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# Parenting Patterns and Internal Teacher Guidance Strengthening Student Character Education in Elementary School During The Covid-19 Pandemic: Qualitative Study

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**Abstract:** The purpose of the study is to explain how parenting and teacher guidance is in PPK during the Covid-19 pandemic, explain character values that grow in PPK during the Covid-19 pandemic, and support and inhibiting factors for strengthening character education during the Covid-19 pandemic. This research uses a qualitative approach with the type of case study research with exploratory purposes—data collection techniques using interviews, observation and documentation. Data analysis techniques in this study used Miles and Huberman Interactive Qualitative, with data validity testing using triangulation. The results of this study found that the parenting pattern of parents was authoritarian. There was one resource person: a permissive parenting resource person and Democratic parenting four resource person. The theory of teacher guidance has two main topics: a) Integrative and Collaborative. The findings in this study develop the Integrative Collaborative Theory where collaboration between parents and teachers is needed in strengthening character education at Elementary School No. 3 Ngembalrejo during the Covid-19 pandemic. Supporting and Inhibiting Factors of PPK in Integrative Collaboration at Elementary School No. 3 Ngembalrejo. Emphasizing good environmental conditions, the data makes students comfortable in learning. Inhibiting factor: Lack of concern for parents makes children stubborn and cannot be managed like degree students.

**Keywords:** Parenting, Teacher Guidance, Strengthening Character Education

## 1. Introduction

The implementation of the teaching and learning process in Indonesia and various parts of the world today cannot be carried out as usual. This is due to the outbreak of the coronavirus disease. The 2019 Coronavirus Disease (Covid-19) outbreak is a disease that has emerged since March 2020. The Covid-19 pandemic has dramatically impacted human life, one of which is in the field of education. The government issued a Circular Letter of the Minister of Education and Culture No. 4 of 2020, which contains "stipulating learning from home regulations for students and working from home for teachers and part of the education unit. This means that the process of learning and teaching activities is carried out in their respective homes. Online (on the network) is a learning activity carried out by an educator and students who utilize the available internet network (Siyamta, 2017). The process of learning and teaching activities carried out online during this pandemic makes all learning processes carried out at home. Therefore, academic and non-academic learning shifts under full parental supervision. The role of parents who take over from the role of teachers in schools is very much needed. This is important in order to achieve maximum teaching and learning activities at home.

Kudus Regency is one of the areas exposed to Covid-19. Data obtained from Caesar et al. (2020), Central Java is an area that occupies the third position nationally in terms of Covid-19 cases, which have recorded 10.611 positive cases of Covid-19. In this case, it has accounted for 8.5 % of the national number of confirmed cases. The government in Kudus Regency has actively carried out socialization in the community through print, electronic and health protocol banners and many more.

Many moral issues have spread in several educational institutions during this Covid-19 pandemic. There are two kinds of values in life, namely moral and non-moral. Moral values include honesty, discipline, the value of responsibility, justice and so on. Meanwhile, non-moral is a value that deviates from the norm of everyday life. Such as stealing, lying, fighting, fighting parents, fighting teachers and so on (Berkowit et al., 2020).

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The participation of parents should be a bridge for students to get direction, considering that teachers do not meet face-to-face with their students. This is in line with Mutiah's opinion, which states that parenting patterns such as educating, directing and caring for children are part of the obligations of parents to shape the character and personality of children (Mutiah, 2012).

The online learning models and strategies that are implemented are one form of implementing character education strengthening for students in the learning process activities. With the participation of parenting and teacher guidance that goes well and properly, it is hoped that the cultivation of strengthening character education in online learning is expected to enable students to have good behavior, have good character values, are polite and courteous, and able to master technology in this era of the Covid-19 pandemic.

Based on the description. Researchers are interested in conducting research on Parenting Parenting and Teacher Guidance in Strengthening Character Education of Students at Elementary School No. 3 Ngembalrejo During the Covid-19 Pandemic.

The frame of mind is a framework that has a conceptual attitude related to something that will be presented in the research. This framework of thinking is a development of the relationship between the findings of the variables studied.

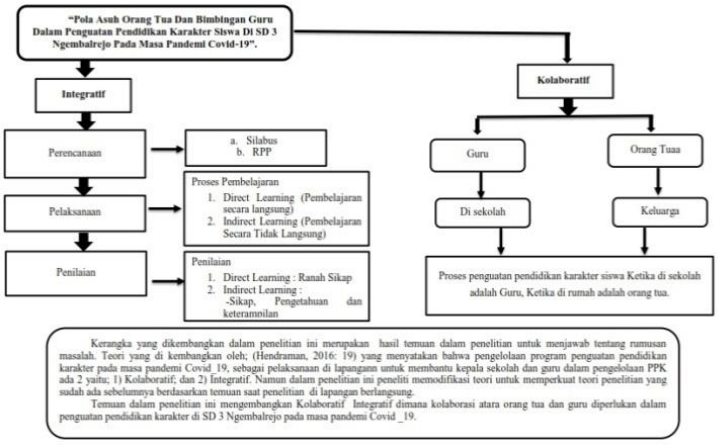


**Fig. 1: Conceptual framework**

## 2. Literature Review

### 2.1 Parenting

Permatasari (2018) state parenting is a way for parents to educate and discipline children in a variety of different ways on a daily basis, by way of parenting that is not done in an excessive way or forced to obey a rule. The rules that are usually applied are when children are required to get up early every day, have breakfast and then go to school feeling happy or happy. Meanwhile, according to the opinion (Prasetyaningsih, 2019) in his research, parenting is part of the method or method applied in the pattern of educating children. What is being done includes how the process of educators, namely parents in treating their children, in other words parenting is the way the pattern of parenting in raising children is carried out within the family environment where within the family scope there are various kinds of interactions in which there are various kinds of interactions. in the form of direction, guidance, motivation, protection, and encouragement of development and growth so that it is in accordance with what is expected.

### 2.2 Forms of Parenting Parenting

The forms of parenting according to McNamara, Selig, & Hawley (2010), classify parenting patterns into three groups, namely:

a) Permissive patterns such as not caring, letting and not caring about children, indifferent, busy with themselves, giving up on circumstances, difficult to control themselves, lack of confidence in giving guidance, allowing children to be stupid. This is a pattern of behavior of parents who always want to control their children in any way, for their own inner satisfaction, without thinking about their children's feelings, more precisely manipulative.
b) Authoritarian patterns such as often scolding, hostile, controlling children, demanding according to the wishes of parents, like to rule, give physical punishment, do not give space or freedom to the child, forming unilateral discipline, like to scold and often swear. This characteristic is part of the poor parental behavior.
c) Democratic patterns such as accepting children well, wanting to be open to children, developing children to be self -disciplined, always honest, sincere in facing children's problems, giving appreciation to children, giving strength for the development of responsibility for the consequences of actions done, being fair and wise, not quick to blame the child, giving warmth and sincere affection to the child. Parental characteristics like this are a dream for every child, of course. Parents like this are mature, mature, productive and normal.

## 2.3 Teacher Guidance

There are several roles of teacher guidance in strengthening character education during the pandemic as implementers in the field who assist school principals in managing the Strengthening Character Education program.

a) Collaborative - Collaborative is learning that collaborates between subjects by empowering potential as a source of learning media or involving several sections of society that support strengthening character education.
b) Integrative - Integrative is learning that integrates strengthening the development of character education with the substance of the subject contextually. Contextual learning in question starts from planning the learning process to assessment.

## 2.4 Teacher Competence

This competence comes from English, namely competence which means ability or skill. Meanwhile, in the Big Indonesian Dictionary, competence is the authority in the formation of determining (deciding) something. So this is closely related to the possession of knowledge, skills and skills as a teacher (Bahri, 2018).

Based on the results of the earliest research written by Wolomasi, Asloei & Werang (2019), teachers are the most important resource of any educational organization in schools. In order to compete in the global market, school administrators and leaders, educators at the government level must ensure that all teachers are prepared to work hard in moving schools to their desired goals.

According to Mulyasa (2016) expressed his opinion that the competence of the teacher is a combination of individual personal abilities, scientific, social and spiritual technology which essentially forms the standard for the formation of teacher professional competence, covering several domains of mastery of good understanding material professional development. and personality, from some of these opinions it can be concluded that a teacher in mastering competencies already has predetermined benchmarks such as mastery of the material, understanding of students, educational learning processes, professional personality development. It must be understood by the teacher to create a professional teacher.

## 2.5 Strengthening Student Character Education in Schools

According to Istiyono et al. (2021) Strengthening Character Education is "a program created to strengthen a student's character through harmonization of heart, taste, thought, and physical exercise, in their involvement in the public dimension as well as their involvement in the role of school, family, and society. and the community environment that is part of the Mental Revolution Movement (GNRM)." In the journal Atika argues that the Movement for Strengthening Character Education is an idea from the National Mental Revolution Movement which includes a better way of thinking, acting and acting over and over again (Atika, Wakhuyudin, & Fajriyah, 2019).

Strengthening character education is a movement that has been started since 2010. Providing a strengthening of character education at every level of education, starting from early childhood to the college stage, the character intended in Hidayat & Bujuri's opinion (2020) is one of the the scope of part of one's life to become a permanent attitude in a person, for example the attitude of hard work, discipline, responsibility, honesty, politeness and so on. So it needs support from strengthening parenting patterns as the main factor in the formation of children's character at home, as well as the role of teacher guidance in schools as the role of forming a character at school.

## 2.6 Character Education Goals

The purpose of an education is the main part that has been done by the government in achieving a good character education. As stated in the National Education System Law number 20 of 2003 article 3, it has been explained that a goal of the national education system is to develop the hidden potential in students to acquire intelligence in thinking, have good character, have a strong personality and Noble character. It can be interpreted that the purpose of education should have strong characteristics in forming a positive character, in the implementation of character education it does not only focus on cognitive education, but must include several 3 taxonomic dimensions, namely affective (concerning feelings: emotions, feelings, attitudes of appreciation, adjustment self), cognitive (intellectual aspects: knowledge, thinking skills, understanding, psychomotor) skills related to muscle and physical abilities (Silfiasari, 2017). Meanwhile, according to Samani et al., states that "character education is part of the purpose of life" Samani et al., means that the purpose of character education is part of the encouragement of choice in determining the order of life in a much better direction (Samani, Daryono, & Ratnadewi, 2018).

Benninga et al. (2003) the purpose of character education is to form moral and productive individual attitudes in their daily lives. It can be interpreted from some of the descriptions of the experts above that the purpose of the formation of strengthening character education is to determine educational outcomes that lead to the formation of students' morals in a balanced, intact and integrated manner. A character education school institution is implemented through habituation activities and is formed from the culture that is applied in schools, namely school culture.

## 2.7 Character Education Values in Schools

The basis of character education is education that integrates values. Value itself can be used as a reference in the formation of a person's character. Character education has several values that describe four sources of character values, including pancasila, religion, culture and national education goals. In Article 2 of the Minister of Education and Culture Article 2, number 20 of 2018 it is stated that strengthening character education is divided into 18 values that must be applied to the level of education units in Indonesia. Some of these values include:

a) Religious - obedient attitudes and behavior in carrying out the teachings of their religion, tolerance for worshipers of other religions and living in harmony with followers of other religions
b) Tolerance - attitudes and actions that show orderly behavior and comply with various rules and regulations
c) Discipline - actions that show orderly behavior and comply with various rules and regulations
d) Creative - thinking to produce a new way or result from something you already have
e) Independent - attitudes and behavior are not easy to depend on others in completing tasks
f) Democracy - a way of thinking, behaving, and acting that evaluates the rights of himself and others equally
g) Honesty - behavior that is based on trying to make yourself a person who can always be trusted in words, actions, and work
h) Hard Work - behavior that shows genuine effort in overcoming various learning and task barriers, and completing tasks as well as possible.
i) Curiosity - attitudes and actions that always seek to know more deeply and widely from something that is learned, seen and heard.
j) National Spirit - A way of thinking, acting, and having insight that places the interests of the nation and state above the interests of themselves and their groups.
k) Love for the Motherland - Ways of thinking, acting, and behaving that show loyalty, concern and high appreciation for the nation, the physical, social, cultural, economic and political environment of the nation.
l) Appreciating Achievement - Attitudes and actions that encourage him to produce something useful for society, and recognize, and respect the success of others.
m) Love to Read - willingness to take the time to read various readings that give wisdom to him.
n) Caring for the Environment - attitudes and actions that always try to prevent damage to the natural environment and its surroundings, and develop efforts to repair the natural damage that has already occurred.
o) Social Care: who always wants to help other people and communities in need.
p) Friendly communicative - actions that show a sense of pleasure talking, socializing, and cooperating with others.
q) Peaceful Love - attitudes, words and actions that cause others to feel happy and secure in their presence.
r) Responsibility - the attitude and behavior of a person to carry out his duties and obligations, which should be done to himself, the environmental community (natural, social, cultural), the country and God Almighty.

## 2.8 School Culture

School culture in the center of teaching and learning activities can go through a process of self-development, this is stated in the Saidek & Islami (2016), namely:

a) Routine Activities
   This routine activity is usually carried out consistently and consistently every time. Examples can be taken from ceremonial activities on Monday, 5S (smiles, greetings, greetings, courtesy and courtesy), greetings and greetings at school gates, routine class pickets, congregational prayers, praying before or after teaching and learning activities, lining up when entering class. many others.
b) Spontaneous Activities
   The process of activities carried out directly and at the same time. For example, visiting sick friends, donating to natural disasters, visiting, working together to clean the school environment and so on.
c) Exemplary
   An example of good behavior that can be imitated and can be done in everyday life or actions that can be used as role models. For example, neatness of clothes during teaching and learning activities, not littering, not smoking in class, being on time, polite, courteous, friendly, honest, loving, able to work professionally.
d) Conditioning
   Being able to create good learning conditions creates a comfortable atmosphere to use in the teaching and learning process, a supportive atmosphere in the formation of strengthening character education at Elementary School No. 3 Ngembalrejo. For example, a clean, comfortable and tidy study room, clean toilets, the availability of trash boxes in front of the class, a green school yard, a clean yard and so on.

## 2.9 KDP Supporting and Inhibiting Factors

The supporting factors for character education can be influenced by several factors that support the success of character education according to Hartanto (2019), namely:

a) Customs or Habits

Customs that are carried out by someone repeatedly in the same form so that they become a habit in the community.

b) Instinct
Instinct is a set of thoughts that humans are born with. There is already a connection with slander whose existence has not been studied first.

c) Descendants
The nature of children is a reflection of the behavior patterns of their parents. Children inherit most of their genes from one parent. It can be concluded that, parents are one of the main containers that influence the characteristics of a child.

d) Environment
One of the influential environmental factors is the environment in shaping the characteristics of the child where he lives.

## 2.10 Forms of Learning during the Covid-19 Pandemic in Schools

At the time of teaching and learning activities carried out only two subjects, which includes teachers and students. Parents only act as companions when students are at home during the Covid-19 pandemic. All teachers want all the subject matter delivered by them to be maximally absorbed and students can understand the lesson completely. In Schuitema, Dam, & Veugelers state, learning strategies that can be used in schools include a) cognitive aspects, which are aspects that aim to improve children's thinking aspects, b) cooperative, and c) effective learning.

The online learning pattern in several schools continues, such as at Elementary School No. 3 Ngembalrejo. Teachers are required to simply carry out the process of learning activities using an online system. Although the learning process is still carried out at home, the teaching and learning process must continue. So that a teacher must design according to applicable regulations using innovative learning media, which supports the use of online media (online).

The implementation of this online and offline learning process has several objectives, including 1) the fulfillment of the rights of students to obtain educational services from the government during the Covid-19 pandemic, 2) prevent the further spread of the virus in educational installations, 3) psychological fulfillment of students and parents. This is stated in the principles of the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies During the Covid-19 Pandemic Period.

# 3. Methodology

This research design seeks to explore deeper information about parenting patterns and teacher guidance in strengthening student character education at Elementary School No. 3 Ngembalrejo during the Covid-19 pandemic. Growing character values, as well as supporting and inhibiting factors for strengthening student character education at Elementary School No. 3 Ngembalrejo during the Covid-19 pandemic. Based on this, in order to be able to get a correct understanding , the naturalistic paradigm with a qualitative approach was chosen by the researcher. The reason for using a qualitative approach is because qualitative research which is a research method produces descriptive data in the form, spoken or written, from informants and behaviors that can be observed directly (Bitsch, 2005).

Primary data were obtained from interviews with school principals, teachers, students and parents. Secondary data is obtained from the results of Documentation and Observation. The data obtained from the documentation consists of; a) Educational tools such as syllabus, lesson plans, teacher assessment assessments, b) Photos such as the results of research in the field, and c) The results of research that has been done by others. While the data obtained from the results of observations obtained from a) observing online teaching and learning activities, b) observing student activities during the online process during the Covid-19 pandemic, and c) the research is attended directly, meaning that it is not represented by anyone.

# 4. Results

## 4.1 Permissive, Authoritarian and Democratic Parenting Patterns in PPK Conducted by Parents of Students at Elementary School No. 3 Ngembalrejo During the Covid-19 Pandemic Period

Based on the results of in-depth interviews, documentation and interviews with several Parenting Patterns in Strengthening Character Education. It was found that, there was 1 parent who applied the Permissive pattern, namely Ri. 1 parent applied the authoritarian pattern, namely Ne, and there were 4 parents applied the democratic pattern.

Democratic patterns such as accepting children well, wanting to be open to children, developing children to be self -disciplined, always honest, sincere in facing children's problems, giving appreciation to children, giving strength for the development of responsibility for the consequences of actions done, being fair and wise, not quick to blame the child, giving warmth and sincere affection to the child. Parental characteristics like this are a dream for every child, of course. Parents like this are mature, mature, productive and normal. This form of parental guidance is a dream for every child.

## 4.2 Integrative Collaborative Patterns Performed by Teachers in PPK Performed by Parents of Students in Elementary School No. 3 Ngembalrejo During the Pandemic Covid-19

Collaborative Pattern Integrative Teacher Conduct in PPK Conducted by Parents of Students at Elementary School No. 3 Ngembalrejo During the Covid-19 Pandemic, based on the results of documentation interviews and observations in this study were the findings in research to answer the problem formulation. The theory developed by Hendraman (2016) which states that the management of character education strengthening programs during the Covid-19 pandemic, as an implementation in the field to assist school principals and teachers in the management of KDP, there are 2, namely 1) Collaborative, and 2) Integrative. However, in this study, the researcher modified the theory to strengthen the existing research theory based on the findings during the research in the field. The findings in this study develop the Integrative Collaborative Theory where collaboration between parents and teachers is needed in strengthening character education at Elementary School No. 3 Ngembalrejo during the Covid -19 pandemic.

## 4.3 Character values in KDP through Integrative Collaborative During the Covid-19 Pandemic

Character values in KDP through Integrative Collaborative During the Covid-19 Pandemic based on the results of interviews with 1) Religious, 2) Nationalist, 3) Mutual cooperation, 4) Integrity, and 5) Independent. It was found that the most prominent character value was the value of Mutual cooperation for environmental cleanliness which was very clean.

## 4.4 Supporting and Inhibiting Factors of KDP in Integrative Collaboration at Elementary School No. 3 Ngembalrejo

Supporting factors for Strengthening Character Education (PPK) were found based on environmental conditions and school facilities that support student learning, support for cooperation between schools and school residents, communication between school residents and parental support for teachers and students. The inhibiting factors for the Implementation of Strengthening Character Education (PPK) were found based on the lack of understanding of parents about character education, lack of concern for parents with fully character education planting activities in schools, students still need guidance based on the age of students, lack of understanding of teachers about character strengthening programs for students.

# 5. Discussion

The following below are some of the descriptions of the findings in the research that has been completed, namely.

## 5.1 Democratic, Authoritarian and Permissive Parenting Patterns in Strengthening Character Education carried out at Elementary School No. 3 Ngembalrejo

Based on the validity of the data from the interviews of Parenting Patterns with Key Informants, parents of grade II and IV students in Strengthening Character Education at Elementary School No. 3 Ngembalrejo. Democratic Pattern: giving direction, inculcating religious character values, discipline. Authoritarian: scolding, lacking in giving good directions. Democratic: teaching honesty, manners, religion, caring for others. Although children are less likely to participate in school in terms of achievement, the attitudes of parents tend to be good. Democratic. Provide support to children when bored with limited PTM. good advice, giving good religious teachings, setting an example of good manners. Democratic. good advice, giving good religious teachings, imitating good manners. Even though parents are busy, they still accompany their children. Permissive does not take use of children, children are more likely to be entrusted to their grandmothers.

## 5.2 Integrative Collaborative Pattern Performed by Teachers in PPK Conducted by Parents of Students at Elementary School No. 3 Ngembalrejo During the Covid-19 Pandemic Period

The findings in this study are the results of the findings in the study to answer the formulation of the problem. The theory developed by Hendraman (2016) which states that the management of character education strengthening programs during the Covid-19 pandemic, as an implementation in the field to assist school principals and teachers in the management of KDP, there are two, namely 1) Collaborative, and 2) Integrative. However, in this study, the researcher modified the theory to strengthen the existing research theory based on the findings during the research in the field.

The findings in this study develop the Integrative Collaborative Theory where collaboration between parents and teachers is needed in strengthening character education at Elementary School No. 3 Ngembalrejo during the Covid-19 pandemic.

## 5.3 Character values in KDP through Integrative Collaborative During the Covid-19 Pandemic

The results of the study found that there were 5-character values that were quite well applied by teachers at Elementary School No. 3 Ngembalrejo. However: Integrity is found (Fu): discipline, punctuality, exemplary in teaching.
However, here are the main findings: based on interview sources, teacher justice is lacking, there are some parents who regret that smart and less intelligent children are always differentiated.

Character values in KDP through Integrative Collaborative During the Covid-19 Pandemic based on the results of interviews with

a) Religious - Integrated from inculcating character values when at home and at school
b) Nationalist - Integrated from planting character values during the learning process
c) Mutual Cooperation - Integrated from inculcating the character values of love for the environment that exist in the school environment
d) Integrity - Integrated from learning outcomes
e) Independent - Integrated from inculcating character values when at home and at school.

It was found that the most prominent character value was the value of Mutual cooperation for environmental cleanliness which was very clean.

## 5.4 Supporting and Inhibiting Factors of KDP in Integrative Collaboration at Elementary School No. 3 Ngembalrejo

The description of the results of the research on several supporting and inhibiting factors for the implementation of strengthening Character Education (PPK) in Elementary School No. 3 Ngembalrejo Kudus, namely supporting factors for the implementation of Strengthening Character Education (PPK) at Elementary School No. 3 Ngembalrejo Kudus.

a) The condition of the school environment as well as the existing facilities to support the success of character education activities at Elementary School No. 3 Ngembalrejo.
   The results of the study Environmental conditions and school conditions, a clean and tidy environment, not a lot of scattered garbage and adequate facilities were very supportive for the formation of children's character.
b) Support for good cooperation between school principals and school residents.
   Based on the results of the research in relation to KDP, which was examined based on observation, the support for good cooperation between the principal and the teacher was shown by having a meeting to discuss the problems that existed in the school. The meeting discussed the procurement activities for competitions held in other elementary schools. In a meeting between the principal and the teacher, they give each other input and direction for students, so that the competition runs optimally. From the results of collaborative meetings with school principals and teachers, the results can print students who excel.
c) Communication between school residents and parents.
   Based on the results of research through interviews and observation methods. Communication between school residents and parents is one of the supporting factors for the formation of Strengthening Character Education (PPK) for students. From some opinions of school principals, teachers and parents, it can be concluded that communication between school members is very much needed and is the most important factor to form a close relationship between the school and parents, to shape the character of students in the future.
d) Support from parents of students, both to students and schools.
   Based on the results of observations, documentation and interviews, the role of parents in the formation of Strengthening Character Education (PPK) is very important for the progress of students at school and from the school. Based on the results of observations, interviews and documentation of parental support in the form of energy, materials, how to educate students at home and encouragement for children to be active in learning.

From various explanations of interview quotes, observations, and documentation. It can be concluded that character education is a process of character building in students which is a systematic unit of several important roles from the direction of the principal, teachers and the role of parents and the environment, both in the school environment and in the community, which supports the creation of Strengthening Education. Expected character (PPK). If all these components do not go well, it can greatly affect students in carrying out character education in the future.

## 5.5 Inhibiting Factors in the Implementation of Strengthening Character Education (PPK) at Elementary School No. 3 Ngembalrejo Kudus

Lack of understanding and sensitivity of parents about the importance of character education, so parents only see the success of their children through the values obtained from school. Based on the results of observations on January 13, 2020, the lack of monitoring and understanding of parents towards their children in character education makes smart students eroded by naughty and arbitrarily at school. The need for the role of parents in the process of character building

does not only depend on the school, but tries to be able to cooperate with the school so that the student's character is formed optimally.

The ignorance of parents about character education activities resulted in the child being entrusted to the school completely. Based on the results of observations and interviews with school principals, it was found that parents' lack of care for the character education process resulted in the child being fully the responsibility of the school. For example, when there is a meeting about student character education, parents are not present, the deliberation does not go according to what is expected. Based on the findings of the research, the role of parents should be starting to maximize the role of the forum for parents of students to be more concerned about the growth and development of their children at school and also as a forum for aspirations for school policies. This is in accordance with Petranto's theory (Aunola & Nurmi, 2005) that parenting is a pattern of behavior applied to children that is relatively consistent from time to time. This pattern of behavior is felt by the child, both in a negative and positive way. The parenting pattern instilled in each family is different, this depends on the views of each parent of awareness of the students. Elementary school age who tend to be very happy to play, high curiosity, so that supervision and warning are needed if students are found to have violated the rules that apply from the school.

Based on the results of research through observation, interviews and documentation, students are very active in playing, so they don't pay attention to the teacher, and like to be angry. In contrast to class II, high class students, namely class IV are more directive than children of low class age. Based on the results of interviews and the results of student documentation, the next stage solution needs to be given education about the need for obedience to the rules along with habituation of students in the school environment.

The teacher's lack of understanding of the Character Education Strengthening Implementation Program (PPK) that has been launched, so that teachers are less consistent in providing lessons and proper handling to students. Based on the results of observations in giving subjects, sometimes everything is not given according to the existing lesson plans, because second graders are more hyperactive, and get bored quickly so teachers are sometimes confused about what actions the teacher should do. Based on the findings of the second grade teacher interviews, they are still confused about how to apply character to children at the age of low grade children. The solution needs to be socialization between principals, teachers and students in order to facilitate the process of strengthening character education programs at Elementary School No. 3 Ngembalrejo.

## 6. Conclusions and Suggestions

The results of this study In Parenting Parenting Patterns (PPK) It was found that, there was 1 parent who applied the Permissive pattern, 1 parent the authoritarian pattern and there were 4 parents who applied the democratic pattern. This democratic pattern is the embodiment of the attitude of parents who are the dream of all children. Teacher Guidance in Strengthening Character Education found the findings develop the Integrative Collaborative Theory where collaboration between parents and teachers is needed in strengthening character education at Elementary School No. 3 Ngembalrejo during the Covid-19 pandemic. Character Values in KDP 1) Religious, 2) Nationalist, 3) Mutual cooperation, 4) Integrity, and 5) Independent. It was found that the most prominent character value is the value of Mutual cooperation for environmental cleanliness which is very clean. Supporting factors (PPK) were found based on environmental conditions and school facilities that support student learning , support for cooperation between schools and school residents, communication between school residents and parental support for teachers and students. The inhibiting factor for implementation (PPK) was found based on the lack of understanding of parents about character education, lack of concern for parents with fully character education planting activities in schools, students still need guidance based on the age of students, lack of understanding of teachers about character strengthening programs for students.

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## Conflict of Interest

The authors declare no conflicts of interest.

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