LEARNING MANAGEMENT IN MI MIFTAHUL HUDA TO IMPLEMENT CHARACTER DURING THE IMPLEMENTATION OF COMMUNITY ACTIVITY RESTRICTIONS

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ABSTRAK

Penerapan Pembatasan Kegiatan Masyarakat yang dikenal dengan PPKM, menyebabkan proses pembelajaran di semua jenjang pendidikan memerlukan penyesuaian. Penyesuaian ini berdampak secara langsung pada proses pembelajaran, termasuk proses penanaman karakter didalamnya. Penelitian ini bertujuan untuk mendeskripsikan secara mendalam berbagai cara penanaman karakter pada siswa selama masa PPKM di MI Miftahul Huda Banyumas. Untuk memperoleh data dalam penelitian ini menggunakan wawancara, observasi dan dokumentasi. Penelitian ini dilakukan pada pembelajaran Tematik dan Agama. Hasil penelitian menunjukkan bahwa pembentukan karakter dalam pembelajaran dilakukan dengan berbagai cara, meliputi: penggunaan keteladanan, penerapan pembiasaan, pemberian nasihat/masukan dan pemilihan metode yang tepat. Beragam cara ini diterapkan baik dalam pembelajaran Tematik maupun Agama. Hasil penelitian menunjukkan bahwa bahwa siswa merasa senang mengikuti proses pembelajaran, termasuk proses penanaman karakter yang ada didalamnya meskipun masih berada dalam masa Penerapan Pembatasan Kegiatan Masyarakat.
Kata kunci: *Pembelajaran, Manajemen, Karakter, PPKM*

ABSTRACT

The implementation of Community Activity Restrictions as known as PPKM, causes the learning process at all levels of education to require adjustments. This adjustment has an impact on direct learning, including the process of cultivating character in it. This study aims to describe in depth the various ways of cultivating character in students during the PPKM period at MI Miftahul Huda Banyumas. To obtain data in this study using interviews, observation and documentation. This research was conducted in Thematic and Religious learning. The results of the study indicate that character building in learning is carried out in various ways: the use of example, application of habituation, giving advice/input and choosing the right method. All these various ways are applied both in Thematic and Religious learning. And it shows that students still feel happy to follow the learning process and inculcate character in it, although it is still in the period of implementation of restrictions on community activities.
Keyword: *Learning, Management, Character, PPKM*

INTRODUCTION

Every learning activity carried out by the teacher is basically directed to achieve predetermined goals. In the learning process there is an interaction between at least three components, namely: teachers, subjects, and students (Ali, 2007).

The teacher task in a process of teaching and learning activities is not limited only as a transmitter of information to students (Yogia Prihartini, Wahyudi, Nur Hasnah, 2019). Moreover, the teacher must have the ability to understand students with various differences in order to be able to help them in dealing with learning difficulties and develop the character of the students. Therefore, in addition to preparing learning materials, teachers are required to be able to develop talents, and shape the character of students (Ina Magdalena, Yulia Septina, Rideva Az-zahra, 2020), (Ratnawati, 2018). The formation and cultivation of this character later became the biggest challenge for a teacher during the Covid-19 pandemic.

Covid-19 has resulted in changes in the order of life in all lines of life. One of the lines most affected by the Covid-19 pandemic is education. After Indonesia was declared a country infected with Covid-19, there were major changes in Teaching and Learning Activities (TLA). Learning which was originally held face to face in class shifted to being carried out online from their respective homes (Andi Salwa Diva, Ananda Alma Chairunnisa, 2021). Students must be willing to learn from home with indirect guidance from the teacher with an online learning model.

The government through the Indonesian Ministry of Education and Culture made a breakthrough in order to anticipate the spread of the Covid-19 virus by issuing some regulation. (Peraturan Menteri Pendidikan Dan Kebudayaan, 2020), (Surat Edaran Sekjend, 2020).

This condition force people to stay at home. Doing all activities from home including teaching and learning activities, work and worship (Joharudin, A., Septiadi, M. A., Maharani, S., Aisi, T. D., 2020). As a result of this policy, educational institutions began to stop face-to-face learning (Khasanah, D. R. A. U., Pramudibyanto, H., &

Widuroyekti, 2020). Instead, the learning process is carried out in a network called online learning, which is a learning method that takes place remotely using social media network media (Astini, 2020). There are several applications that can be used to help carry out teaching and learning activities, including Whatsapp Group, E-learning, Google Classroom, Zoom and so on.

The implementation of learning from home is not as easy as turning the hand. Many reactions arise from both teachers, students and parents. Many of the teachers are not ready both mentally and with infrastructure in facing this online learning, as well as many students who complain because they feel bored studying with the online system, students feel being chased by piles of assignments, limited internet networks, and the gap between cities and villages that are not ready for online-based learning. This problem is often in the spotlight so that it often appears on the surface.

There is one thing that is no less important than presenting learning materials online during this pandemic which is the mandate of

the regulation (Undang-Undang Sistem Pendidikan Nasional, 2003). The mandate is implementation character in education. Education is not really the transfer of knowledge from teachers to students. Education should place to implement the character (Dewantara, 2004).

The purpose of character education is an integral part of education, especially basic education (Miftah Nurul Annisa, Ade Wiliah, 2020). Basic education students really need character education for their development needs. Preparing a good generation is the same as instilling prosperity for the future (Akhwani, 2019). Children who are now growing and developing are a reflection of the future. This means that character education for children is absolute to be presented. Therefore, it is very important for elementary schools to manage and plan an online learning activity that is able to shape and instill the character of students in the midst of this Covid-19 pandemic.

In this regard, the formulation of the problem in this study aims to explore in depth the management of learning in instilling character during

the period of limitation of community activities at MI Miftahul Huda Banyumas. This research uses a descriptive qualitative approach, with observation, interview and documentation techniques to collect data. Meanwhile, data analysis uses data reduction, data display and drawing conclusion.

DISCUSSION

Learning Process on MI Miftahul Huda

Learning is a process of interaction between the various potentials of students, the interaction of students with teachers, students with other students, and the environment with concepts and facts, the interaction of various stimuli with various directed responses. to bring about change. To develop the potential of students it is necessary to apply an appropriate learning model. In preparing for learning, educators must understand the characteristics of the subject matter, educators must understand the characteristics of the subject matter, the characteristics of students or learners, and understand the learning methodology so that the learning process will be more varied,

innovative, and constructive in reconstructing knowledge insights and its implementation so that it will improve activity and creativity of students.

In MI Miftahul Huda learning is carried out by holding the principle of fun learning and focusing activities on students. This is in accordance with the characteristics of elementary school-aged children who like to play, have great curiosity, are easily influenced by the environment, and like to form peer groups. Therefore, learning in elementary schools is endeavored to create a conducive atmosphere, providing opportunities for students to interact with others and have fun.

As for realizing fun learning activities, MI Miftahul Huda teachers do the following tips: 1) Creating a different atmosphere in the classroom, this aims so that students do not feel bored in participating in learning activities. 2) Conducting intense interactions with students, this aims to make students more active in learning activities. 3) Utilizing technology, facilities and infrastructure properly and appropriately, this aims so that

students do not feel bored and get new experiences from using technology in learning activities. 4) In learning activities, teachers are required to create an atmosphere of intimacy, closeness and establish emotional relationships with students, for example by building humorous, open communication and maintaining ethics in communication.5) Give rewards to students who excel even if only with a smile and praise. 6) Changing the seating arrangement at least once a week, attaching the class to the students' work so that students do not feel bored with the condition of the class where teaching and learning activities are carried out.

Thematic learning and character building in MI Miftahul Huda

Thematic learning is an approach to learning that intentionally links material from several subjects in a theme to provide a meaningful learning experience for students. The application of thematic learning is one part of the elements of changing the standard of the learning process in the 2013 curriculum in elementary

schools. The purpose of implementing thematic learning in elementary schools is to make learning fun, provide an experience of student learning outcomes, be memorable and meaningful, develop children's thinking skills, cultivate social skills, foster tolerance, communication, and responsiveness, and present real activities (Rohartati, 2013)

Several steps can be taken to carry out thematic learning based on character development:1) Thematic learning planning in shaping the character of students begins with making learning tools such as lesson plans and other learning tools and their preparation is carried out during activities at the teacher forum. 2) The implementation of thematic learning in shaping the character of students emphasizes more on affective and psychomotor aspects so that the learning process is more practical than material, besides that, skills are inserted to further explore the creativity of students and highlight character values.3) Evaluation of thematic learning in shaping the character of students is carried out

using various variations and models. (Masna Intan, Fatmawati, 2021).

In MI Miftahul Huda, to manage thematic learning and character building carried out with the following steps: 1) Preparing the thematic curriculum and character building at MI Miftahul Huda in the form of data, processes, syllabus and lesson plans prepared by the teacher. 2) Preparing educators in carrying out thematic learning and character building at MI Miftahul Huda represented by class teachers in each class. 3) Carrying out thematic learning and character building at MI Miftahul Huda by teachers in carrying out learning, including learning objectives, learning materials, learning methods. 4) Carrying out the evaluation of the thematic curriculum and character planting at MI Miftahul Huda has been carried out well, in this case the teacher carries out an evaluation so that it can be seen that the planned realization has met expectations in accordance with the goals that have been set. The implementation of the learning evaluation was in accordance with the learning preparation (syllabus, lesson plans)

with the steps of learning evaluation, namely evaluation planning, evaluation implementation, data processing of evaluation results, and reporting of evaluation results. In addition, with the evaluation of the teacher can find out the learning model that is planned and used is right on target or not

Religous subject and character building in MI Miftahul Huda

Character education is a system that instills character values in students that contains components of knowledge, individual awareness, determination and the willingness and action to implement values, both towards God Almighty, oneself, fellow humans, the environment, and the environment. nation, so that Insan Kamil will be realized (Aunillah, 2011).

In the implementation character building for students is closely related to religious learning. Thus, proper management is needed in carrying out religious learning and character building. At MI Miftahul Huda Religious learning management and character building are carried out in general, starting

from planning, organizing, implementing and evaluating. First, for the planning is designed is good enough so that the management of religious learning and character building at MI Miftahul Huda has been going well, we can see this from the planning starting from planning learning activities in class and outside the classroom, planning material that is friendly to participants students and learning activities that support the creation of good character for students.

Second, for organization of learning carried out in an effort to optimize the supporting factors for religious learning and character cultivation at MI Miftahul Huda so that it can support the formation of the character of students in madrasas is by optimizing the supporting role of religious learning management and inculcating characters such as teachers, principals and school culture. And organizing the planting of character values in extracurricular activities that must be followed by students.

The third, Implementation of the management of religious learning and character building at MI Miftahul Huda can be done through the following stages: a) the formulation of the management pattern for religious learning and character building is carried out by involving all school components, which is implemented through the concept of exemplary by the principal, vice principal, teachers, and other school employees. B) control in the implementation of Religious Learning Management and character building at MI Miftahul Huda is carried out through the formation of picket teachers from the teacher element, assisted by the deputy principal and upper class administrators (grades 4,5 and 6) as well as the implementation of programmatic evaluation of all existing activities through meetings teacher council. c) The development of motivation in carrying out religious activities in schools, which is quite high and with the support of adequate learning support facilities and infrastructure.

The last step is manage the evaluation religious learning and character building at MI Miftahul Huda is carried out by: a. Evaluation of the pattern of implementation of

provides an example in communicating such as using polite words and saying greetings when starting communication. In addition, the teacher must always control every word written by students in the WhatsApp group as a form of character planting. 3) Through reinforcement and sanctions. The reinforcement given to students is to give praise if students have advantages in participating in online learning that has taken place or when doing assignments on time. Meanwhile, sanctions are imposed if they are late for work or violate school rules. Examples of sanctions given to students are literacy sanctions. 4) Through assessment. The assessment was conducted to determine the level of success in the affective, cognitive, and psychomotor domains. In the affective domain, the teacher observes the attitudes of students when communicating in participating in learning. In the cognitive domain, the teacher gives an assessment in the form of assignments, daily tests, mid-semester tests and end-of-semester tests. While in the psychomotor domain, the teacher provides an assessment in the form of performance, projects, or portfolios. The existence of this assessment is expected to train students to be independent, creative, hard working, responsible, love to read and be honest in completing the assigned tasks. 5) Through habituation. In this case the teacher needs to instill positive behavior habits in students. Teachers need to prepare scenarios in learning to build the desired values. Students who are accustomed to doing work independently will build an independent character in themselves. Likewise, the character in the form of the ability to collaborate with others is not a character that was born suddenly. The habit of giving group assignments by giving each group member a turn to be the group leader is one example for getting students to practice being responsible and collaborating.

Indicators of success in teaching the character for students at MI Miftahul Huda

Character education is not a practice of memorizing exam question material and answering techniques. Character education

requires habituation. Habituation to do good, be honest, be responsible, and so on. Character is not formed instantly, but requires serious and proportional training in order to achieve the ideal shape and strength. Therefore, to see how the success of inculcating the character of our students is not as easy as assessing the mastery of practical and theoretical material. To see how successful the character planting is, it can be seen from the indicators that emerge from the character planting itself.

In MI Miftahul Huda, the success of character building can be seen from the following indicators: *first,* practicing the religious teachings adopted in accordance with the stages of development of students. If we look at this indicator, it can be seen how students at MI have started to be able to practice religious teachings according to their development, such as starting to pray 5 times a day, respecting elders and keeping the environment clean. *Second*, show a confident attitude. The self-confidence of students has begun to emerge, this is marked by the courage of students to dare to read in front of friends and teachers, even dare to ask the teacher during learning activities. *Third,* demonstrate a passion for reading and writing simple short scripts. The willingness to read and write well is also shown by students although sometimes they need to get guidance and motivation from the teacher to continue learning and writing in order to improve their abilities. *Fourth,* Appreciate work assignments and have the ability to work. This indicator can be seen from the large interest of students to do each task from the teacher independently. *Fifth*, Obeying social rules that apply in the wider environment. This is evidenced by the small level of violations of school rules by students

CONCLUSION

Implementation of character education during restrictions on community activities (PPKM) are implemented is not an easy thing, but it must still be done by every educator. This is because character is the key to bringing success and success to every student in the future. In the context of MI Miftahul Huda,

even though in the midst of implementing PPKM, classroom teachers who teach thematic lessons and religious teachers have tried to instill character with various methods and methods. These various methods and methods are of course adapted to the existing situation and conditions. With this, it turns out to be able to have a positive impact on character building in students, with several indicators, including: the practice of the religious teachings adopted, the development of self-confidence, increased willingness to read, do assignments and compliance with social roles.

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