STRATEGIES FOR IMPLEMENTING CHARACTER EDUCATION IN THE POST-COVID-19 PANDEMIC PERIOD THROUGH THE EXAMPLE OF TEACHERS AND DORMITORY SUPERVISORS
(CASE STUDY AT SMP NURAIDA ISLAMIC BOARDING SCHOOL)

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Abstract. Some time ago, when the world was hit by the Covid-19 pandemic, many life deposits experienced shocks, including the education sector. It is undeniable that in any part of the world, many students experience learning loss. And many studies have also been conducted related to the condition of learning loss. Where all school activity programs seem to be unrequited, teachers are unable to maximally educate the character of their students. Very different from conditions before the COVID-19 pandemic. This condition was also felt by a boarding school in the North Bogor sub-district of Bogor City. There are so many students who until the post-pandemic period still experience character deviations. This encourages schools to be responsive so that this character change crisis can be handled immediately. This paper will try to analyze the factors that cause changes in the character of students in this school in the post-pandemic period and find the right strategy to overcome them. The research conducted at SMP Nuraida Islamic Boarding School used qualitative methods of data collection techniques through observation, interviews, and document studies. This research is expected to be able to find new strategies to overcome the conditions of character change that occur in the post-COVID-19 pandemic..

Keywords: character change; strategy; boarding school

I. INTRODUCTION

At the end of 2019, the world was hit by the Covid-19 pandemic. Almost all countries are busy and shaken by the Covid-19 pandemic, including Indonesia. The education sector is one of the dimensions of life affected by the Covid-19 pandemic. Right in March 2020, schools in Bogor City went into lockdown, there was no face-to-face learning at all for several months. All schools are required to quickly change the implementation of the learning curriculum with the Learning from Home (BDR) method, including SMP Nuraida Islamic Boarding School. Addressing various problems related to the decline in the quality of learning during KBM, not only because of its remote and online position. It turned out that another cause of this decline in learning quality was found. One of them is the parenting factor when at home for the parents of students. So, it is time for educators in schools to be aware by preparing plans and doing some concrete things needed to overcome and find solutions to the impact of distance learning in the form of behavior change and regulating behavior management of junior high school students. Including what happened at SMP Nuraida Islamic Boarding School (NIBS). As a boarding school for girls, SMP Nuraida integrates all school programs with the surrounding environmental conditions in the Bogor area. Extracurricular activities are also carried out for the talent development of Nuraida students. All activities in schools and dormitories provide opportunities for students to compete in developing their abilities and talents in various fields. Rewards and punishments are also held in the form of points. All of these things went smoothly before the Covid-19 pandemic. The strategy that has been implemented in Nuraida before the Covid-19 pandemic has used a structured approach. As for during the Covid-19 pandemic, some of the activities mentioned above are still being carried out but not running optimally. Examples of activities that are still carried out outside academics are the NGP Project collaborating with students' families at home, then the school Literacy Movement, which is also a collaboration with parents, as well as parenting which is intended for all parents. Some other activities in the form of self-development that can still be carried out during the Covid-19 Pandemic yesterday are extracurricular activities such as Boga, Youth Scientific Work, and Science. Essential learning activities that are still carried out are the Nuraida Green Project by continuing to bring resource persons from the Bogor City Environmental Office, as well as from IPB Environmental Practitioners online. But all of them did not achieve maximum results. There is still a high number of low motivations in the presence of KBM and the above talent and interest-strengthening activities. This is because indications of Learning Loss have begun to appear during the 2020/2021 Academic Year. The risk of Learning loss has been predicted to occur from the beginning of school closures around the world due to the Covid-19 pandemic. Based on a report on the school reopening framework jointly issued by UNESCO, UNICEF, the World Bank, and WFP in

April 2020, it is stated that school closures globally in response to the pandemic present a risk of damaging the education, protection, and well-being of Masterman children (2020). The existence of difficulties in this learning process will result in the emergence of Learning loss.

Character changes that occur in SMP NIBS are weak enthusiasm of female students during academic learning and when strengthening character such as several project activities and also memorizing the Qur'an. It is very different from the achievement of memorization targets obtained by students during the Covid-19 Pandemic Distance Learning. Another negative effect of the spectacle and information obtained by students in the world of social media and gadgets is that it causes them to dare to try to do things that can cause them to be hurt. A case in point is Self-Harm. Many cases we find in schools for this type of Self Harm. Also, the emergence of an inferiority complex, low social communication skills, and the absence of empathy and respect between others. Many also experience a crisis of self-confidence, resulting in problems in socializing or problems expressing feelings and desires. The following are the psychosocial results carried out by the school BK Team, which showed significant changes during the Covid-19 pandemic yesterday.

From the background above, the following research problems arise, what is the implementation strategy of character education that has existed in NIBS Junior High School, what is the role of teachers in schools and dormitories, and what are the inhibiting factors of character education at NIBS and what are the latest strategies that can be used to overcome changes in the character of students at NIBS. So from this research problem, the purpose of the research can be compiled is to find out the implementation strategies for character education that have ever existed in NIBS, to find out what are the roles of teachers in schools and NIBS dormitories, to find out what are the inhibiting factors for the implementation of character education in NIBS and to find new strategies in overcoming changes in the character of students in NIBS in the post-pandemic period.

The theory of character education according to John Sewey is common in educational theory that character formation is the general purpose of teaching and ethical education in schools. (Karakt et al. [1]). The strength of the character will form by itself if there is support and encouragement from the surrounding environment. Character education through schools is not merely learning knowledge, but more than that, namely the cultivation of morals, ethical values, aesthetics, and noble ethics. And the most important thing is to practice after the information is given and do it with discipline by every element in the school (Karakt et al. [1])

In the Character Education Implementation Guide, character education is value education, ethics education, moral education, and character education which aims to develop the ability of all school residents to make good and bad decisions, and examples, maintain what is good, and realize that good in everyday life wholeheartedly [2]. Gunawan defines character education as efforts designed and implemented systematically to instill the behavioral values of students related to God Almighty, oneself, fellow humans, the

environment, and nationality manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs. (Ni'mawati et al.[3]). It found a positive influence on the school's ability to meet students' social, emotional, and cognitive needs after social development programs for all school residents that were based on empirical evidence from an educational psychological point of view. The psychological approach is seen as a new approach that can aid cognitive development for moral and character education from preschool to college. (Hidayati et al.[4]). The management of character education can be developed through habituation, namely by being taught, familiarized, trained consistently, becoming a habit, becoming a character, and becoming a culture. This implementation can be applied from home, classroom, school, and community. (Ni'mawati et al. [3])

As for strategy itself is a tool to achieve goals, and in its development, the strategy continues to experience a change, especially in terms of the concept, Steiner and Miner said that strategy is a continuous response or adaptation to external opportunities and threats as well as internal strengths and weaknesses that can be influenced by the organization. A strategy has a basis or scheme to achieve the intended goal. So basically, strategy is a tool to achieve goals. According to Mus [5] strategy is defined as a process of determining the plans of top leaders that focus on the long-term goals of the organization, accompanied by the preparation of a way or effort on how to achieve these goals. (Yanuaria [6]). So strategic management or strategic management is a way (strategy) taken by a company or organization in making decisions and actions to respond to opportunities and challenges, to continue to exist and win the competition.

According to Zakiyah Darajat, teachers are professional educators because teachers have accepted and carried the burden from parents to participate in educating children at the school level. Teachers as educators must be able to become leaders who are liked, trusted, able to guide, have personality, and are immortal throughout their role. A teacher's leadership in education is very influential in the success of student achievement, both academic and non-academic [7]. Currently, the role of teachers as role models seems to be melted by the selfishness of students, by the influence of technology, and also by the apathy of the teacher himself. Teachers as role models are at the forefront of the character education process of Soewarto [8]. Teachers have a dual role in education, namely as educators who transfer knowledge and act as suri tauladan (uswatun hasanah) for students. Teachers as role models are expected to inspire and motivate students to behave and character. The role of teachers is very influential in the education of Setyaningsih [9] students, including in character education for students. Furthermore, teachers must follow the technological developments of Sunardi [10]. Furthermore, it was also emphasized that role models are a good culture and must be displayed by teachers to stimulate students to become individuals with character.

A boarding School is a school system with dormitories, students and also teachers, and school managers living in

dormitories that are in the school environment for a certain period. Sumarlin et al.**[11]**. This system makes it easier for teachers to observe the character development of students. Curricular, co-curricular, and extracurricular activities, both at school and in dormitories are monitored by teaching staff for a full day. The suitability of the boarding system lies in all learners' activities being programmed, organized, and scheduled. This is the difference between boarding school and full-day school. In strengthening learning materials given both in class and in dormitories, strengthening independence activities and character education content can be carried out more freely. Where accompanying teachers in dormitories and student councils play an important role in directing the attitudes and character of students after school hours. So boarding school is an environment where students get a more complex, broad, and in-depth education. Because students can learn all the time in all kinds of activities carried out. Both intracurricular and extracurricular ones. In general, in education, the method that is considered the most important and most effective is an example, where educators provide examples of good words or deeds to be imitated by students so that students also have good words or deeds Watson **[12]**. As the method that is considered the most important and most effective in general education, of course, an example will also be the method that is considered the most important and most effective in character education **[13]**. In character education, role models are needed in every educational environment, namely the family, school, and community environment. In the family environment, parental example is indispensable in character education.

The essence of exemplary is imitation, which is the process of imitating students against educators; the process of imitation that children carry out against adults; the process of imitation that children carry out towards their parents; the process of imitating students against their teachers; the process of imitation that community members carry out against community leaders. In exemplary there is a process of imitating Suhono &; Utama **[14]**. The existence of an imitation process in the exemplary method makes exemplary a method that functions conservatively, namely the function of preserving. That is how exemplary makes everything, both word and deed, preserved. The process of imitation in the exemplary method can occur consciously or unconsciously. An example of accidental imitation is students who always see their teacher looking neat, then unconsciously students will follow the neat appearance as displayed by the teacher. Even though the teacher does not give orders to his students to look neat. The role of exemplary parents in the parental environment greatly determines the success of character education in the school environment and community environment., to facilitate the achievement of character education in students, schools must cooperate with parents **[15]**. Without this cooperation, character education will be difficult to achieve maximum results.

Some relevant research on character education is as follows: Muthmainnah Choliq's research entitled "The Existence of Character Education Pondok Modern Darussalam Gontor for Girls I During the Covid-19 Pandemic Existence" conducted by Pondok Modern Darussalam Gontor Putri 1 Mantingan Ngawi East Java published in the Journal of Islamic Civilization Tsaqowah 2021. This study aims to examine the existence of pesantren in implementing character education in the pandemic era. The results showed that Pondok Modern Darussalam Gontor (PMDG) Putri 1 in Mantingan, is an educational institution that can show its existence in implementing character education even in the era of the Covid-19 pandemic. Also research in Shodiq Khalid's publication manuscript entitled "Management of Character Education Based at SMP Putra Harapan Purwokerto" published in 2013 aims to describe the character values pursued by SMP Boarding School Putra Harapan Purwokerto, integrate character education into the SMP Boarding School environment and describe the role of parents of SMP Putra Harapan Purwokerto students in the character education process. The study also concluded that managing character education on a basis is a wise choice to overcome moral decadence, especially among adolescents.

II. RESEARCH METHODS

Qualitative methods were used in this study to produce a comprehensive exposure. By using data collection tools and techniques through interviews, observations, photographs, videos, and documentation. Operationally, the use of qualitative methods in this study is through methods of analyzing individual performance and experience as well as the behavior of related institutions. This research will be carried out in the environment of SMP Nuraida Islamic Boarding School with the research preparation time starting from making proposals to perfecting reports is November 2021 – December 2022. The research itself will be carried out from December 2022 – February 2023. The data and information needed as a basis for this research were obtained by involving the participation of several informants as resource persons. The informants/subjects who became sources of information in this study consisted of the main informant or informant one, namely several teachers at the school and dormitory of SMP Nuraida Islamic Boarding School. In addition to the main informant, this study also involved accompanying informants, namely the vice principal of curriculum and student affairs, the Director of Education, the Head of Dormitory, and School Counseling Guidance. For data triangulation, information will be obtained from students and parents of students. Some of these informants will provide reliable, detailed, open, extensive, and accurate information. The object of this study is the students of SMP Nuraida Islamic Boarding School.

This study focuses on how schools have and implement character education strategies for their students through the example of their educators. Based on this presentation, a research design was developed on Character Education Strategy at Nuraida Islamic Boarding School through the example of its educators Each step described. In this study, the main instrument is the researcher himself. Research instruments are developed to explain the data described using observation guideline instruments, interview

guidelines, documentation, and questionnaires. In this qualitative research, the researcher acts as the main instrument. Data collection is carried out by researchers using the following techniques In-depth interviews, Observation, Document study. The data analysis stage carried out activities which include (1) Analyze the results of interviews with the Director of Education, the Head of the Dormitory, teachers in the school, and teachers in the dormitory. Analyze the results of interviews with parents/guardians, and their students. Furthermore, data reduction and data triangulation are carried out. Before finally drawing conclusions and verification.

III. RESULTS AND DISCUSSION

The success of the implementation of character education strategies at Nuraida Islamic Boarding School cannot be separated from the contribution of all school stakeholders and parents. Based on the results of data analysis and information that has been described in the previous chapter, regarding the focus and sub-focus of the research formulated, the research results can be described as follows:
1. Strategies for implementing character education in NIBS
a. Carried out through learning content, both general learning and early learning both during KBM at school and during dormitory hours.
b. Done by setting a good example for students, which is done by all teachers both in schools and teachers in dormitories compactly and together.
c. Formulate in the big concept (RKJM) of the institution about the employee code of ethics and output (SKL) of NIBS Junior High School graduates.
2. The role of teachers in schools and dormitories in the formation of student character
a. Provide examples of good behavior, assistance, and guidance to all students in daily interactions, while at school and in dormitories. Because a teacher is not only required to be able to transfer knowledge but more importantly to be able to transfer character values (adab) through actions and behavior.
b. Communicate well with positive speech and sentence choices so that students also respond with the same thing. Henceforth, they will imitate the communication style of their teacher.
c. The role of adults for students must support the positive character of children. At school and home. Missal monitors children's gadgets, accompanying them at home. For teachers, it is difficult to use polite words, when meeting them. Then the behavior in dressing, for example, students do not use ciput, is imitated first\
d. As for the team of teachers at the school, character guidance by using polite and standard words to students. Both teacher with student and teacher with teacher. Then about dressing, this becomes an example for female students as well. In actions such as polite laughter, behave with fellow teachers.
3. Challenges and obstacles found in the implementation of character education at NIBS

a. The occurrence of learning loss makes students bond with the teacher.
b. Dependence of learners on gadgets
c. Less than optimal support from parents, there needs to be harmony in early guidance for students and their parents.
d. School and boarding teachers are still not responsive to changes in the character of their students.
e. Many boarding teachers' human resources are still not ready to become educators.
f. Bonding is still lacking between boarding teachers and students
g. Self-consistency of all school and dormitory stakeholders in fostering the character of students
h. There has not been too much awareness and effort from stakeholders in the field as well as superiors in moral education for their students. While this moral education is a blessing from God as it is in the prayer that is arranged
i. NIBS does not yet have a device to monitor the process of character development of students at school and home
j. Lack of support from school stakeholders for school programs that lead to character strengthening such as project assignments.
k. Policies that have not been supportive of operational commitments must be found solutions.
l. School culture that is not yet strong to be implemented by all school residents.
4. New strategies in character education in the post-pandemic period
a. NIBS to improve KBM methods in schools and dormitories. There is also a need for harmony between school and home in an orderly and structured manner. So that it can become a harmonized material, and guardians become a part that strengthens the existing character continuously. Because we know that parents do have not the same knowledge in parenting to their children.
b. For students who have graduated from NIBS, a small research can be done as an evaluation material whether the character instilled at NIBS is still inherent and practiced when not at NIBS.
c. By carrying out education for students in junior and senior high schools through daughterhood and Educator Mothers. Early science and positive character development can be a large proportion here. Therefore, it needs to be instilled that this diniyah becomes a pattern that is very mandatory to be owned and used by students both now and later when these students work and have families.
d. Build a strong commitment to be responsive to changes in existing character both the input of knowledge and the behavior of students.
e. There needs to be strong collaboration between general and early teachers in data- and information-based planning on what has been achieved and what are still the challenges and big problems that must be addressed.
f. It is necessary to build a collaborative character development environment in Ma'had NIBS. All records of the interaction of students in all areas of schools and dormitories need to be monitored by musrifah and carried

out a comprehensive guidance movement. So that between science and daily application, there is no difference.

g. There is consistency of behavior at home and outside the home, looking for the cause. Or there may be inconsistencies. So that we can provide reinforcement again. Dissemination of research results to improve at NIBS and as feedback to insights. And it's a character that will be carried to death. That character cannot stagnate but must continue to be developed to make it stronger. As a guideline for his life. That the lives of students do not stop at PTN / PTS.

h. Love for the Qur'an and As Sunnah should be increased. Because the threats and challenges out there are quite large. Indonesia itself has several understandings that bring deviations in its way of thinking and ideology.

i. Improve the content of existing character education strategy planning, needs to be improved and improved. It has to do with how sensitive and responsive we are to the situation that students are facing. We must empathize with learners. So, it's not just planned to be carried out. How responsive we are to students. For example, in the case of students we have not succeeded in loving the Qur'an, if they are not reminded, they do not want the halqah of the Qur'an. It should be sought what is the root of the problem rather than being left unchecked. Or when you just have a holiday at home sometimes brings negative effects to school. It needs an approach that is somewhat personal and eliminates suspicion but instead empathizes with students.

j. Classroom management also needs to be improved, collaboration between maples in one family can still be linked to mutual sharing. Between one teacher and another teacher needs to be continuously improved. To be able to share planning. For example, with tandem learning. Especially for the preparation of Kurmer. So that teaching planning can be done together.

k. Create key indicators related to SMART KBM learning. To improve the content of learning planning.

l. Strengthen regulations that have been made both in schools and dormitories.

m. Strengthening teacher human resources in dormitories, especially to support the implementation of Bi'ah Arobiyah.

n. Diniyah coaching is continuously carried out for all existing employees (teachers) so that the character is following the shari'a of Allah and His Rosul so that they can be an example / qudwah for their students.

o. A mental revolution/character revolution needs to be carried out in all schools including NIBS. As our government proclaimed in the year before the pandemic hit the world, education must be able to carry out a moral revolution. It should not only be the world of education, but the entire nation must be willing to carry out a moral revolution if it wants the generation of the Indonesian nation to be good. In units that are together, starting from superiors to subordinates. The issue of politeness, and care issues in the NIBS environment. School culture needs to be redeveloped so that it is strong enough to take root in

students, especially the problem of civilization because civilization is a character brought from home.

IV. CONCLUSION

In this section, we will discuss the results of research from the data obtained, as 1. Character education at SMP Nuraida Islamic Boarding School towards preparing future competitiveness with 21st-century competencies with the aim of KDP, divided into four groups of activities, namely: a. Character building that is integrated with learning in subjects. The integration of character education and Diniyah in the learning process is carried out starting from the planning stage (Syllabus and RPP in red ink), implementation (such as praying), and the learning evaluation stage in all subjects. b. Good character building is integrated with school management. Where the development of character values is carried out through various components in school management, in the form of learning curriculum, educators and education staff, students, facilities and infrastructure, and education financing. c. Character building integrated with extracurriculars. SMP Nuraida Islamic Boarding School strives that the character developed can be implemented in the form of introduction, appreciation, and daily practice in the form of behavior in the institutional management system. Some extracurricular activities that contain character building are Sports, Religion, Culinary Skills, Housekeeping and Makeup, KIR, Martial Arts, Scouting, LDKS, Product Exhibition subjects, and also seminars (workshops). d. Character building that is also carried out at SMP Nuraida Islamic Boarding School currently is through the Nuraida Green Project and the Pancasila Student Profile Strengthening Project which is a formulation of student competencies in the Independent Curriculum. Where the competence of the Pancasila student profile pays attention to internal factors related to the identity, ideology, and ideals of the Indonesian nation, as well as external factors related to the context of life and challenges of the Indonesian nation in the 21st century which is facing the industrial revolution 4.0. 2. The character education strategy needed during the post-pandemic period at NIBS is a necessity for all schools in Indonesia. The key lies in the management of the school program management which is supported by the commitment of all stakeholders to carrying out the vision and mission of their respective schools. In addition, all school programs must be based on Islamic religious values. Carry out all daily activities by the rules of Allah and what is exemplified by the Prophet Muhammad and the salafus salih of this people. Because the change in the character of this nation's generation is part of the process of changing human life obtained through hidayah and taufik from Allah the Exalted. Therefore, all children of the nation, both as educators and students, must cling to devotion to Allah the Exalted. 3. It is important to plan all programs carefully through the stages of planning, preparation, implementation, and evaluation properly. So that the results obtained can be measurable and become the basis for continuing or revising existing programs.

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