Tetra Helix: Collaborative Power as A Character Education Support System Pandemic

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Abstract. *The pandemic has widened the barrier to character decline in education. Modified learning through online stops various character education approaches that are carried out directly in face-to-face. The purpose of this study is to describe the role of the collaboration of four parties (Tetra helix) which encourages the implementation of character education during the pandemic. Through a mix design approach with the parallel convergent method, a research was carried out involving 70 respondents from school principals, teachers, committees, parents and students. The results of the Tetra Helix collaboration encourage the implementation of various character education activities such asprograms capacity building through project-based learning innovations, programs share to care, and parenting. The role of the tetra helix collaboration is carried out starting from planning, implementing to evaluating character education in schools.*

A. INTRODUCTION

The Covid-19 pandemic has indeed changed many things, including in the field of education. The condition of changing traditional education patterns to technology-based education or what is known as *online is* currently being carried out in full. This education transformation policy is nothing but one of the government's strategic efforts in narrowing the spread and transmission of the Covid-19 virus. Thus learning *online* will massively affect psychological conditions which also have an impact on student character development.

Character is a visual image of a human being that makes him unique and different from other people as a whole. According to Muslich (2019, p. 84) character is a form of the overall thoughts, feelings, and behavior of humans themselves. So the balance between these three parts will create an ideal character shape.

One of the famous teachings of Ki Hajar Dewantara is "Everyone becomes a teacher, every house becomes a school". Integrating these teachings with current situations and conditions, in terms of character education, of course, is not only a teacher who is responsible for values and moral education to students, but it can be interpreted that every family member can teach spiritual, social, knowledge and skills attitudes to children as part of the subject of character education. This condition can also be a momentum for the expansion of the role of parents in guiding the process of education. Therefore, there is a need for collaborative innovation in fostering students between schools, teachers, parents, and students themselves that are ideally interwoven.

In this case, the collaboration between these components can be interpreted by the term *Quadruple Helix*. Theconcept is *helix* based on the idea that innovation is an interactive outcome involving many different types of actors. Thismodel *helix* defines and formalizes the appropriate role for each field in supporting the growth of human resources.

According to Carayannis and Campbell (2009) in Praswati (2017, p. 695) state the importance of government policies and practices, educational institutions and civil society interacting with each other intelligently, effectively, and efficiently. Thus, the meaning of the *Quadruple Helix* is that researchers adapt to the educational dimension, namely connecting four major components, namely school committees, teachers, students and parents to build and strengthen character education in the midst of the Covid-19 pandemic, which is called the *Tetra Helix*. These four factors work together in an integrated manner, so that they can play their respective roles optimally.

The pandemic has resulted in at least three main problems in the implementation of character education. *First*, the implementation of education through the implementation of the network makes its effectiveness reduced compared to direct learning. As a result, there is an educational crisis in the form of a decrease in the quality of learning which has an impact on character education. *Second*, parental supervision during distance learning encourages the seriousness of students to take part in learning, if this role is not carried out, students will ignore learning. *Third*, in addition to parents, there are important factors that must get attention, namely the independence of students in learning, the readiness of teachers to organize learning, and the great power of the committee/community to be able to provide input and advice on the implementation of policies regarding the administration of education to the government.

B. METHOD

Researchers used a *mix method* approach with the dominant approach being qualitative. The method used in this study is parallel convergent because it allows researchers to be able to obtain comprehensive data analysis results. The selection of this method was carried out on the grounds that the data obtained would be more comprehensive because it came from the results of qualitative and quantitative data analysis. What was generated from interviews, observations and documentation was then integrated with the results of the literature review and data from the questionnaire distribution to obtain comprehensive data.

The subjects in this study were students of SMP Negeri 2 Bandung, SMP Negeri 12 Bandung, and SMP Negeri 74 Bandung class 8 and 7 with a total of 70 people, representatives of students' parents, teachers and the ranks of school principals and school committees. The data collection techniques and research instruments used in this study include observation, interviews, documentation studies, *records*, and questionnaires. Data analysis was carried out through the process of collecting, reducing data, presenting data and verifying data. The implementation goes through various stages starting from the pre-research stage, research licensing, to research implementation.

C. RESULTS AND DISCUSSION

RESULTS
1. Learning Constraints in a Pandemic Period

Learning during a pandemic is carried out online through virtual face-to-face activities. This activity is often called synchronous and asynchronous. Synchronous learning is carried out through indirect face-to-face activities with the help of applications such as Zoom Meeting and Google Meet. In this learning, students interact directly with each teacher so that the obstacles that are often found in this learning are network disturbances, device limitations, the inability of teachers to access features in the application, and many others.

The second learning is asynchronous. This learning is in the form of structured assignments from each teacher by utilizing various applications such as WhatsApp, Google Classroom, Microsoft Team and

other Learning Management Systems owned by the school. Constraints that are often found in these learning activities are almost the same as synchronous learning, namely access difficulties due to networks and supporting devices, lack of understanding of teachers and students in operating applications, as well as other technical obstacles related to communication.

Looking at the point of view of each subject, it was obtained information that from the point of view of the principal and teacher, the obstacles faced by learning during the pandemic include:

a. Indifference of students to learning
b. Cognitive mastery which decreases in several subjects
c. Motivation decreases due to boredom which results in laziness
d. Habituation that does not work makes the character of students, especially responsibility and discipline, decreases.makes
e. Communication between teachers and students oftenmistakes.

As seen from the point of view of parents and committees, the most frequently encountered obstacles are decreased learning effectiveness, many student activities that waste time such as playing *games*, weakened socialization skills, and neglect of tasks that reflect a decreased sense of responsibility. Based on the students' point of view, the results of the questionnaire distribution can be seen in the following table:

Table 1 – Constraints Faced by Students.

Statement of	Results Answer Yes (%)	Answer Results No (%)
Difficulty in implementing online learning	63.2	36.8
Infrastructure constraints	51.5	48.5
Difficulty understanding learning	61.8	38.2
Online learning has an impact on character decline	52.9	47.1
Learning accompanied by parents	73.5	26.5
Teachers encourage enthusiasm for learning	81.8	18.2

From the table above, it can be seen that most students (63.2%) find online learning difficult to implement. More than half of the respondents from students (51.5%) said that learning was difficult to implement due to facilities and infrastructure constraints. The description of this table is the reality faced by students in carrying out learning.

2. Impact of Online Learning in the Pandemic Period

The first impact felt was that character education was not optimal in distance learning. Strengthening character education in schools is an important process considering the goal of national education is to strengthen character values in students. Strengthening character education in schools according to Presidential Regulation Number 87 of 2017 is carried out on three bases which include (1) curricular/conditioning programs in subjects; (2) Co-curricular and habituation; and (3) extracurricular. Of the three bases, extracurricular activities as character development based on the interests and talents of students have stopped since the pandemic took place. As a result, the implementation of character education is only carried out on a limited basis every morning, and in learning. Though extracurricular has a significant influence.

The second impact is the decreasing enthusiasm for learning and the difficulty of understanding the material. In practice, in the three schools studied, the obstacles described previously led to a decrease in the competence of students, especially cognitively and psychomotorically. Limited learning and the difficulty of presenting interesting and fun learning are considered as one of the reasons for the decline in enthusiasm and difficulty in understanding the material.

The third impact is the decline in the literacy power of students. The form of a person's ability to seek, receive, process, and share ideas back information is a process

needed in developing cognition as well as psychomotor competence of students. This form of process is carried out in an activity called literacy. These abilities and habits have not been widely understood and implemented by students. At least from the results of interviews and questionnaires, the results showed that online learning resulted in a decrease in students' reading and writing interest. This is because the perceived boredom encourages them to divert their free time to play *games* and watch movies/drama.

DISCUSSION
1. *Tetra Helix and Implementation of Learning during a Pandemic The*

Tetra Helix is a form of multi-stakeholder collaboration carried out in educational institutions to encourage strengthening the quality and effectiveness of learning. Tetra helix includes four *stakeholders* mainwhich include school managers, teachers, school committees and parents of students. Based on the field results the role contribution is needed in the new normal conditions in learning. Miscommunication and unclear division of roles have caused various problems to arise, even though the support from the parties has been very good.

Sauri (in Suriansyah, 2015) states that global phenomenon factors are the most influential factors on the values, character and mentality of a nation, while other factors are internal factors, namely the direction of development in the world of education, namely the development of education based on culture, values and prevailing norms. in the community and subject-oriented (*human-oriented development*). This means that the direction of the implementation of education based on character education is needed.

Berg (in Mustadi et al., 2016) explains that partnerships between schools, families and communities can produce creative solutions to find out the needs of students, so that their presence can carry a mission to build people and an educational ecosystem that is cultured and characterized by mutual cooperation. The partnership program through the school committee aims to: (1)

strengthen partnerships between schools, families, and communities in supporting a learning environment that can develop children's full potential; (2) increasing the involvement of parents/guardians in supporting the success of children's education at home and at school; and (3) increasing community participation in supporting educational programs in schools and in the community (Kemendikbud, 2016). In implementing learning during the pandemic, each component of Tetra Helix has the following roles:

a. The principal plays a role in being the *lead* as a policy maker for school programs related to the implementation of education, including character education. The principal becomes an educator, supervisor, manager, and administrator who ensures that every implementation of learning and character education goes well.

b. The teacher's role in learning is as an Informator, Organizer, Motivator, Director, Initiator, Facilitator, Mediator, and Evaluator. In addition, the teacher's role in a holistic manner in schools is as an educator, coach, mentor, advisor, reformer, model / role model, encouraging creativity and as a culminator. These roles are quite difficult for teachers to carry out, especially when facing pandemic conditions like this. There is an additional role that must be carried out by the teacher, namely serving the questions given by parents when carrying out mentoring. In addition, giving attention to students is also a role that must be carried out more extra, this is because due to the pandemic, student saturation is very large, so the role of teachers to eliminate boredom through attention in learning is the toughest challenge.

c. The school committee is an outside party (community representatives or parents of students) who provide support for the implementation of learning. During the pandemic, the Committee for SMPN 2 Bandung explained that the committee played at least three main roles, namely as an

advisory agency, namely a place for sharing and giving consideration to schools. The committee becomes a school partner who provides consideration in decision making, shares information regarding external support such as alumni associations, and becomes an advisor to school principals in determining decisions or steps related to online learning policies. The second role is as a *supporting agency*, namely supporting infrastructure so that learning in schools remains optimal. The third role is the *controlling agency*. The committee acts as a supervisor or controller in the implementation of school education.

d. The role of parents in character education in schools is as a companion for students and at the same time being the party who ensures the fulfillment of infrastructure that supports character education at home. Parents also have a role to always communicate with the school through the homeroom teacher to be able to understand every condition shown by the child during learning. Therefore, today's parenting science is very much needed for the implementation of education that results in strengthening attitudes, knowledge and skills.

Based on the description above, each party of the tetra helix has a very big role to be able to strengthen character education, especially the caring character of students. The collaboration that was built greatly impacted the implementation of character education within limitations during the pandemic. The good support of each party has had a major impact on strengthening character and strengthening a child's learning process during this pandemic. To build this collaboration, the contribution of the role of the tetra helix must be clearly regulated by the division of tasks and roles.

2. *The Role of Tetra Helix Collaboration in the Implementation of Character Education Character*

Education is defined in the national policy book on the development of the nation's character 2010-2025 (Budimansyah, 2010, p. 23) as a conscious and planned effort to create an atmosphere and process of empowering the potential and cultivating students to build character. a unique individual and/or group-whether as a citizen. In this case, character education is the estuary of coaching carried out in various environments. Character building is a form of broad character education carried out as an effort to improve the quality of society.

Samani and Hariyanto (in Herliandry, et al., 2012) say that character education is a process of giving demands to students to become complete human beings with character in the dimensions of heart, mind, body, taste and intention.

The implementation of character education in schools can only be carried out through conditioning and habituation. Conditioning is carried out in the provision of learning both in the form of assignments and indirect face-to-face. The role of the tetra helix collaboration in the implementation of character education is as follows:

a. The form of development activities carried out

Character education in schools is carried out with various learning activities. In this case, there are three bases of character education that are still being carried out in schools during the pandemic, namely in curricular activities, and co-curricular activities. Curricular activities are carried out through learning, while co-curricular activities are carried out through several programs. The programs held at the schools where the research is located include learning through project-based curriculum innovations. The effort carried out in this study is *capacity building* which according to Suharto (2014, p. 49) states that *capacity building* is a program that is often carried out in social empowerment. Collaboration between teachers from different subjects, supported by committees and parents, encourages the principal's innovation program to run well and is able to strengthen the capacity to think critically, creatively, work together, and be disciplined and responsible.

The next program found during the research was *share to care*. This program is a form of collaboration between schools, committees and parents who are also supported by alumni as other partners. This program is in the form of providing basic necessities to school guards, and the surrounding community which is coordinated and organized by involving students. This program encourages students' awareness to help others, especially helping those affected by the pandemic.

Another program, namely strengthening character education for students, is parenting coaching for parents which is held to encourage strengthening character education at home. Parenting is carried out by involving teachers, committees, and school management as well as parents who are participants.

Another program that is commonly found in schools is habituation which involves various parties in its implementation. This habit includes filling out daily journals which include good activities such as praying Duha, Asmaul Husna, literacy, and assignment checklist reports that have been done by students.

b. The role of the Tetra Helix in the planning processTetra Helix

In the planning process, theplays a role in determining each program policy that will be implemented together. Tetra helix collaboration encourages school planning to be more effective, selective, and on target according to the problems and needs of students. Planning that involves the tetra helix component as a whole encourages the realization of character education programs that are effective, supported, and based on ideas that are studied from various perspectives. Tetra helix plays a role in identifying the program, determining the goals to be achieved, the costs required, and the program's success criteria.

c. The Role of the Tetra Helix in the Implementation of Character Education
In the implementation of character education, the tetra helix plays a role in executing every predetermined plan. The division of roles in the implementation of character education can be seen from the activities that have been carried out at the research location. The principal and the committee are the determinants as well as the leaders in its implementation. Teachers and parents collaborate to streamline the program so that the goals of character education can be achieved properly. Tetra Helix drives success by acting as a facilitator, mediator, educator, incubator, and organizer.

d. The Role of Tetra Helix in Evaluation of Character Education Outcomes
Tague-Sutcliffe (1996) means that evaluation is not just assessing an activity spontaneously and incidentally, but is an activity to assess something in a planned, systematic, and directed manner based on clear goals. The role of the tetra helix in the evaluation process is to determine the extent to which success has been achieved after the program has been implemented. All components in the tetra helix play a major role in providing evaluations and recommendations so that character education can be carried out continuously with clear and detailed improvements.

D. CONCLUSION

Online learning carried out during the pandemic found many obstacles and had an impact on the implementation of character education in schools. The impacts that are widely felt from online learning include a decrease in good character, difficulty understanding material and decreased interest in learning, as well as the low literacy power of students. This condition can be overcome after strengthening the role of the tetra helix collaboration which involves four main components, namely the principal, teachers, committees and parents of students. The results of the Tetra Helix collaboration encourage the implementation of various character education activities such asprograms *capacity building* through project-based learning innovations, programs *share to care*, and parenting. The role of the tetra helix collaboration is carried out starting from planning, implementing to evaluating character education in schools.

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