Character Education during the Covid-19 Pandemic in Elementary School

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Abstract

The Covid-19 pandemic has had a shocking effect in the education sector. Online-based learning is a solution during a pandemic. In a COVID-19 pandemic situation character education should not be ignored, especially at the elementary school level. It is because character education is an integral part of education, especially basic education. Elementary school students really need character education for their development needs. Preparing a good generation is the same as instilling prosperity for the future. This study aims to identify the implementation of character education in elementary schools in terms of learning tools; teaching and learning activities; teaching methods; and evaluation. The research method used was descriptive exploratory research. Data was obtained from a survey of elementary school teachers through open and closed questionnaires. The results showed that: the learning tools were designed by adjusting the simplified basic competencies without leaving the Core Competencies (KI) 1 and 2. Learning methods carried out were online, offline, and blended with attention to affective aspects. Learning is designed to instill the values of learning discipline, responsibility in completing tasks, instilling healthy life patterns, honesty, and religious attitudes. Evaluation was done through questionnaires and communication with parents, questionnaires, and rewards. Teachers need to creatively design learning while still considering the character education during the Covid-19 pandemic. Character education during a pandemic will provide a character-based life pattern from an early age anywhere and under any conditions.

Keywords: Character Education; Covid-19; Elementary school.

Abstrak

Pandemi Covid-19 memberikan efek kejut di bidang pendidikan. Pembelajaran berbasis online menjadi solusi di masa pandemi. Pada masa pandemi Covid-19 pendidikan karakter tidak boleh diabaikan, lebih-lebih pada jenjang sekolah dasar. Karena arus utama pendidikan karakter ini menjadi bagian yang tidak terpisahkan dalam pendidikan, khususnya pendidikan dasar. Peserta didik jenjang Sekolah Dasar sangat membutuhkan pendidikan karakter untuk kebutuhan perkembangannya. Mempersiapkan generasi yang baik sama halnya dengan menanamkan kesejahteraan untuk masa depan. Penelitian ini bertujuan untuk mengidentifikasi implementasi pendidikan karakter di sekolah dasar yang ditinjau dari perangkat pembelajaran; kegiatan belajar mengajar; metode pembelajaran; dan evaluasi. Metode penelitian menggunakan penelitian eksploratif deskriptif. Data bersumber dari hasil survei guru sekolah dasar melalui angket terbuka dan tertutup. Hasil penelitian menunjukan bahwa perangkat pembelajaran disusun dengan menyesuaikan kompetensi dasar yang disederhanakan dengan tanpa meninggalkan Kompetensi Inti (KI) 1 dan KI 2. Metode pembelajaran dilakukan dengan cara daring, luring, dan campuran dengan memperhatikan aspek afektif. Pembelajaran dirancang dengan membiasakan disiplin belajar, tanggung jawab dalam menyelesaikan tugas, menanamkan pola hidup sehat, kejujuran dan sikap religius. Evaluasi cenderung dilakukan melalui angket dan komunikasi dengan orang tua, kuesioner dan reward. Guru perlu kreatif menyusun pembelajaran dengan tetap mempertimbangkan pendidikan karakter di masa pandemi Covid-19. Pendidikan karakter di masa pandemi akan memberikan pola hidup berkarakter sejak dini di mana pun dan dalam kondisi apapun.

Kata Kunci: Pendidikan Karakter; Covid-19; Sekolah Dasar.

INTRODUCTION

Covid-19 has had a shocking effect in all walks of life. One of them is Education. After Indonesia was declared a country infected with Covid-19, there were major changes in Teaching and Learning Activities (KBM). Learning that was originally held at school shifted to their respective homes. Students must be willing to learn from home with indirect guidance from the teacher.

During the Covid-19 pandemic, teachers must continue to teach by heeding work from home. Learning situations in which teachers and students are in different locations and situations have basically never been specifically simulated and trained. Even if there are, they usually seem sudden and limited. In contrast to learning in schools, teachers teach in the classroom. In the classroom, the teacher has received learning provisions which include preparation, implementation and evaluation(Komalasari, 2014).

The teacher was impressed "surprised" by the learning system at home. Previously, teachers had never made syllabus, lesson plans and evaluations with a home study system, but because of an emergency situation they had to go to school using digital learning platforms such as Classroom, Edmodo, Zoom, Gooogle Form, Quizizz, Office 365 and others. Through these facilities, it is hoped that the obstacles of learning from home can be overcome.

Implementation of learning from home is not as easy as turning the hand. Many reactions arise from students and parents. Many students complain because they feel bored studying with the online system, students feel being chased by piles of assignments, limited internet networks, and the gap between cities and villages that are not ready for online-based learning. This problem is often in the spotlight so it often appears on the surface.

There is one thing that is no less important in education in Indonesia. It has even become a mandate for Law 20 of 2003 on National Education System(Law 20, 2003). The mandate is character education. Education is not really the transfer of knowledge from teachers to students. Education should place character education as ordered by Ki Hadjar Dewantara(Dewantara, 2004).

The mainstream of character education is an integral part of education, especially basic education. Elementary school students really need character education for their development needs. Preparing a good generation is the same as instilling prosperity for the future(Akhwani, 2019). Children who are now growing and developing are a reflection of the future. This means that character education for elementary school children is absolutely given.

Research results from the Ministry of Women's Empowerment and Child Protection on April 11, 2020 showed surprising results. 58% of children said that they did not enjoy doing learning activities at home. 38% of children said that the school did not have a good program for studying at home(PPPA, nd). This condition is clear evidence that values-based education is real. Schools should not rule out character education.

Studying from home or online learning is the best choice of the available options. This does not mean that this policy is the wrong policy. Basically no one wants a home study policy. The Covid-19 pandemic has made the teaching and learning situation from the classroom temporarily diverted from their respective homes, until the situation recovered and returned to its original condition. The study from home policy is an alternative solution policy, so it definitely has drawbacks.

The readiness of teachers and students in undergoing online learning has been widely discussed. However, there is one thing that should not be left out in the conversation, namely character. Character education is a system of inculcating character values to school residents (Citra, 2009). This means that a good character or personality must be possessed by every individual. In Ki Hajar Dewantara's view, a person can be known as good or bad based on his character or character. Thus, education about character needs to be given to all people(Dewantara, 2004).

There are three steps that must be taken in developing character, namely through planning, implementation and monitoring or evaluation. In his explanation, planning can be in the form of school plans in preparing the implementation of character education (Fathurrahman, 2013). Meanwhile, in the implementation process, namely learning at school. At the monitoring and evaluation stage, namely monitoring the implementation process of character education that is focused on the program.

Specifically, Kesuma (2012) states that the implementation of character education learning is indicated in five things, namely, through the syllabus, Learning Implementation Plan (RPP), teaching and learning activities, Learning Methods and Evaluation of Character Education. These five steps can be used to measure or identify the process of implementing character education in schools(Kesuma, 2012).

This study aims to identify character education during the Covid-19 pandemic in elementary schools. Identification is done by looking at the implementation aspects of character education in elementary schools. The research attempts to capture the picture of character education in terms of learning tools, learning methods, teaching and learning activities, and evaluation.

Character education at the elementary school level is the foundation that determines the future of students. Children must grow up with character education. The results of the description of character education during the Covid-19 pandemic can be used as an evaluation and reflection of the implementation of character education during the Covid-19 pandemic.

METHOD

This research was designed using a qualitative approach with an exploratory descriptive method. Exploratory research is research in the early stages that can be used as a basis for further systematic research (Mudjiyanto, 2018). The research seeks to describe the condition of character education during the Covid-19 pandemic at the elementary school level. A condition of character education that has never happened in the past, because generally character education in the field of education is carried out within the scope of the school. In the Covid-19 condition, character education is carried out through online learning or learning from home.

Researchers do not test hypotheses, researchers focus on presenting a picture of a situation. Research is more about exploring a new phenomenon, in this case, character education during the Covid-19 pandemic.

Phenomenon that may not have been revealed before. Research that can be used as material for further research or as complementary material for relevant research. This means that there needs to be a more systematic research.

The main data of this study were sourced from elementary school teachers, with a sample of 92 elementary school teachers. There are no specific specifications related to age or location in determining the source of the informants. The study was conducted between May to August 2020.

Data collection techniques were carried out through a web-based questionnaire. The instrument has gone through expert validation so that the data obtained is accurate. The researcher sent a questionnaire link to be filled out by elementary school teachers via whatsapp group (WAG). Survey instrument to collect data available through software(Creswell, 2015). The instrument is filled in by an online system with the help of the Office 365 platform.

The research instrument was given in the form of open and closed questions. Participants filled in according to the conditions that were being experienced without any choice of answers other than certain questions varied with closed questionnaires. This condition will describe how the character education model in the participant's home school is.

The data analysis technique was carried out by recapitulating the responses to the results of filling in the data obtained. Researchers read and study data and mark key words and ideas in the research. From these keywords, then perform an in-depth analysis of the new framework or model that was found. The findings are then narrated according to the aspects studied(Moleong, 2016). Thus, a general and comprehensive picture of the object of the research situation can be found.

The focus of research is on character education applied in elementary schools during the pandemic. The indicators used are character education indicators in the form of syllabus, lesson plans, learning methods, teaching and learning activities (KBM), and evaluation (Kesuma, 2012). This instrument is

then used as a guide in digging for information. In-depth interviews will be very helpful in the data collection process.

RESULTS AND DISCUSSION
Results

Based on the results of research conducted related to character education during the pandemic at the elementary school level, 92 elementary school teacher participants filled out questionnaires. Teachers with varied teaching experiences, varied regional origins, and teach in varied classes as well. This is done in order to obtain general data and not focus on certain areas, in accordance with exploratory research methods.

Character education during the pandemic at the basic education level was chosen considering the importance of character education for the elementary school level. The primary school level in question consists of Elementary School (SD) and Madrasah Ibtidaiyah (MI). Research is not limited to public or private schools.

There are several points of focus that are studied in this research. The focal point corresponds to the indicators of character education in schools. It's just used to analyze the implementation of character education through online learning. The indicators are learning tools, learning methods, teaching and learning activities and evaluation.

Implementation of Character Education during the Covid-19 Pandemic

Character education is an important part in the implementation of education. Based on the results of the study, it was stated that 95.2 percent of the participants stated that character education was specifically stated in the school's vision and mission. This fact is proof that character education programs are an integral part of education in Indonesia. Vision and mission are the compass in running the institution, if the compass directs to implement character education, the components in it must carry out so that it is carried out and succeeded.

The implementation of character education during the pandemic in elementary schools is not abandoned. Most (65.1%) stated that

schools had priority values during the pandemic. The priority values in question are character education specifically during the Covid-19 pandemic. The data above shows that education in elementary schools consistently pays attention to character education.
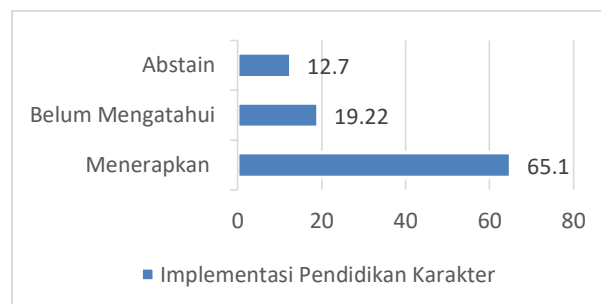

Figure 1

There are many variations of priority values developed during the Covid-19 pandemic in elementary schools. The health sector is the most chosen considering that students are in a pandemic period. Health in question is implementing a Clean and Healthy Lifestyle (PHBS), implementing health protocols, staying at home, personal health, environmental health, child safety. The teacher makes it happen through invitations inserted in learning, assignments, and an appeal for every child to take part in learning.

Table1

Question	Yes	Not	abstain
Is character education contained in the school's vision and mission?	95.2%	4.8%	0%
Do schools have priority values during Covid-19?	65.1%	12.7%	22.2%
Do teachers develop special tools for online learning?	47.9%	52.1%	0%
Are there differences in attitudes during online learning?	79.2%	8.3%	12.5%
Do teachers evaluate affective domains online?	81.3%	18.7%	0%

The next priority value is related to student discipline. Discipline in participating in learning activities, collecting assignments, discipline in maintaining cleanliness, discipline in worship. In addition, there are various values such as honesty in doing assignments, continuing to worship, being disciplined, implementing a healthy lifestyle, and being responsible.

Preparation of Learning Tools during the Covid-19 Pandemic

Learning tools are part of the character education program design. Before teaching, the teacher must have made learning tools first. In fact, schools generally ask teachers to collect learning tools before the new school year starts in each semester. There are many parts of learning tools such as annual programs, semester programs, academic calendars, syllabus, lesson plans (RPP), teaching materials and so on. The learning tools in question are the syllabus and lesson plans to be more specific on the device section.

The Covid-19 outbreak just appeared and teachers had not prepared tools and online learning patterns. This includes teachers who have not prepared a pattern of character education that can be applied. No one wants a pandemic so it is necessary to prepare according to the readiness and alertness of schools and teachers. However, the device is the most important part of learning. The form of learning changes, so learning tools such as syllabus and lesson plans must also be adjusted. This means that the school revises the device according to the lesson plan.
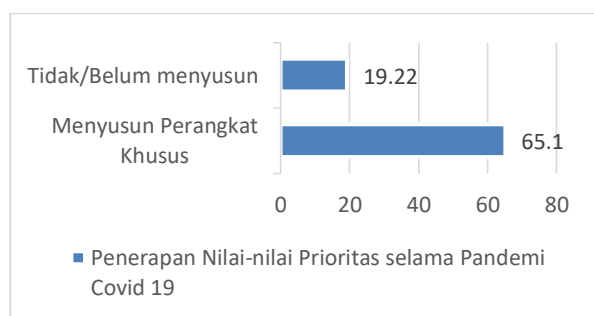

Figure 2

The results of the study stated that 47.9 percent of teachers prepared a special syllabus

and lesson plans in accordance with online learning. The rest have not made special tools for online learning. This means that half have implemented it and the rest have not or are in the process. This is because the research was conducted at the beginning of the pandemic and the beginning of online learning activities. It could be that these conditions or data will change over time.

The RPP compiled is a simple RPP adapted to the Covid-19 pandemic. The teacher designs lessons that can be done while studying from home. There are many variations, such as compiling the lesson plans with one sheet with less time, compressing the curriculum or using an emergency curriculum, adjusting the old lesson plans, only making improvements according to online learning. There are also those who develop devices in the form of blended learning, namely combining face-to-face learning and online learning.

Character education is contained in the compiled device. The basic competencies (KD) 1 and KD 2 specifically mention character education. Religious and social character. Character education is wrapped in a series of learning activities. In practice, learning is manifested through crafts following learning, discipline in collecting assignments, praying before starting learning, providing motivation through WhatsApp Groups (WAG). Discipline, honesty, religion, responsibility are much emphasized in learning activities during the pandemic.

Learning methods

Learning during a pandemic requires a new pattern in delivering learning. Usually the teacher in the class conveys learning through face-to-face and interacting in the classroom, but the pandemic demands learning methods with varied patterns. Conditions and situations of students greatly affect the practice of learning. Environmental conditions, society, region also affect.

There are various methods that teachers use during the covid pandemic. Online forms are widely used in learning in various forms. For example, sending material via WAG, sending videos, sending digital questions such

as google forms and so on. The results were evaluated by the teacher and carried out in the same way every day. There are also those who use web meetings, but not all students can attend.

Teachers always control the learning activities that their children participate in at home. Maintain good communication with parents of students. Usually the teacher does it through WAG communication. Provide tasks related to the habituation of work and daily worship. The teacher also reflects through video calls to students to control their activities. In essence, the role of parents as partners of teachers and schools is very important. Through parents, teachers can control students and communicate related to the media that will be used in learning and the learning schedule that will be carried out.

There is also an offline pattern. The teacher makes complete learning materials from material to evaluation for one week and then distributes them to students. This is usually for students who are constrained by online learning. The strategy is that the guardians of the students take materials that have been made by the teacher at school or the teacher himself comes to the student's house to distribute learning materials to students. One week later it is collected for evaluation as well as distributing learning materials for the following week.

Various online learning platforms are used by teachers to deliver material ranging from synchronous to asynchronous forms. Synchronus as well as zoom that must be done at the same time. While asynchonus can be done not necessarily at the same time.

In delivering learning applications that are widely used are Whatsapp Group (WAG), followed by office 365 and classroom. Zoom is still very minimal, then classroom. The process of delivering WAG material is widely used as a choice because between teachers and guardians of students are already connected in one group. Teachers can send questions, materials or learning video links via WAG.

*Office 365*used to send assignments such as multiple choice questions or essays. The teacher makes questions according to the material and sends them via WAG. while the other form is through the classroom application. there are also those who use Zoom as a means of face-to-face synchronous learning between teachers and students. There are also other forms used such as google meet and whatsapp video.

Teaching and learning activities

During the Covid-19 pandemic, the implementation of learning in elementary schools seemed different from the high school level or higher education level. Elementary schools with the age range of five to twelve years need guidance and assistance from parents. In addition, most of the students do not have a Smartphone. In the learning process, such as operating learning applications, they also still need assistance. This is different from the level above, which already has literacy in using digital devices.

In class learning activities generally consist of preliminary, core, and closing activities. However, in the implementation of learning during the pandemic, it seems that not everything has been fulfilled. The activities are carried out simply and very briefly. Not all teachers are able to formulate learning that meets these three elements. Even though the teacher uses the zoom of the three components, it can't be said to be optimal. Respondents often complain about internet network constraints. In addition, there are still students or guardians of students who do not have smartphones for learning.

Learning activities are generally carried out by giving assignments through office 365 then students answer. Learning activities like this are done because they are simpler and do not have to be done at the same time. Teachers can provide certain allocations in doing assignments. The role of parents is very important in assisting their students.

The motivation and enthusiasm of teachers in teaching and learning activities can be seen from several things. For example, through home visits and making learning videos. The teacher conducts home visits from house to house by providing teaching materials for students to study and work on. Usually home visits are done due to internet network problems. In this form the teacher comes to students and students in groups get material

from the teacher in a limited atmosphere and follow the protocol. The teacher also makes learning videos independently which is then uploaded on Youtube and the link is sent to students. This is so that students can take part in learning instead of face-to-face.

In certain areas, learning is still carried out by combining online and offline. Offline activities are limited and follow the Covid-19 protocol. This means that it is limited, that not all students enter the class. Students are alternately scheduled to enter class, the learning time is also not fully carried out like normal learning. In addition to such patterns, it is also carried out online, because of the limited time to deliver the material offline.

Basically, there are a lot of variations that schools and teachers do in organizing learning activities during the Covid-19 pandemic. The teacher is very creative in conveying the material. The teacher's enthusiasm in carrying out activities should be appreciated considering that during the pandemic the time provided for learning is relatively more than the time given when learning takes place normally. The teacher in addition to compiling learning tools also compiles the media that must be given to students. Making assignments, making materials, videos, preparing handouts and so on.

An important key in character education is through learning activities. There is a lot of room for teachers to implement character education for their students. In learning activities, teachers have various ways so that learning activities can take place, but character education is also provided. Especially in direct or indirect interactions. This activity will of course be influenced by the device, and the method provided.

As an effort to instill character education in students, there are several points obtained from the research results.

1. Teach students to be disciplined and responsible for learning activities.
2. Familiarize students with a pattern of living with character.
3. Give assignments according to positive habits.
4. Provide media or videos that are educational value requirements.
5. Inviting students not to leave worship while at home.
6. Provide motivation through WAG.
7. Ask children to send photos or videos of character activities.
8. Be honest in doing assignments.
9. Instilling clean and healthy living behavior.

There are many ways that teachers do to instill character in children. The nine points above are parts that are commonly done by teachers. This means that character education activities are not limited to the Nine activities. There are still many activities and methods carried out by teachers.

Character Education Evaluation

Evaluation of character education is an important part that should not be left out. Instilling character education during a pandemic is certainly not easy. All the efforts that have been made by the teacher need to be appreciated. However, evaluation needs to be given. Evaluation becomes a measuring tool for the extent to which the implementation and how successful the character education program has been implemented. Evaluation will be an important capital to organize better character education.

The results showed that 81.3 percent of teachers evaluated character education for their students. This means that there are efforts to organize better character education. While the remaining 18.7 percent did not or had not conducted an evaluation. Evaluation is very important in character education. It could be that 18 percent have not done so because they are still focused on learning or do not know the right strategy to evaluate character education during the pandemic.

The evaluation carried out by the teacher as a character education effort is carried out through several things. First, through good communication between teachers and parents. Parents observe the child's attitude during learning at home. Good communication will be very important in the learning process because parents are school partners. Second, through the assessment sheet that has been prepared by the teacher. The data is taken from the results of student learning activities,

the results of assignments, and the results of participation in learning. Third, through reports in the form of photos or videos of students. Reports as a means of monitoring and feedback from teachers to students. Fourth, the teacher compiles an online questionnaire for students to fill out honestly. Fifth, giving rewards for positive activities carried out by students to motivate them to carry out a series of other positive activities.

Discussion

The implementation of character education during the pandemic for elementary school students needs attention. Various learning challenges are faced by elementary school teachers in carrying out learning. Starting from the constraints of the internet network, digital devices, low digital literacy to the need for assistance. Even so, character education is an inseparable part of education(Akhwani, 2018). Character education is a mandate as well as a national education goal. In any context and condition there is no reason to leave character education for elementary school students.

Character Education for Elementary School Students

Character education is not knowledge about what and how character is. Character education is more about how people behave in accordance with commendable morals(Akhwani & Sigalingging, 2014). Thus character education is more directed at the personal formation of a child so that he has good character.

No one can guarantee that a person who is theoretically intelligent is related to character in direct proportion to the character possessed. Simply put, a character education expert does not necessarily have character. It must be distinguished between aspects of knowledge and attitudes. Aspects of knowledge (knowledge) tend to be easy to teach while aspects of attitude (disposition) are difficult to teach.

Characters will not appear suddenly, it takes a process that is not easy. However, it does not mean that character education cannot be applied in schools. Character education can

be implemented in the school room or outside the school. Character itself has the meaning of character, behavior, or habits that can be influenced by the surrounding environment(Hamid, 2013). That is, the influence given by the school can shape the character of students.

The assumptions contained in the implementation of character education are that academic mastery is positioned as a medium to achieve character development goals(Kesuma, 2012). Character emerges through a process that involves various parties or the environment. In the school context, the learning process must be linked to the educational process in accordance with the values of the nation's character.

Education in schools that only relies on interactions between teachers and students, the achievement of character education will be difficult to achieve(Kesuma, 2012). Correspondingly,(Woro & Marzuki, 2016)also said that if education only prioritizes intellectual intelligence, it will become a boomerang for the country. Education should unite the elements of knowledge (cognitive), skills (psychomotor) and attitudes (affective).

Character education from an early age is the right step to build a nation's civilization. Elementary school education is required to be able to design character education schemes in any condition and atmosphere. Elementary school is the earliest milestone in instilling character in students.

Character education is an effort to create an intelligent and character generation(Santika, 2020). Efforts must not be extinguished just because of the Covid-19 outbreak. The success of education is not only seen in the cognitive domain, the affective aspect needs to be considered as well as the psychomotor aspect. This means that the harmony between knowledge, skills and attitudes is an important part that should not be abandoned in education.

The results of the research above are an effort to balance aspects of knowledge, skills and attitudes according to the mandate of the national education system. Schools through teachers are trying to organize character education for elementary school students even

though they are during the Covid-19 pandemic. Character education efforts are not carried out separately but are integrated starting from learning tools, learning methods applied, teaching and learning activities to evaluation activities.

Character Education Program during the Covid-19 Pandemic

Character education is not knowledge education about what and how character is. Character education is more about how people act in accordance with applicable norms. The implementation of character education is a real effort in carrying out education in accordance with the mandate of Law No. 20 of 2003. Creating a school environment based on character education in shaping the ethics and morals of the younger generation is one of the school's responsibilities.

The implementation of character education held in elementary schools during the pandemic is the right step. Schools have even responded to character education through priority values. This is clear evidence as an effort not to leave the affective realm in education. Basically the school has the right to determine the priority value considering the conditions of each different school. The background of the area and the students' families also greatly influence. In the preparation of priority values, it has been directed according to the existing context, namely related to health and healthy lifestyles.

During the pandemic, teachers also direct them to remain disciplined, starting from being disciplined in doing assignments, being disciplined in following learning. Discipline is an attitude that must be applied to elementary school students in the learning process(Haqqi, 2019). Children who are accustomed to discipline will be useful in life in the future. In addition, children are also directed to maintain cleanliness while at home, following health protocols correctly.

Student worship also gets monitoring from the teacher. Students are asked to make a worship report to the teacher. In the aspect of honesty as well. Students are asked to do assignments honestly. Do not ask parents to do the questions. Parents only play a role to assist only. In the aspect of responsibility, students are trained to be responsible for their work. Responsibility in learning needs to be applied in teaching and learning activities(Haqiqi, et al., 2017). Especially in elementary school age in order to instill a good attitude for the future.

Important elements in character education that are developed are learning tools, learning methods, teaching and learning activities and evaluation. These four points need to be adjusted or developed in the context of character education for students.

Learning tools are competencies that have a direction in action to meet certain goals or requirements in teaching and learning activities(Rando, 2017). The tools that are arranged in this character education are specific to the syllabus and lesson plans. During the pandemic, not all teachers have developed devices according to the demands. The device basically already contains character education, considering that in KD 1 and KD 2 it is specific about character. Under no circumstances will character education be lost. The characters developed are generally in accordance with priority values such as discipline, honesty, religion, and responsibility.

In learning during the Covid-19 pandemic. It can't be said that the school organizes fully online learning. There are schools that combine online and offline as needed. In this pandemic, online learning still dominates. Through online learning, teachers and students can interact virtually which can be accessed anytime and anywhere(Setiawan, et al., 2019). It's just that the internet is a big obstacle in online learning. Not all students have capable digital devices.

In the learning process, it is clear that character education is applied. Teachers have an important role in character education. Based on the research results, there are nine points of character education based on teaching and learning activities. These points are not far from the teacher's role in learning. This is in line with research which states that the role of teachers as learning designers,

implementers as well as evaluating learning, teachers also have a role in monitoring student development(Arifudin, 2015).

Meanwhile, in the evaluation aspect of character education there is a positive response. Teachers are generally aware of the importance of character education. 81.3 percent of teachers have conducted an independent character education evaluation. There are many ways that teachers do in order to evaluate character education for students. Starting from communication with parents, assessment sheets, making student reports, questionnaires to rewards. All are forms of evaluation carried out.

Communication with parents is important because parents are school partners. Parents play an important role in learning during this COVID-19 pandemic. Elementary school students need to get assistance from parents in learning because they are far from the teacher in place. The results of the study indicate that parents can increase the attachment between children and parents, besides that they can also see directly the growth and development of children.(Cahyati & Kusumah, 2020).

CONCLUSION

Character education is an integral part of education. Almost all schools specifically provide character education that is integrated with the school's vision and mission. Schools even have priority values that were developed during the Covid-19 pandemic. The character aspect still appears in learning because it is an inseparable part as stated in KI 1 and KI 2. It's just that half of the respondents have not made learning tools such as syllabus and lesson plans in accordance with the Covid-19 pandemic learning. The learning method used has adapted to online-based learning such as the use of Whatsapp groups, learning videos, google forms and so on. Teaching and learning activities lead to the formation of attitudes and behaviors that are in accordance with the Covid-19 conditions, such as a clean lifestyle, learning discipline, worship. The tasks given to students are directed at forming positive habits, such as asking children to send photos or videos of character activities, drawing distance, wearing masks and so on. Evaluation of character education is carried

out by conducting intense communication with parents, assessment sheets, reports on student work, questionnaires and rewards for positive actions.

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