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Cultural Management Of Character Strengthening In The Post-Pandemic Elementary School Environment

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Abstract

The purpose of this study is to determine various school management patterns in the culture of character education in the post-pandemic elementary school environment. The research method used uses literature studies by looking for relevant theories based on the results of research with cases or problems found, namely character culture management in the elementary school environment with the aim of being a consideration in formulating school activity steps in strengthening character values to students. The results showed several systematic steps in school management including the first, the planning stage in planning an effective character education model. Secondly, the organizing stage aimed at regulating the resources that are in charge or given authority and responsibility to each of their experts in accordance with their respective competencies. Third, the integration stage through curricular, extracurricular, co-curricular, and school culture activities through routine activities or habituation, school climate design, classroom physical environment and the use of digital media. Fourth, the stage of supervision by internal and external parties. Fifth, the evaluation stage by internal parties, evaluation by external parties, then evaluation that produces factors that support and hinder the character education strengthening program, and evaluation that requires follow-up for continuous improvement.

Keywords: School management, Character education, Post-pandemic.

INTRODUCTION

The Education Sector in 2022 has begun to gradually normalize, but there are several things in education that are abnormal and need improvements, one of which is character education. Character education is a form of effort to hone good behavior in order to become a more useful, dignified, and qualified individual (Zakaria, . and Rachmat, 2022) explains that character is a special sign or trait and therefore gives birth to the sutu view that character is a pattern of behavior that is individual, a person's moral state. For this reason, character is the main concern in the implementation of education, where the school plays a role in shaping the expected character so that positive values grow and develop in students in the midst of society as a culture and personality of the community. (Alfiyah and Wahyuni, 2021) also explained thatcharacter education is very important to be applied in the school sphere to be able to develop a good personality so that it becomes a major reinforcement for student life in the future. Character education that is carried out can be applied with the habituation that children do in everyday life. (yati, 2015) In the psychological approach of instilling character education in schools, it is supported by the existence of positive activities that will build good character and moral values in students by providing certain learning strategies such as building good relationships and interactions in the classroom both with their friends and with teachers. The innate character of the family built from home is also a special concern in character building as well as the emotions of a child, because the innate character of the child is what a child will show in showing his emotions when socializing in everyday life.

During the pandemic, character education has decreased in quality from the realm of strengthening and the attitude of the students themselves (Wattimena, M, 2021). This is reinforced from the results of previous studies conducted in the early days of the pandemic in 2020 (Aswat, Ode, *et al.* , 2021) shows that one of the strengthening of character, namely religious character has not been carried out properly, marked 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 self-development of students, but is under the control of the teacher by providing a checklist of activities and documentation of the child's religious activities while at home. Similarly, in the emotional character of children during distance learning (Aswat, Sari, *et al.* , 2021) from several aspects of development,and distance learning results in a lack of social activities, learning saturation, parental pressure in accompanying their children, a long learning process, a buildup of tasks, and a monotonous learning atmosphere thatis one of the factors inhibiting children's emotional intelligence. Broadly speaking, this change occurs due to unpreparedness between students, teachers, and parents facing different learning stuations (Matasik, Y., et al., 2021). In addition, the focus on achieving learning outcomes is only in the cognitive realm, so that the cultivation of character and emotional intelligence is only obtained from home without the socialization and support of innovative media for the cultivation of emotional character in students. This is

reinforced also by (Santoso *et al.* , 2020) which explained that the success of character education during the Covid-19 pandemic experienced many obstacles, considering that learning in schools was carried out online or online. This obstacle can be handled if there is cooperation between parents and teachers in the consistency of character strengthening through various programmatic activities from the school transferred to the family environment, because basically there are several main focuses on the importance of character education (Bangun, Oktavianda and ..., 2021) including character education must be oriented towards the educational process that teaches positive values that have grown and developed in the midst of society as the culture and personality of society. Exemplary and accustom to behavior in everyday life. So that this habituation can be formed from home through parental assistance and control from teachers in preparing various activity programs and character evaluations while at home.

The unpreparedness of various supporting aspects of the implementation of distance learning results in the ineffective delivery of character content to students, because this learning situation is the first experience for all educators so that preparation and new knowledge related to online implementation are still minimal so it can be said that during the pandemic the character strengthening program was unsuccessful. Likewise, the research that the author has done before related to school climate in supporting the character of students, Aswat, et al. (Nada Naviana Simartama, Naniek Sulistya Wardani, 2019) in his research explained that the school climate does not show any support for strengthening character in terms of the design of the school's physical environment, facilities and infrastructure, curriculum and design of the learning environment in the classroom, does not show the realization of a school climate with character, especially the character of local culture that is embraced and believed in the surrounding community. This is because various school program activities are experiencing obstacles to direct implementation, so there is no other alternative that can be used by teachers other than leaving it entirely to the parents of students in supervising and providing tauladan attitudes while in the family environment.

On the other hand, distance learning is considered new to teachers and is just adjusting to technology-based learning. In line with the opinion (Riani and Budiretnani, 2022) explained that the problematics from the teacher's side is that they still have to make adjustments to learning models and media that integrate good character values so that without face-to-face at school, students in actualizing them in daily life. Similarly, according to (Salirawati, 2021) that someof the factors causing the unsuccessful implementation of character education to date are (1) the evaluation model as an operating guideline in conducting character evaluation is not yet available; (2) the focus of achievement is centered on aspects of knowledge that are the benchmark for learning success, so that character building is neglected; (3) the absence of a comprehensive application of character education, but merely fulfilling the obligation to teach, without knowing how it should be, (4) the child has not obtained a model that

can be an example, and (5) the abundance of information that the child receives without a filter. (Fauzan and Wirdanengsih, 2022) In the results of his research, he found the fact that strengthening character education during the Covid-19 pandemic was carried out through the integration of religious, responsible, and honest character values, which was carried out through routine activities in praying activities and providing motivation at the beginning of learning and controlling its implementation through agenda books. So it can be concluded that during the pandemic, character strengthening activities are carried out through activities that are still simple and limited, this certainly has an impact on the characters of students who do not develop. For this reason, in the post-pandemic period, various improvements and re-strengthening of various characters that did not develop are needed by reviving programmatic activities from schools.

Improvement steps to implement character strengthening continue to be carried out, especially in the current new normal period where the implementation of learning has been carried out again as usual through face-to-face in the classroom, so that some characters who were left behind during the pandemic period were again raised and strengthened through the reactivation of character culture programs in schools (Salirawati, 2021) revealed that some of the steps for evaluating character education proposed to overcome the main problems of character education evaluation are (1) defining or giving special meaning to the character to be achieved, (2) elaboration of the substance of the meaning contained in the character through a hierarchy of behavior: moral knowing, moral feeling, and moral action, (3) compiling learning outcome indicators that must be mastered by the child according to the stage of development, (4) describes character indicators into assessment indicators in the form of rubrics. Based on the results of previous research related to teacher strategies in re-strengthening character education after the pandemic is through the blanded learning method, (Aswat and Tayibu, 2022) explained that online character strengthening activities include interactive multimedia courseware, portfolios, whatsapp class groups, google classes, sevima delink, virtual applications such as zoom meetings, google meetings, local live TV, Youtube, social media management, system management e-learning, character control books (chacker characters), character games, establish intense communication through the seller's mobile phone.

Meanwhile , character strengthening that can be done offline is home visits, report cards, schools on certain days, curricular, extracurricular and co-curricular activities listed in the vision and mission of the curriculum, routine activities in school administration, spontaneous activities in the order, activity plans in school programs, transparency contained in school rules and report cards as well as the development of organizational activities.

(Jannah and Mauizdati, 2022) in his research result related to the role of teachers in post-pandemic student character education including routine school activities Again carried out such as picketing activities, ceremonies, disciplining study hours and discipline in completing tasks. Teachers play a more

role as modeling in providing tauladan through interaction activities between teachers and students (Akhiruddin, et al., 2021), in providing examples of attitudes, habituation, advice, story methods, as well as giving rewards and punishments (Sukma and Rachmatya, 2020) in the results of their research explained that after online learning, it is necessary to build character in a committed and continuous manner which is carried out massively and disciplined through habituation and and improvement of student competencies carried out from the process of transferring knowledge from teacher to student, student to student (Sujarwo, et al, 2019), as well as through parental supervision, in order to achieve the expected character goals. So that the purpose of this study is to find out how school culture management in strengthening character education after this pandemic, so that it can be a reference for the elementary school environment in adjusting and renewing school programs. So that this study uses a literature study by referring to the relevant research results from other researchers by re-describing and making a conclusion that can be adopted in the management of character strengthening culture in the elementary school environment.

METHOD

This research method uses a qualitative research approach type of research Literature study. TheD ata obtained is compiled, analyzed, and inferred so as to obtain conclusions regarding the study of literature. (Kartiningrum, 2015) explained that metode literature study is a series of activities related to the method of collecting library data, reading and recording, and managing research materials. Literature studies or commonly referred to as Literature studies are a way to solve problems by tracing the sources of writings that have been made before. So that this research is a summary or collection of data collected from literature studies on the management of character strengthening culture in the post-pandemic elementary school environment or in the new normal period. The data that have been obtained based on the results of research from previous researchers related to the topic raised, then analyzed by a descriptive analysis method, namely by describing the facts which are then followed by analysis, not only describing, but also providing sufficient understanding and explanation.

RESULT AND DISCUSSION

The following are presented some data from the results of research by previous researchers related to the management of a culture of strengthening character in the post-pandemic elementary school environment. These findings can then be a reference for schools in looking for references and new views related to the management of school culture in shaping the character of their students. Previous research that became a finding in the field in strengthening character education in 2022 was presented orally and published in the 2022 International proceedings by the State University of Malang. The results showed that strengthening post-pandemic character education can be done by resuming

school programs through virtual and face-to-face activities with several stages starting at the planning stage which refers to the vision and mission, school potential, and main character . The organizing stage through coordination, communication, and organizing activities of resources and supporting means. The implementation stageis to continue the school culture program, curriculum, curricular, co-curricular, extracurricular, organizational coaching, cultural studies, school climate design and character-based classroom physical environment, home visits, and character report cards. It can also be collaborated with virtual or online activities so that students can receive character value linking wherever they are without time limits. Online character strengthening activities include various innovations in online learning methods through various interesting content, interactive multimedia courseware, portfolios, whatsapp class groups, google classes, sevima edlink, zoom meetings, google meetings, local live TV, Youtube, social media management, e-learning system management, character control books (character chacker), character games, building intense communication via mobile mobile phones. Supervision stage by internal parties, stakeholders, family roles and community supervision. An evaluation stage that requires follow-up by observing changes in the child's attitudes during school and at home for continuous improvement.

In line with the results of the study (AMELIA, 2021) The results showed that the management of character education in the new normal period went through several stages, namely 1) The planning stage of the character education program was documentably integrated into the curriculum, starting from the vision, mission, objectives, structure and content of the curriculum, syllabus, and learning implementation plans (RPP) and teaching materials. 2) The organizing stage is in the form of a team of the School Discipline Movement (GDS) and the Practice of Tadabbur Al- Quran (AMTAQ). 3) The implementation stage of character education is carried out online and offline. 4) The coordination stage is accounted for by the coordinator of each program and 5) The evaluation stage is carried out through teacher meetings and reporting learning outcomes through monthly and semester student report cards. (Hermanto and M.S, 2020) The result ofhis research is the planning of character education in schools including the Learning Implementation Plan (RPP) and syllabus. The implementation of Character education is carried out by emphasizing the cultivation of character values through intracurricular, cocurricular, extracurricular and habituation activities. In evaluating character education, it is carried out with daily tests, Midterm Exams and End of Semester Exams as well as a direct assessment of student behavior in the field in everyday life. (Thahir, Islam and Raden, 2021) explained that character strengthening in schools is carried out from several stages, namely first, planning for strengthening student character education has been carried out properly through the preparation of objectives, strategies and policy mapping as well as mapping procedures and improving programs using the rpp design; second, the implementation of character education goes well through religious activities, planting nationalism, social care and concern to the environment; third, management evaluation of

strengthening student character education through supervision activities on the implementation of activities by carrying out reflections, analysis and follow-up plans. Based on the results of the study, the following is a more detailed explanation related to the stages of activities in the cultural management of character education in the elementary school environment.

First, the planning stage as a form of preparation to find out an effective character education model for schools while still adjusting to supporting infrastructure in schools, the availability of adequate human resources, access to technology that supports and as needed. In formulating various character programs, of course, they must refer to the vision and mission of the school, the potential of the school, the main character, and guide the values of the local cultural character of the surrounding community. Furthermore, this planning began to develop objectives, strategies and mapping policies as well as mapping procedures in the form of school character programs that were integrated into several aspects of activities including 1) curriculum structure and content, where this character education can be achieved in all material content in subjects, and strengthened in special subjects such as religious subjects, local cultural arts lessons, pancasila. This is in line with the results of the research (Susanti and Sukaesih, 2021) that strengthening character values based on Pancasila which includes religious values, nationalism, independence, integrity, and cooperation realized through cultural arts lessons included in the school curriculum; 2) planning teaching and learning activities or curricular as stated in the syllabus and learning implementation plan. Character strengthening is raised starting from the initial, core, and end of learning activities and showing the character to be achieved on each theme or topic in learning in accordance with the learning objectives; 3) planning extracurricular activities through student talents and interests that have been scheduled for activities outside of class hours, such as scouting activities, martial arts activities, art activities, and sports. Of course, each of these activities has been well programmed through a professional team of trainers or guides, material content that contains character values in it, and the completeness of its implementation facilities; 4) planning co-curricular activities, by determining the strategy of implementation and mapping the form of its activities with the aim of adding insight and strengthening students' knowledge related to the subject matter which is carried out in groups and individuals, for example such as tourist work activities, field trips, language communities, studios, arts, and professions; 5) school cultural planning in the form of routine activities such as flag upaca, religious holidays, marching rows, mutual aid in cleaning activities, and religious activities such as dhuha prayers and compulsory prayers, tadarus, and kultum. In preparing this plan, of course, it involves all educators, education staff, and school committees in the discussion room regarding the strategies carried out so that each component developed in the school program has a clear corridor, so every component in the school must have the same perception and synergize in realizing the vision, mission, and goals of the school to reach a mutual agreement by all elements of the education unit.

Second, this stage of organizing is a form of preparing activities based on planning that has been made through coordination, communication, and organizing activities of resources and supporting means. (Sdit, Fikri and Rohmat, 2021) explained thatthe h al can be viewed from the division of duties and responsibilities entrusted to each expert in accordance with their respective competencies. The principal, teachers, and administrative departments collaborate in sharing duties as assistant principals, sharing duties as a class teacher, sharing duties as a subject teacher, sharing duties as a picket teacher, and sharing duties as a daily picket teacher or assigning other teams of experts. So that this character strengthening activity can run well in accordance with the programs that have been formulated through collaboration or cooperation between school residents. The purpose of organizing activities in this management is to organize the resources that are in charge or given their respective authorities and responsibilities, so that each individual knows what should be done and who does it, so that they do not expect each other, but each educator and education staff and a team of experts in the field that is programmed can carry out their duties according to scheduling and integrating the character values they bring become a unit in achieving the goals that have been mutually agreed upon.

Third, the implementation stage is the stage of implementing character education while students are in the school environment. The school implements integrated character education education management through curricular, extracurricular, co-curricular, and school culture activities through routine activities or habituation, school climate design, classroom physical environment and the use of digital media. Curricular activities are planned and pre-arranged learning activities through designs that demonstrate the application of learning steps and strategies to provide meaningful learning experiences in knowing, realizing or caring, and internalizing values and making them sedentary behaviors in students through mastery of basic competencies targeted according to the curriculum, vision and mission, syllabus, and learning implementation plan. The integration of character values in learning activities can be raised starting from the initial activity, core activities, to closing by strengthening the character in accordance with the learning topic, so that every material received by students, there is a character value implied in it, either through direct delivery by the teacher, tauladan, spontaneity, habituation or through planned activities formed by teachers through learning activities in groups and individuals.

The integration of character values in extracurricular activities is carried out through a variety of scheduled activities and can be carried out with collaboration and cooperation from various parties as needed under the supervision of the school. The purpose of this activity is to develop the potential, interests, talents, abilities, cooperation, independence, and personalities of various fields to complement the process of building the character of students. The design of extracurricular activities is made on a scheduled basis outside of student class hours accompanied by professional trainers who come from the

school environment and outside the school so that students can develop their character according to their talent interests. The forms of extracurricular activities in the elementary school environment such as scouting activities, selected extracurricular activities according to talent interests such as arts, martial arts, sports, culture, and other organizational coaching activities.

The integration of character values in co-curricular activities is organized to strengthen students' understanding related to the subject matter through more concrete deepening activities, these activities can be carried out in groups or individually, such as natural tourism activities, religious tourism, cultural tourism, observation activities or field trips, art communities, studios, languages, and professions. So that students can gain real experience in recognizing and remembering part of the material they are studying. From this activity can strengthen character values through visits or deepening carried out by students.

The integration of character values in school culture is formed in routine, spontaneous, conditioning, exemplary activities of school residents. This routine activity is scheduled in daily, weekly, and monthly activities, where activities are held jointly by all school residents, for example religious activities to strengthen religious character through routine activities of dhuhah prayer every morning, saying greetings, praying before and after studying, daily pickets, literacy activities through reading character fairy tales and screening video stories that contain character values in it. This is in line with the results of the study (Birhan *et al.* , 2021) revealed that the use of fairy tales with animal characters and songs is widely found as an important approach to teaching character education about right and wrong behavior to children and this is very effective in improving the good character of children. In line with opinion (Aziz *et al.* , 2021) explained that alternatives in promoting post-pandemic character education can be done by continuing the cultural-based character education strengthening program, one of which is through literary studies because it functions as a role model that connects knowledge and morals. Spontaneous activities are usually carried out without being scheduled but it is possible to instill character values in the activity, for example When one of the students experiences a disaster, the spontaneity of the teacher invites other students to sympathize well by praying, visiting, helping. Other spontaneous activities can also be through student responses when meeting, talking, just greeting teachers and people who are aged and other social action activities. Conditioning activities such as morning apple activities, reading habituation in reading activities 15 minutes before the lesson starts, clean Friday activities through mutual aid activities of all students in cleaning the school environment, healthy Saturdays in morning exercises activities, activities on state holidays and worship activities. The example of school residents is created by all school residents, especially by teachers in providing tauladan attitude, dress, greeting speech, and interaction patterns between fellow teachers, teachers and students, as well as between students and students. Likewise, how the teacher's attitude in facing and dealing with problems in the school environment and wisdom in making decisions. Agree with (Lukman *et al.* , 2021) explaining that the strengthening of character is most appropriate through

the teacher's personality, because the teacher is considered the closest and has a lot of interaction while in the school environment, so that the character that needs to be highlighted by a teacher includes being able to behave as a friend, being able to be a role model, being able to understand learning, discipline, respecting students, treating students impartially in terms of sanctions, patience, casualness, willingness to pursue lifelong learning, mastering the skills of educating character, not known as a fierce teacher, and being considered a fun teacher, through the ability of the teacher involves innovative and fun learning models.

Integrating character values through the design of the school climate and the physical environment of the classroom, by presenting a school environment with character with supporting facilities and infrastructure in strengthening the expected character values, for example worship facilities, sports, literacy rooms, honest canteens, counseling guidance, character promotion media, words of wisdom, and so on.

Integrating character values through the use of digital media. Strengthening character education that can be instilled directly to students through activities offered in the school environment, can also be collaborated with virtual or online activities so that students can receive character value strengthening wherever they are without time limits. (Susilawati and Supriyatno, 2020) explained that post-pandemic character strengthening can be continued through online learning using WhatsApp Groups by sharing PowerPoint files, Microsoft Word files, JPG files, Voice Notes, Videos, and other learning resource links related to the character to be developed. (Zahro and Aprianti, 2022) character strengthening online with the support and cooperation of parents of students carried out through watshapp group media, google meet and zoom meetings. So that it can be simulated thatonline character strengthening activities include involving various innovations in online learning methods through various interesting content, interactive multimedia courseware, portfolios, whatsapp class groups, google classes, sevima edlink, zoom meetings, google meetings, local live TV, Youtube, social media management, e-learning system management, character control books (character chackers), character games, building intense communication through mobile Mobile phones. (Riyanto and Anshor, 2022) in their research presents arguments for remodelling character education in the new normal era after the COVID-19 pandemic. The results showed that the character education model can be effective through (i) habituation in daily activities at school and at home; (ii) the integration of the learning process and extracurricular activities; and (iii) the use of digital media. All models studied use a hybrid system that combines offline and online learning to convey character values to students. So that it can be ensured the fulfillment of character strengthening and consistency of character values obtained by students in the school environment and at home.

Fourth, there isno supervision by internal parties , namely the principal, teachers, and school residents. Suchas the Education department, school committees, school superintendents. As well asfamily p eran and community supervision.

Fifth, the evaluation stage begins with the preparation and preparation of the Assessment instrument. Evaluation by internal parties, evaluation by external parties, then evaluations that produce factors that support and hinder the program of strengthening character education, and evaluations that require follow-up for continuous improvement. Evaluation can also be carried out by teachers through home visit activities and character report cards to check and follow up on various characters caused by students.

School management in shaping the expected character of students needs to be done seriously and consistently and well planned, so that the results also produce student behaviors and attitudes that lead to positive things. So that schools need to make a design of a character education strengthening program by paying attention to 5 stages of activities systematically, starting from the planning stage, the organizing stage, the implementation or integration stage, the supervision stage, and the evaluation stage.

CONCLUSION AND RECOMMENDATION

This research can be a reference, reference and consideration in planning character strengthening programs for students in the elementary school environment, so that school management is more directed and systematic in its implementation. The steps for character culture management activities in the elementary school environment go through 5 stages of activities including, first the planning stage as a form of preparation to find out an effective character education model for schools while still adjusting to supporting infrastructure in schools, the availability of adequate human resources, access to technology that supports and according to the needs contained in the curriculum, vision and mission, the potential of the school, as well as the local culture of the discourse. Furthermore, this planning began to develop objectives, strategies and policy mapping as well as mapping procedures in the form of school character programs that were integrated into several aspects of activities including the structure and content of the curriculum, learning activities, extracurricular, co-curricular, and school culture. Both stages of organizing aimed at regulating the resources that are in charge or given authority and responsibility to each of their experts in accordance with their respective competencies. The principal, teachers, and administrative departments collaborate in sharing duties as assistant principals, sharing duties as a class teacher, sharing duties as a subject teacher, sharing duties as a picket teacher, and sharing duties as a daily picket teacher or assigning other teams of experts. The three stages of integration, where the school implements integrated character education management through curricular, extracurricular, co-curricular, and school culture activities through routine activities or habituation, school climate design, classroom physical environment and the use of digital media. The four stages of supervision by internal parties are the principal, teachers, and school residents. Suchas the Education department, school committees, school superintendents. As well asfamily p eran and community supervision. Fifth, the evaluation stage begins with the preparation and

preparation of the Assessment instrument. Evaluation by internal parties, evaluation by external parties, then evaluations that produce factors that support and hinder the program of strengthening character education, and evaluations that require follow-up for continuous improvement.

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Author Contribution and Competing Interest

The contribution of the first author in this research as the inventor and accommodating all research activities from the beginning to the completion of the manuscript of this article. The second author contributes in helping to find references and process data from literature studies. The third and fourth authors contributed to helping to analyze and present the data that was considered to support the variables of this study.

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