

**IMPLEMENTATION OF STRENGTHENING CHARACTER
EDUCATION POST COVID-19 PANDEMIC**



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**IMPLEMENTATION OF STRENGTHENING CHARACTER EDUCATION
POST COVID-19 PANDEMIC**

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Abstrak

Di masa pandemi sistem pendidikan khususnya di Kota Wonogiri mengalami perubahan. Kegiatan pembelajaran yang semula dilakukan secara offline (di luar jaringan) berubah menjadi blended learning yaitu pembelajaran yang menggabungkan sistem online dengan tatap muka terbatas. Tujuan penelitian ini adalah untuk mendeskripsikan pengelolaan pendidikan karakter pada masa pandemi di SD Negeri 2 Jendi. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan desain penelitian fenomenologi yang bertujuan untuk mendeskripsikan fenomena yang terjadi di lapangan. Teknik pengumpulan data yang penulis gunakan adalah observasi, wawancara, dan dokumentasi. Kemudian data yang terkumpul diuji keabsahannya dengan menggunakan teknik triangulasi metode dan triangulasi sumber. Selanjutnya data dianalisis melalui tahapan reduksi, representasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengelolaan pendidikan karakter pada masa pandemi di SD Negeri 2 Jendi melalui beberapa tahapan. 1) Tahap perencanaan pendidikan karakter diintegrasikan secara dokumen ke dalam kurikulum tingkat satuan pendidikan (KTSP), mulai dari visi, misi, dan tujuan sekolah, struktur dan isi kurikulum, silabus, dan rencana pelaksanaan pembelajaran (RPP) dan bahan ajar, 2) Tahap pengorganisasian dalam bentuk tim Gerakan Disiplin Sekolah dan kegiatan keagamaan. 3) Tahap pelaksanaan pendidikan karakter dilakukan secara online dan offline, peran orang tua dalam menanamkan pendidikan karakter di masa pandemi sebagai pendidik, motivator anak, dan memberikan keteladanan yang kuat. 4) Tahap koordinasi dipertanggungjawabkan oleh koordinator masing-masing program dan 5) Tahap evaluasi dilakukan melalui rapat guru dan pelaporan hasil pembelajaran melalui laporan siswa bulanan dan semester.

Kata kunci: manajemen pendidikan, karakter, pandemi

Abstract

During the pandemic the education system, especially in Wonogiri City, underwent a change. Learning activities that were originally carried out offline (outside the network) have changed to blended learning, namely learning that combines online systems with limited face-to-face. The purpose of this study is to describe the management of character education during the pandemic at SD Negeri 2 Jendi. The type of research used is qualitative research with a phenomenological research design aimed at describing phenomena that occur in the field. Data collection techniques that the author uses are observation, interviews, and documentation. Then the data collected was tested for validity using method triangulation and source triangulation techniques. Furthermore, the data were analyzed through the stages of reduction, representation, and drawing conclusions. The results showed that the management of character education during the pandemic at SD Negeri 2 Jendi went through several stages. 1) The planning stage of character education is documentally integrated into the education unit level curriculum (KTSP), starting from the school's vision, mission, and goals, curriculum structure and content, syllabus, and learning implementation plans (RPP) and teaching materials, 2) Stage organizing in the form of a School Discipline Movement team and religious activities. 3) The implementation stage of character education is carried out online and offline, the role of parents in instilling character education during the pandemic as educators, motivators for children, and providing strong examples. 4) The coordination stage is accounted for by the coordinator of each program and 5) The

evaluation stage is carried out through teacher meetings and reporting of learning outcomes through monthly and semester student reports.

Keywords: education management, character, pandemic

1. INTRODUCTION

Strengthening character education is one of the national movements for a continuous mental revolution from the national movement for cultural education and national character education in 2010. One of the backgrounds for strengthening character education is a global trend, namely the ongoing digital revolution, changes in society. civilization, the phenomenon of the creative age. The urgency of strengthening character education is the 2045 golden generation of human resources armed with 21st century skills (Astutik, 2017).

Strengthening character education requires relationships between students, teachers, employees, and parents, starting from the academic curriculum, policies, school regulations, school governance structures, school vision and mission, and school culture playing an active role (Berkowitz, Marvin; Bier, 2007) The purpose of strengthening character education according to (Kemdikbud, 2019) is to strengthen the character of students through harmonization and heart, taste, by thought, exercise according to the Pancasila philosophy. Character education according to (Lickona, 2012) is a genuine effort to help someone understand, care and act on the basis of ethical values. Character education is carried out to instill positive character values in students (Zurqoni, Retnawati, Apino, & Anazifa, 2018). Planting character education from an early age is the most expensive price, having a child's character is able to decorate his actions based on religious values (Rosikum, 2018). While the character itself is the basic attitude that a person has that makes him different from others (Chan, F., Kurniawan, A.R., Melinda, L.G., Priantini, R., Zubaedah, Z., Suharti, S.R., & Khotidjah, 2019).

Law Number 20 Year 2003 explains the function of education, namely an activity to form a dignified national character in educating the community. Government Regulation Number 87 of 2017 regulates the purpose of strengthening character education, namely building a national education foundation, making national education the main soul of community education providers.

The implementation of strengthening character education in schools is one of the efforts to minimize the inequality of educational outcomes seen from the aspect of student behavior. Based on case data regarding character education in Indonesia, there are still many cases.

(KPAI, 2018) handled 1,885 cases in the first semester of 2018. There were 504 children who became perpetrators of criminal acts, such as theft, drugs, and immoral cases.

In March 2020 education in Indonesia began to be faced with global problems, namely an outbreak of an infectious disease known as COVID-19, making the education system in Indonesia change drastically, including the implementation of character education. Direct learning that involves all aspects of student development must be turned into indirect/online learning.

Several previous studies examined character education during the new normal COVID-19 pandemic, for example the research of (Dewi, 2020) although there was a COVID-19 pandemic, the implementation of strengthening online learning character education in elementary schools could be done well. Learning is usually done at school to learning at home using applications such as the teacher's room, class room, zoom, google doc, google from, and whatsapp groups. The results of research by (Putria, Maula, & Uswatun, 2020) are that the COVID-19 pandemic has had a significant impact on the world of education, especially the learning carried out by teachers has changed from offline to online. The next character education research by (Habibi, 2020), the result is that the new normal is defined as a condition and/or social habit of the community or individual behavior that appears after COVID-19 is over. Like the new normal, the old normal is the social condition of the community before the COVID-19 pandemic. The results of research by (Apriani, Suwandi, Ariyani, & Sari, 2021) in the form of flipped classroom activities including face-to-face activities and student-centered online learning can provide broad opportunities to develop their moral values and strengthen students' character, support the achievement of the objectives of the Strengthening Character Education program during the new normal period of Covid-19. One is independence. The results of the study were obtained from observations where the implementation of character education in the New Normal Era was carried out online. Two of the five character values that cannot be applied in the new normal era, these character values are mutual cooperation and integrity (Susiloningsih, 2020).

The findings of (Zulaikhah, 2019) are strengthening character education through Islamic religious education covering three bases: first, class-based integrating K13 in PAI learning, second, culture-based by cultivating practices that strengthen religious values, and community-based third. (Purnama, Ayu Purry, Suntoro Irawan, 2018) research results in the form of implementing a character education strengthening program to shape the social attitudes of students using principles, approaches, and sources of value in character education. The implementation of character education strengthening programs in schools is carried out with the

principles of development, implementation, and evaluation. (Thahir, Islam, & Raden, 2021) the results of the research in the form of an overview of planning for strengthening student character education have been carried out well through the preparation of objectives, strategies and policy mapping as well as procedure mapping and program improvement using the RPP design, the implementation of character education is going well through religious activities, planting nationalism, social care and caring. on the environment, and evaluation through monitoring activities on the implementation of activities by carrying out reflection, analysis and follow-up plans. An important aspect of shaping character education during the COVID-19 period is exemplary (Santoso, Suyahmo, Maman, & Utomo, 2020).

Based on research that has been carried out during the new normal COVID-19 pandemic, the majority of research is only limited to researching the implementation of character education. There is still little research on strengthening character education. Thus, researchers are interested in examining how to implement strengthening character education during the new normal COVID-19 pandemic. The focus of the research is at SD Negeri 2 Jendi, Wonogiri Regency. The purpose of the study was to describe the implementation of strengthening character education during the new normal COVID-19 pandemic. The conclusion of the research is that the implementation of strengthening character education during the new normal COVID-19 pandemic has been carried out well. This research illustrates that the strengthening of character education will capture the real conditions of the implementation of strengthening character education there, so that they can find things that make the school survive and become the prima donna of the surrounding community amidst the proliferation of foundation educational institutions in the surrounding area.

2. METHODS

2.1 Research Types and Design

This type of research is qualitative research. Qualitative research is more descriptive in nature, carried out to determine the value of independent variables, either one or more variables without considering comparisons, or linking them to other variables (Sugiyono, 2017). This research belongs to the category of field research. The qualitative method used is descriptive qualitative, namely collecting information about phenomena, existing symptoms based on the circumstances that occurred at the time the research was conducted. The research design is a phenomenological design. Based on the type and design of the research, the purpose of the study is to describe the implementation of strengthening character education during the new normal COVID-19 pandemic at SD Negeri 2 Jendi.

2.2 Participants

The subjects of this study were principal, teachers, and parents. To obtain data, the researchers conducted interviews with principal, teachers, and parents regarding their respective functional abilities related to the implementation of strengthening character education during the new normal COVID-19 pandemic.

2.3 Instrument

The main instrument in this research is the researcher himself, whose task is to collect data by asking, listening and taking the information needed in the research by using documents, texts, photos or pictures, and recordings. In addition, researchers also act as implementers, observers, and at the same time collect data on the implementation of strengthening character education during the new normal COVID-19 pandemic at SD Negeri 2 Jendi.

2.4 Data Source

Sources of data in this study in the form of documents, text, photos or images, recordings. Such as the SD Negeri 2 Jendi curriculum document, photos related to the implementation of moral education strategies, program activities to strengthen character education, interview recordings, and observation notes obtained in the field, which relate to the problem being studied, namely the implementation of strengthening character education during the new normal COVID-19 pandemic.

2.5 Data Collection Technique

Data collection techniques used in this research are observation, interview and documentation techniques, described as follows:

2.5.1 Observation

Observation is a complex process composed of various biological and psychological processes (Sugiyono, 2017). In this study, observations were made to obtain initial data as the background for the research, namely information on the implementation of character education through the process of reviewing school documents, direct observation, and asking questions with the principal, teachers, and parents of students.

2.5.2 Interview

(Moleong, 2016) interview, which is about having a conversation with a specific purpose, something is written. The conversation is carried out by two parties, the interviewer who asks questions and the interviewee who provides answers to the questions. In this study, interviews were conducted between researchers and respondents to obtain initial data as background and research data in the implementation of strengthening character education. In the interview, the researcher conveys to the respondent about the ongoing research.

Researchers ask questions, in the form of unstructured questions or open-ended questions. Researchers try to dig up more information about the lives of informants in terms of implementing character education strengthening. Through the unstructured interview method, it is hoped that more in-depth answers can be obtained regarding the information needed. The following data are taken in this study.

Table 1 Types of Data Collected

No	Research focus	Excavated data	Interviewees
1.	How is the planning for strengthening character education during the new normal COVID -19 pandemic at SD Negeri 2 Jendi?	1. Strategic plan school 2. Character education background	1. The principal 2. Teacher
2.	How is the implementation of strengthening character education during the new normal COVID-19 pandemic at SD Negeri 2 Jendi?	1.School programs and curriculum documents 2.Syllabus and lesson plans 3.Student activity programs and documents 4.Parent participation program and documents 5.Programs and documents for cooperation with other parties related parties	1.The principal 2.Teacher 3.Parents
3.	How is the evaluation of strengthening character education during the new normal COVID -19 pandemic at SD Negeri 2 Jendi?	1. Problems encountered in the implementation of strengthening character education 2. Solutions with impact strengthening implementation character building	1. The principal 2. Teacher 3. Parents

Table 1 Types of Data Collected shows the data taken in the study, the sources being the principal, teachers, and parents.

2.5.3 Documentation

(Sugiyono, 2017) suggests that documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that supports research. In this study, documentation was

obtained from school curriculum documents, assessment results documents or student character development. Supporting documents in data collection are: (1) School profile, (2) Organizational structure, (3) Student discipline, (4) List of teachers and employees, (5) Data on the number of students, (6) School activity programs, including intracurricular, (7) Education Calendar, and (8) Character education manual.

2.6 Data Analysis Technique

Data analysis aims to draw a conclusion from the research conducted. In qualitative research the model in drawing conclusions developed by (Sugiyono, 2016) includes three stages, namely:

First, data reduction or data efficiency. Data reduction is a series of processes that include selecting or sorting and simplifying all data obtained from the initial data collection to the preparation of research reports. This data can be simplified by selecting and simplifying data related to the implementation of strengthening character education during the new normal COVID-19 pandemic at SD Negeri 2 Jendi. The data collected can be through observation, interview results, data summaries, or other data results that are reduced to suit the research objectives to obtain clear information as a basis for conclusions.

Second, data representation or data presentation. The presentation of this data aims to find out the meaning of the data related to the implementation of strengthening character education during the new normal COVID-19 pandemic at SD Negeri 2 Jendi, so that the data can be processed and compiled systematically for easy understanding.

Third, draw and propose a conclusion. Drawing and conveying conclusions is an activity to provide conclusions on the data obtained, namely data on the implementation of strengthening character education education during the new normal COVID-19 pandemic at SD Negeri 2 Jendi.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Planning for Strengthening Character Education Post COVID-19 Pandemic

The preparation of the implementation program for strengthening character education during the new normal COVID-19 pandemic at SD Negeri 2 Jendi is integrated into school program planning which is carried out at the beginning of each school year through teacher work meetings. The meeting involved the principal, teachers, and employees. The implementation of strengthening character education applied at SD Negeri 2 Jendi is integrated into the school curriculum, starting from the vision, mission, goals, structure and content of the

curriculum, syllabus, Learning Implementation Plan or what is known as RPP and teaching materials. Then regarding the implementation strategy, strengthening character education is also integrated in the religious field through routine activities of praying together and reading short letters before and after learning, saying greetings, and sharing Islamic study videos via whatsapp groups of students and students' parents. Student activities, both compulsory worship, circumcision, and disciplinary behavior are still controlled.

The strategy used by SD Negeri 2 Jendi when planning to strengthen character education during the new normal COVID-19 pandemic was to share the learning model used by schools. The first model uses an online learning model. This learning model is carried out at the government's discretion to break the chain of COVID-19. Meanwhile, the second model used by schools is blended learning, namely a mixed learning model in which this learning model combines online learning models with offline learning, students are brought to school for face-to-face meetings. with teachers on a limited scale. All programs are outlined in the school curriculum.



Figure 1 Photo of the Work Meeting at the beginning of the school year

Figure 1 shows the activities of the work meeting at the beginning of the school year. Work meetings involve principals, teachers, and employees. Discussed how to implement strengthening character education to be implemented at SD Negeri 2 Jendi. The implementation of strengthening character education is integrated into the school curriculum. Starting from the vision, mission, goals, structure and content of the curriculum, syllabus, Learning Implementation Plan or RPP and teaching materials.

3.1.2 Implementation of Strengthening Character Education Post COVID-19 Pandemic

The form of implementation of learning carried out is online and offline with limited face-to-face. Online teachers use the zoom application and whatsapp group to make it easier to convey learning material. The implementation of learning is carried out using zoom starting with the teacher sharing the zoom link to students via the class whatsapp group before online learning begins. At the time of zooming, all students were ready in front of their cellphones/laptops. The teacher asks students to activate the camera when they are in zoom class. Students who want to leave the class must ask permission first. Everything is done to teach students to have etiquette when communicating directly online. The teacher starts by checking the student's attendance, then shares the lesson material screen. Online learning has a big enough role in overcoming the spread of the COVID-19 virus. Teachers, students, and parents are required to be able to use digital media in the learning process.

In the whatsapp application, each homeroom teacher forms a whatsapp group for class coordination. The teacher provides material through PPT, checks student attendance, is used to make announcements and even controls only admins who can send messages in the group. Class whatsapp groups can be used by students to send assignments. The teacher monitors student learning activities. Not only learning materials are distributed by teachers to students, but teachers also integrate character values to students in learning activities, such as social values and religious values. Parents also make sure whether their children follow the lesson or not. Ensure whether every task given by the teacher at school is done or not. To ensure that students follow learning well and honestly, parents must be able to master the learning media used.

Ensuring students can participate in learning needs to be mutually agreed so that learning objectives are achieved effectively and efficiently. Likewise in carrying out strengthening character education. The purpose of implementing a class agreement is to make it easier for teachers and students to carry out their respective duties. Before starting learning activities, the teacher conveys the rules that students must obey, such as being on time in submitting assignments. Tell the truth, and be disciplined. All of this is done at the beginning of learning to foster an attitude of commitment, discipline, responsibility.

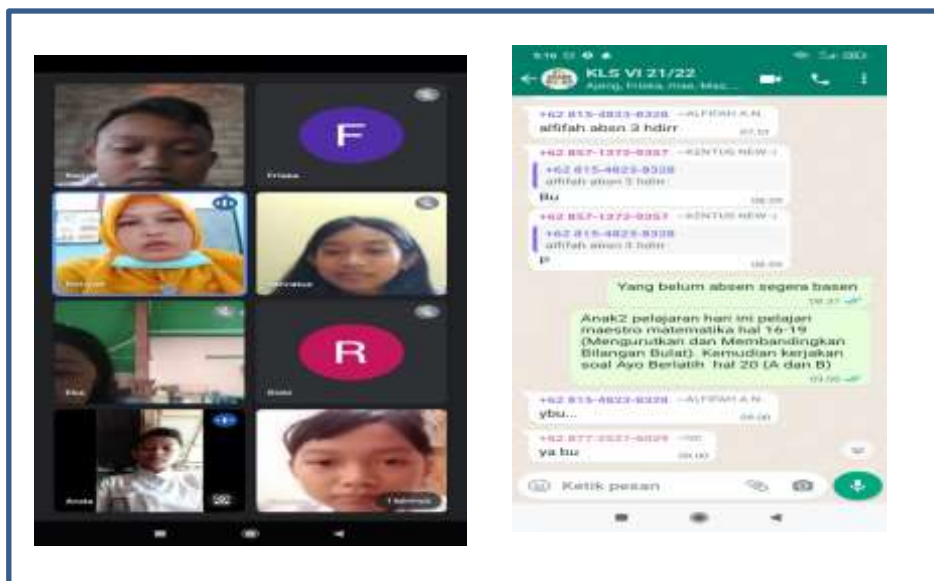


Figure 2 Photo Online Learning

Figure 2 shows online learning activities using whatsapp groups and the zoom application. In online learning, the teacher integrates the values of strengthening character education to students, such as social and religious values.

In limited face-to-face offline learning activities students are required to comply with health protocols by keeping a distance, wearing masks, not crowding. During limited face-to-face learning there are no group learning activities. No time to rest. The allocation of learning for one day is 4 x 35 minutes. There is a parental pick-up limit. The school provides masks, hand washing facilities, liquid soap, hand sanitizer, and tissue. Limited face-to-face learning activities are carried out with the aim of helping students find it difficult to understand online learning materials. Offline learning can monitor the development of student attitudes in terms of discipline and responsibility. The implementation of strengthening character education applied at SD Negeri 2 Jendi in face-to-face offline learning is limited to the religious field through routine activities of praying together and reading short letters before and after learning, saying greetings, and sharing videos of Islamic studies via whatsapp groups.



Figure 3 Photo Offline Learning

Figure 2 shows limited face-to-face offline learning activities. Students are required to comply with health protocols by keeping a distance, wearing masks, not crowding. During limited face-to-face learning there are no group learning activities. No time to rest. The allocation of learning for one day is 4 x 35 minutes. There is a parental pick-up limit. The school provides masks, hand washing facilities, liquid soap, hand sanitizer, and tissue. Offline learning can monitor the development of student attitudes in terms of the character of discipline and responsibility

SD Negeri 2 Jendi is a school that is consistent in instilling character values in every lesson. The main purpose of implementing the strengthening of character education is to form students who are tough, noble, moral, healthy, knowledgeable, capable, creative, independent, responsible for tolerance, working together and mutual cooperation. It is proven by the attitude that the students of SD Negeri 2 Jendi can win various competitions held both online and offline.

3.1.3 Evaluation of Strengthening Character Education Post COVID-19 Pandemic

The form of evaluation is also carried out by the teacher in the form of a semester report card. The purpose of distributing semester reports to students is to determine student learning outcomes for one semester. The semester report card includes the values of attitudes, knowledge, and skills. From the learning outcomes that have been obtained, teachers and parents can evaluate students for their shortcomings during learning. The evaluation of character education is also carried out by holding monthly teacher work meetings.

3.2 Discussion

The data obtained from the research results were analyzed in order to further explain the research that has been carried out. Based on the data analysis technique chosen by the

researcher, namely descriptive qualitative or exposure of the results of the analysis of the data obtained, the researcher then processes the data that has been collected through interviews, observations, field notes, and documents. Then the data is analyzed so that it becomes a data exposure that is easy to understand and process with a qualitative approach. The results of the analysis that researchers have done are as follows:

3.2.1 Planning for Character Education Post Covid-19 Pandemic

The implementation of strengthening character education in SD Negeri 2 Jendi is integrated in a document into the school curriculum. The integration of strengthening character education is adjusted to the implementation guidelines for strengthening education. The character education of SD Negeri 2 Jendi listed in the school curriculum starts from the vision, mission, goals, structure and content of the curriculum, educational calendar, syllabus, lesson plans and teaching materials. The preparation of a character education strengthening program at SD Negeri 2 Jendi, is integrated into school program planning which is carried out at the beginning of each school year through work meeting activities. The meeting at the beginning of the year was held by involving the principal, teachers, and employees.

Planning is a careful determination of what will be done in the future to achieve goals (Darminta, 2007). This understanding shows that planning is an interconnected process in choosing one strategic action in achieving certain goals. In carrying out the program to strengthen character education during the new normal COVID-19 pandemic, SD Negeri 2 Jendi uses learning strategies with online models and blended learning. According to (Dewi, 2020), blended learning combines conventional learning using internet-based learning media. Blended learning is an alternative solution to overcome the weaknesses of online learning. Blended learning has a high effectivity compared to online learning.

The online learning model is carried out at the government's policy to break the chain of covid - 19. The blended learning model is a mixed learning model combining online learning models that use networks combined with conventional learning, students are brought to school for face-to-face meetings with teachers on a limited scale. The learning model applied at SD Negeri 2 Jendi during the new normal COVID-19 pandemic is limited online and face-to-face learning. Teachers and students continue to use technology media in learning and bring students to school on a limited basis by implementing health protocols. All forms of implementation are outlined in the form of the school curriculum.

The policy objective of preparing the school curriculum is to realize a curriculum that is in accordance with the characteristics of students, regional potential, and school needs according to national standards listed in content standards and graduate standards. In the preparation of

the school curriculum, all elements of the school must be involved, starting from the principal, teachers, employees, and school supervisors. The form of the school curriculum is arranged in the form of a syllabus, lesson plans, and teaching materials.

Research that has been carried out by (Azmi, 2017) planning character education in learning integrates character values in learning planning documents such as lesson plans and syllabus. RPP is the initial stage that the teacher must design before learning activities. With the RPP the teacher can carry out learning activities easily, directed and can improve student learning outcomes.

Based on the explanation above, it can be stated that the strengthening of character education education must be planned by all elements in the school environment, adjusted to the competencies that have been determined nationally. Written and planned in the form of a syllabus, lesson plans, and teaching materials.

3.2.2 Implementation of Strengthening Character Education Post Covid-19 pandemic

(Hasibuan, 2014) defines implementation as an activity to direct all subordinates to work together and work effectively to achieve goals. Learning during the new normal COVID-19 pandemic is carried out online. The teacher uses the zoom application and whatsapp group to make it easier to convey learning material. The teacher monitors all student learning activities through a daily agenda book. Through the ongoing learning process, the teacher provides character education strengthening and evaluates and follows up on the ongoing learning process. According to (Defi, 2020) the stage of implementing character education is carried out by integrating information technology using WhatsApp as a virtual learning process. The teacher also carries out activities by making learning videos uploaded to the whatsapp group. In addition, students are also introduced to the zoom application.

Ensuring that members in the group can do the work in achieving certain goals needs to be mutually agreed. So that the objectives to be achieved can be achieved effectively and efficiently. Before starting the learning activities, the teacher conveys the rules that must be obeyed by students, such as being on time to submit assignments. Tell the truth, and be disciplined. Everything is done to foster an attitude of commitment, discipline, responsibility, and honesty.

Not only online learning is carried out during the new normal COVID-19 pandemic, offline learning is also carried out to make it easier for students to learn. Offline learning is carried out by means of students coming to school by implementing health protocols. All done to ensure students do learning. Thus the value of the spirit of learning and student responsibility always grows. The implementation of strengthening character education is implemented at

SD Negeri 2 Jendi also through Islamic programs such as routinely praying together and reading short letters before and after lessons, saying greetings, and sharing Islamic study videos via whatsapp groups.

It can be stated that SD Negeri 2 Jendi is a school that provides values for strengthening character education in every lesson. Integrating character values into students in learning and developing the basic potential of a child to behave well, have a good heart, and think well which is beneficial for himself and those around him. So that the purpose of character education in forming a strong, moral, noble, tolerant, and cooperative nation can be achieved.

3.2.3 Evaluation of Character Education Post Covid-19 Pandemic

(Elis Ratna Wulan, Elis and Rusdiana, 2015) suggests that evaluation is an assessment process that has a specific purpose, it is hoped that the results of the assessment will be as desired. Evaluation is carried out by the teacher in the form of a semester report card. The aim is to determine student learning outcomes for one semester. The semester report cards include the values of attitudes, knowledge, and skills. From the learning outcomes obtained, teachers and parents can evaluate students for their shortcomings during learning.

SD Negeri 2 Jendi also carried out evaluation activities for strengthening character education by discussing in the teacher work meeting forum. Then determine what the teacher should do in instilling character values in students. The forms of the stages carried out before conducting the evaluation are monitoring, supervising, and distributing questionnaires. From the data obtained, an evaluation was carried out.

Based on the explanation above, it can be stated how to evaluate character education at SD Negeri 2 Jendi based on the results of semester report cards that have been distributed to students. From the learning outcomes that have been obtained, teachers and parents can evaluate students for their shortcomings during learning and the results are used as a benchmark for further learning. In addition, by discussing in the teacher work meeting forum.

4. CLOSING

Based on findings and discussion, it can be concluded that the implementation of strengthening character education post COVID-19 pandemic at SD Negeri 2 Jendi has been carried out well. It can be seen in the planning section of the character education strengthening program integrated into the school curriculum, starting from the vision, mission, goals, structure and content of the curriculum, syllabus, and lesson plans and teaching materials. In the implementation of character education during the new normal COVID-19 pandemic, it is normal to be carried out online and offline. Online teachers use

zoom and whatsapp applications to support learning. The implementation of offline learning is carried out in a limited face-to-face manner and still applies health protocols.

While the form of evaluation is carried out by the teacher in the form of a semester report card. The purpose of distributing semester reports to students is to find out learning outcomes for one semester. The evaluation of character education is carried out by holding monthly teacher work meetings. So from there it can be seen that the implementation of strengthening character education, namely planning, implementing, and evaluating, has been implemented at SD Negeri 2 Jendi, especially in the field of strengthening character education during the new normal COVID-19 pandemic.

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