Evaluating Character Education Strengthening Policy during Learning from Home in the New Normal Era

Abstract: The purpose of this study was to evaluate the policy of strengthening character education in instilling character education for learning from home in the new normal era. Various problems and phenomena that occur in society, seem to be an indication that character teaching has not occurred optimally. The complexity of life is often a driving factor for the emergence of attitudes and behaviors that are not based on the characters taught in the learning process in educational units. This type of research was literature research, which is a series of research activities related to the method of collecting library data, or research where the object of research is explored through a variety of library information such as books, scientific journals, newspapers and other relevant documents. The data analysis technique used in this paper was descriptive analysis, namely describing the data obtained and describing them systematically, then given an understanding to answer the problems that have been formulated. Evaluation of policies to strengthen character education as well as the needs of students becomes the basis for formulating character education policy formulas and it is our collective responsibility from the central level (Kemdikbud), the local government level (Province / Regency / City) to the level of the Education Unit, parents, family and community and should be carried out holistically so that the policy of strengthening character education involves all parties from the concept to the operational level. Strengthening the policy of strengthening character education will run optimally if all parties involved in the implementation of education work together and collaborate with full awareness and responsibility. All stakeholders that there should put character education as the main spirit by involving the wider community in the education ecosystem, always self efficacy, innovate and familiarize method best method, found a way most appropriate learning strategies and focusing on the most important thing.

Keywords: Policy Evaluation, Strengthening Character Education, New Normal Era.

INTRODUCTION

Character building is a learning process in educational units ranging from preschool to higher education. Character becomes part of the various norms and practices of community life which in reality implants character something that is difficult and must be strengthened from time to time. This is due to various phenomena of instability in the character of an individual due to various factors. Success in anticipating various changes and dynamics of the global community depends on the presence or absence of qualified characters. A qualified character is not possessed as a form of theory or indoctrination, but must be internalized and inherent in every part of society. A qualified character is manifested in the form of knowledge guides or theory and practical forms. This combination is ultimately required to become a habit (Hendarman, 2017).

Lickona (1991) states that the concept of good character, by taking Aristotle's statement as "...the life of right conduct - right conduct in relation to other persons and in relation to oneself". Thus character as a life of good behavior / full of virtue, namely behaving well towards other parties (God Almighty, humans, and the universe) and to yourself. Furthermore, Lickona (1991) states that we tend to forget about the virtuous life, such as self-control and moderation or self-control and patience; and other-oriented virtuous or kindness towards others, such as generosity and compassion or willingness to share and feel kindness. Substantively, the character consists of 3 (three) operative values, values in action, or three behavioral displays that are interrelated, namely moral knowing, moral feeling, and moral behavior. A good character consists of the psychological process of knowing the good, desiring the good, and doing the good — habit of the mind, habit of the heart, and habit of action. These three substances and psychological processes lead to the moral life and moral maturity of the individual. In other words, character as a good personal quality, in the sense of knowing kindness, willing to do good, and actually behaving well, coherently radiates as a result of thinking, exercising heart, exercise, and feeling and intention (Lickona, 1991).

The policy process does not end with an implementation. Implementing educational policies with the aim of changing the character of an individual or society takes a very long time and it is felt that it will experience obstacles due to anti-cultural and anti-character behavior.

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The manifestation of the nation’s anti-cultural behavior can be seen from the waning attitude of diversity and mutual cooperation of the Indonesian people, the presence of strong foreign cultural influences in society, the waning of the nation’s noble values, such as honesty, politeness and togetherness, as well as the number of criminal cases (Marjuki, 2013).

Presidential Instruction Policy No.1 of 2010 concerning Character Education is expected to be effective by implementing simultaneously and synergistically consisting of class-based character education, school culture-based character education and community-based character education. In fact, our education is only partial, inconsistent, and the policies are ineffective. Strengthening Character Education is a discussion in the community after the Presidential Decree Number 87 of 2018 concerning Strengthening Character Education, it is pointed out that even though there is Presidential Instruction number 1 of 2010, our nation still shows anti-cultural and anti-character behavior. The anti-cultural behavior of the nation is reflected in, among others, the waning attitude of diversity and mutual cooperation of the Indonesian people, in addition to the strong influence of foreign cultures in society, the waning of noble values inherent in the Indonesian nation, such as honesty, politeness and togetherness, and marked by the emergence of various criminal cases (Marjuki, 2013).

Strengthening Character Education as a national mental revolution movement is a major movement where all components of society participate and work together in building a healthy and conducive ecosystem for each individual so that they can develop themselves and actualize optimally.

With the enactment of Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education, as a legal umbrella in realizing a cultured nation through strengthening religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, enthusiasm, nationality, love the country, respect achievement, communicative, love peace, love to read, care for the environment, care socially, and are more responsible and clear.

The character education strengthening program has goals that are in line with the goals of national education. The objectives of the character education strengthening program according to the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 are:

a) Building and equipping students as the generation of Indonesia in 2045 with the spirit of Pancasila and good character education to face the dynamics of future change,
b) Developing a national education platform that places character education as the main soul in the implementation of education for students with the support of public involvement through Formal, non-formal, and informal education with attention to the diversity of Indonesian cultures, and

c) revitalizing and strengthening the potential and competence of educators, education staff, students, society, and the family environment in implementing Strengthening Character Education.

The aim is that the government wants to build the Golden Generation of Indonesia in 2045 which is ready to face the demands of the times with 21st century skills. Character education is expected to harmonize the four dimensions of human potential, namely through heart (ethics), feeling (aesthetics), thought (literacy) and processing, bodily (kinesthetic) so as to be able to form crystallized character values into the five core values expected, namely: religious, nationalist, independent, cooperative and integrity. Indicators of religious values include being faithful and pious, clean, tolerant and loving the environment. Meanwhile, nationalist values are indicated in the form of love for the country, the spirit of nationalism and respect for diversity. Independent values are characterized by hard work, creative, disciplined, courageous and learner. The values of mutual cooperation can be in the form of cooperation, solidarity, mutual help and kinship. Meanwhile, indicators of the value of integrity can be manifested in honesty, exemplary, politeness and love for truth.

Various problems and phenomena that occur in society, seem to be an indication that character teaching has not occurred optimally. Certain parties may accuse this failure as a form of unsuccessful learning in schools. However, other groups may argue that good character learning in schools can quickly wear off when graduates enter societal areas that are not organized in a homogeneous level of behavior. The complexity of life is often a driving factor for the emergence of attitudes and behaviors that are not based on the characters taught in the learning process in educational units.

Minister of Education and Culture Nadiem Anwar Makarim stated that the approach focuses more on the principle of efficiency. Programs related to strengthening character education no longer use the old patterns which are more focused on training teachers or school principals or students or use workshop patterns and dissemination at the district / city level to the regions. The approach that will be taken is more to carry out a media campaign (media-campaign). There are four stages of character strengthening education starting with a stage known as waking or being aware to a stage known as doing or do. This stage will still consider the conditions and maps of the area in terms of technology presence or conditions of underdeveloped areas. In addition, during this pandemic, students learn from home so that there is a need to evaluate policies to
Research Method

The type of this research was literature research, which is a series of research activities related to library data collection methods, or research where the object of research is explored through a variety of library information such as books, scientific journals, newspapers and other relevant documents. Literature review has several purposes, namely providing information to readers, other research results that are closely related to current research, connecting research with existing literature, and filling in gaps in previous studies (Creswell, 2010).

The data analysis technique used in this paper was descriptive analysis, namely describing the data obtained and describing them systematically, then given an understanding to answer the problems that have been formulated.

Discussion

Policy evaluation has a main function in policy analysis. According to Dunn (2003) the evaluation function provides valid and reliable information about policy performance, namely the extent to which value and opportunity needs can be achieved through public action. In this case, evaluation reveals how far certain goals, objectives and targets have been achieved, besides that evaluation also contributes to clarification and criticism of the values that underlie the selection of goals and targets. Values are clarified by identifying and operating goals and targets. Value is also criticized by asking systematically the appropriateness of goals and targets in relation to the problem at hand. In inquiring of the appropriateness of goals and objectives, the analysis can examine alternative sources of value (interest groups, civil servants, client groups), as well as their basis in various forms of rationality (technical, economic, legal, social, and substantive), and contribute to application of other policy analysis methods, including problem formulation and recommendations. Information about inadequate policy performance can contribute to the reformulation of policy issues, for example by showing that goals and targets need to be redefined. Evaluation can also contribute to the definition of new policy alternatives or policy revisions by showing that the previously favored policy alternative needs to be removed and replaced with another.

The development of the spread of Coronavirus Disease (Covid-19) also affects the education sector so that the Ministry of Education and Culture (Kemendikbud) sets policies regarding the learning process in educational units. The physical and mental health of students, teachers, school principals and all school members is a major consideration in implementing education policies. This policy is outlined in the Circular of the Minister of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in the Emergency of the Spread of Coronavirus Disease (Covid-19). Referring to this circular, the Learning From Home process is carried out with several provisions. First, Learning from Home through online / distance learning is implemented to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for grade promotion and graduation. Second, Learning from Home can be focused on life skills education, including regarding the Covid-19 pandemic. Third, Learning From Home learning activities and assignments may vary between students, according to their interests and conditions, including considering gaps in access / learning facilities at home. Fourth, evidence or products of Learning from Home activities are given qualitative and useful feedback from the teacher, without being required to give quantitative scores.

The application of character planting in learning from home may experience many challenges because there is no interaction between teachers and students which is considered to be a determining factor in the success or failure of character planting. The absence of face-to-face activities causes obstacles to be able to transfer knowledge and philosophy from the character itself. There are still many problems in implementing learning from home. Many parents experience difficulties because of the large number of tasks given by the school so that parents of students often misinterpret teacher instructions in studying at home during this pandemic. The school seems to only move the learning process from class to home. Materials and assignments are given online with unstable connections and this requires an internet quota so teachers and students have to spend additional funds and this is very burdensome for teachers and students. Abourjilie (2006) states that the implementation of character education can be compiled through best practices by all those in the education ecosystem, especially the revitalization of the potential of educators and education personnel. It must be admitted that the lack of teacher preparation in facing the online learning system is one of the hindering factors in learning at home. However, this can be an opportunity for teachers to develop themselves.
This pandemic situation is actually a sudden thing, where teachers are forced to do online learning that the teacher had never previously prepared. Teachers should have responded that the Covid-19 pandemic was a moment for learning which had been more fixated on learning that did not make full use of technology.

In this pandemic, all parties can instill character values, such as proof of the application of integrity character values can be demonstrated by the teacher’s sense of responsibility with the willingness to visit students’ homes (home-visit) using health protocols. The visit of the teachers was based on the intention to ensure that the students did not lose any useless time in learning.

The application of mutual cooperation character values is reflected in the assistance provided by parents when their children learn to take part in the learning from home program. The phenomenon of this pandemic condition is that there is learning from home, parents realize and appreciate how heavy the burden on teachers to teach children with various characters. Parents will realize that teaching just one child is difficult, let alone teaching with several children will be more.

In connection with the inculcation of the character value of religiosity, it can be done with classroom teachers who have the initiative to pray together every time they will carry out activities, both learning activities and other activities so that the Covid-19 pandemic will soon pass. The application of the values of nationalistic character can be done in various ways by students and teachers. Like creating a song or singing together singing our house or our state and existence at home as a symbol that students should be at home or Stay At Home. This expression is a form of maintaining togetherness to maintain the integrity of the Republic of Indonesia (NKRI) so that the learning process from home needs to be improvised both from teachers and students so that learning from home does not provide significant obstacles to character planting, namely ecosystem elements. education.

In learning at home, parents also show a desire to work with the teacher, namely to accompany their children. Through this mentoring process, a new awareness emerges for parents to appreciate and appreciate teachers more. To be more successful at creating online learning through home learning.

This pandemic era is a period of difficult adaptation, full of confusion and uncertainty. Thus it is hoped that teachers and students will still have self-efficacy on how best to learn something new for the comfort zone, thus finding ways to improve themselves even though many teachers, parents, or students are still unfamiliar with technology, slowly. It will gradually become a normal habit to learn and get used to the best methods.

In this pandemic, the teacher’s strategy in the teaching and learning process also tries to find the most appropriate learning strategy by dividing the class into smaller groups. These strategies may be something new for teachers. However, this is the time for teachers to try new things and experiment with new ways. In this new order era is an opportunity for teachers to innovate. Many teachers today only provide material or assignments and then the results are evaluated. This is only natural in a difficult situation like this, surely many are looking to be safe by giving assignments in writing. After completing this work, the students then corrected the teacher and given a number. This method is then carried out tomorrow and the next day. However, there may be other, more effective ways. Not all students have the same level of competence. Students who excel in one area are not necessarily superior in other fields, so teachers are expected to divide study groups based on the same competencies. Each group is focused on the topic that is likely to be the most difficult for the student and the material that is of most interest to the student.

Learning from home does not mean studying alone. If the class has been divided into smaller groups, the teachers can provide a science project group. With this the students learn to be responsible in a larger group. Their numbers are tied to each other. And this creates a challenge to collaborate. Students force themselves to work together and this also trains students’ empathy and student ability to encourage other friends to move forward. From this the principle of mutual cooperation of students is formed. Thus dividing the class into small groups opens up many opportunities for extraordinary learning-based projects.

Teachers are expected to allocate more time for students who have less / left behind academic abilities so that students have confidence when face-to-face learning is reintroduced in class or when the pandemic crisis ends. Thus students can catch up during the pandemic in addition to being an opportunity to involve parents to understand and help their children who experience disability or feel left behind in class or their children who may have disrupted or slower learning in one particular topic and this is an opportunity to helping children who are left behind and in greater need.

In this new order, teachers are expected to focus on what matters most. Most teachers nowadays want to do everything chasing after the syllabus will definitely be sub optimal and will not be effective so that in this pandemic it is time for teachers to experiment with time allocation, not all subjects must be given at the same time in this online learning method. The opportunity for teachers to pursue basic concepts that were previously left behind compared to catching up on all topics so as
to strengthen the fundamental concepts that are fundamental to students' ability to be successful in any subject. Such as literacy, or character education.

During this pandemic, the teacher becomes a model between teachers. Some teachers are very innovative with online learning methods, like students, there are teachers who are faster, slower to adapt to technology so that teachers share knowledge about information technology. Teachers who are familiar with information technology and the internet are used as models for other teachers.

CONCLUSION
The evaluation of policies to strengthen character education and the needs of students is the basis for formulating character education policy formulas and it is our responsibility both from the central level (Kemdikbud), local government level (Province / Regency / City) to the level of the Education Unit, parents, family and community and should be carried out in a holistic manner so that the policy of strengthening character education involves all parties from the concept to the operational level. Strengthening the policy of strengthening character education will run optimally if all parties involved in the implementation of education work together and collaborate with full awareness and responsibility. All stakeholders (stakeholders) that there should put character education as the main spirit by involving the wider community in the education ecosystem, always self efficacy, innovate and familiarize method best method, found a way most appropriate learning strategies and focusing on the most important thing.

REFERENCES