THE URGENCY AND STRATEGIES OF STUDENT CHARACTER EDUCATION IN THE NEW NORMAL ERA

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ABSTRACT

The occurrence of moral crisis problems among people in daily life makes character education important to be applied in Indonesia, especially in the new normal era like today. The purpose of this study is to examine more deeply about the urgency and strategy for implementing character education in the new normal era. The research method uses a literature study by seeking information related to the topic in books, journals, and proceedings on a national and international scale. The results of this study indicate that character education is very important to be applied to counteract the negative effects due to the implementation of new normal era policies. The application of character education must be innovative and creative, adapted to new normal conditions, for example by setting an example, providing education with habits, giving advice/reprimand, and giving attention and supervision.

A. Introduction

Producing human resources who are not only broad-minded, but also have character, is certainly the goal of the entire world education system, including Indonesia. These characteristics of human resources are very much needed to advance the nation's development, face challenges and global competitiveness. Therefore, character education must be implemented in the education system in Indonesia, especially in schools. This is because schools are formal educational institutions that function to produce the ideal generation of the nation (Bangun et al., 2021)

In response to this, the government continues to update the system until now, implementing the 2013 curriculum. This curriculum is designed to increase students' knowledge while at the same time equipping students with noble skills and characters according to the personality of the Indonesian nation. This is in line with the essence of education as stated in Law no. 20 of 2003. Education is defined as a conscious and planned action in realizing the process of mentoring and learning for students actively to develop their potential in order to grow and develop into human beings who are responsible, creative, independent, have noble character (character), knowledgeable, and healthy. Based on this definition, it shows that the essence of education is not only to develop students' knowledge and insight, but also values and character in themselves (Pingge, 2017). For this reason, character education is needed.

Character education is an effort to form character / habits in a person so that his character can be carved properly (Wahyuni & Hasanah, 2016). Another opinion says that character education is education that instills certain character values in students, where these values are moral values that will become the foundation of students to live their lives (Suhrawardi, 2020). Character education for students needs to be carried out as early as possible from basic education to higher education (Khaironi, 2017). Character education is important to do at the school level, because elementary schools are formal educational institutions that provide basic knowledge to students, including knowledge of character values, before they move on to further knowledge at a higher level (Khusna et al., 2018). This is supported by another theory which says that character education at the elementary school level will be the foundation that determines the future of students (Akhwani & Romdloni, 2021). After all, to be able to form a good character in a person, a long educational process is needed and needs to be done as early as possible.

During the new normal period, the education system in many schools began to be carried out with an online and offline system. Of course, this is carried out while still implementing health protocols. Several studies have stated that the education system in this new normal era still makes character education difficult to implement because it is hampered by many things. This is also supported by (Oktavia et al., 2021), that the COVID-19 pandemic has made the implementation of learning and character education more difficult. Even so, character education must still be carried out considering that character education is very important to build noble character in students (Hartati et al., 2020). In addition, the absence of character education in schools will result in moral degradation in students (Marini, 2018). Because of the importance of implementing character education, further studies are needed regarding the urgency and strategy for implementing character education, especially in the new normal era.

B. Method

The method used is a literature study method. This literature study was conducted to obtain various scientific information regarding the urgency and strategy of character education during the Indonesian Covid pandemic. The sources used include journals, books, proceedings/seminars with national and international scope.

C. Result and Discussion

One of the reasons behind the need for character education is the occurrence of moral crises in society in everyday life (Lidi, 2019). This pattern must be corrected immediately. The state with all its policies must take part in creating a young generation with character according to character values that have long developed in Indonesia. Moreover, in the new normal era as it is today, character education is increasingly urgent to do

Developing character attitudes in students during this pandemic has encountered many obstacles because the world has experienced changes in basic habits and culture (new normal). On the other hand, to counteract these cultural changes and the life system that has changed a lot, it is necessary to strengthen the character of students. This makes all components of education must also be responsive and more innovative. Teachers as the spearhead of education who play a very important role in building the character of students (Utari et al., 2020) must really take examples of real actions and innovations that can develop social

aspects and character of students.(Santoso et al., 2020). In addition to teachers, all school members and families must also support the implementation of character education. Considering that character education is not only the responsibility of the teacher but must be carried out in an integrated and sustainable manner by all components including school residents and families. One of the effective character education strategies currently being carried out is by example.

Exemplary is an important element in the implementation of character education, especially during the covid pandemic in the current new normal era (Santoso et al., 2020). This is considering the nature of character which is very closely related to habits and habits that continue to be carried out in daily life (Genggong et al., 2021). According to (Cahyaningrum et al., 2017) providing real and simple examples to students is an important thing to do to improve the character of students who are more focused and moral.

There are three main focuses of the urgency of education according to (Agung, 2011) namely character education must be oriented to teach positive values that have grown and developed in society, exemplary daily behavior, should not be tired in all efforts to improve personality based on character values. To realize this focus, it is necessary to have a strategy and sufficient time, which must be carried out continuously, continuously, and not instantaneously (Irawatie & Setyawati, 2019). So, character education takes a long time, because the process is gradual and emphasizes the process of changing attitudes that are characterized by environmental conditions. The implementation of character education must also use innovative and effective ways, especially in the new normal era like today. One strategy for implementing character education is to use a simple, educational, and fun game model. This model will make students not bored so they want to actively participate in learning activities (Fadlillah, 2016). Not only teachers, character education in the new normal era also requires the participation of parents. Parents must synergize with teachers, schools, or the community to develop character education patterns during the Covid pandemic in the new normal era.

In addition to exemplary, there are other educational methods that teachers can use when students learn face-to-face at school and parents when accompanying students to learn from home to develop the character of students, including:

a. Education with habits, by asking students to repeat the character values they have learned from teachers or parents (Atabik & Burhanuddin, 2015). Given

that character will be formed from a habit or something that continues to be done repeatedly (Komalasari et al., 2014), then a value of good behavior taught to students will be embedded into a strong character if the value is repeated. repeat. For example, getting children used to saying greetings and praying before starting online lectures and getting children to get up early.

b. Education with advice, this method can be given directly in the form of a warning or through storytelling activities. This story method is effective because children generally like stories. By presenting interesting stories, children will have a high level of curiosity, from this will arise the desire to listen and listen carefully. In this case, it is important for the teacher or parent to show a moral message or wisdom from the story, so that children get the character and educational values contained in the story. If the advice given is in the form of a reprimand, then it is important to make sure the language used is polite and does not hurt. Usually, someone will tend to get used to someone to control himself so as not to get reprimanded from others. So that the reprimand can function as an attitude controller.

c. Education by giving attention and supervision, this is the main principle of education, namely when a child does something good, his actions must be respected, encouraged to continue to do it, and rewarded (either verbally or nonverbally) so that the child will be motivated to continue doing things. good character, and over time instill good character in him. However, if the child commits a bad act, it must be prevented and given a warning or warning, explained the consequences of the bad act and given sanctions according to the applicable rules so that the child does not repeat the bad attitude again.

D. Conclusion

The occurrence of moral crisis problems among people in daily life makes character education important to be applied in Indonesia. However, character education in the new normal era encountered many obstacles, because in this era there were fundamental changes in habits and culture. On the other hand, character education still has to be done to counteract the negative effects of these cultural changes. Therefore, new creative and innovative efforts are needed from educational stakeholders such as teachers and parents to carry out character education in children. Some of the strategies that can be done are to provide examples, provide education with habits, provide advice/rebuke, and provide attention and supervision.

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