

Character Building Management During the COVID-19 Pandemic in Madrasah Aliyah Banyumas

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Abstract

The Aims of paper to describe and analyze the management of character education management at Madrasah Aliyah in Banyumas during the Covid-19 pandemic. The method used in this study is a qualitative research method. The data taken were sourced from the results of interviews, observations, and documentation regarding the management of student character education. The process of qualitative data analysis is carried out through three channels, namely data reduction, data presentation, drawing conclusions and being examined using triangulation technique. The results were obtained, namely the Management of Character Education during the Covid-19 Pandemic at Madrasah Aliyah Ma'arif NU 1 Kemranjen and Madrasah Aliyah Pondok Pesantren Nahdlotut Talamidz Jombor Tambak Banyumas was carried out through 4 stages: 1. Planning carried out, namely meeting activities carried out by foundations, educators, and also parents; 2. The organization carried out is the holding of a division of tasks to educators and education staff, parents of students in shaping student character well in accordance with the vision and mission of the madrasah; 3. The implementation carried out is by applying subjects that contain Islamic values to be in accordance with the teachings of the Islamic religion, as well as routine activities in daily life such as greetings, smiles, greetings, social service activities, and skill improvement; 4. Supervision carried out, namely by supervising the process of teaching and learning activities. Meanwhile, parental supervision can be seen from the student's learning outcomes and also communication books containing the implementation of routine activities by students.

Keywords: *Management, Covid-19 Pandemic, Character Building.*

INTRODUCTION

The Covid-19 pandemic that hit Indonesia prompted the formation of a new life system known as the new normal era. New normal is a new order of life that requires people to comply with health protocols. One of the health protocols implemented in Indonesia is keeping a distance from other people. This social distancing rule has caused the education system in Indonesia to undergo a change, which initially took place face-to-face, now changing through the online system.

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Online education has advantages and disadvantages. The advantage of implementing online education is that every day there is no need to go to school, so education can be done anywhere, it can add more information to students because access to information via the internet can be done longer. Weak supervision, lack of signal strength in remote areas, and high quota fees are challenges in online learning (Ali & Afreni, 2020). Online learning also has an impact on teachers because it is less than optimal in providing learning materials and disrupting the learning process which causes the expected learning objectives not to be achieved, thus making the material incomplete and the use of learning media in online learning is not optimal, and student assessment is constrained by mere assessment cognitive (Ria et al., 2021).

Management of character education is the most appropriate step in dealing with conditions during the Covid-19 pandemic. Character education management is a strategy that is carried out within an educational scope in order to build character in each individual. Character education management can be carried out through a series of processes including planning, organizing, implementing, and supervising. The implementation of character education management is expected to be able to produce graduates with superior character in various fields of life.

The realization of character education management can be realized if formal education providers, the central government, and parents of students carry out serious and consistent performance. Madrasas are schools under the ministry of religion as the right place to apply character education management which is currently declining. Madrasas should have students with superior character compared to public schools because learning about religious knowledge is higher. However, students in madrasas are currently experiencing changes in character that are not good, thus reducing the image of school education which is considered capable of educating students' character that is superior to schools in general (Azmi, 2017). Character education management needs to be implemented in madrasas in Banyumas Regency as a form of improving the character of youth in Banyumas.

MA Ma'arif NU 1 Kemranjen and MA Pondok Pesantren Nahdlotut Talamidz Jombor Tambak is a high school level madrasa as an educational institution in Banyumas which has a fairly good image among the community with a superior level of religious knowledge. MA Ma'arif NU 1 Kemranjen is located in Sirau Village, Kemranjen District, while MA The Nahdlotut Talamidz Jombor Tambak Islamic Boarding School is located in Gumelar Lor Village, Tambak District. The two educational institutions have the desire to improve the character of each student who is currently studying during the Covid-19 pandemic.

Students at MA Ma'arif NU 1 Kemranjen and MA. The Nahdlotut Talamidz Jombor Tambak Islamic Boarding School, which has started implementing an online education system, has a different character from students who carry out face-to-face learning. This can be seen

when online learning is taking place as well as in everyday life. Based on observations made at MA Ma'arif NU 1 Kemranjen, there are students who do not respect teachers when teaching, often do not take online classes, do not collect assignments, do not carry out worship, and dress immodestly when collecting assignments at school (Observation, 14/9/2021). Based on observations in MA. Nahdlotut Talamidz Jombor Tambak Islamic Boarding School, there are students who do not pay attention to the teacher during the learning process, are lazy to do assignments, smoke carelessly, dress inappropriately, and rarely carry out worship.

Management of character education is the most appropriate step for students because this collaboration can form character education based on Islamic values contained in teachings to perfect morals based on God's commands. Improvement of morals is expected to lead students to have a better character than before. Therefore, it is necessary to have character education management during the Covid-19 pandemic so that students with superior character are created.

LITERATURE REVIEW

Character Education Management

Management in English means to manage, that is to manage or manage. In a special sense, it means leading and leadership, namely activities carried out to manage institutions or organizations, namely leading and carrying out leadership in organizations. G. R. Terry said that management is a distinctive process consisting of planning, organizing, actuating, and controlling actions carried out to determine and achieve predetermined goals through the utilization of human resources and other resources (Llyod & Aho, 2020).

In the implementation process, management has specific tasks that must be carried out. These tasks are commonly referred to as management functions. Management functions according to the theory put forward by George R. Terry (1978) consist of Planning, Organizing, Actuating, and Controlling or abbreviated as POAC (Istiqomah, 2018).

1. Planning

Planning or planning is a planning activity that is structured to set goals to be achieved in a management.

2. Organizing

Organizing or organizing is a division of tasks that will be carried out in the management process (Lyoyd & Aho, 2020).

3. Actuating

Actuating or implementing is an activity to move members of the organization in order to achieve previously agreed goals (Ristanti, 2020).

4. Controlling

Controlling or supervision is an activity of monitoring all forms of actions taken by members so that they do not follow the established path (Sutarman et al., 2020).

Based on the description above, character education management

is a planned effort to make students know, care about and internalize values so that students are able to develop their distinctive character when carrying out life. In other words, students not only understand education as a form of knowledge, but also make it part of life and consciously live based on that value. The function of character education management is to realize character education that produces students with superior character. Character education management is carried out through several stages, namely the process of planning, organizing, implementing, and supervising.

Character Education during the COVID-19 Pandemic

According to the language (etymologically) the term character comes from the Latin *karakter*, *kharassaein*, and *kharax*, in Greek the character comes from the word *charassein*, which means to make sharp and make deep (Dakir, 2019). Meanwhile, in the Big Indonesian Dictionary (KBBI) the word character means mental, moral or ethical characteristics that distinguish one person from another, or has an innate meaning, heart, soul, personality, character, behavior, personality, nature, character, temperament, disposition. So, the term character means having character, having personality, behaving, character, character and character.

Character education is a system of instilling character values in students which includes components of awareness, understanding, concern, and high commitment to implementing these values. Education plays an important role in realizing the educational agenda which is directed at improving the intellectual, emotional and intellectual development of students. Character education is part of an effort to form habits based on moral and ethical values (Dakir, 2020).

Based on the description above, character education is the process of forming character in students which is carried out using various methods to improve the character of students who currently need to be improved. The character values conveyed by the Ministry of National Education stipulates four main character values which will spearhead the application of character among students in schools, namely honest (from exercise of heart), intelligent (from exercise of thought), tough (from exercise), and care (from taste and intention) (Mukhtar and Suryani, 2019). Thus, there are many character values that can be developed and integrated in learning at school. Embedding all of these value points is a daunting task. Therefore, it is necessary to select certain values that are prioritized for planting in students.

METHOD

This paper uses a qualitative research method, where the research will be carried out through direct observation in the field by Madrasah Aliyah Ma'arif NU 1 Kemranjen and Madrasah Aliyah Pondok Pesantren Nahdlotut Talamidz Jombor Tambak Banyumas. Qualitative research method is a research method of a research approach that uses data in the form of words and actions that describe the views and

experiences of the subjects studied (Sugiyono, 2012) Writing this paper uses a qualitative research method, where the research will be carried out through direct observation in the field by Madrasah Aliyah Ma'arif NU 1 Kemranjen and Madrasah Aliyah Pondok Pesantren Nahdlotut Talamidz Jombor Tambak Banyumas. Qualitative research method is a research method of a research approach that uses data in the form of words and actions that describe the views and experiences of the subjects studied

RESULT AND DISCUSSION

Character education can be interpreted as an earnest effort in which positive personality traits are developed, encouraged and empowered through exemplary, studies (history and biographies of pre-sages and great thinkers), and emulation practices (maximum effort to realize the wisdom of nothing learned). Character education will work well if implemented using a management concept. Character education management is carried out through several stages, namely planning, organizing, implementing, and supervising.

1. Planning

Planning is a process of compiling an objective framework in order to pursue the goals to be achieved by a group. In making a plan that needs to be discussed are the goals and efforts that must be made to achieve these goals. Making decisions is also part of the planning process. Decisions taken must pay attention to the future and every decision made must be related to the goals to be pursued or support in achieving goals.

a. MA Ma'arif NU 1 Kemranjen Banyumas

The planning process that will be carried out at MA Ma'arif NU 1 Kemranjen Banyumas is by having a character education planning process that is applied in learning at school. The planning process carried out is to discuss the formation of the curriculum structure, then proceed with the curriculum content. The formation process was carried out with a coordination meeting held between the foundation and the school (Interview with Ernawati, 24/5/2022).

b. MA Pondok Pesantren Nahdlotut Talamidz Jombor Tambak Banyumas

The planning process that will be carried out in MA. Nahdlotut Talamidz Jombor Tambak Banyumas Islamic Boarding School, namely a meeting that discusses the application of character education in everyday school life. The preparation of the concept of character education is carried out through curriculum/madrasah development team meetings. The meeting discussed what activities would be implemented in schools to shape character in students. These activities are not only focused on schools, but also outside the school environment (Interview with Tohiron, 24/5/2023). The

planning process is based on the school's objectives in implementing character education programs. This goal directs educators to carry out character education simultaneously in accordance with the agreed provisions. The goal can be achieved if educators can work together among fellow members and parties outside the school such as parents and local residents.

2. Organizing

Organizations can be interpreted as a group of people who interact to work together to achieve common goals and are bound by mutually agreed terms. The main characteristics of an organization can be summarized as 3P, namely purpose, people and plan. Something is not called an organization if it does not have a purpose (purpose), members (people), and a plan (Tampubolon, 2020). The organization itself comes from the Greek "Organon" and the Latin term "Organum" which means tool, part, member or body. Organization is a system in which there are cooperative activities carried out by two or more people.

a. MA Ma'arif NU 1 Kemranjen Banyumas

Organizing is done with the aim of directing educators to organize the movements that have been planned beforehand. The steps taken in the organizing process are conditioning students in class as in the conventional learning process. Students can be conditioned by each teacher while doing learning in class. When outside the classroom, students can be conditioned by their respective parents and the surrounding community (Interview with Ernawati, 24/5/2023).

b. MA. Pondok Pesantren Nahdlotut Talamidz Jombor Tambak Banyumas

Organizing is done so that the division of tasks for each teaching staff can be carried out properly. Organizing is done by giving responsibility to each teacher to help carry out the character education process. Each subject teacher will assess student attitudes and use them for the percentage of added value (Interview with Tohiron, 24/5/2023).

3. Implementation

The implementation function is an attempt to create a climate of cooperation among program implementing staff so that organizational goals can be achieved effectively and efficiently. The implementation function is inseparable from other management functions. The implementation function in other terms is motivating (arousing motivation), directing (giving direction), influencing (influence) and commanding (giving commands or orders).

- a. MA Ma'arif NU 1 Kemranjen Banyumas
The process of character education is carried out by applying Islamic subjects so that they are in accordance with Islamic religious teachings. These subjects consist of the Koran and hadith, morals, jurisprudence, Islamic history, and Arabic (Interview with Ernawati, 24/5/2023). In addition to using subjects related to Islamic values, it also inserts an attitude value towards each subject. With this attitude value, it is hoped that it can improve student character so that it becomes better ((Interview with Purwati, 24/5/2023).
- b. MA. Pondok Pesantren Nahdlotut Talamidz Jombor Tambak Banyumas
The character education process is carried out by applying life skills in schools. The life skills in question consist of personal, social, and vocational skills ((Interview with Tohiron, 24/5/2023). Personal skills are programs for habituating smiles, greetings, greetings and handshaking activities when meeting teachers or madrasa residents. Social skills is a program of social service activities, infaq/alms every Friday. Vocational skills is a skills learning program including dressmaking, car driving, and agriculture/hydroponics (Interview with Sa'diyati, 24/5/2023).
- c. Supervision
Supervision is the final stage in the management function. Supervision is an action taken to ensure workflow goes according to plan. Even the three points above will not work perfectly without proper supervision. In this case, supervision can be interpreted as an activity to keep the business in existence. Controlling all actualization processes is an important aspect of ideal management. The main purpose of supervision is to keep all processes running as planned.
- d. MA Ma'arif NU 1 Kemranjen Banyumas
The monitoring process is an important process because it holds control in a management. The supervision process is carried out by controlling each student activity carried out by the teacher and homeroom teacher. Parents can also supervise through the grades listed on student learning outcomes reports. (Interview with Ernawati, 24/5/2023)
- e. MA. Pondok Pesantren Nahdlotut Talamidz Jombor Tambak Banyumas
The supervision process is the final process that determines whether or not the character education management is controlled. The strict supervision process makes it easier for the school to find students who have bad character. In addition, the school can also create groups with parents of

students to make it easier to communicate. In addition, there is a communication book that contains various activities that have Islamic values so that the school knows whether students are carrying out activities to improve character or not (Interview with Tohiron, 24/5/2023).

After collecting data from interviews, observations and documentation, the researchers analyzed it in order to provide a more detailed picture of character education management at MA Ma'arif NU 1 Kemranjen and at MA. Pondok Pesantren Nahdlotut Talamidz Jombor Tambak Banyumas. The aspects of character education management include the process of planning, organizing, implementing, and supervising.

1. Planning

The planning process at both madrasahs was carried out through coordination meetings. The meeting discussed the reasons for the need to implement character education management, the division of tasks to be carried out, the implementation process, and also supervision.

2. Organizing

The process of organizing in MA Nahdlotut Talamidz Jombor Tambak Islamic Boarding School, namely MA. Pondok Pesantren Nahdlotut Talamidz Jombor Tambak is carried out by dividing assignments to teachers to assess student character development during the learning process. The organizing activities carried out by the two madrasahs were equally carried out by the teacher, while the rest were carried out by the family

3. Implementation

The process of implementing character education in MA. Nahdlotut Talamidz Jombor Tambak Islamic Boarding School is carried out through the application of the value of competence. The value of these skills consists of personal, social, and vocational skills. Personal skills are programs for habituation of smiles, greetings, greetings and handshaking activities when meeting teachers or madrasa residents. Social skills is a program of social service activities, *infaq*/alms every Friday. Vocational skills are skills learning programs including fashion, driving a car, and agriculture/hydroponics. The process of implementing character education management in the two madrasahs both adds character education to the learning process, as well as outside the learning process.

4. Supervision

The process of supervising character education management at MA Ma'arif NU 1 Kemranjen is carried out by teachers and parents through report cards which contain student character values. The process of supervising character education

management in MA Nahdlotut Talamidz Jombor Tambak Islamic Boarding School, namely by making a group of student guardians and also a communication book related to the implementation of character education. The process of supervising character education management in the two madrasahs equally involves teachers and parents because they are the frontlines who deal directly with students.

CONCLUSION

The planning is carried out, namely meeting activities carried out by the foundation, other educators, and also parents. Organizing is carried out, namely holding division of tasks in each subject so that each teacher can give value to students properly. The implementation is carried out by applying subjects that contain Islamic values so that they are in accordance with Islamic religious teachings, as well as carrying out routine daily activities such as greetings, smiles, greetings, social service activities, and improving skills. Supervision is carried out by conducting supervision every time a class is held. Meanwhile, parental supervision can be seen from the existence of student learning outcomes and also communication books that contain the implementation of routine activities by students.

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