Character Education Internalization of Discipline and Responsibilities for Junior High School Students during Covid-19 Pandemic

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Abstract

The purpose of this research to describe the internalization of discipline and responsibilities in SMP Pengabdi Singkawang during Covid 19 Pandemic by the teacher, so that good character was formed through intervention and habituation. The approach used was a qualitative approach with a descriptive method. Data collection techniques used were documentation, observation, and interviews. Based on the results of the study the internalization of discipline and responsibility at SMP Pengabdi Singkawang went well even though it was carried out online during the covid-19 pandemic. The internalized character of discipline and responsibility were being punctual, wearing uniforms during virtual meetings, collecting assignments on time, leading prayers in turns, having empathy, working hard, and adhering to health protocols. The school internalized discipline and responsibility by giving good attitude, giving advice, and habituation. Supervision of the internalization of discipline and responsibility was carried out using a student and parents’ journal.

Keywords: Covid-19 Pandemic, Discipline, Internalization, Responsibility

INTRODUCTION

The human character cannot be separated from the personality of somebody. Since human is born, he will be responsible for life and action and have the freedom and ability to change their attitudes and behavior. A person's character will develop if he is influenced by the learning experiences gained in his environment. Family affects the formation of a person's character, but another environment that can affect the character is the school environment. At the beginning of March 2020, the coronavirus outbreak in the world, all aspects of life were affected, including world education. The rapid spread of the corona virus, it is necessary to take responsive steps that prioritize safety, the physical and mental health of student, teachers, and education staff. In Indonesia, the government takes a policy to implement online learning at home.

The phenomena that occurred at SMP Pengabdi Singkawang that can be collected in the initial observations of learning during the covid19 pandemic, initially experienced difficulties. In addition to achieving graduation competence, schools are also required to form the character of their students. The virtual learning model forces schools and teachers to be creative so that students learn to achieve
mastery. Having school residents who are disciplined and responsible even during the pandemic is one of the educational goals in Indonesia SMP Pengabdi Singkawang. In addition, the school curriculum has also been written and adapted to the COVID-19 pandemic situation, that schools have internalized discipline and responsibility character education. Based on the experience of the first semester of the 2020/2021 school year, many teachers had difficulties internalizing the character of students' discipline and responsibility. The teacher found it difficult because a lot of students turn off the camera during the learning using google meet, so it was difficult to see if they were wearing uniforms or other clothes. During the learning, students were required to wear uniforms. Likewise, students were late when collecting assignments and some of them did not collect the assignments.

This study focuses only on two characters, namely discipline and responsibility. The character of discipline is essential for humans so that other good character values emerge. The importance of strengthening disciplinary character values is because there are now many deviant behaviors that are contrary to disciplinary norms. Instilling disciplined character will indirectly instill other characters in students, including the responsibility. Moral discipline will bring responsibility to students, while responsibility is awareness from within oneself to carry out tasks or obligations.

Internalization is the process of inculcating something, beliefs, attitudes, and individual values that manifest into social behavior. However, the cultivation process grows from within a person to the appreciation of a value. The results of this internalization will be permanently embedded. Discipline is an attitude/behavior that every educator expects so that learning activities carried out both inside and outside the classroom can run as expected, comply with procedures, etc.

Discipline is an action that shows orderly behavior and obeys various rules and regulations. Discipline character cannot be built instantly, and it takes a long process to stick into a strong habit from an early age. The purpose of internalizing the character of discipline is to direct children to learn about good things in preparation for becoming adults.

Responsibility means a person's attitude to accept a task that should be done because it is entrusted, so being responsible is a person's obligation to bear something. Responsibility can be said to be a good trait because responsibility is an awareness. Having an attitude of responsibility will make a person consciously do something and be ready to accept the risks of what he does. Every dedication and sacrifice that is made is imbued with a responsible attitude because it is done consciously.

The function of value education is to help students recognize values and place them integrally in their whole life. Value education also serves to help students understand, appreciate, make the right decisions in various personal, family, community, and state problems expected to eliminate arrogance that often occurs. It can be concluded that value education is the humanization of human beings. The internalized values of life will make humans virtuous, have goodwill, and actualize themselves and develop their minds, their will honestly, both in the family, community, country, and environment. The internalization of values expected students to have a disciplined and responsible character.

Value education is a process of educating and learning that aims to educate students' knowledge (cognitive) and educate students' attitudes and behavior (affective and psychomotor). Because education changes a person from not knowing to know and changing someone from bad to good, value education is successfully internalized in students, forming a person with character.

During the COVID-19 pandemic, internalizing the character of discipline and responsibility is important in schools because they directly contact students' lifes. From the character of discipline and responsibility, students will implement it in real life in the community. Teachers at SMP Pengabdi Singkawang try to internalize the character of discipline and responsibility with limited supervision. Still, for maximum supervision, it is entirely on the parents of students at home. Online learning requires students to be disciplined and responsible for themselves. There are many challenges that students must face, especially with fun things.
METHOD

This study was conducted by collecting, analyzing, interpreting data, and using a descriptive qualitative approach. The researchers used data collection techniques in this study to obtain the desired data, namely observation sheets, lists of interview guidelines, documentation tools, and field notes and archives.

The data analysis technique used was data reduction which aims to select, focus, and simplify the data obtained in the field. This process was carried out from the start of data collection to completion. The data referred to in this study was the internalization of discipline and responsibility character education in SMP Pengabdi Singkawang during the Covid-19 Pandemic.

The presentation of this data was narrative. The data was organized and arranged in a pattern of relationships so that researchers will more easily understand what is happening. In this study, there are a lot of data that were impossible to describe in its entirety, for that in the presentation of this data, it can be analyzed to be arranged systematically so that the data obtained can explain the problem being studied by the researcher and the conclusion is a follow-up analysis of data reduction and displaying data so that the data can be concluded. In this study, the validity of the data was checked. Checking the validity of the data used was a triangulation technique.

RESULTS AND DISCUSSIONS

Results

During the COVID-19 pandemic, all learning is done online using Google Classroom, Google Form, Google Meet, and WhatsApp. Teachers come to school and provide learning materials while students study from home. Internalization of disciplined character education during the covid pandemic is significant because the character of discipline has the purpose of training students' obedience, especially in the application of behavior in a better direction. In addition, the character of discipline is the foundation that must be instilled and accustomed to children from an early age.

Character discipline which internalized to students at SMP Pengabdi Singkawang during the Covid-19 Pandemic, namely students arrived on time during the google meet, students wore uniforms during the google meet, students turned on the camera and turned off the microphone during the google meet, students obeyed the rules during online learning, students filled in the presence link in google classroom, and WhatsApp class groups, students submitted assignments on time, students were confident and wanted to ask questions, students became polite, don't talk rudely, students had empathy and sympathy, and obeyed health protocols.

The internalization of disciplined character education during the covid-19 pandemic carried out by the teacher was: Reminding students not to be late in the google meet, urging students to be active during the google meet, giving control sheets to students and parents, advising students to obey the rules and regulations, advising students to be involved in online school activities, playing short videos about the character of discipline, providing links to inspiring stories about the character of discipline in google classroom, reminding them to comply with health protocols.

The characteristics of responsibility that are internalized to students at SMP Pengabdi Singkawang during the Covid-19 Pandemic were: students participated in fully online learning, students worked on and collected learning assignments, students led prayers before and after learning, students led Angelus prayers at 12.00, students wore school uniforms according to the day determined by the school, students carried out responsibilities if the class was selected to take part in competitions held by the school, students carried out health protocols responsibly, students filled in attendance honestly in google classroom or WhatsApp, and students had empathy and sympathy for others.

The internalization of responsible character education during the COVID-19 pandemic carried out by teachers were: greeting and asking students how they were, reminding students to take full virtual learning, giving learning assignments in the form of portfolios, skills, and related short videos material learning, reminding students to work on and collect learning assignments, appointing
students to represent the class to take part in online competitions, motivating students to stay enthusiastic in learning during this covid 19 pandemic, reminding students to fill out attendance honestly on google forms or WhatsApp class groups, play videos about the character of responsibility, and providing links to inspirational stories about the character of responsibility.

Discussions

The family environment is the environment in which the early character of a child is formed. The family is influential in the formation of children's character. The character of children is formed from an early age and the role of the family is very influential in developing their character. Education in the family is education where children find out the social world on a smaller scale for the first time. Parental education at home provides life in character building because a child's life will be formed through the family.

Character education in the family first determines the child's personality. Suppose parents provide good examples and get children to be disciplined and responsible. In that case, the child will have principles and firmness, which will then be carried over in his association in the school environment. On the other hand, if the child's family receives less attention in the environment and parents do not set a good example, the child's character will also impact his character in the school environment. The first step that parents teach their children is to be polite, respect those older than themselves, get along with their fellow friends, and teach them how to communicate well. Because children get the first character education from their parents, the success of the education can be seen from the children's attitude. Still, more than that, parents' attention and affection is the most important thing because family harmony makes children feel comfortable and gets attention from both parents.

The COVID-19 pandemic has changed the learning model from face-to-face schools to online homes. Online learning is the best choice so that the learning process continues. Various problems experienced by teachers when carrying out online learning, in addition to the achievement of learning competencies that are not achieved, also the formation of the character of students is felt to be almost evenly touched.

SMP Pengabdi Singkawang during the covid-19 pandemic, felt the impact of this online learning. The teachers work extra in learning and internalize character values during the limited learning. Schools try to internalize the character of discipline and responsibility through learning and assignments during and after learning and through collaboration with parents. In the online learning process, the role of parents in internalizing the character values of discipline and responsibility is essential because the process of children's learning activities is carried out at home. The teachers implement the internalization to build communication with students. Communication is an important part of internalizing the character of discipline and responsibility in this covid-19 pandemic.

The teacher's example as a form of discipline and responsibility as an educator is seen from how punctual it is in scheduling virtual meetings and assignments in online learning activities. This action does not immediately become a trigger for students to do the same thing in online learning, namely time discipline and responsibility as students to do their assignments according to the material that has been delivered.

Habituation activities carried out by teachers in internalizing the character of discipline and responsibility in online learning aim to make students disciplined and responsible carry out their daily activities as adults. Teachers develop strategies to internalize the character of discipline and responsibility during the covid 19 pandemic. The strategy taken by teachers in internalizing character and responsibility education during the COVID-19 pandemic includes: Greeting students and asking students how they are. During the COVID-19 pandemic, asking how the students and their families are doing is an essential part of the learning process. If students are in an unhealthy condition, it is advisable not to participate in the learning process to keep students healthy and ready to take part in learning. Every teacher who gives lessons always checks students' attendance, whether it's their presence or discipline on time during the google meet. Having all cameras turned on to ensure students are in uniform and ready for the day's learning. Leading prayers, in turn, is the students' responsibility on duty so that all will get their share. Leading prayer before and after the lesson. Prohibiting students from making noise during the virtual google meet to interfere with the learning
process. Students are expected to be disciplined, not noisy, and not disturbing other students during the virtual google meet. Asking students to turn off the microphone during the lesson unless students want to ask questions or the teacher. Reminding students to be active in learning.

Students who actively ask and provide answers to the questions asked become a reference for other students. Advising students to carry out the tasks and responsibilities assigned by the class. SMP Pengabdi Singkawang held an online activity for Language month, National Bible Month. Each class must send a representative to take part in the competition. Participants appointed by the class to represent their class have the responsibility to carry out the trust given to them. He urges students to want to help parents at home after doing the learning process. The character of discipline and responsibility is more precisely implied at home by obeying the rules and helping parents at home. Students take part in family tasks without neglecting their primary task, namely learning. Reminding parents to accompany and supervise their children in the learning process. The role of parents is crucial in online learning because parents are at home where the student is carrying out learning. Conduct home visits to students who are not active during online learning to find out the reasons why these students are inactive or absent during online learning.

The teacher left the formation of a disciplined character during the COVID-19 pandemic to parents or guardians who directly monitored the online learning process. The technique for delivering internalization of disciplined character education and responsibility during the pandemic is different in each class. Differences in delivery due to other than the level of understanding of different students. Assignments done on time in their collection show that students have been disciplined and are responsible for the tasks given. However, not infrequently, there are also many students who rarely even never collect the assignments given. Some have to be visited at home by their homeroom teachers and counseling teachers.

1. Factors Inhibiting Internalization of Discipline and Responsibility Character Education in the Covid-19 Pandemic Period

The internalization of the character of discipline and responsibility online during the COVID-19 pandemic experienced many obstacles. The obstacles are caused by the students themselves and other external factors. The obstacles encountered by teachers at SMP Pengabdi Singkawang in internalizing the character of responsibility during the COVID-19 pandemic include: first. Students' enthusiasm for learning is low because students are used to learning offline/face to face. Students often use study time to play games, watching YouTube, and using social media such as Facebook, Instagram, Twitter, etc. Second, the difficulty of communicating with parents. The majority of parents at SMP Pengabdi Singkawang are traders by profession, so it is difficult to communicate, and there is no one to accompany students to study.

Parents are too busy taking care of their work, and for them, school matters are the responsibility of their children, while they are obliged to pay for their children's school fees so that their children can go to school. Third, some parents do their children's assignments given by the teacher. Children should be trained and do the assigned tasks themselves so that children can be independent and trustworthy. Fourth, some students help their parents work. Economic factors cause students to have to help their parents so that they ignore the online learning process. Children should be trained and do the assigned tasks themselves so that children can be independent and trustworthy. Fourth, some students help their parents work. Economic factors cause students to have to help their parents so that they ignore the online learning process. Children should be trained and do the assigned tasks themselves so that children can be independent and trustworthy. Fourth, some students help their parents work. Economic factors cause students to have to help their parents so that they ignore the online learning process. The impact of online learning is that students have more time to work. Students are forced to work because they come from families whose economy is middle to lower. Schools need money to buy internet quota as well as tuition fees. Fifth, the cellphone is used in rotation with a brother or sister. Not infrequently, one cellphone is used by two or three brothers who are both doing learning. As a result, some of them cannot take online learning. These students only do the assignments given by the teacher. Sixth, some students live in difficult areas that do not even have an internet connection. For students outside Singkawang, online learning is a problem
because there is no internet network in the area. The student cannot participate in online learning. If they are going to take online learning, they have to leave their area to find a good internet network. Seventh, the student's internet quota is limited, so that some cannot fully attend virtual meetings on google meet. Not all students are economically good, especially during the covid 19 pandemic. It impacts several students who cannot attend virtual meetings on google meet fully. Eighth, students ignore the information conveyed by the teacher. Students consider the teacher's information is unnecessary because it is ignored, which results in students not getting valid information. Ninth, Limited time in delivering the material, so that character assessment is only done through assignments and student attendance. Tenth, control over students cannot be maximized.

2. Factors that Support the Internalization of Discipline and Responsibility Character Education in the Covid-19 Pandemic Period

The internalization of disciplined and responsible character education during the covid-19 pandemic at SMP Pengabdi Singkawang was implemented because various parties supported it. The teachers are helpful even in difficult times, but they feel they are not walking alone. The factors that support the implementation of the internalization of the character of discipline and responsibility at SMP Pengabdi Singkawang include: First, parental support is very high, parents are aware of their status as parents, not teachers. Parents fully support the school's efforts to instill character in students during the COVID-19 pandemic. Second, adequate school facilities such as a smooth internet network. The school provides school facilities in a sufficient internet network to make it easier for teachers to carry out the learning process. Third, Schools offer learning quotas to students and teachers. Schools also provide study quotas for students and teachers for a smooth learning process. Fourth, compact teachers. The cohesiveness of teachers during the online learning process can be seen by their mutual assistance in the learning process, especially in terms of using media and learning applications such as google meet, google classroom, sending youtube links, and other media. Young teachers are willing to teach senior teachers how to use the media, while senior teachers teach new teachers about assisting children in learning. Fifth, government support for learning quotas. The government also provides study quotas for students and teachers, thus helping in the learning process.

Sixth, high students’ learning motivation. Motivation will encourage the success of students in completing their studies both in the process and learning outcomes. This learning motivation is seen from the high enthusiasm of students to learn, where students continue to excel academically even during the covid 19 pandemic. Seventh, the spirit of local children. Students who live in a place with no internet network are trying to find a place with an internet network to take virtual online learning with google meet. Some students have to go to the side of the road, up the hill, or out of the area to get an internet connection. Even if they can't learn, they still do assignments in Google Classroom, so they don't fall behind in their lessons.

Parents/guardians of students responded very well to the internalization of discipline and responsibility character education during this pandemic. They realize that their children lack discipline and responsibility while studying at home, both in online learning and other activities. Parents are busy working and fully trust their children to learn, but in reality, they play online games, play Facebook, Instagram, and other social media. Parents are also very supportive if the school calls their children if they are not active in online learning. Internalization of the character of discipline and responsibility during the pandemic is important to avoid students' bad habits during independent study at home.

CONCLUSIONS AND SUGGESTIONS

Conclusions

In general, it can be concluded that the internalization of discipline and responsibility character education at SMP Pengabdi Singkawang went well even though it was carried out online during the covid-19 pandemic. The character of student discipline that was internalized at SMP Pengabdi Singkawang during the COVID-19 pandemic included; on time, attending and filling attendance
on time in google classroom, working and collecting assignments on time in google classroom, attending google meet on time, being polite, greeting and respecting, dressing neatly during google meet, do not interrupting the teacher during learning, being confident, asking via WhatsApp chat or google meet chat, asking directly during google meet, hardworking, doing practical assignments (making videos or project assignments), being involved in activities/contexts organized by the school, being obedient and obedient, obeying health protocols, do not making a fuss during online learning.

Internalizing the discipline character of students at SMP Pengabdi Singkawang is done by reminding students not to be late for the google meet, reminding students to be actively involved in learning, giving grades according to their abilities, motivating them to comply with health protocols, determining the deadline for collecting assignments, giving control sheets to students and parents, getting students to always dress neatly in google meet.

The character of student responsibility that was internalized at SMP Pengabdi Singkawang during the COVID-19 pandemic included being responsible for online learning, doing assignments, participating in virtual face-to-face subjects, being responsible for maintaining health, wearing school uniforms during google meet, having an attitude tolerance among students, leading the prayer before and after the lesson, leading the Angelus prayer during the day.

Internalizing the character of student responsibility at SMP Pengabdi Singkawang is done by reminding students of their responsibilities as students, giving appropriate tasks to students, through student assignments being trained in responsibility, doing schoolwork and homework, reminding students of their responsibilities when conducting meetings through google meet with students, by providing control journals, greet students through WhatsApp, online learning meeting via google meet.

The obstacle factors to implement internalization of the character of students' discipline and responsibility were student's cellphone/smartphone is insufficient, the quota is limited, the network constrains students from outside the area, student helps his parents work, students not enough response to process learning, spirit study student low, ignore information which delivered teacher, limited time in collecting results from journals, control over students cannot be maximized, there are parents who do their children's schoolwork, parents are bored and don't care to accompany their children.

The supporting factors for the internalization of student discipline and responsibility character education are very high parental support, adequate school facilities such as a smooth internet network, schools providing learning quotas for students and teachers, enthusiastic teachers, a teacher visiting students who often do not participate in online learning, government support for a study quota, high student motivation and enthusiasm for local children who tall.

Suggestions
First, a need for a continuous awareness process through socialization, assistance to students in particular about their roles and responsibilities as students. Second, Improving the spirit of teachers to stay enthusiastic in carrying out specific duties and responsibilities in helping the internalization process of their students. Third, communication with all elements of the school is carried out continuously. Fourth, provision of facilities and infrastructure to support the internalization process, especially during online learning. Fifth, it is hoped that there will be more similar studies to improve techniques that can be applied in the process of internalizing character education in all subjects.

REFERENCES


