

The Role of Teachers in Shaping Student Character after the Covid-19 Pandemic

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Abstract: The study aims to determine the role of teachers in shaping student character after the co-19 pandemic through civic education learning in class IV of SD Negeri 200217 Padangsidempuan. The type of research is descriptive qualitative. The informants in this study were the principal as the key informant and the fourth grade teacher as the main informant. Data collection techniques used: 1) observation, and 2) interview. Based on the results of the study, it is concluded that the role of homeroom teacher IV as a teacher at SD Negeri 200217 Padangsidempuan in shaping student character through civic education learning has been done as much as possible by making learning objectives, presenting material, making learning activities, and rules based on student character building. This can be seen from the existence of character lesson plans and syllabus, teachers who describe the values contained in the material, create active and efficient learning activities with the application of new methods and ideas, and the existence of regulations that have implications for educated values. Teachers have also modelled and practised good behaviour with students inside and outside the classroom. This shows that teachers play a role as teachers in shaping student character after the co-19 pandemic through civic education learning.

Keywords: Teacher's Role, Student Character, Covid-19 Pandemic

INTRODUCTION

The covid-19 pandemic that has hit for more than two years has caused changes and shifts in thinking and science in Indonesia. Education that has been running has experienced changes and problems that occur in almost every region and every level. Student independence, respect and socialisation to friends have decreased due to the lack of interaction between students and teachers and the school environment. The decline in character due to shifting patterns of education and the covid-19 pandemic is felt by almost all Indonesian people. Many people discuss and try to implement character education, but it is still the number one problem, especially in elementary schools there are still many students whose behaviour is still very far from what is expected. The primary school education level is the initial foundation for continuing education. If character cultivation fails to be carried out at the age stage of primary education, it is certain that the character embedded in students is less than optimal. Teachers have duties and responsibilities that are not light, in addition to teachers having to make students clever intellectually (sharpening IQ) teachers must also instil moral values and noble character.

Teachers must understand their roles and duties, understand educational constraints and how to overcome them. The role of the teacher is a series of interrelated behaviours carried out in a particular situation in relation to the progress of behavioural change and student development which is the goal. There are many roles that teachers must play in carrying out their duties, some of the main roles are; teachers as teachers, teachers as educators, teachers as mentors, and teachers as managers. The role of the teacher is very necessary in shaping the character of students, therefore teachers in every lesson are advised to convey moral messages that build enthusiasm and change the negative behaviour of students, one of which is through learning civic education.

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Civic education can be used as a means of shaping student character, because the material in civic education learning contains the values of life that can be used as guidelines in carrying out the life of the nation and state. Learning objectives are not only orientated towards students' knowledge but also attitudes. In addition, learning activities must also be able to assist in the formation of student character. Teachers can link learning with student character building during the learning process activities, one example is such as discussion activities.

The term character is not new to us. Character is the foundation of knowledge and skills. Knowledge without the right personality foundation will mislead, as will skills. Skills without self-awareness will destroy. There are many definitions of character, one of which is the definition of character expressed by Hermawan (Asmani, 2011: 27) states that character is a characteristic possessed by an individual. This characteristic is original and rooted in the individual's personality, and is the engine that drives how a person acts, behaves, says, and responds.

The same thing is also expressed by Suyanto (Daryanto & Suryatri, 2013: 9) character is a way of thinking and behaving that characterises each individual to live in cooperation, both in the family, community, nation and state. Rutland (Asmani, 2011: 27) suggests character comes from a Latin root meaning "chiselled". Literally, character means mental or moral quality, moral strength, name, or reputation.

Based on some of the opinions of experts regarding the definition of character, it can be concluded that character is a characteristic of an individual both in words and deeds that come from personality and are formed from individual habits that encourage the individual to act, behave and respond to live together, both in the family, community and state environment.

Character building values derived from religion, Pancasila, culture, and national education goals are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) love for the country, 12) respect for achievement, 13) friendly/communicative, 14) love peace, 15) love to read, 16) care for the environment, 17) social care, and 18) responsibility (Narwanti, 2022: 29). An approach is needed in student character building. The approach needed is an effective, applicable, and productive approach so that goals can be achieved.

The character approaches are: 1) exemplary, 2) learning, 3) empowerment and acculturation, 4) strengthening and 5) assessment (Daryanto & Suryatri, 2013: 103). The approach taken is one of the teacher's efforts to play a role in shaping student character. The teacher is a figure who is a role model for students. Teachers have a great responsibility in producing a generation with character, culture, and morals. Teachers are role models for students and have a very large role in shaping student character. The roles that teachers can carry out in character building according to Tety (Narwanti, 2022: 75) are; 1) teacher as an educator, 2) teacher as a teacher and 3) teacher as a mentor.

Based on the expert opinion above regarding the role of teachers in shaping student character, the role of the teacher to be studied which is the focus of this research is the teacher as a teacher through civic education learning. The teacher as a teacher is the role of the teacher who must pay attention to the components in learning that can be oriented to shape student character. These components include learning objectives, input or learning materials, learning activities and settings. This is based on the opinion expressed by Tety (Narwanti, 2022: 75) "the role of the teacher as a teacher consists of four components. The four components in learning include ; learning objectives, input (material), learning activities, and settings. All of these components are not only oriented towards student knowledge, but also attitudes that will shape student character.

Teachers as teachers have the responsibility to design and design learning, compile syllabuses, make lesson plans, develop teaching materials, find and make learning media, and apply effective and efficient approaches or methods that can shape student character. Therefore, teachers as teachers play a role in shaping student character in every subject, one of which is through civic education learning which is tasked with implementing learning that contains character building values to students.

Citizenship education is a subject that is used as a means to develop and preserve character and moral values. These character and moral values are expected to be manifested in the form of students' daily life behaviour which is an effort to equip students with basic knowledge and abilities to become citizens who can be relied upon by the nation and state. Winataputra (2014: 42) explains that civic education is a subject with a main vision as democratic education which is multidimensional because it is democratic value education, moral education, social education, and political education issues. However, the most prominent is the lesson that outlines value and moral education.

Susanto (2019: 230) states "civic education is a conscious and planned effort in the learning process so that students actively develop their potential to have intelligence, skills, skills and awareness of their rights and obligations as citizens, respect for human rights, national diversity, environmental preservation, gender equality,

democracy, social responsibility, obedience to the law, and take part in the global arena. The essence of civic education in primary schools is as an educational program based on Pancasila values to develop and preserve noble values and morals rooted in the nation's culture which is expected to become an identity manifested in the form of behaviour in everyday life. Lessons in self-formation that are diverse in terms of religion, social, culture, language, age, and ethnicity that focus on the formation of citizens who understand and are able to exercise their rights and obligations to become smart, skilled, and characterised Indonesian citizens as mandated by Pancasila and the 1945 Constitution (Susanto, 2019: 229).

Based on the above opinions regarding civic education learning, it can be concluded that civic education learning in primary schools is intended as a teaching and learning process in order to help students to learn well in shaping the character of students who are expected to become a society that places democracy in the life of the nation and state based on Pancasila, the Constitution, and the norms that apply in society which is held for six years at the primary school level.

METHOD

This type of research is qualitative research with descriptive methods. Sukardi (2013: 157) argues that the descriptive method is a research method that tries to describe and interpret objects according to what they are. Meanwhile, Umar (2013: 18) argues that "the object of research explains what and or who is the object of research, as well as where and when the research is carried out". The object of this research is the role of teachers in shaping student character after the co-19 pandemic through civic education learning in class IV of SD Negeri 200217 Kota Padang Sidempuan. The reason the researcher chose this location as a research site was because problems were found in the character of students after the co-19 pandemic which made the lack of a teacher's role. The informants in this study were the principal of SD Negeri 200217 Kota Padang Sidempuan, namely Mrs Dermi Hafni Harahap, S. Pd. SD as the key informant, and Mrs Eka Susi Yanti S. Pd as the fourth grade teacher of SD Negeri 200217 Kota Padang Sidempuan as the main informant. The primary data sources in this study were obtained from informants, namely, the principal and homeroom teacher IV SD Negeri 200217 Padang Sidempuan city and the secondary data in this study were Rizky Amelia Dona Siregar, M. Si as the head of the biology study programme at the South Tapanuli Institute of Education.

The data collection technique used by researchers to collect data in this study is in-depth interviews and researchers use participatory observation techniques where researchers are directly involved with activities to obtain data that is more complete, accurate and can be used as a data source. The interview grids regarding the role of the teacher as a teacher in shaping student character through civic education learning for the principal and fourth grade teacher of SD Negeri 200217 Padang Sidempuan city can be seen in table 1 below:

Table 1. The lattice of interview instruments for the role of the teacher as a teacher in shaping student character through civic education learning for teachers and principals

Indicators	Sub Indicators	Number Question Item
The teacher's role as a teacher	1. Learning objectives	1, 3, 5
	2. Input	2, 4, 6
	3. Learning activities	7, 9, 11
	4. Setting	8, 10, 12

Source: Character Education (Narwanti, 2022: 75)

The data validity technique used in this research is triangulation. Data validity is done to test and prove the data obtained. Bungin (2009:249) states "validity testing can be done by triangulating approaches with the possibility of making methodological breakthroughs on certain problems that might be done". Afifuddin (2009:143) states "triangulation is a data validity checking technique that utilises something other than the data for the purpose of checking or comparing the data".

Bungin (2010: 264) states that triangulation is a data processing technique by comparing and cross-checking the degree of trust in information obtained through different times and methods. As for this study using source triangulation, it means that researchers compare and cross-check the degree of trustworthiness of information obtained from different sources through different times and tools. After the research data or research points are fulfilled, researchers perform data analysis techniques. Data analysis techniques aim to determine and obtain

conclusions from research data and to describe the results of the study. The data analysis technique used in this research is the data analysis technique from Miles and Huberman (Sugiyono, 2019: 246), namely; data reduction, data display, and verification.

RESULTS AND DISCUSSION

a. Research Results

Based on the results of research conducted by interviews and observations at the research location regarding the role of the teacher as a teacher in shaping student character through civic education learning consists of four components, namely learning objectives, input (material), learning activities and settings. The results of interviews related to these four components will be described as follows:

1) Learning objectives

The planning that needs to be prepared by the teacher in carrying out the role as a teacher to create learning objectives that are not only oriented towards student knowledge but can also shape student character starts from preparing lesson plans and syllabuses that contain basic competencies and achievement indicators that can shape student character. In addition to preparing lesson plans and syllabi, teachers must also prepare teaching materials, appropriate methods, prepare appropriate media and learning resources as well and prepare assignments that are in accordance with the material and assessment of the learning activity process. Learning objectives will be achieved if what has been planned and prepared is given action so that the planned goals can be achieved. Therefore, when learning objectives are not achieved the teacher must take action, namely by evaluating the learning process that has been going on and the teacher can also change the learning method that is more effective.

2) Input (material)

Before presenting the material in class, the teacher first prepares a plan in presenting the material in civic education learning. The planning prepared by the teacher as a teacher in presenting the material is inseparable from learning resources, media, and appropriate learning methods. The preliminary activity carried out before presenting the material is praying before learning, by familiarising this activity will shape the character of students to be religious. In addition to praying before learning, the activity of taking attendance of students is an activity carried out before presenting the material. Activities like this can also shape students' character to be disciplined.

Teachers in presenting civic education learning materials must pay attention to the values contained in the material and elaborate on the values contained therein so that they are related to the character building of students. The obstacles faced by teachers as teachers in presenting materials that are charged with student character building are students who have low levels of trust and motivation, making students not actively involved during the learning process, while in presenting materials that are charged with student character, students must be actively involved.

3) Learning activities

as a teacher cannot be separated from the activities or activities that occur during the learning process, one of which is learning civic education. The activities given by the teacher to students during learning activities are by giving group assignments, asking questions and speaking in front of the class. All activities given by the teacher to students involve students actively during the learning process so that these activities can shape student character. Activities given to students during learning activities in order to shape student character will not run well without the motivation provided by the teacher. Therefore, teachers need to motivate students by inviting students to do ice breaking on the sidelines of learning activities when learning starts to get bored. In addition, teachers as teachers also do not forget to give praise or appreciation for the results of tasks completed by students so that they feel their work is valued so that they keep their enthusiasm in learning activities. Learning activities carried out between teachers and students cannot be separated from the approach taken by the teacher as a teacher. The approach that teachers take in order to shape student character is an approach that is centred or focused on students with good role models and habituation of students. In addition, the role-playing approach can also be carried out by teachers during learning activities in order to shape student character.

4) Setting

Regulations or rules set in the classroom should be charged with the formation of student character so that by obeying the rules, good character will be formed. The rules set in the classroom include not being late for class, setting a picket schedule, and checking neatness in dress before entering class. These rules teach students to be disciplined, responsible and live clean so that the establishment of these rules can shape student character. The rules set will work if students realise how important the rules are to obey. Therefore, the teacher as a teacher plays a role in motivating students so that they are enthusiastic about obeying the rules. When students do not have the

motivation to comply with the rules set, it will make them reluctant to comply with the rules so that rule violations occur. Teachers need to take action against students who break the rules that can affect the formation of student character. If the mistake is still made by the student, then the teacher gives an educational punishment and makes an agreement with the student. The last action is to call parents and hold discussions with parents regarding the mistakes made by students.

Meanwhile, based on the results of direct observation in the classroom that a teacher acts as a teacher in shaping student character through civic education learning is well implemented. Teachers can master and describe the values contained in the material in civic education learning. The teacher as a teacher directs students to carry out activities that can shape student character. Teachers actively involve students by conducting group activities, asking questions, role playing and inviting students to speak in front of the class. Student character will be formed through activities provided by the teacher. Students get a sense of responsibility when carrying out activities that teachers provide during civic education learning, such as discussion activities and group assignments. Teachers also set a good example in front of students by arriving early to school and not being late for class.

In addition to the exemplary behaviour provided by teachers, teachers also provide good habits for students such as praying before learning, checking neatness in dress before entering class and the habit of cleaning the classroom before going home. Habituation of activities that teachers also carry out outside the classroom such as reading the Koran every morning on Friday before entering class. Teachers also emphasise courtesy among friends, or courtesy with teachers. Teachers always direct students to use polite language in speaking, acting, and behaving both with friends, teachers and elders. If students are caught using harsh language or speaking impolitely, the teacher as a teacher usually reprimands or advises the student. Teachers are always polite to help students grow into better human beings.

Documentation of the interview with the homeroom teacher and the principal of SD Negeri 200217 Kota Padang Sidempuan.



Documentation of civic education learning process activities



b. Discussion of Research Results

The term character is not new to us. Character is the foundation of knowledge and skills. Knowledge without the right personality foundation will mislead, as will skills. Skills without self-awareness will destroy. There are many definitions of character, one of which is the definition of character expressed by Hermawan (Asmani, 2011: 27) states that character is a characteristic possessed by an individual. This characteristic is original and rooted in the individual's personality, and is the engine that drives how a person acts, behaves, says, and responds.

Character building values derived from religion, Pancasila, culture, and national education goals are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) love for the country, 12) respect for achievement, 13) friendly/communicative, 14) love peace, 15) love to read, 16) care for the environment, 17) social care, and 18) responsibility (Narwanti, 2022: 29). Teachers are role models for students and have a very large role in student character building. The roles that can be carried out by teachers in character building according to Tety (Narwanti, 2022: 75) are; 1) teachers as educators, 2) teachers as teachers and 3) teachers as mentors.

This research only focuses on one role, namely the role of the teacher as a teacher in shaping student character through civic education learning. The fourth grade homeroom teacher at SD Negeri 200217 Padang Sidempuan city has made maximum efforts in carrying out the role in shaping student character, especially the role as a teacher in shaping student character through civic education learning. The role of the teacher as a teacher in shaping student character is by creating learning objectives, presenting material, creating learning activities and arrangements based on student character building. This is based on the opinion expressed by Tety (Narwanti, 2022: 75) "the role of the teacher as a teacher needs to pay attention to the components in learning. the four components are learning objectives, input (material), learning activities and settings".

Teachers as teachers play a role in shaping student character in each subject, one of which is through civic education learning which is tasked with implementing learning that contains character building values to students. Citizenship education is a subject that is used as a means to develop and preserve character and moral values. Winataputra (2014: 42) explains that civic education is a subject with a main vision as democracy education which is *multidimensional* because it is democratic value education, moral education, social education, and political education issues. However, the most prominent is the lesson that outlines value and moral education.

Based on the research results obtained, it shows that teachers are appropriate in carrying out their role as teachers in making learning objectives. This can be seen in the characterised lesson plans and syllabus in civic education learning and the preparation of characterised teaching materials. This is in accordance with the opinion of Daryanto and Suryatri (2013: 85) which states that in the stage of student character building in the planning stage the first thing to do is the analysis of SK / KD, the development of syllabus and character lesson plans and the preparation of character teaching materials. The lesson plans made by teachers have learning objectives by including the expected student characters, so that not only knowledge will be achieved by students, but also the expected character building. The character building that teachers usually include in the learning objectives is the attitude of responsibility, cooperation, courage, discipline and religion.

In addition to making learning objectives based on student character building, teachers have also made maximum efforts in the stage of presenting the material in civic education learning. The material conveyed by the teacher is in accordance with the lesson plan that has been compiled and develops teaching materials tailored to the character building of students. The material presented also outlines the values contained in it so that it is related to student character building. Planning that can be prepared by teachers in presenting the material in civic education learning is to prepare learning media and learning resources that are in accordance with the material being taught so that students find it easier to understand the material being taught.

After that, learning activities based on character building will make it easier for teachers to shape student character. This implementation stage went well, because this is in accordance with the opinion stated by Daryanto and Suryatri (2013: 85). Teachers apply methods, models or approaches when learning activities take place so that learning is more creative and students are actively involved. Teachers also play a role in student learning activities by creating a learning atmosphere and creative ideas so that students are excited and active in learning. In addition to applying methods in carrying out roles during learning activities, teachers also take an exemplary approach.

The fourth grade homeroom teacher at SD Negeri 200217 Kota Padang Sidempuan has shown a good role model attitude to students by dressing politely, being disciplined in time and being responsible. With the exemplary approach which will then become habituation of good behaviours unconsciously by the perpetrator. This exemplary and habituation is part of the rules or regulations set by the teacher. The role of the teacher as a teacher in making rules has been carried out optimally and this can be seen in the exemplary and habituation that teachers give to students. Based on the observations made, teachers have made efforts that can shape student character. Based on the observations obtained, there are still some students who lack character, such as those who are late coming to school, cheating while studying and dressing untidy. Apart from teachers, parents are also influential in shaping student character. Therefore, teachers and parents should work together so that student character is formed as expected.

CONCLUSIONS

Based on the data obtained in conducting research on the role of teachers in shaping student character after the Covid-19 pandemic through civic education learning in class IV SD Negeri 200217 Kota Padang Sidempuan, namely the role as a teacher which consists of four components implemented by the teacher can be concluded as follows:

The role of homeroom teacher IV at SD Negeri 200217 Padang Sidempuan city as a teacher in shaping student character has been done as much as possible by making learning objectives, presenting material, making learning activities and regulations, especially in civic education learning based on student character building. This can be seen from the existence of character lesson plans and syllabus in civic education learning, teachers who master the material and describe the values contained in the civic education learning material during the teaching and learning process, making learning activities more active and efficient with the application of methods and new ideas carried out by teachers and actively involving students so that students are involved in character building carried out by teachers. As well as the existence of regulations that have implications for educated values.

Teachers have also done their best to be good role models for students both in the classroom and outside the classroom. This is shown by teachers arriving on time in class and dressing neatly. In addition to providing examples, teachers also carry out good habits in order to form good habits in students, such as praying before learning, greeting every class, and checking neatness in dress before entering the class. Based on the observations made, the teacher has carried out the role of a teacher in shaping student character to the fullest through civic education learning by carrying out efforts that can shape student character. Apart from teachers, parents are also

influential in shaping student character. Therefore, teachers and parents should work together so that student character is formed as expected.

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