learning through applications using

the help of the internet with mobile phones and laptops. This online learning is in accordance with the circular letter of the Minister of Education and Culture number 4/2020 which focuses on literacy, numeracy, and character education (Kemdikbud, 2020). Management is a series of activities to plan, organize, mobilize, control and develop all efforts in managing and utilizing human resources, facilities and infrastructure effectively and efficiently to achieve organizational goals that have been set (Djuju Sudjana, 2004:17). George R. Terry says there are four functions of management including planning(planning),organizing(organaizing),implementation(actuating),and control(controlling)(George R. Terry, trans. Winardi 2006: 121). Educational management is an overall process of joint activities in the field of education which includes planning, organizing, directing, reporting, coordinating, monitoring and evaluating using available infrastructure, both personnel, material and spiritual to achieve educational goals effectively and efficiently (Abudin Nata, 2008:175).

Character is personality in terms of ethical or moral starting points which usually have a relationship with relatively fixed traits (M. Furqon Hidayatullah, 2010:11). Character is formed from the process of imitation, namely through the process of seeing, hearing and following, the real character can be taught or internalized intentionally through educational activities by developing a curriculum based on character education. A person's character in everyday life, will have an impact on those around him. People with positive character generally have a habit of trying to achieve excellence, meaning trying diligently and continuously to achieve excellence in life. This means that they always try to maintain self-development by improving the quality of faith, morals, relationships with fellow human beings, and use them to realize the mission of life (Moh. Said, 2011:1-2). UU no. 20 of 2003 concerning the National Education System article 3 mandates character education in the learning process, so madrasas need to implement character education in the madrasa curriculum, especially the State Madrasah Tsanawiyah (MTsN) in Way Kanan district. The inclusion of character content in the educational curriculum is a step to counteract the negative influence of globalization on the emotional development of students. Character education is understood as an effort to cultivate intelligence in thinking, appreciation in the form of attitudes, and practice in the form of behavior that is in accordance with the noble values that become his identity, manifested in interactions with God, oneself, among others, and the environment (Abdul Mujib, 1999:82). Character values implemented in madrasas are sourced from religious values, Pancasila and Indonesian culture which are full of diversity, focusing on five main values, namely religious, integrity, nationalist, independent, and mutual cooperation (Kemendikbud RI, 2017: 7-10).

Character education has been implemented in the learning process at MTs Negeri Way right, but has not been maximized. Student behavior that shows the erosion of character is reflected in the existence of brawl activities, free sex, immorality, drugs, theft, cheating, lying, and other deviant behavior. The eroded moral degradation of students needs to be improved by implementing optimal character education in madrasahs.

Based on observations in the field, researchers found that there were difficulties in implementing madrasah character education during the Covid-19 pandemic because the learning process was not carried out face-to-face in class but learned online. Students interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom or via whatsapp group. Changes in learning patterns from school to home make it difficult for teachers, students and parents/guardians to adapt. In addition, there are other obstacles, such as limited skills in using technology, economic capacity for gadget ownership and the limited coverage of providers from remote areas. The solution to overcome these problems, madrasahs need to formulate character education management so that the implementation of character education is effective and efficient. The focus of this research is the management of character education through online learning during the Covid-19 pandemic at MTs Negeri in Way Kanan district. The sub-focus of this research are (1) management of character education through online learning during the Covid-19 pandemic at MTs Negeri in Way Kanan Regency, (2) Implementation of character education management through online (network) learning during the Covid-19 pandemic. 19 at the State MTs in Way Kanan district. The purpose of this study is to describe and analyze the management of character education through online learning during the Covid-19 pandemic at MTs Negeri in Way Kanan district and the implementation of character education through online learning during the Covid-19 pandemic at MTs Negeri. Way Kanan District.

RESEARCH METHODS

This research was conducted in all State MTs in Way Kanan district, namely MTsN 1 Way Kanan and MTsN 2 Way Kanan and involved students, teachers, staff, madrasah principals, madrasah supervisors and parents/guardians. The data collection method was carried out qualitatively descriptively through observation, interviews and documentation by adapting the theory of Miles, MB, Huberman, AM, and Saldana, J with the following flow.

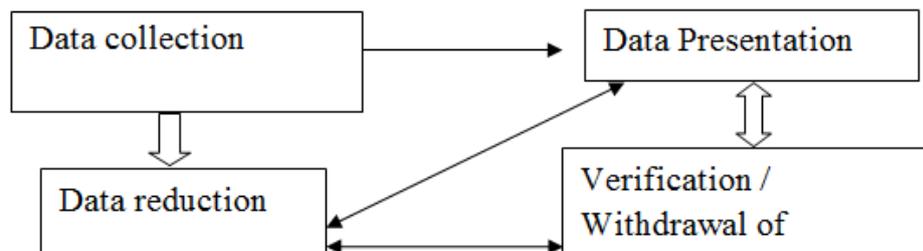


Figure 1. Qualitative Research Flow of Miles, Huberman and Saldana (Miles, MB, Huberman, AM, and Saldana, J Translation of Tjetjep Rohindi Rohidi, UI-Press, 2014: 75).

The research data was collected according to the theory of Denzin and Lincoln which used a natural setting as a direct data source (Denzin & Lincoln, 2009:53). This research is expected to be able to describe and find out comprehensively and completely regarding the management of character education during the Covid-19 pandemic. The author conducts research directly to the location to obtain and collect data so that this research is based on objective and natural conditions (Sugiyono, 2011:15). The data analysis technique used in this research is descriptive analytical method, which describes the data collected in the form of words, pictures, and not numbers. Data derived from manuscripts, interviews, field notes, documents, and so on, are then described so that they can provide clarity on reality or reality (Sudarto, 1997:66).

DISCUSSION

Based on data obtained from the field, it is stated that the number of State MTs in Way right district is two, namely State 1 Way right MTs having the address at Jalan Ibrahim Komplek Masjid Besar Al Fajar, Kasui Pasar sub-district, Kasui district, Way Kanan district and State MTs 2 Way Kanan. whose address is at Jl. Raya Swakarsa, Serupa Indah village, Pakuan Ratu sub-district, Way Kanan district. The curriculum used in the State MTs of Way Kanan district in online learning is the 2013 Curriculum by taking into account the characteristics of students. Character education is carried out in the learning process by involving MTs students with the distribution of the data as follows.

Table 1. Student data of State MTs 1 and State MTs 2 Way Kanan

Class	MTs Negeri 1 Way Kanan			State MTs 1 Way Kanan		
	Male	Female	Total	Male	Female	Total
VII	86	86	172	129	101	230

VIII	82	92	174	84	88	172
IX	91	84	175	84	89	173
Total	259	262	521	297	278	575

(source: Winarno, 2020)

Before the learning process is carried out, madrasa principals and teachers first make preparations for education during the Covid-19 pandemic by referring to eight national education standards and curricula pandemic emergency. The results of interviews with 65 MTs Negeri teachers in Way Kanan Regency involving 11 subjects regarding the process of implementing learning in the network during the Covid-19 pandemic are presented in the following table.

Table 2. Utilization of IT in online learning during the pandemic Covid-19 at State MTs in Way Kanan Regency

activities of teachers	Activities during the online	throughout the district MTs Right Way	
		Teacher Number	Percentage (%)
Operation online during a pandemic	Never	2	3.1
	Newonce in	15	23.1
	regular Already	48	73.8
Provisionapplication online with	Whats App	50	76,9
	Google Class Room	3	4.6

	Google Form	2	3.1
	Video Conference (Vicon) Zoom	2	3.1
	Vicon meet.jit.sii	0	0
	Learning blog	2	3.1
	Email	2	3.1
	Youtube	4	6.2
Skills in organizing learning with Whatss App	Have never used	7	10.7
	Still not skilled	13	20
	Already quite skilled	30	46.2
Skills in organizing learning with Google Class Room	Never used	31	47.7
	Still not skilled	21	32.3
	Already quite skilled	8	12.3
	Already skilled	5	7.7
Skills in making attendance	Never used	29	4.46

lists and compiling questions using google form	Still less skilled	25	38.5
	Already quite skilled	9	13.8
	Already skilled	2	3.1
Skills in organizing learning with Google Class Room	Never used	31	47.7
	Still not skilled	21	32.3
	Enough skilled	8	12.3
	Already skilled	5	7.7
Skills in making attendance lists and compiling questions using google form	Never used	29	4.46
	Still not skilled	25	38.5
	Already quite skilled	9	13.8
	Already skilled	2	3.1
Skill in organizing learning using Video Conference Zoom	Never used	37	56.9
	Still not skilled	18	27.7
	Enough skilled	8	12.3
	Already skilled	2	3.1
Skills in organizing learning	Never used	40	61.5

using Video Conference meet.jit.si or Google Meet	Still less skilled	15	23.1
	Sufficiently skilled	8	12.3
Priority wants to explore the use learning media	Whats App	43	66.1
	Google Class Room	25	38.5
	Google Form	13	20
	Video Conference (Vicon) Zoom	16	24.6
	Vicon meet.jit.sii	5	7.7
	Learning blog	9	13.8
	Email	4	6.2
	Youtube	47	28.3

The results of interviews with the head of the Madrasah MTs Negeri in Way Kanan Regency are presented as follows.

"Education during the Covid-19 pandemic used the 2013 curriculum which was adapted to environmental conditions and the characteristics of students by emphasizing the cultivation of integrated characters in each subject. Character education carried out at MTsN 1 Way Kanan aims to shape the character of students to become Islamic so that all students' daily activities are always guided by the Qur'an and the Sunnah."

(Head of MTsN 1 Way Right)

riculum and contained in the madrasa vision and mission, including the values of honesty, discipline, independence, responsibility, love for the environment and care about cleanliness. These character values are an elaboration of the five main character values of the National Movement for Mental Revolution (GNRM), namely religious, independent, national, integrity and mutual cooperation. These character values are stated in the rules that are socialized and agreed upon in the parent/guardian meeting with the committee and the school"

(Head of MTsN 2 Way Kanan)

"Students need a figure who can be used as an example in every action and deed that leads to the formation of their character. Teachers have a fundamental role in shaping the character of students, so teachers must be role models and be able to show good role models for students.

(MTsN 1 Way Right Teacher)

"The form of integration of character education in daily activities is carried out by incorporating character values in every activity, both planned and spontaneous. Strengthening character education in schools pays attention to things that are carried out in students' daily lives, highlighting the example of adults in the family environment, developing and providing wide space for all potential students through daily activities while still considering and empowering norms and traditions that apply in life. socialize. This integration is in the form of exemplary, habituation"

(Head of MTsN 2 Way Kanan)

"Our parents invite us to cooperate with the school because there must be cooperation so that our common desire is realized. Learning activities during the pandemic really need parental involvement as a form of supervision as well as habituation of good character in students"

(MTsN 1 Way Kanan Teacher)

"The implementation of character education is carried out by the teacher in accordance with the RPP draft that has been made, with the steps at the initial stage the teacher will do apperception by reminding students of the previous subject matter, during apperception the teacher inserts character content such as greeting first when students will give his opinion. Character content is also always inserted during the core learning stage and the closing stage of learning. The teacher also sets an example by always saying hamdalah and greetings when closing the lesson. We always insert character content when studying with the aim of changing children's bad attitudes for the better."

(Teacher of MTsN 2 Way Right)

"Every subject is obliged to include character values in their learning. In addition, the cultivation of character values is also included in the schedule of subjects during the learning process during the Covid-19 pandemic"

(Head of MTsN 1 Way Kanan)

"The evaluation of the implementation of character education in madrasas is carried out by checking all activities by the homeroom teacher. What is evaluated is the implementation of educational learning activities and the formation of student character when learning online. We hold an official meeting at the end of the month to find out the advantages and disadvantages of character education that has been carried out during the learning process from home. We will maintain what is good and what is still lacking we will improve"

(Head of MTsN 2 Way Kanan) The

evaluation focused on the implementation of character education in online learning by looking at the compatibility between the Learning Implementation Plan (RPP), methods, media and sources learning used and student learning outcomes cognitive, affective and psychomotor, as well as the characters achieved and applied by students in everyday life

(Teacher MTsN 1 Way Kanan)

"My children used to work together to help with housework with their siblings. They usually share the tasks of cleaning the house and washing dishes. They work hand in hand and work together so that the work feels lighter"

(Parent/Guardian of MTsN 1 Way Kanan)

"During this pandemic, children are starting to learn independently to do the tasks assigned to them. This can be seen from the children's ability to make a video whose theme is determined by the teacher. The children are very enthusiastic and creative in making videos, so that they produce works according to their wishes."

(Parents/Guardians of MTsN 2 Way Kanan students)

MTsN 1 Way Kanan is a tsanawiyah madrasa with 521 students, with details of 259 male students and 262 female students. MTsN 1 Way Kanan has 32 students and is accredited A. MTsN 2 Way Kanan has 575 students, with details of 297 male students and 278 female students . MTsN 1 Way Kanan and MTsN 2 Way Kanan both carry out character education in the online learning process during the Covid-19 pandemic. The management of character education carried out at MTs Negeri in Way Kanan district seeks to make students recognize and accept character values as their own and are responsible for the decisions they make through the stages of recognizing choices, assessing choices, determining attitudes, and then making a value according to beliefs. self. The management of character education at MTs Negeri in Way Kanan Regency is carried out through the stages of planning, implementing and evaluating which are carried out sequentially.

The character education planning stage begins with an annual meeting to determine strategies for inculcating character values in online learning, by designing a character education curriculum, determining character values to be inserted in the learning process and conducting socialization with parents/guardians of students and school residents. Planning for character education at State MTs in Way Kanan Regency includes how the planning activities are, who is involved in the planning and how the planning process is decided in the madrasa character education program. Activities that support character education programs in the form of student management, madrasa regulations, readiness of human resources in this case educators, facilities and infrastructure, learning, evaluation, and other management have been planned at the beginning, this strengthens George R. Terry's theory that planning is a decision-making activity regarding what goals (objectives) will be achieved, what actions will be taken in order to achieve the goals or objectives and who will carry out their duties (George R. Terry, 1986: 99).

The implementation stage is carried out by providing examples of exemplary and habituation for students during the learning process and during students' daily activities at home with parental assistance. During the implementation stage, teachers and parents establish communication in observing and controlling student behavior through a connecting book. This book is used to determine the level of student progress that has been achieved and to determine the level of effort made by students in studying at home and the development of students' character while studying from home.

Management has an implementation function, the implementation is carried out by the head of the madrasa, or the teacher allows the organization to run and planning is carried out. Character education is carried out through development and learning and learning experiences that lead to the formation of character values in students. This process is carried out by instilling character values through habituation, example, integrating and shaping the environment, as outlined as one of the principles of implementing national education.

The evaluation phase of character education at MTsN 1 Way Kanan is carried out every day by subject teachers. The assessment of character education is not in the form of grades but in the form of supervision or observations carried out by teachers every day, in the form of reports or records of student progress. Based on the results of the report, it can be seen that the character developments that have been achieved and those that have not been achieved, so that the teacher knows what actions to take. Evaluation of character education focuses on the success of accepting values in students' attitudes and behavior that are adjusted to the character values that are set and practiced in everyday life. Evaluation of character education in State MTs in Way Kanan Regency includes two

aspects, namely: process and results. The process of evaluating character education is associated with efforts to control and foster character values in madrasas. Through effective evaluation, the implementation of character education can be carried out better. Evaluation of character education at State MTs in Way Kanan Regency uses control management through madrasa rules, teacher notes (portfolio) and communication between teachers and parents to control student attitudes and behavior during learning through networks. Data in the form of information records from these activities are used to identify the achievement of goals, deviations and weaknesses found in the implementation of character education management with online learning at State MTs throughout Way Kanan Regency.

Based on the results of observations and interviews with 65 teachers at MTs Negeri in Way Kanan Regency regarding the use of IT during the online learning process during the Covid-19 pandemic, it is known that teachers have varied responses. The ability of teachers to use IT in State MTs in Way Kanan Regency still needs improvement. This can be seen from the results of interviews which show that most teachers have weaknesses in mastering Technology and Information so that the process of organizing online learning during the Covid-19 pandemic is not optimal. The unpreparedness of schools in providing training related to the implementation of online learning also adds to the confusion of teachers in the learning process that is required to use IT skills. Provider signals that are difficult to reach by both students and teachers, the absence of assistance from the government for the procurement of internet quotas are also obstacles to the smooth implementation of character education through online learning during the Covid-19 pandemic.

The implementation of character education at State MTs in Way Kanan Regency adheres to the model, integrated curriculum namely the implementation of character education by integrating character values in all subjects. The targets of this integration are subject matter, delivery procedures, and the meaning of students' learning experiences. This integration also gives students the flexibility to learn ways that vary according to the character of each student so that it will form a good character of each student. The implementation of character values is reflected in students' attitudes during the learning process from home and in students' daily lives. The dominant character values that appear in State MTs students in Way Kanan Regency include religious character, discipline character, diligent character, independent character and integrity character. The online learning process during the Covid-19 pandemic by implementing character education is carried out programmatically. This can be seen from the daily learning schedule of students. Although learning is not done face-to-face at the madrasa, students do learning according to the schedule that has been made. Integration in subjects can be seen from the Learning Implementation Plan (RPP) which

includes class management, models, methods, and material selection. This integration is an effort to introduce character in the classroom scope which is taught theoretically to students in the classroom. Each subject is obliged to include character values in their learning. All subjects are assumed to have a mission in shaping the positive character of students. Character education in madrasas pays attention to things that are in the daily life of the madrasa; highlighting the example of adults in the educational environment; involve the entire education ecosystem; develop and provide a wide space for all potential students; empowering madrasa management and governance; and Taking into account the norms, regulations, and traditions of the madrasa.

CONCLUSION

The management of character education through online learning during the Covid-19 pandemic at MTs Negeri in Way Kanan district is the whole process of planning, implementing, and evaluating so that character education in madrasas becomes a reality, with implementation through example and habituation using the model. integrated curriculum namely the implementation of character education is carried out by integrating character values in all subjects.

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