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**INTEGRATION OF THE ROLE OF AUTHORITY FIGURES IN EMBEDDING CHILDREN'S
CHARACTER EDUCATION IN PANDEMIC ERA**

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Abstract. *Character education has become the spirit of education in Indonesia since the old era, the new era and until now. Since the corona virus pandemic took place, the implementation of character education has encountered challenges and obstacles that not only involve students but also teachers, educators, and parents. These obstacles and challenges are in the form of distance learning and also the quality of inculcating moral values that are accepted by students. Therefore, the purpose of this study is to conduct a study of the importance of integrating the roles of authority figures, be it parents, teachers and other authority figures, in instilling and developing character education in children during the pandemic. The research was conducted using library research research methods. The results of the research conducted indicate that all educational institutions, both formal education such as schools or colleges, as well as non-formal education environments such as families and communities, must be able to be integrated, collaborate and synergize in the implementation of character education. The role of both, as a place where authority figures take advantage of their authority, must be utilized as well as possible in order to create a pattern of inculcating good values or character from students themselves, from their families and communities. Thus, education in Indonesia is education that is able to give birth to humans who can also humanize humans.*

Keywords. *Role integration; Authority figures; Character Education; Pandemic.*

A. INTRODUCTION

Education is one of the main needs that should be met by every individual. This is because education has a very important role to help each individual or child in developing and increasing the potential of their human resources. With the increase in human resources owned by individuals or children, they will be able to conquer every challenge, and keep pace with the rapid development of life that is happening in the 21st century. However, despite the importance of education in life, until now, there are still many individuals or children who are less fortunate and do not get the opportunity to access education properly.

Quoted from wartaekonomi.co.id (Ekonomi, t.t.) according to Hastro Wardoyo, as the Head of the Indonesian National Family Planning Population Agency (BKKBN), stated that the quality of education in Indonesia so far has not been evenly distributed. This statement is evidenced by the Susenas conducted in 2017, which states that to date only 8.5% of the total Indonesian population aged 15 years and over have successfully pursued higher education. Meanwhile, the rest, as much as 65% of the majority of Indonesia's population can only afford elementary/junior high school education and the equivalent. Therefore, the current condition of education in Indonesia must immediately improve and improve. Considering the ongoing industrial era 4.0 also involves 75% of science and technology skills. So that education which plays a major role in managing human resources in Indonesia must be able to adapt immediately.

Discussing about education is never enough if it is not linked to the current problems that include it. As we already know that since the beginning of the corona virus pandemic, the

implementation of teaching and learning activities is no longer carried out face-to-face. To avoid crowds and in an effort to break the spread of the corona virus chain, the government instructed through a decision from the Ministry of Education, Culture, Research and Technology that educational activities or activities must be carried out online or online until the pandemic conditions improve and subside.

Aligning with the explanation above, reported from enfindonesia.co.id, in his article entitled (*Kondisi Pendidikan Di Indonesia Selama Pandemi Covid-19*, 2021), it is explained that the implementation of education in Indonesia currently encounters new challenges that are not only felt by the students, but also involved teachers/educators and parents. Since the presence of the corona virus, the process of teaching and learning is carried out online, children or students who study from home are indirectly required to study independently, be disciplined and also have facilities that support online learning activities. Unfortunately, not all children or students have these facilities, or if they have them, they have not been able to run them properly. Thus, the implementation of online education which has not been properly prepared, further sharpens the role of social inequality which is one of the inhibiting factors of education.

Next, as reported by the kominfo.bengkulukota.go.id web page, through his article entitled ("Di Masa Pandemi Pembelajaran Daring Berdampak Bagi Pendidikan Karakter," t.t.), it is said that although currently educational activities can still be carried out and take place online, it is still of does not guarantee the quality of the knowledge that's been transferred. This statement is based on the reason that teachers cannot directly measure how far the absorption of the materials explained can be understood by students. In addition, character education, which has also been an important part of the educational process, can no longer be carried out directly and intensively as usual. This ultimately raises other concerns if the character education that children or students undergo at home, either with or without parental assistance, cannot run in accordance with the values that have been taught by formal educational institutions such as schools.

Thus, based on the explanation above, it can be understood that education carried out online today, in addition to having a positive impact, also has a negative impact. One of them is related to the implementation of character education which aims to foster positive values and moral behavior in students. According to research conducted by Hasan Baharun (Baharun, 2017), it is said that character education in Indonesia is currently facing formidable challenges. In addition, the existing character education is also often considered to have failed to produce a youth figure of the nation's generation who grows up and has good characteristics or is in accordance with the expectations of all of us. It is undeniable that today's children or students tend to show more immoral behaviors and crimes that we never imagined before. Even though it is based on reasons that are sometimes considered reasonable, for example due to stress or burnout due to facing a pandemic, it is still not justified if the condition is vented by students on unfavorable behaviors.

Based on several news portals that the author met, during the pandemic, immoral behavior by students actually increased quite high. Reporting from medcom.id (*Tawuran Antar Pelajar di Semarang, Polisi Tetapkan Tiga Tersangka - Medcom.id*, t.t.), it was reported that during the pandemic, brawling behavior between students was increasing. Meanwhile, quoted from the article page of the Indonesian Islamic University, Yogyakarta (humas, 2021), shows that during this pandemic, children do not tend to do useful things but instead do activities that are detrimental to themselves. One of them is binge drinking and other drug abuse. If you look at one of the stories posted on the BBC News Indonesia website, with the title (*Kenapa bapak yang seharusnya melindungi malah merusak?*, t.t.), it is explained that harassment and rape, as well as various other immoral acts involving students, both as perpetrators and victims, have experienced a significant increase during this pandemic. The above conditions are certainly one of the many important issues for a teacher and other authority figures to immediately find the best solution to this phenomenon.

The phenomenon of increasing immoral and unscrupulous behaviors that are often carried out by children or students, as explained above, is of course very inversely proportional to the expectations or goals of the implementation of education in general, as well as character education in particular. Then, if we link the common thread, starting from the condition of

education with the current pandemic, it can be understood that with the limited circumstances, as well as the increasing immoral behavior of students, it is very necessary to approach or implement a better character education. . In the conditions described above, it is also a big question that the failure of character education that is happening today is ultimately the responsibility of, who? Then, is it enough if efforts to change the behavior of children or students only rely on the role of the teacher who comes from school education institutions? Or is it also necessary to collaborate with other authority figures in instilling and developing good character values for children as students?.

In an effort to provide an overview of the answers to the questions above, we, the writing team in this article, aim to conduct a study on the importance of integrating the roles of authority figures, be it parents, teachers and other authority figures in instilling values and developing character education for children during the pandemic. We will conduct this study using the library research method. The specific purpose of this study or research is to provide a new perspective on the importance of collaboration or integration of the roles of various parties in realizing the goals of character education in Indonesia.

B. METHODS

1. Theoretical Support

Based on the understanding, according to Ryan & Bohlin in (Tanis, 2013), character is a pattern of behavior contained in a person. People of good character have an understanding of goodness, love goodness, and work on it. According to Fitri in (Haryati, 2013), character education can be integrated into learning in every subject. Learning materials related to norms or values in each subject need to be developed, made explicit, to the context of everyday life. Because that way, character education can run intensely. Learning related to character values should also not only be given in the cognitive direction, but also touch on the internal self and real practice in the daily lives of students both at school and in the community.

Zainal Naqib explained in (Oktaviyani, t.t.), that character education is a system of inculcating behavioral values to school members which includes knowledge, awareness or willingness, and actions to implement values, both towards God Almighty (YME), oneself, others, the environment, and nationality so that they become human beings. Meanwhile, according to Zurqoni et al (Zurqoni, 2018), an important goal of implementing formal education or schools in Indonesia is primarily to create a balance between cognitive and affective abilities possessed by every child as a student in the teaching and learning process. In other words, it can be understood that the orientation of education in Indonesia so far is none other than developing critical thinking skills as well as forming good characters or behavior in a child as a student. The formation of good character and behavior in children as students is an important goal of all the implementation of education in Indonesia. Therefore, it is not surprising that the implementation of character education must be able to run optimally, both from formal education and non-formal education.

Talking about character education in the realm of formal education, the policies carried out by the government through the Ministry of Education and Culture regarding character education contained in the 2013, curriculum need to be welcomed and supported by all parties. Character education is not only important, but absolutely must be done by every nation if it wants to be born and continue to grow into a civilized nation. Many facts prove that advanced nations are not due to the fact that the nation has abundant natural resources. But because it has superior community or population characters and has noble qualities which they then apply in their daily lives. As accustomed to prioritizing honesty, hard work, responsibility, mutual respect and other noble characters.

According to Doni Koesoema (Koesoema, 2012), character education has actually become the basic spirit or spirit of educational activities in Indonesia. This statement is certainly inseparable from the history of character education that has been present coloring education in Indonesia since 1960. At that time, character education had been carried out, introduced, and implemented even though it was under a different name. The name or designation for character education in the old order era was "Education of Budi Pekerti", while in the new order era the name was changed to "Pancasila Moral Education (PMP)". Then based on research conducted by

Intania and Utama (Intania & Utama, 2020), they emphasized that character education has a very important role, especially during the corona virus pandemic. During the pandemic, children will do more independent learning activities, so that indirectly it also helps children or students to have good personalities. Through good character education, children will also be more aware of their role in the social environment. Thus, the optimization of character education needs to be considered.

2. Methods

The type of research method used in this research is library research method. According to Sari (M. Sari & Asmendri, 2020), the library research method or literature study is a research activity which includes the systematic and scientific collection of bibliographic materials and is related to the target or object of the research that is being or is being carried out. Efforts to collect data in this type of research method are carried out by collecting various kinds of information from reference books, journal articles and the like, notes, and various other documents related to the problem or research topic.

Some of the information collected in this study by the writing team, including an explanation of education, the urgency of character education, the role of teachers and other authority figures in instilling good character values, and various other information that is complementary to the discussions and results of the research. research conducted.

C. RESULT & DISCUSSION

So far, the implementation of education in Indonesia has been carried out in various ways that are considered appropriate and helpful in realizing the goals of education itself. Several efforts have been made to develop education in Indonesia during the current pandemic era, one of which is by utilizing technology as much as possible and also seeking learning methods that are appropriate to the conditions of the students or students. Thus, they can still gain knowledge and broad insight even in the midst of limited circumstances.

Then regarding character education, one of the backgrounds that underlies the importance of this education is of course the hope for the creation of good and moral behavior in students. As we all know that the pattern of life continues to change, and the problems that occur are increasingly complex, if a student or student is so rare and never even equipped with good character education, it certainly poses a huge risk in the future. This is because it is possible, the child or student can be trapped in an inappropriate environment and lead to immoral behaviors that can harm themselves, the country and the people around them.

Discussing further about character education, since the pandemic hit, its implementation has been carried out with various methods or very creative ways. For example, by maximizing the use of online classroom management as done by SMK Muhammadiyah 7 Yogyakarta. In a study conducted by Purnomo and his colleagues (Purnomo dkk., 2020), it can be understood that while still paying attention to the professionalism of teachers in teaching, the task of carrying out character education can also be carried out properly. The way is through management habituation in class forums that are carried out online. Management exercises in the classroom, even though online, can still help in instilling good values, controlling student attitudes, behavior, and also maintaining the spirit of the values of character education itself. Purnomo et al also added, if the use of online classroom management is not the only way that can be done by teachers or educators, there are still many other ways that can be done to continue to strive for the implementation of character education optimally.

Then, in another study conducted by Pulungan et al (Pulungan & Ritonga, 2021), it was explained that during the corona virus pandemic, character education could still be carried out well even though it had to be done remotely. With a note, in its implementation, educators or teachers must be able to integrate the desired character values in every lesson delivered to students. And don't forget to also involve the role or coordination with the closest people to students, namely families, especially parents. Teachers must be able to communicate to both parents that during the learning process from home, they are role models who inevitably are also responsible for teaching or instilling moral values and good character which are usually taught in schools. Parents also need to understand that everyone is a teacher who teaches a lesson and every home is a school where children or students understand something in their lives.

Connecting the opinions or results of the research above, of course we can understand that basically the implementation of character education does indeed meet challenges that are not easy, for now. However, this does not mean that these challenges should be ignored and the implementation of vital aspects of this education will be neglected. There are so many ways that can be done, either by maximizing the role of technology or coordinating with many parties who actually also hold responsibility for developing moral values and positive character in a child or student.

Erawati in her book (Erawati, 2019), explains that the synergistic role of authority figures around a child has a tremendous impact on educational outcomes, both general education and character education that he or she goes through. So far, many parents rely too much on the results of their children's education to the school. Like a laundry, school becomes a place for parents to wash up bad behavior or problems caused by their children at home. In fact, that's not the case. The figure of the teacher is indeed a role model for children, but that applies when they are at school. So do parents. They are exemplary figures whose children imitates every day. Therefore, the problem regarding the cultivation of positive and noble characters in children is actually a shared duty and responsibility shared by parents, families, teachers and society. They are all exemplary figures who are expected to be able to teach good values which will later shape the child or student as a person who has good character, makes the nation and state proud.

Based on the data collection that the writing team carried out, we found that the discussion or discussion of children's character education and its development through the roles of the surrounding authority figures was divided into two main topics, as shown in the following points.

1. The Character Building of Children and the Role of the Nearest Authority Figures Around them

Children are a gift and are entrusted by God to all parents, to be guarded and educated so that they can become the next generation to be proud of. In every life, children certainly have phases of development and growth which in their efforts to get through all of them they need guidance, education and assistance from several parties. The main thing is from both parents and all family members. Parents and families have become schools as well as the first authority figures for a child to learn about many things, such as learning about the values of personal-social life, how to shape character, instilling good morals, and learning the importance of ethics and procedures for behave.

Discussing about authority figures, according to Prasetya (Prasetya, 2020), in his writings he defines that authority figures are people who have the authority, power and power to regulate, lead, move or influence someone through policies or rules that have been created. Some people who get attributes as authority figures in a child's life include parents, teachers, or other figures that a child admires. Furthermore, Prasetya revealed that authority figures have a great influence on the formation of mindsets and character in a person, including children.

Discussing the character of children, according to Fuad Nashori (Nashori, 2017), in his view of the attitude of human origin, he said that from the perspective of Islamic psychology, it turns out that basically all humans or children born to this earth have original or innate traits to tend to do good. . Humans have the potential to spread goodness and are based on faith in God. This potential is called fitrah. As for another view regarding human nature, M. Quraish Shihab, defines that human nature is an element and work system that has been created by Allah since the beginning of the creation of his creatures and becomes innate until now or after birth. Human nature consists of many things, including the tendency to do good things, the tendency to have feelings for the opposite sex, the feeling to have children, property, throne and so on.

Referring to the explanation above, it can be concluded that there is actually no potential and character in a child that is specifically created to end up in ugliness or immoral behavior. Every child is like a white paper with scribbles on it depending on how the education process, mentoring, and direction from the people around him are. If since childhood children are accustomed to being educated and assisted in carrying out positive activities, then of course their character and behavior can be formed with good values. And vice versa, if since childhood children are accustomed to being familiar with bad behavior, then surely the values of that behavior will be applied for the rest of his life.

Next, adding an explanation about inculcating positive values to shape children's character or behavior through education, every child has the right to receive this facility, not only from formal education and institutions, but also from non-formal education. According to Hasnidar and Elihami (Hasnidar & Elihami, 2019), there are three institutions or elements responsible for providing education for children include families, schools, and other communities that have goals or goals to support the educational process so that it can run optimally. In addition to schools, as well as the exemplary attitudes or values taught by the teachers in them, families and other educational communities have become non-formal educational institutions that have a major role in shaping the personal development and development of a child's mindset. Therefore, in addition to paying attention to the formal education process that a child goes through at school, paying attention to the learning process of children in the family environment and the surrounding social community is no less important.

A good family environment is an environment that is able to become a place for a child to be able to express himself freely, but still presents good exemplary values and should be used as a role model by the child's figure. All family members in it can also pay attention to every phase of the child's growth or development, as well as being a good support system for them. Based on research conducted by Sari (D. P. Sari, 2020), it is said that the family can be a place for the growth of good character in children, because their ways of growing it are very diverse and creative. Among them is by teaching children activities that contain the values of caring, compassion, and mutual respect for themselves and others. These activities such as doing community service at home, cleaning, chatting and expressing affection for fellow family members.

Based on the explanation above, it is concluded that character education and efforts to maximize it cannot be carried out only by parties who are considered very competent, which in this case is often aimed at schools or formal educational institutions. Long before school, there was a family that first became an educational institution for a child, even though the institution was non-formal. Therefore, the integration of the roles school, community and family institutions is very important and has a major impact on the character growth of a child or student.

2. Integration of the Role of Authority Figures in Instilling Character Education in Children

Discussing the integration of the roles of authority figures around children in an effort to instill character education properly, we can refer to the concept of the three central structures of social education promoted by our teacher Ki Hajar Dewantara. According to Ki Hajar Dewantara, in an effort to revitalize character education in Indonesia, there are three structures of social education centers that must be understood and maximized in the best possible way. The three structures of the social education center are the education center in the family (family education), then the education center in of school or college (university education) and finally the of community education (society) (Majelis Luhur Persatuan Taman Siswa, 2013).

In line with the statement above, in a study conducted by Prasetia et al (Prasetia & Najiyah, 2021), they emphasized that a child's education really starts at home and learning that takes place at home is lifelong in nature or long life education. Therefore, the role of parents is certainly very important and becomes the central control in regulating family education standards. They are role models for their children in the implementation of character education, especially in the current pandemic era. Parents and family members currently have more time to observe children's learning activities from home directly, therefore, every time they see activities or attitudes or behaviors that are not in accordance with what has been conveyed so far by the teacher and family standards, then they have the right to rebuke directly and provide a new understanding of the child's inappropriate behavior. If the child remains stubborn and considers his behavior to be in accordance with the appropriate character values, parents can communicate this with the teacher or other authority figures who are more listened to by the child.

Meanwhile, the next is the role of teachers and the school environment in instilling education in a child. Schools and teachers, they are authority figures whose scope is a formal education which of course the rules for organizing character education are also formal in nature or adapt to the curriculum in schools. Character education that takes place in this realm is also only temporary. In a sense, if a child has been declared to have graduated from a school

institution, then he has also graduated in character education. Therefore, in the implementation of character education, which is actually short and formal, the professionalism and willingness of the teacher to be total in conveying positive moral values to children must be high. In the context of the current pandemic, teachers are also required to be able to insert a message of planting good character in each subject. Either the lesson is delivered directly or through learning applications such as zoom, whatsapp, google meet and the like.

The presence of this pandemic, if we try to observe it further, has actually opened the gates of more intense collaboration or synergy opportunities between parents and teachers. Parents of students at home today inevitably supervise their children's learning activities more often, and because of that, they can of course be more able to provide new inputs or evaluate the implementation of ongoing education. Thus, not only character education can run easily, but also learning delivery methods can continue to be created until students manage to gain insight that matches their expectations.

Then next, character education in social society. In the community, there are several authority figures or strategic figures whose job to regulate the environment so that it remains conducive. Parents, families, teachers and schools can actually invite the above figures to work together to harmonize the cultivation of good character values. They collaborate to create a good environment, away from cases of social pathology such as criminal acts, drugs and other immoral behavior. The synergy of the three can maximize the implementation of character education properly.

D. CONCLUSION

Based on the discussions and discussions that have been described in the description above, it can be drawn a common thread that character education is actually an important value in the implementation of education in Indonesia. This statement is based on the presence of a common goal or hope that the next generations of the Indonesian nation, apart from having a critical and strategic mindset, also have a personality, attitude and character that are no less soothing. Therefore, the implementation of character education must be maximal and optimal.

Then, regarding efforts to implement character education optimally, all educational institutions, both formal education such as schools or colleges, as well as non-formal education environments such as families and communities, must be integrated, collaborate and synergize. The role of both, as a place where authority figures take advantage of their authority, must be utilized as well as possible in order to create a pattern of inculcating good values or character from oneself, from the family and the community. Thus, education in Indonesia is education that is able to give birth to humans who can also humanize humans.

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