

Strengthening Character Education Model in Children-Friendly Schools of Covid-19 Pandemic Era

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ABSTRAK. In general, a concept is prepared for normal conditions. So, is this concept still feasible to use when dealing with extraordinary conditions? Of course it will not be fully implemented. Likewise, if a condition undergoes a dramatic change, where the impact of the Covid-19 pandemic is on changing the learning patterns of students who originally studied at school to learn from home with a distance learning model. This change in pattern also results in the adjustment of curriculum content from normal conditions that should be an adaptive curriculum. This research was conducted in order to photograph the modeling conditions of a concept that was applied in abnormal conditions such as the Covid-19 pandemic era. The character education strengthening program (PPK) which is a national program in order to realize the character formation of students in all schools should still be implemented, including in the current pandemic era. Anak Saleh Elementary School, which since its establishment has carried the concept of a child-friendly school, designs the online learning process and continues to pursue the KDP program by involving parents more fully and more frequently.

Kata Kunci: Strengthening Character Education, Child Friendly Schools, Covid-19 Pandemic

INTRODUCTION

Education aims to shape character by developing students' potential which is the basic capital of complete human development where the process must prioritize human values without violence. This is important because it is a preventive measure because education will build a new generation of a better nation (Gafuri, 2015) through the delivery of knowledge, skills, values and culture. Education is not only for cultural inheritance from generation to generation but also emphasizes efforts to renew the nation in all fields of life, economic and socio-cultural fields (Sonhadji, 2014; Tirtarahardja & La Sulo, 2005). However, the fact is that cases of physical or psychological violence often occur. Data in 2019 there are 127 cases of physical, psychological and sexual violence involving teachers, school principals, students and parents, of which 123 cases occurred in schools with 20 male teachers and 1 female teacher as the perpetrators. In 2018, there were 117 children victims of violence by 22 perpetrators. Furthermore, in 2017 there were 393 child victims of sexual violence by 66 boys, and in 2016 it was reported that there were 719 child victims of violence with 179 male perpetrators (Sonhadji, 2014; Tirtarahardja & La Sulo, 2005). Another surprising fact is that 7 out of 10 students or around 84% of students have experienced violence at school, with 45% of the perpetrators being teachers and school officials. Perpetrators of this violence, around 40% of students aged 13-15 years have experienced physical violence by peers, 75% of students admit to having committed violence at school. As for 22% of female students mentioned that teachers or school officials are perpetrators of violence, and 50% of children reported experiencing bullying at school (Seftiawan, 2017). Based on data on the comparison of cases of violence between countries conducted by the International Center for Research on Women (ICRW), Republika Daily also released that the number of cases of violence in schools in Indonesia (84%) was higher than Vietnam (79%), Nepal (79%).), Cambodia

(73%), and Pakistan (43%) (Mukhtar & Zuraya, 2017). Cases of violence in schools tend to not be significantly reduced, coupled with the increasing quality of violence that will obscure the purpose of holding education (Darmaningtyas, 2011).

Many studies on the causes of violence have been carried out, one of which is according to Agustin & Gustiana (2018) that the forms of violence by and/or to students are hitting, twisting, insulting and ignoring which is motivated by behavior seeking attention, grabbing a friend's toy, and being impatient. . Sari & Azwar (2017) agree that this act of bullying is caused by several factors, including the perpetrator seeking a sense of security as a perpetrator compared to when he was a victim. Children who are victims of violence (physical, verbal, emotional and sexual abuse) are between the ages of 8-11 years (75%) who come from underprivileged families (Andini et al., 2019). The results of the Qodar study (2015) which strengthen UNICEF data conclude that girls experience violence more often than boys. However, in general, children who are victims of violence tend to hide their situation at school. However, children who are victims of violence can be identified by their depression and lack of self-confidence. Children also lose their desire to go to school accompanied by complaints of nausea or headaches every time they go to school (Kadi & Fadlyana, 2007). What is even more dangerous is the impact of acts of sexual violence where victims experience lifelong trauma and will lose their future (Agustina & Ratri, 2018; Noviana, 2015).

Reflecting on the things above that befell students so that they form a negative perception of the world of education. This underlies the 2016 Indonesian Children's Congress where one of the points is "Make our schools and curriculum child-friendly to remote areas". Therefore, researchers consider it necessary to strengthen character education, and revitalize school functions to be more child-friendly. A school that is able to provide a sense of security and comfort to students so that it becomes a fun place for children, because in school children will be educated to know each other, love one another (Andim, 2012) which in turn will be able to shape the character of students because in its application there must be fulfillment of children's rights, namely, basic rights such as protection and student participation in learning (Anshory & Ulum, 2017). This is a manifestation of a humanist education system that offers a dynamic learning process and gives students the freedom to critically recognize real life (Freire, 1985) through learning that empowers students through science so that this system tends to be more child-friendly (Amstrong, 2008). In this regard, Chatib (2015) calls it a human school, arguing that a learning system that focuses on students and explores the diversity of student potential to be upgraded into character. With this in mind, this study tries to provide a discourse on the implementation of child-friendly schools that provide an effective model of strengthening character education.

Research on character education in the last five years tends to increase and continues to grow. Of course this is because every country feels important for the sustainability of its nation and state by teaching character in schools. This is in line with Komaruddin Hidayat's opinion that character education as part of value education is to form students' subjects to recognize, realize the importance, and live up to the moral values that guide their attitudes and behavior as human beings, both individuals and groups in a society (Widiastono, 2004). The interesting thing in this study was that during the Covid-19 pandemic, almost all schools around the world held online learning for students at home. Meanwhile, the existing character education system in general still uses face-to-face education patterns in schools. This study also captures the involvement of parents in providing strengthening character education while students study from home.

LITERATURE REVIEW

Child Friendly Schools (CFS)

Since the term SRA emerged, local and national policies have been aggressively trying to implement it in their respective regions and regions so that it seems that there is a movement so that schools become 'child-friendly'. Moreover, this SRA is an important part for the realization of Child Friendly Districts/Cities (CFD) as stated in Law No.17/2016 concerning amendments to Law No.35/2014 concerning amendments to Law No.23/2002 concerning Child Protection and the Ministerial Regulation. PPPA No.8/2014 on SRA Policy (Hendrani, 2020).

Meanwhile, SRA is realized based on the following principles: (1) non-discrimination by ensuring that children enjoy the right to education without distinction; (2) the best interests of the child as the main consideration; (3) life, survival, and development, namely creating an environment that respects the dignity of the child and ensures the holistic development of the child; (4) respect for children's views which include respect for children's rights; and (5) good management, namely ensuring transparency, accountability, participation, information disclosure, and the rule of law (KemenPPPA RI, 2015).

However, what needs to be criticized is the SRA implementation process that occurs in the field. A number of aspects that are thought to not touch substantive things that are not visible and very subtle, include: (1) SRA is realized with two alternatives, at the will of the school itself or requested by the regional government, (2) schools that will become SRA will be facilitated by a decree and nameplate/banner and there will be a declaration, (3) verification and assessment instruments are more inclined to physical aspects, such as building facilities/infrastructure and others. This seems odd because it positions the school as an entity that is far from knowing the meaning of child-friendly. Even though when the school was founded, it was a must to be child-friendly. As is well known, the first school founded by Ki Hajar Dewantoro was given the title as a student park which means a place and vehicle for self-improvement to become a whole human being in a joyful and liberating atmosphere.n (Yamin, 2012). Meanwhile, non-physical aspects that do not appear such as communication-interaction relationships between students, or teachers with students and between teachers, acts of discrimination against SARA motives or other factors, the structure and content of the school curriculum-syllabus, the learning process, the learning evaluation system, and etc. Thus, SRA is not a form of innovation in the world of education.

Child Friendly School Relationships and Strengthening Character Education

Child-friendly education or school will be able to shape the character of students because in its application there must be fulfillment of children's rights, namely, basic rights such as protection and student participation in learning. -good. Conceptually, SRA is a program to create safe, clean, healthy, caring, and environmentally cultured conditions, which are able to guarantee the fulfillment of children's rights and protection from violence, discrimination, and other mistreatment, while in school, and support children's participation, especially in planning, policy, learning and supervision. (KemenPPPA RI, 2015). The SRA program is to condition a school to be comfortable for children, and to ensure that schools fulfill children's rights and protect them, because schools are expected to be a second home for children.

Meanwhile, in operational character education, it is presented through a continuous process of habituation in daily life so that students have awareness, good understanding, concern and commitment in implementing these good habits every day. So that character education is an effort to educate children so that they can make decisions wisely and apply them in everyday life, so that they can make a positive contribution to their environment (Megawangi, 2010) which includes all aspects as teaching or guidance to students to realize the value of truth, goodness, and beauty, through a process of consistent habituation behavior (Mulyana, 2004).

Conceptually, Sastrapratedja defines character education as value education as the cultivation and development of values in a person (Kaswardi, 1993). Meanwhile, Marimba (1989) formulated character education as a conscious guidance on the development of students, both physically and spiritually in order to form the main personality. The character is a person's nature in responding morally to a condition in the form of real actions through attitudes and behavior according to positive characters (Mulyasa, 2013). Wiyani (2013), Samami & Hariyanto (2014) argue that character education is a process of guiding students to become fully human, with character and having the dimensions of heart, thought, body, taste and intention. So character education is a great job of a nation that requires participation and support from the community, because it is a conscious effort to guide and teach positive values to students so that they grow and develop into complete human beings towards perfection of heart, mind, body, taste and spirit. intention.

Online Learning During the Covid-19 Pandemic

The implementation of character education by schools also requires support from parents and the community. This support is stated in the character education strengthening program (PPK) to strengthen the character of students through harmonization of heart, taste, thought and sports with involvement and cooperation between schools, families and communities (Humas Setkab RI, 2017). With this KDP program, it is hoped that parents will realize that the responsibility for education is actually the domain of the family, not the school.

The involvement of families in children's education in schools found its urgency when the Covid 19 outbreak emerged that hit the whole world at the end of 2019. The Covid-19 outbreak that has hit 215 countries in the world, presents its own challenges for educational institutions, especially education at the elementary school level. In Indonesia, the Covid 19 outbreak was only felt when the first case was discovered in early March 2020, and in mid-March 2020 all school and office activities were closed. The government has instructed to work and study from home.

Governments in many countries have also prohibited schools from carrying out face-to-face (conventional) learning and ordered them to conduct learning remotely (Biro Hukum, 2020). This is in accordance with the opinion of Rothan & Byrareddy (2020). The Covid-19 outbreak is a type of epidemic that spreads very high and fast because this virus attacks the human immune and respiratory systems. Prevention of this outbreak is done by avoiding direct interaction of infected people with people who are at risk of being exposed to this corona virus (Caley et al., 2008) by regulating distance and physical contact that has the opportunity to spread the virus which is often called social distancing (Bell et al., 2006).

By utilizing infrastructure facilities as they are, teachers and students carry out the learning process from their respective homes. Social media networks have become crowded and full of interactions between devices where teacher-students engage in distance learning interactions. In less than a month, the distance learning process began to be felt by the parents of students. Many complaints were submitted about the distance learning process which had an impact on the swelling of credit funds and data packages that had to be purchased. Not to mention the non-technical problems concerning the attitudes and behavior of children who no longer carry out the usual habits as they used to when they were active in school. This gives a signal that the academic learning process through the network (online) has not touched the process of forming and habituation of character values that must be carried out by students. This condition is exactly as written by Republika.co.id (Wednesday, March 18, 2020) where a number of parents experience stress due to online learning carried out by schools which has an impact on the additional burden of parents to accompany children's learning and also financing for data packages (Saubani, 2020). Symptoms like this are experienced by most parents in all regions and regions in Indonesia.

The same complaints were also experienced by teachers, ranging from the problem of mastering technology to the availability of internet data packages. Therefore, many schools make simplifications and adjustments to learning conditions that must be carried out remotely. This is an implementation of the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Emergency Conditions which aims to provide flexibility for schools in carrying out teaching and learning processes during emergency conditions in the current pandemic era (Biro Hukum, 2020).

Actually, the online learning system is not a new method in the world of education. This method has long been used in the United States in 1892 when the University of Chicago organized the first distance learning program at the higher education level. This method from time to time continues to develop with the support of various communication and information technologies such as radio, television, satellite, and the internet (Wikipedia, 2020). The widespread use of the internet by people in various countries in 1996 became a phenomenon that continues to grow and is followed by the emergence of various digital content in it (Grant & Meadows, 2010). Along with that, John Bourne (in Wikipedia, 2020) in the same year developed the Asynchronous Learning

Network Web which provides an opportunity for the birth of an education system that can be done by anyone, anytime and anywhere through the internet network.

In general, online learning is widely reviewed based on the separation between students and teachers in space and time, the use of teaching materials that are designed and produced systematically. In online learning, the role of the teacher is to present religious activities. If online learning only moves tasks online, then learning becomes monotonous (Nindiati, 2020). Communication that occurs can take place continuously or non-continuously (non-continuous) between students and students, tutors, and educational organizations through various media as well as intensive monitoring from educational organizations. Dogmen defines it as a form of self-directed learning that is systematically organized in which counseling, presentation of learning materials, and monitoring of student learning outcomes are carried out by different teachers (Keegan, 1996). Learning is carried out using the help of media. Online learning is a learning method that uses correspondence as a means of communication between teachers and students plus the interaction between students in the learning process (Mackenzie & Christensen, 1971). Kristanto (2020) added that online learning needs to be carefully designed in order to optimally facilitate student learning. Online learning is based on the principle of teaching as interaction which forms the framework for designing online learning. This principle recognizes that teaching involves a complex process of interdependent learning actors.

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RESEARCH METHODS

This study uses a qualitative approach that is often used by researchers in the field of education. Qualitative research approach is a research process based on methods to investigate a social phenomenon and human problem. In this study, the researcher makes a complex picture, examines the facts of the field findings, reports in detail from the respondents' views and conducts studies in natural situations. (Sugiyono, 2017).

Qualitative research is carried out under natural conditions and is inventive in nature. In qualitative research, the researcher is the key instrument. Therefore, researchers must have a broad theory and insight so that they can ask questions, analyze and construct the object under study to be clearer. This research emphasizes more on meaning and value bound. Iskandar (2009) asserts that the nature of qualitative research is to observe people in their environment interacting with them, trying to understand their language and interpretation of the world around them, approaching or interacting with people related to the focus of research with the aim of trying to understand, explore views and experiences. them to get the necessary information or data.

In addition, this research is also descriptive in nature which generally aims to describe systematically the facts and characteristics of objects or subjects accurately. This is in line with the purpose of this research, which is to obtain problems related to the field of education and human behavior (Darmadi, 2011). For this reason, the strategy carried out during this research is also very flexible and interactive, such as direct observation, participatory observation, interviews, studying documents, documentation techniques and so on, all of which are in order to obtain valid data. (Sukmadinata, 2015). Darmadi (2011) also emphasized that the collection and analysis of qualitative research data is interactive, taking place in overlapping circles so that the steps are flexible, depending on the strategies and data that have been obtained previously.

This study also measures the conditions of teachers and students. So that in terms of data analysis, it is also carried out according to the rules in quantitative and experimental research, in addition to analysis of qualitative data findings. By using a simple analysis of the measurement of the condition of schools, teachers and students, information is obtained on real conditions that confirm the facts on the ground.

RESEARCH RESULT

Anak Saleh Elementary School is a school that was founded from the start with the mission of humanism based on Islamic values that are thick with local wisdom culture. Therefore, Anak Saleh Elementary School is substantively a child-friendly school and friends for families & children. This is indicated by the curriculum design and learning process that focuses on students (Student Center), comfortable and safe building facilities and infrastructure for students, as well as teachers and employees who understand the world of children.

Related to the demands of education in the global era, UNESCO has launched four pillars of universal education, namely: (1) Learning to know, where education is able to encourage students to be willing and able to master knowledge instruments, both as a tool and a goal of life; (2) Learning to do so that students are able to act creatively in their environment; (3) Learning to live together so that students are able to play a role and cooperate with others in various social activities; and (4) Learning to be is related to efforts to maximize student development as a whole.(Delors et al., 1999), Saleh Elementary School children develop it into integrated character education between activities with one another whose source and emphasis is character education.

Character education at Anak Saleh Elementary School was developed by simulating the character values being taught. If the Government does this by categorizing them into five main values, namely Religious, Mutual Cooperation, Independent, Nationalist, and Integrity, then Anak Saleh Elementary School summarizes them into Five Characters consisting of (1) personal piety, (2) social piety, (3) national piety, (4) intellectual piety, (4) natural piety, as shown in the following diagram.



Figure 1. Diagram of the Five Characters of Saleh Elementary School Children

In detail, the values summarized in the Five Characters are as follows.

Table 1. Values of the Five Characters of Saleh Elementary School Children

CODE	CHARACTER VALUE	VALUE INDICATORS (FOR STUDENTS)
PERSONAL GOODNESS		
P1	Religious commitment	Have the determination to be a servant of Allah SWT with confidence in various conditions until the end of life.
P2	Love peace	Never fight and get into fights.
P3	Tolerance	An attitude of mutual acceptance of differences in religion/belief is formed and mutual respect for each other.
P4	Respect differences in religion and belief	Created an attitude and an environment of mutual respect between religions and beliefs.
P5	Strong determination	There is a confident attitude towards the faith of religious adherents in each of them.
P6	Self-confident	His bold attitude shows his identity as a devout religious believer.
P7	Reject bullying and non-violence	There has never been a case of bullying and violence in the school.

P8	Sincerity	There are acts of help to others that are done selflessly.
P9	Work ethic (hard work)	Seems to study hard and earnest.
P10	Toughness	Always focus on the goal and Final result.
P11	Professional	Behave and act in accordance with the rules and rules of science.
P12	Creative	There is a creativity contest
P13	Courage	Active participation in participation in competitions.
P14	Become a lifelong learner	Enjoys doing learning activities.
P15	Moral commitment	Having the burden of self-integrity, self-respect, honor and pledge of allegiance to an individual or collective decision to violate or ignore it.
Godly Social		
S16	Friendship	Have an attitude that always maintains good relations with others.
S17	Don't force your will	Have an open-minded attitude towards joint decisions and not selfish.
S18	Cooperation between people of religions and beliefs	There are joint activities involving all elements of religion.
S19	Protecting the small and the left out	There is an attitude of partiality to the weak and excluded.
S20	Protecting the environment	The school environment is always clean.
S21	Value	Put others before yourself.
S22	Cooperation	Always ready to work hand in hand to achieve the goal.
S23	Inclusive	Have an open attitude to anything and anyone
S24	Commitment to joint decisions	Actions also carry out the results of the deliberation.
S25	deliberation	All problems are resolved by deliberation.
S26	Mutual help	Frequently make donations/donations to students who are affected by disasters.
S27	Solidarity	There are social actions/movements to raise humanitarian funds.
S28	Anti discrimination	Not discriminating services to all students.
S29	Anti violence	There is a unified attitude towards violent behavior in schools.

S30	Volunteering attitude	Active care in helping natural disasters.
Godly Intelligence		
C31	Excellence and achievement	Have achievements in work
C32	Scientific honesty	Demonstrate open and transparent behavior and speak according to the facts of what is experienced and according to science.
C33	Love science	Enjoys lifelong learning and makes science a medium for finding the truth.
C34	Loyal	Have consistent support and alignment with one choice without being affected by environmental conditions that suppress or influence it.
C35	Anti Corruption	Refuse all attitudes and actions that reduce, exchange, hide everything that belongs to the public/others so that the rights of the public/others are lost.
C36	Defending justice and truth	Have a sense and rationality for attitudes and actions to fight for justice and defend the truth.
C37	Responsible	Carry out a mandate or a mandate seriously for the attitude and action on something.
C38	Exemplary Example	Give examples of right and good actions to inspire and move others.
Godly Naturality		
A39	Power struggle	Trained in scouting activities and understand the behavior of nature.
A40	Love the environment	There is an attitude of caring for the environment to maintain and protect it.
A41	Have empathy	Being able to feel the happiness and suffering of others.
A42	Respect the dignity of individuals (especially persons with disabilities).	Treat others as free human beings and maintain the dignity and self-respect of each child/student.
Godly Nationality		
K43	Appreciation of own nation's culture	Using the results of their own culture and work.
K44	Protecting the nation's cultural wealth	Participate in arts and cultural activities at school.
K45	Rela berkorban	Prioritizing public interest over personal
K46	Love the homeland	Actively participate in flag ceremonies and commemoration of

		national holidays.
K47	Obeys the law/rules	Obeys the rules and try not to break the rules.
K48	Discipline	Willing to run the rules and always keep commitments.
K49	Respect for cultural, ethnic and religious diversity	Maintain cultural, ethnic and religious diversity in school and outside school.
K50	Respect the nation's leaders	Have respect for the leaders of the country and the nation both living in the past and present.

Source: Saleh Elementary School Children's Academic Guidelines 2019/2020

Panca Character is applied in the learning process which is divided into a number of activities, both intracurricular, extracurricular and cocurricular as shown in the following table.

Table 2. Implementation of Character Education in Saleh Elementary School Children

Intracurricular	Extracurricular	Cocurricular
Enter into the five major themes of learning: <i>Ourselves, Environment, Science & Technology, Managed the World, Changing</i>	Scouting, Dance, Futsal, Martial Arts, Badminton, Drumband, and so on.	School of nature, Homebase System, G-Force, KPBS, KANCIL, TTM Al Walad.

Source: Saleh Elementary School Children's Academic Activity Report 2019/2020

Implementation of character education in intracurricular activities into the learning process at Anak Saleh Elementary School uses five major themes which are the integration of the Five Characters, namely (1) Ourselves from Personal Piety, (2) Environment from Social Piety, (3) Science & Technology from Scientific Piety, (4) Managed the World of National Virtue, and (5) Changing of Natural Virtue. Integration is carried out through a large theme learning process that is incorporated into subjects at every level. In this section, it is hoped that students will learn to think and feel. Meanwhile, for character building through sports, extracurricular activities are carried out such as scouting, futsal, dance, sound art, drum band, and so on.

To support the character education process in intracurricular and extracurricular activities, Anak Saleh Elementary School adds a number of student activities to co-curricular activities, namely: (1) School Culture Enforcement Corps (KPBS). The Student Peer-Learning Program aims to create a school environment that is typical of Islamic culture in order to inculcate the character of personal piety; (2) The Model Mosque Team (TTM) is a peer-learning student program aimed at creating a conducive and coordinated atmosphere in routine worship in order to internalize the character values of social piety; (3) The Children's Community of Saleh Cinta Literasi (KANCIL) is a forum for training the character of intellectual piety through student learning experiences as outlined in literacy works, both verbally and non-verbally; (4) Homebase System. Is a student self-development program that is oriented to the character values of national piety by collaborating with all its members through field activities; and (5) Green Force. It is a Student Peer-Learning program that aims to establish a clean, healthy learning environment and support the creation of PAIKEM conditions as the actualization of the character values of natural piety.

DISCUSSION

Learning in the Pandemic Era

The massive spread of Covid 19 in various countries, forcing schools to make changes. Changes that seem like in the fields of information technology, social, economic, political to educational in the midst of the crisis due to Covid 19. These changes require readiness to be responsive to new things. Indonesia and other countries are looking for solutions for students to keep learning and fulfill their education rights. As of April 1, 2020, UNESCO recorded at least 1.5 billion school-age children affected by Covid-19 in 188 countries including 60 million of them in Indonesia. (Suharwoto, 2020) .

In order to fulfill the Government's instructions through SKB 4 Ministries in 2020, Anak Saleh Elementary School conducts a distance learning process by combining online and offline methods. Schools also set standards such as teacher performance, student learning readiness at home, learning media, evaluation and so on. In addition, efforts have also been made to select only the main material to be presented. Because that way according to Dewi (2020) that during the Covid-19 pandemic, online learning at the elementary school level can still be held properly.

The online learning model for Anak Saleh Elementary School is classified as blended learning, as Sari (2015) argues that blended learning does not only rely on the material provided by the teacher, but students can search for material in various ways such as discussing, opening websites, searching for materials through search engines, portals, , or blogs, or it could be with other media in the form of learning software and also learning tutorials.

When compared with conventional learning, online learning has a number of basic weaknesses, namely: (1) high learning disorders, (2) the flexibility of students to receive teacher explanations is not fulfilled, (3) there is a high probability of misunderstanding the material. (Munir, 2009). This weakness factor is a challenge for teachers to carry out distance learning for elementary school students who, according to developmental psychology, do not yet have mental maturity and are in the process of cognitive formation. (Desmita, 2017).

The following is an online learning scheme at the Saleh Children's Elementary School in order to fulfill the 4 Ministerial Decree regarding learning in the era of the Covid 19 pandemic.

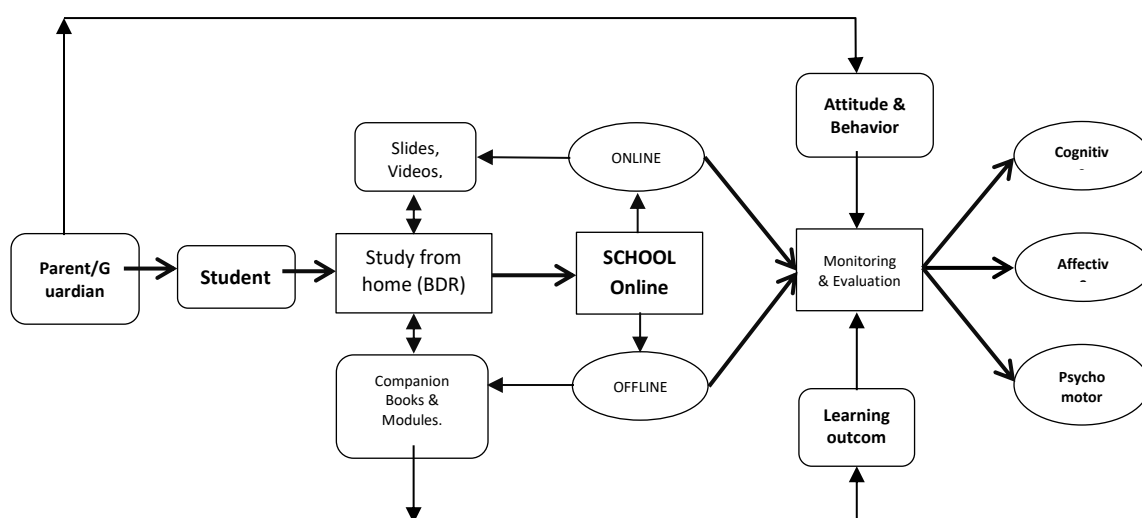


Figure 1. Online Learning Scheme for Saleh Children's Elementary School

The online learning organized by Anak Saleh Elementary School uses two alternately scheduled patterns. Online online learning through the Zoom application or Google Meeting streaming for routine morning activities before learning such as praying, singing the national anthem and practical worship. After that, students then open the learning video that has been sent by the teacher to Google Classroom. From there, new students will do independent exercises through companion books and modules that have been provided.

Recognizing the diverse readiness of each student and the non-ideality of the online learning process, at the beginning of the planning, adjustments were made to the curriculum-syllabus as shown in the following table.

Table 3. Summary of Simplification of the Number of KD per Level

Class	Total KD				% Reduction	
	Smt I		Smt II		Smt I	Smt II
	Reg	Dar	Reg	Dar		
I	44	39	31	25	-11%	-19%
II	62	31	31	29	-50%	-6%
III	38	32	34	29	-16%	-15%
IV	99	55	39	38	-44%	-3%
V	45	28	36	27	-38%	-25%
VI	71	36	38	38	-49%	0%
Average	59,83	36,83	34,83	31		
% Reduction	-38%		-11%			

Source: KTSP Mandiri in Special Conditions for Saleh Children's Elementary School in 2020/2021

The table data above informs that the simplification of the overall curriculum at Anak Saleh Elementary School in the first semester reached 38% and 11% in the second semester. Meanwhile, the class with the greatest simplification of the curriculum is in class II and class VI, which reach 50% and 49%, respectively. Class I and class III are relatively small, the simplification rates are 11% and 16%, respectively.

The role of parents accompanying and supervising and directing student learning is very important. With all their limitations, parents try to accompany their children to study at home. Parents must divide their attention between doing household chores and accompanying children to study is a new habit that has rarely been noticed (Nugraheny, 2020). Without parental supervision and direction, students will not necessarily study according to schedule. In preparation for learning, the role of parents is also needed to organize everything so that students are really ready to learn. From monitoring the online learning process of students at home, the following data were obtained.

Table 4. Summary of Student Learning Monitoring Results

No	Aspects of Student Attitude and Behavior Assessment	Percentage (%) Achievement Per Class						% Rata-rata
		I	II	III	IV	V	VI	
1	Readiness to join learning	82	87	91	84	83	89	86,0
2	Student attendance	97	89	93	90	94	97	93,0
3	Morning activities: bathing, breakfast and praying dhuha.	86	87	87	90	98	97	90,8
4	Dress discipline	87	89	93	86	82	92	88,2
5	Learning attitude (read Asmaul Husna, take lessons, etc.)	89	93	93	93	90	94	92,0
6	Responsibility for the duties and orders of the teacher	92	91	89	88	86	89	89,2
7	Discipline to study independently	83	90	89	92	89	90	88,8
8	Discipline for performing fardhu prayers	82	87	91	84	83	96	87,2
9	Discipline in reciting the Koran independently	87	89	89	89	90	92	89,3
10	Regularly helping others	80	84	90	88	92	87	86,8
Average		86,5	88,6	90,5	88,4	88,7	92,3	

Source: Processed from KTSP Mandiri in Special Conditions for Saleh Children's Elementary School in 2020/2021

The table shows that grade I students tend to have the lowest level of achievement compared to others. This is due to the low level of first grade students in the discipline of routine activities that must be carried out independently. In readiness to take part in learning, grade I students also tend to be the lowest. This is fairly natural because of this pandemic condition, they are immediately faced with an online learning process that has not had time to receive conventional learning experiences. While other classes tend to be almost not significantly different because they have faced this process before entering the new school year.

KDP Model in the Pandemic Era

In this pandemic era, it is a challenge for the character education strengthening program (PPK) to continue to run well and meet the expected achievement criteria. The Five Characters of Saleh Children's Elementary School which are spread out in various activities, in the online learning process in this pandemic era are pursued in different ways. Recognizing the limitations of online learning, especially in shaping the character of students, the school focuses on the main character, namely discipline and religious values. Meanwhile, students are also given assignments in the form of individual projects and social projects.

Individual projects become a place for students to channel their creativity which they can do to benefit the family environment. Examples of individual projects include cleaning the yard, cleaning the floor, and others. Meanwhile, social projects are a place for students to be active in providing aspects of self-benefit in their living

environment in the form of social activities, for example participating in preparing mosques for Friday prayers, helping to install banners welcoming Independence Day, and so on.

In terms of inculcating the two character values and the two projects, it requires a deeper role and involvement of parents by accompanying and providing evaluations for character building and the realization of the project. Therefore, a conducive communication relationship between parents and schools will greatly affect the success of KDP. So in terms of planting and forming the values contained in the Five Characters at Anak Saleh Elementary School during the distance learning process, it is carried out as shown in the following model chart.

CONCLUSION

From the description of the results of the research and discussion above, it can be concluded that the KDP model in child-friendly schools is as follows: (1) in this era of the Covid-19 pandemic, the learning process uses a distance method in which the learning interaction process by teachers and students is separated by space and/or or time, (2) the KDP program will continue to be carried out by involving a greater and deeper role of parents. So that its existence is the key to the success of KDP with this online learning method, and (3) child-friendly schools such as Elementary School Anak Saleh Elementary School should make adjustments to the content of the material, delivery method, media used and the evaluation process carried out must take into account the condition of students fully.

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