Character Education Model for High School Students during the Pandemic in terms of Pedagogic Competence and Teacher Personality

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There was a significant change in the educational process during the covid 19 pandemic. These changes had an impact on all aspects of education, including the operation of teaching student character. This study aims to reveal teacher readiness in terms of pedagogic and personality competencies, learning strategies, and challenges faced in the implementation of character education during the pandemic. This research is included in the category of qualitative research with a phenomenological approach. The main subjects of the study were fifteen people who were religious teachers in public and private high schools in Indonesia. Data was collected through in-depth interviews with interview guide instruments that had been prepared and designed based on theoretical analysis. The data analysis technique uses the stages of data classification, data presentation, and data interpretation. The results of the study indicate that in terms of pedagogical competence and personality, teachers already have clear standards. Based on sufficient work experience, development in the form of continuous training, as well as an educator certificate held in the pedagogical aspect. In addition, the environment can provide an influence as well as a learning context. Meanwhile, from personal competence, most teachers have a vital role in society as religious and community leaders. Another finding is that the character education model carried out by the teacher is divided into three, namely experiential learning, inquiry, and collaboration. The challenges that arise in the implementation of character education are the limitations in facilities, support, and motivation of parents at home and the ability of students to participate in learning.

Keywords: pedagogy, personality, inquiry, collaboration, task, character education

INTRODUCTION

Education is a human right for every human being. Education is for the people, without exception (Arlinwibowo, Mustaqim, et al., 2021; Arlinwibowo, Retnawati, et al., 2021). The not only education that contains scientific knowledge but also the character and character education need to be conveyed. Especially in today's era, the values of character education are very necessary (Khodjamkulov et al., 2020). Good character must be reflected in daily life to produce harmonious social interaction (Zurqoni et al., 2018). The forms of character that need to be given are many and varied, such as politeness, honesty, trustworthiness, discipline, hard work, and many more. These competencies need to be given formally in schools and given examples so that they can be applied in the community (Setyosari & Kamdi, 2021). In Indonesia, by the mandate of the Constitution of the Republic of Indonesia, it is explained that the National Education System is a conscious and planned effort to realize the learning process so that students can actively and creatively develop their potential to have religious spirituality, self-control, personality, intelligence, morals noble character, as well as the skills needed by himself, society, nation, and state (the Republic of Indonesia, 2003). Referring to the law, what can be taken for educational purposes is not only the transfer of knowledge process but also the transfer of value process. Transfer of values that indicate the existence of character education. The basics of character values are mostly taken from religious values (Jeynes, 2019). In Islamic education, the cultivation of Islamic religious values is the main goal to be achieved to shape the character and competence of students.

Schools eventually become a system that is needed to achieve these educational goals. Schools that are an embodiment of educational institutions have components that support each other to achieve school goals (Lawson, 2020). Students as raw input, teachers as parties who provide teaching and education, as well as other stakeholders such as school principals, staff, curriculum, and infrastructure are components that exist in school organizations. The cultivation of Islamic character values requires a process of interaction between students and educators (Yusoff, 2021). This process can mean that the teacher or educator has an active role in learning activities. Not only the transfer of knowledge but also the transfer of values from education itself (Vicente-Molina et al., 2018). For this reason, teachers are required to have good competence in carrying out the learning process so that they can carry out their roles optimally. Four basic competencies must be possessed by teachers, namely, pedagogic competence, personality competence, professional competence, and social competence (Murkatik, 2020). These four competencies are requirements for teachers in teaching. Specifically, in this research design, we will try to describe pedagogic competence and personality competence which are considered the competencies most related to character education.

Research problems

The pandemic situation that has spread violently in recent times has led to many problems. The health, economic, and social sectors, as well as education, have had a very heavy impact (Nicola et al., 2020). Especially in the field of education, the learning system has undergone radical changes. Starting from the learning system, curriculum,

media, and delivery of subject matter (Aliyyah et al., 2020). Almost all aspects underwent drastic changes. Apart from these problems, it turns out that there are also quite important problems facing the world of education. The problem is related to the competence of teachers in dealing with the new model and education system (Caena & Redecker, 2019). Not all teachers can carry out smoothly. Many teachers who are senior in age do not have the expertise and ability to carry out online learning (Cutri et al., 2020). Meanwhile, during a pandemic situation, online learning is necessary to avoid physical contact and the spread of the COVID-19 virus.

Looking at this condition, teachers are then more required to improve their competence. Pedagogic competence in teaching, personality competence related to the cultivation of character values, professional competence in carrying out their duties and responsibilities, and social competence in forming good interactions and communication are problems that then need to be addressed (Desmita et al., 2021). In addition, the education model provided by the teacher will be greatly influenced by the competencies of each teacher.

Research question

The objectives of this study will determine the competence of teachers and the learning model carried out in the cultivation of Islamic character education in high school students in Indonesia during the pandemic; this study will also answer questions that arise. Q1, what are the pedagogic competencies and personalities of teachers in instilling character education in high school students in Indonesia? Q2, what kind of learning model does the teacher do in instilling character education in high school students in Indonesia? Q3, what are the challenges faced in instilling character education in high school students in Indonesia?

Research focus

Realizing how important the competencies that teachers must have in implementing character education during a pandemic, this study focuses more on the competencies possessed by teachers in supporting the implementation of learning during a pandemic. In addition, it will also describe the learning model that is carried out, especially in Islamic character education.

Literature Review

The knowledge gained in theory, as a rule, also needs to be practiced and harmonized with balanced skills and behavior. Another meaning is that abilities in cognitive, affective, and psychomotor aspects need to be given, honed, and developed. The knowledge and skills possessed by students are also influenced by the form, model, or learning system provided. With the right strategy, the appropriate technique will make it easier for students to accept, digest, and understand the material given. To make it easier to understand the theme of the research carried out, an explanation of the character and competency learning model that must be possessed by the teacher will be given.

The character education urgency

Understanding education is an effort to explore human potential which is carried out continuously to form a complete human being who has a balance in aspects of knowledge, skills, and morals or behavior (Martins et al., 2021). Often in the development of today's era, many phenomena appear related to human character. The crisis of character or behavior as a negative impact of technological advances and globalization illustrates the need to intensify character education in addition to education in the cognitive aspect (Gills & Morgan, 2021). The character of society is the foundation of a nation. The character is formed from the values of religious teachings and the positive culture that grows in society (Kejora et al., 2021). The loss of cultural values makes the understanding of character also change.

According to his understanding, the character is a trait inherent in the individual. These characteristics lead to the actions to be taken, either positive or negative (Abid et al., 2021). From another point of view, especially religion, a character is a form of morals. Morals are attitudes or actions that have taken root because of habits that are often carried out and become permanent, long, and spontaneous actions (Sedgwick & Jensen, 2021). Regarding character education, three important elements play a very important role in planting and strengthening character education, namely family, school, and environment (Suwarno et al., 2021). Family is the closest element of the child or student. Children's interactions and relationships will always start in the family environment. Families who have good behavioral habits will transmit indirectly in shaping the child's character (August, 2021). Families, especially parents, play a very important role in educating the basics of good character taken from existing religious or cultural values.

The second party that plays a role in character education is the school. Schools as formal institutions are a place in provide a complete understanding of educational values in theory and practice (Sánchez, 2021). All educational materials will be integrated into the form of an educational curriculum as outlined in subjects and school activities. Schools also have a vital role in the implementation and success of providing this educational material (Kadioglu-Akbulut & Uzuntiryaki-Kondakci, 2021). The third is the community environment. The environment with various characteristics and behavior of the people will greatly affect the character of the people around them. If the environment is good, it will have a positive impact on the formation of the character of the community (Hajjar et al., 2021). On the other hand, if the environment is not good, the tendency of the community will also have a negative impact. In addition, the process of character education can be carried out by paying attention to the surrounding environment. Each environment has its own character, so good attitudes vary depending on the environmental situation. Sensitivity and reaction to the environment are very much needed (Zurqoni et al., 2018).

Therefore, the educational process should ideally be able to combine the potential and synergy between the family, school, and the surrounding environment. This will encourage and increase the success of character education in the realization of family

support, a good education system in schools, and a safe and comfortable, and encouraging learning environment (Fitriani, 2021).

The urgency of teacher competence in character education

As previously stated, one of the important elements of character education in school. The most vital component in a school is the teacher (Hoover & Bostic, 2021). The teacher is the spearhead of the school in terms of the practice of teaching education in the classroom. As the vanguard in the implementation of learning, the teacher automatically becomes a profession that demands expertise, skills, and competence (Cahyono et al., 2021). This requirement is a form of responsibility in carrying out its duties and functions. Competence itself is theoretically a combination of knowledge, skills and behavior manifested in the practice of thinking and acting (Fernandes et al., 2021). Another perspective of competence is the ability that a person has in carrying out something that is obtained through education and training. Based on this understanding, it can be understood that the competencies that must be possessed by teachers are the results obtained in the world of education and training (Hämäläinen et al., 2021). This means that in the world of education, competent teachers are needed to achieve good educational targets.

Competent teachers according to the context of Indonesian education must have competence in four areas, namely pedagogical, professional, personal, and social. Indicators in teacher competence in pedagogical aspects include the ability to master student characteristics, master learning theory, learning practice, assessment, and evaluation (Lauermann & ten Hagen, 2021). In pedagogical competence, teachers are also asked to be able to develop the potential of students, take advantage of the results of assessments and evaluations in improving learning, and reflect in further efforts to improve the quality and quality of education. Professional competence is more emphasized on the ability of teachers in terms of mastery of the material, structure, concepts, and material development as well as creative (Prasetyono et al., 2021). Personal competence places great emphasis on appropriate action practices by religious, legal, social, and cultural norms. Besides that, in personality competence, teachers can show an honest personality, have noble character and be role models for students and the community. Social competence includes elements of objectivity, non-discrimination, inclusiveness, communicativeness, and being able to adapt to the existing socio-cultural diversity (Abdullah, 2021). Teachers have a very vital role in the implementation of character education in schools. Teachers must be able to carry out an integrated character learning process and be a role models for students (Zurqoni et al., 2018). From the explanation of these competencies, under any conditions and situation, teacher competence is a mandatory requirement for a teacher. In the context of this research, pedagogical competence and personality are the main topics of discussion.

METHOD

General Background

This research is designed in the form of field research with qualitative research and uses a phenomenological approach. Phenomenology is a study that reveals the life

experiences of several people in the concept of a phenomenon. The focus of the research is to describe the participants' habits in dealing with a phenomenon (John W. Creswell, 2015). In this study, what is meant by the phenomenon is the shift in character education carried out in schools. The research subjects consisted of 15 high school teachers from 5 schools in the West Java region of Indonesia. This study was conducted during a pandemic for almost 4 months.

Participants

Participants in this study were taken using a purposive technique, where the research subjects were determined in advance with the criteria that the participants were prioritized by religious teachers, had more than three years of teaching experience, and came from private or public schools. The participant profiles can be summarized according to Table 1.

Table 1
Research respondent data

Initial	School	Position	Gender	Total
EL	Private	Teacher	Female	1
HC	Private	Teacher	Male	1
HP	Private	Teacher	Male	1
AM	Private	Teacher	Female	1
JN	Private	Teacher	Male	1
SN	Private	Teacher	Male	1
LK	Private	Teacher	Male	1
NH	Private	Teacher	Female	1
DM	Private	Teacher	Female	1
LR	Public	Teacher	Female	1
HD	Public	Teacher	Male	1
AJ	Public	Teacher	Male	1
BY	Public	Teacher	Male	1
AN	Public	Teacher	Male	1
SM	Public	Teacher	Male	1

Note: the total participants are 15 teachers

Instruments and Procedures

The implementation of this research is collecting data through in-depth interviews and using an interview protocol that has been prepared in advance. The data collection procedure is through the stages of data collection, data sorting, data classification by theme, final data presentation, and data analysis in the form of complete data translation based on a description of the main themes that have been found.

Data analysis

Analysis of research data according to the type of research, using the analysis model conducted by Miles and Huberman stated that the qualitative data analysis step begins with data collection, data reduction, presentation, and drawing conclusions. The process starts with data recapitulation so that a large amount of data is obtained from the

interview, documentation, and observation processes. The data is then entered in the reduction process to select the required and unneeded data. The reduction process is carried out with the intention of simplifying the data to verify the relevant data. The data that has been reduced is classified according to the design of the analysis that has been designed. Then, everything will be displayed. Each data reduction has been classified as verified by various facts in the field. Based on the classification obtained through the process that has been carried out, the final step is to draw various conclusions from the results of the research. The data analysis chart can be seen in Figure 1.
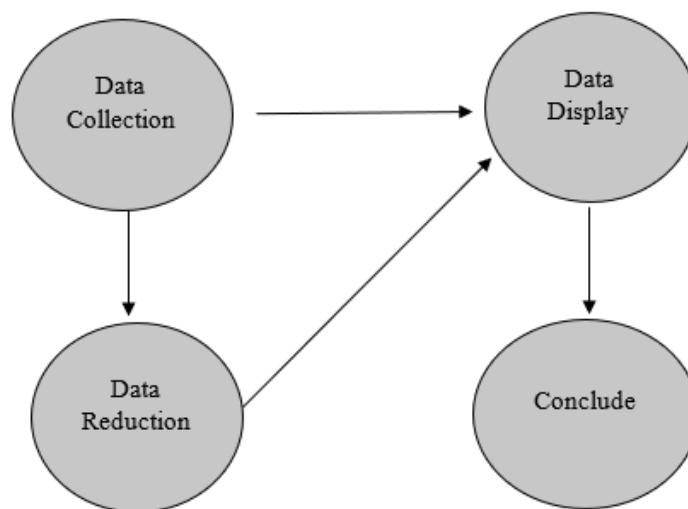

Figure 1
Data analysis procedure

FINDINGS

By the research questions described earlier, the results of this data analysis will explain the forms of competence possessed by teachers, especially in the pedagogic and personality aspects. Besides that, it will also describe the character education model taught by the teacher, especially during the COVID-19 pandemic situation.

Forms of pedagogic competence and teacher personality

The findings indicate that the competencies possessed by teachers, especially in the pedagogic and personality fields, are included in the good category. This can be seen from the experience of teachers who have been teachers for a long time. The existing teachers have an average range of five years of teaching experience, some even more than ten years. This shows the competence that the teacher already has based on this experience. This is also to the EL teacher's statement that "*I have more than ten years of experience as a teacher. During this period, there was a lot of experience both in teaching methods and strategies, preparation of learning materials and others*".

This opinion is also confirmed by an HC teacher who has also been teaching for almost 15 years. He stated that "*The longer the teaching year will usually increase and strengthen the teacher's ability to teach. As I experienced, in the early days, I still had difficulties in how to make teaching materials and so on, but often the many experiences and discussions with senior teachers allowed us to improve and increase our teaching abilities*".

In addition to the basis of experience and length of teaching, one of the things that supports the pedagogic competence of teachers is the debriefing provided by the school to teachers. Many teachers are usually included in training or teaching workshops. This is also one of the supporters of strengthening the pedagogic competence of teachers. This condition is also what was conveyed by the HP teacher, who stated, "*At our school, we often hold training and workshops for teachers. Both about curriculum materials, learning strategies, training on learning media, and others. From this activity, teachers get a lot of benefits*".

In line with this, it is also reinforced by the explanation of HD teachers, "*Teachers are usually required to have good teaching or pedagogic skills, this is an absolute requirement for teachers. In our place, new teachers will be given training first to equip teachers before teaching. The school has a priority for improving pedagogic competence for this teacher*".

In addition to experience and strengthening in the form of providing training and workshops, before a teacher is appointed, they will usually be screened first about the diploma that is by the teacher's field of expertise. Many teachers who are appointed already have a diploma or certificate of teaching deed or certificate of competency diploma as a form of the main requirement in teaching competence. Almost all teachers who are research subjects have a diploma or certificate as an educator. This is evident from the results of interviews delivered by teacher Aj who explained that "*In the past, when registering to become a teacher, one of the requirements was the existence of a diploma or teaching certificate. And almost all teachers have a teaching diploma or certificate because schools that specialize in education majors usually issue a diploma or certificate after graduation*".

Meanwhile, for pedagogic competence, personality competence is also an important aspect of teacher competence. Almost all the teachers who were used as research subjects had good personalities. Conditions are based on the activities of teachers in the school and community environment. Most of the existing religious teachers are teachers in schools who are graduates of schools based on a strong religion and many are even graduates of Islamic boarding schools. Even though it is not a standard, based on the findings from the field, so far these teachers have dedication and good personalities. Many teachers have important roles in their community, namely being community leaders, ustadz, and even leaders of religious organizations at the branch, branch, or even regional levels.

This finding reflects that the personality competencies of most teachers can carry out the role of teachers based on good personality competencies as well. The statement from the

AN teacher described that "*In general, teachers in schools who talk about character education are graduates from religious-based schools. Besides that, they also usually become community leaders or religious leaders in their environment. By bearing the title of religious and community leaders, they will be very careful about their actions. So that they can be a good example not only for students at school but for the wider community*".

SM teacher also added that "*As teachers, especially religious teachers who teach character education for students, we are required to be good examples. What we are going to do will be in the spotlight. This is often what guides us to have a good and exemplary personality*". Some of the findings of these pedagogic and personality competencies can be summarized in several important keywords. Table 2 summarizes these important themes.

Table 2
Research respondent data

Competence Possessed	Competency Form		Competence Essence	
Pedagogic	1.	Teaching Experience above five years	1.	Increase knowledge and skills
	2.	Provision of teachers in the form of training, workshops, and others	2.	Increase skills in teaching practice
	3.	Diplomas according to the required fields and competencies	3.	Evidence and the main requirements for the suitability of the ability of the field and teacher competence
Personality	1.	Teachers are graduates of religious-based schools and Islamic boarding schools who prove their personalities are relatively good	1.	Basic religion-based education and Islamic boarding schools indicate the existence of education that can form a good personality too
	2.	Become a religious and community leader in their social environment	2.	The status of religious and community leaders makes teachers a good role models and will be the basis for behavior and actions to always do good and be an example for others.

Character education model taught

Based on the research findings, the competence of teachers in pedagogic and personality aspects greatly supports education, especially character education during the pandemic. Some of the character education models taught by teachers that became the findings were character education through experiential earning, inquiry, and collaborative learning models. Making student documentation in interactions with parents during a pandemic, observing and analyzing a case that occurred, and the form of collaboration with other student friends are practical examples of this learning model.

The learning conditions carried out in schools due to the pandemic in addition to having a negative impact but also having a positive impact. One of them is in the process of planting and character education. So far, one important thing in character education is the practice and examples given and implemented directly in schools. During the pandemic, this absolutely cannot be done. This makes teachers look for innovations to continue teaching character education as one of the main materials for education in Indonesia. One of the interesting models of learning carried out by teachers is the experiential learning method where the teacher gives assignments to students to make quiet videos of student and parent interactions that are carried out at home during a pandemic. The purpose of this method is that students can experience directly about character planting in the form of direct interaction.

One of these models was carried out by the DM teacher. He stated that "*During the student pandemic, I asked to make a short video showing student interactions with their parents at home during the pandemic. This turned out to be an interesting thing where not all students can directly have a good interaction with their parents. Some students have a less intimate relationship with their parents because their parents are busy*". JN teacher added that, "*I also asked students during the online learning period to make videos about the student's family atmosphere. Whether students are studying or relaxing with their parents. For some parents, this task is appreciated because it can foster closeness with the teacher*".

Besides planting experience-based character education, some teachers also use analysis models and students find answers to a case. An example of the application of this educational model was delivered by the AM teacher who stated, "*During a pandemic, teachers usually provide material in the form of case analysis. I also did the same, some materials on education related to the situation that occurred, I asked students to watch a short video and give their comments. This is enough to hone thinking skills and the ability to hone students' personality*". Another educational model that is no less interesting is the concept of collaborative education. Some teachers stated that to establish communication and collaboration between students in virtual classrooms, it was necessary to give group assignments. This was explained by the LR teacher who stated, "*Relationships between students in a pandemic situation must still be carried out. Usually, to maintain their relationship and communication, I give them some tasks as a group so that they are still able to communicate well between friends*".

Based on the findings above, it can be understood that many innovations have also been carried out, especially by teachers in the teaching and learning process. This creativity is one of the positive impacts of the pandemic effect in the world of education. The findings of the character education model taught by teachers during the pandemic can also be seen in Figure 2.
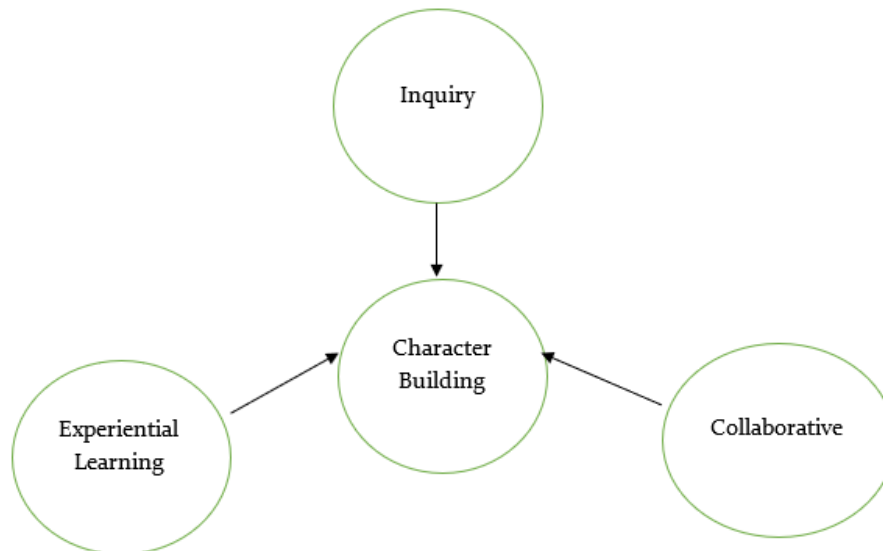
Figure 2
Model of character education for high school students

Challenges in character education during the pandemic

Like a new form and model in the implementation of education, the learning process for character education encounters several challenges and obstacles. The internal aspects faced can be classified in two forms, namely challenges for teachers and challenges for students. For teachers, the pandemic condition requires teachers to be more active and innovative in carrying out learning. Strategies, techniques, and materials are important aspects and need to find a solution because the learning system uses an online system instead of direct interaction. Lack of knowledge about information technology is also a challenge, especially for teachers who have reached old age and don't keep up with updates about information technology. This has an impact on the ability of teachers to use learning media.

In addition to teachers who must prepare learning tools, the limited condition of students in terms of accessing learning facilities, other problems also arise, namely the nature of boredom, student concentration, and activeness in learning and collecting assignments. This condition is alleged because students cannot interact directly with their classmates, so the most visible impact is a decrease in enthusiasm for learning and actively participating in the learning given by the teacher. Besides the internal factors faced by teachers and students, other factors that are no less important are external factors. The impact of a very large pandemic will automatically make macro conditions also experience significant changes. Government policy in adjusting field conditions and in addition to continuing to provide the form of educational facilities, it is necessary to prepare facilities and infrastructure that support the continued implementation of education.

Schools as the front line in education need these facilities for the continuity of education. On the other hand, the effects of a pandemic in the economic field also affect students' ability to prepare learning tools. Many students do not economically have the facilities of mobile phones, laptops, or other devices for learning. Even for the provision of credit as the basic capital for using online learning access, they are not able to provide it. The explanation of one of the teachers also hinted at this condition that "Many students cannot learn. Families of students have very limited facilities. Often families of students are also found who only have one mobile device that is used by the whole family". This condition then also gives rise to another form of education, namely grouping students who have a distance or a close environment. With strict health protocols during the pandemic, the teacher visited one of the students' homes which were used as a meeting place for three to five students. The teacher gives assignments and takes student assignments according to a specified schedule.

DISCUSSION

The emergence of the covid pandemic happened very quickly and was not predicted by many people. The impact is enormous and threatens the lives of people around the world. Thus, adjustments, including in the world of education, must be made immediately (Arlinwibowo et al., 2020). However, the haste in the technical adjustment of learning must still be oriented to the quality of learning (Ismail et al., 2022).

During the pandemic, the education process as an effort to produce quality school graduates must still be carried out. To achieve educational targets and benchmarks for graduates, especially in education, several policies have been made by the government, especially for learning models that are by pandemic conditions (Lorensius et al., 2021). First, the government makes a policy that all educational processes are carried out online. Schools are required to be able to respond well and prepare various educational instruments so that the learning process can run well. (Arlinwibowo et al., 2020). Second, the education curriculum is also concise but still maintains the essence of the target competency achievement of graduates (Wang et al., 2021). Third, the teacher as the spearhead in the learning process needs to be strengthened in its competence. Especially pedagogic and personality competencies for character education materials. This competency needs to be focused on because in online learning there will be many obstacles in character education (Kistoro, 2021). Besides that, there are also many psychological conditions, especially students in the face of learning. Appropriate teaching techniques will greatly affect educational outcomes.

The background of students greatly influences the smoothness of the learning process during a pandemic that involves various information technologies (Yusof et al., 2022). Psychological diseases such as lack of motivation, enthusiasm for learning, laziness, lack of communication, and others will make you more introverted. This is because children are more interested in their world, especially when they access the internet a lot, even though they are doing assignments from the teacher (Kim et al., 2021). The skills or competencies of teachers in the personality aspect are very supportive in providing direction and examples to students. Teachers who are considered to have interesting personalities can keep students enthusiastic and interested in the learning

being carried out (Raven, 2021). In the end, students can still carry out online learning well. Based on these conditions, it can be taken an important point that teacher competence has a very important role in the success of education during a pandemic, especially character education. Character education whose goal is to equip students with character values has so far been carried out directly, either in educational materials taught according to the curriculum or through the hidden curriculum in the form of daily practices (Basari et al., 2021). Appreciating the teacher in every word and deed is an example of character values that are usually taught by teachers in their daily learning. The habit of kissing hands in Indonesian culture is another concrete example of inculcating character values (Ningsih et al., 2020). This cannot be done during a pandemic. This is where the urgency of teacher competence in pedagogic and personality aspects so that they can still provide these values in their learning.

In addition to the competencies that are the basis for carrying out the learning process, teachers are also required to be able to implement variations in the learning model. During the automatic pandemic, the use of information technology media plays an important role (He et al., 2021). We can learn how the positive effects of using technology in supporting the learning process (Arlinwibowo et al., 2022). The results also show that the use of information media can be a solution for a new educational model (Arlinwibowo, Mustaqim, et al., 2021; Arlinwibowo, Retnawati, et al., 2021; Marsigit et al., 2020). Students who are given certain tasks need to get assistance from their parents. Parents also have an important role in building and supporting a learning atmosphere at home (Bhamani et al., 2020). Parental support and motivation will be another major factor in the success of online education. Parents who monitor and supervise a lot and provide encouragement in the form of support and motivation to their children can establish closeness and be able to instill character values indirectly (Zaitun et al., 2021). On the other hand, parents who tend to be permissive towards their children's learning also have a role in student achievement. Children will tend to do learning not seriously and seriously.

CONCLUSION

So far, the aspect that is most often considered during the pandemic is the impact on the achievement of students' knowledge and skills. There is still little research that reveals the effect of the pandemic on the character of students and the various factors that influence it. The results of the study concluded that during the pandemic the education system all changed, including character education as part of strengthening students' affective competencies. To support the achievement of these targets, many factors play a role, namely the competence of teachers as direct actors in learning, the learning model carried out, the teaching materials provided, and the learning media used. Besides that, another role taken by the government is the existence of policies made by the government and the facilities provided to support the implementation of a good learning activity process. Do not forget the role of schools in providing debriefing to teachers before carrying out the learning process. In addition, the environment also plays a role in the formation of students' character. The environment can have an influence on character formation and can also be used as a context for integrating character learning.

Several new findings were produced in character education during the pandemic, namely the level of parental participation in accompanying and directing their children through the tasks assigned by the teacher. This indirectly is also a form of character education, because parents will provide direction and practices of good educational values such as enthusiasm for learning, hard work, active communication, cooperation, and respect for parents.

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