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Teaching Culture-based Character Education on Elementary School: Internalizing Local Culture during Covid-19 Crisis

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Abstract: The research aims at investigating a variety of forms for teaching character education at primary schools in Surakarta, Central Java, Indonesia, during this COVID-19 crisis. The type of the study is descriptive qualitative research. The subjects of research are principals and teachers at Public Elementary School 15 Surakarta (SD Negeri 15 Surakarta), Cemara Dua Elementary School Surakarta (SD Negeri Cemara Dua Surakarta), and Elementary School Muhammadiyah 1 Surakarta (SD Muhammadiyah 1 Surakarta). The schools are located in Surakarta City, Indonesia. The research was conducted from April 2021 up to September 2021. The methods of collecting data were interviewing and document analysis. The authors interviewed the schools' principals and teachers about the form of character education teaching at their schools, whether inside or outside. Document analysis was in the form of lesson plans of subjects that employ character education and youtube videos containing the teaching of character education. The data analysis techniques were data display, data reduction, and concluding. The research showed a variety of teaching character education at those schools: integrating curriculum with the character; using extracurricular activities before starting learning. Learning from home can be focused on life skills education, including how to live during the Covid-19 pandemic.

Keywords: character education, COVID-19 crisis, primary school, students.

在小学教授基于文化的品格教育：在新冠肺炎疫情危机期间内化当地文化

摘要：该研究旨在调查在这次新冠肺炎疫情危机期间在印度尼西亚中爪哇省苏拉卡尔塔小学进行品格教育的各种形式。研究类型是描述性的定性研究。研究对象是苏拉卡尔塔公立小学 15 (标清内格里 15 苏拉卡达)、苏腊卡尔塔塞马拉杜瓦小学 (标清内格里塞马拉杜瓦苏拉卡达) 和穆罕默迪耶 1 苏拉卡尔塔小学 (标清穆罕默德迪亚 1 苏拉卡达) 的校长和教师。学校位于印度尼西亚的苏拉卡塔市。研究时间为 2021 年 4 月至 2021 年 9 月, 收集数据的方法为访谈法和文献分析法。笔者就其学校的品格教育教学形式, 包括内教还是外教, 采访了学校的校长和教师。文件分析以在教学中运用品格教育的科目的教案和包含品格教育教学的 youtube 视频的形式进行。分析数据的技术是数据显示、数据缩减和得出结论。研究表明, 这些学校的品格教育教学方式多种多样: 课程与品格相结合; 在开始学习之前使用课外活动和活动。在家学习可以侧重于生活技能教育, 包括如何在新冠肺炎疫情大流行期间生活。

关键词：品格教育、新冠肺炎疫情危机、小学、学生们。

1. Introduction

Character education plays an important role in contributing to students' views, attitudes, and implementation of the characters [1]. A study from Aristotle about virtue ethics and Kantian deontological ethics contribute to the development of personal worldview because both affect the broad moral views. Meanwhile, a study by [2] revealed that Gandhi's

teaching offers ways of developing non-violent character: world religious teaching, service learning, and setting an example. Moreover, a study by [3] showed that implementing a multicomponent socio-culturally inspired character-education program has advantages in school conditions, students' actions, and staff morale. The students find their social, emotional, and cognitive needs at schools. Another study found

that character education contributes to students' social competence, and those with prior social competence also contribute [4].

Values of life are a form of character education to realize global education because it has the values revealed by [5]. Core values of life (character education) are global educational values that have forms. They are acceptance of and respect for others, open-mindedness, respect for human rights, concern for justice, commitment to democracy, and a willingness to be involved. Global education provides an overall view of the world and perspectives to cope with the challenge of globalization [6]. The quality of the students at online learning is viewed from program design, program delivery, teaching approach, and the quality of teacher, student, and administrative support provided by the institution [7].

A good education is the real goal of estuary education. Education has strong relevance to the demands and needs of the Indonesian people in giving innovative, intelligent, and has a strong identity [8]. Education is considered a preventive effort because, basically, education builds a new generation to be a better nation, which is expected to improve the quality of the younger generation [9]. Schools as educational institutions have a responsibility to build students' character. The character strengthening program in the online learning process must still be controlled and supervised by the school students [10].

An overwhelming majority of the world's enrolled students have experienced the temporary closing of school during the Covid-19 pandemic in an attempt to encourage social distancing and therefore decelerate the transmission of the virus [11]. The Covid-19 pandemic requires teachers and students to carry out online learning so that students cannot be directly accompanied by teachers but by their parents. Feelings of parents towards remote learning are mixed. Some parents feel more connected to their child's schoolwork, while others see this as an additional burden [12]. Challenges that may impact parental involvement in remote learning settings include economic resources [13], lack of internet access [14]; lack of interest in using technology [15]; and having low digital self-efficacy [16]. Thus, students are required to be independent. The honesty and independence factor of students in doing assignments are the main obstacle [17]. Strengthening character education for students during the Covid-19 pandemic is quite different from applying character before the Covid-19 pandemic. In face-to-face learning, the teacher could observe directly how students apply character, and the teacher can give examples or behavior directly to students [18]. However, during the Covid-19 pandemic, such as the current one, teachers are experiencing problems in the implementation of direct monitoring of student character applications

because teachers could just monitor students online with evidence in the form of photos and videos [19].

Based on the statement above, researchers are interested in researching Teaching Culture-based Character Education in Elementary School during the Covid-19 Crisis. This research is important to describe and analyze the form of character education teaching at their schools, whether it includes inside teaching or outside. Later, it will become a joint evaluation material in growing more advanced even during the Covid-19 pandemic. The focus of this research is the school's efforts in implementing the program to strengthen discipline and responsibility character education at the Public Elementary School 15 Surakarta (SD Negeri 15 Surakarta), Cemara Dua Elementary School Surakarta (SD Negeri Cemara Dua Surakarta), and Elementary School Muhammadiyah 1 Surakarta (SD Muhammadiyah 1 Surakarta) during the online learning period.

2. Methodology

2.1. Research Design

The type of research is descriptive qualitative. The subjects of research are principals and teachers at Public Elementary School 15 Surakarta (SD Negeri 15 Surakarta), Cemara Dua Elementary School Surakarta (SD Negeri Cemara Dua Surakarta), and Elementary School Muhammadiyah 1 Surakarta (SD Muhammadiyah 1 Surakarta). The schools are located in Surakarta City, Indonesia. The time of research is in April 2021 up to September 2021.

2.2. Sample and Data Collection

The methods of collecting data are interview and document analysis. The authors interviewed the schools' principals and teachers about the form of character education teaching at their schools, whether inside or outside. Document analysis is in the form of a lesson plan of subjects that employ character education in the teaching and YouTube videos containing the teaching of character education.

2.3. Data Analysis

The techniques for analyzing the data are data display, data reduction, and drawing conclusions.

3. Results

3.1. Character Education at SD Muhammadiyah 1 Surakarta

As a character education school based on ICT and culture, SD Muhammadiyah 1 Ketelan Surakarta tries to ensure the quality of learning activities by using national and international curricula and developing local culture. SD Muhammadiyah 1 Ketelan Surakarta uses the 2013 Curriculum for general subjects, the

International Curriculum Cambridge for learning English, Curriculum 2013 for Ismuba special feature subjects, and Local Content Curriculum Learning activities are based on Graduate Competency Standards, Content Standards, and implementing regulations, Process Standards, and Assessment Standards.

Character Education in this school is applied in many areas of activities:

1) Routine activities are activities that are routine or steady at any time. Routine activities can also mean activities that students carry out continuously and consistently at all times.

2) Spontaneous activities or incidental activities. This activity was carried out spontaneously without any prior planning. Exemplariness.

3) Exemplary being an example is the behavior and attitude of teachers, education staff, and students in providing examples through good actions so that they are expected to be role models for other students.

4) Conditioning is related to the school's efforts to organize the physical and non-physical environment to create an atmosphere that supports the implementation of character education. Co-curricular activities and or extracurricular activities.

5) Co- and extracurricular activities are activities outside of learning activities. Although outside of learning activities, teachers can also integrate them into learning.

6) Daily activities at home and in the community support character education in schools, homes (families), and the community are important partners for successfully implementing character education in schools.

7) Local content is developed to be integrated with the curriculum through learning and self-development and the Character Education Strengthening School Program.

Integrating content in learning through Social Sciences, Javanese Language, Cultural Arts and Crafts (Pembelajaran Seni Budaya dan Prakarya/SbdP), Regional Voice Arts. The integration of local content in learning is very important because the values of local wisdom will help students to understand each material concept. The provision of student knowledge is not limited to knowledge but can be implemented in practice outside of school. Specifically for social studies learning based on local wisdom, the material is very complex and related to the community. Local wisdom can be a shield against foreign cultures that they can freely access through technological advances and social media. Besides that, integration can be used to explore regional potential, preserve regional culture, cultivate regional potential and preserve character values related to local content.

3.2. Character Education at SD Negeri 15 Surakarta

The authors interviewed both the principal and the teacher at SD Negeri 15 Surakarta about implementing character education at their school. The principal conveyed the implementation of character education at SDN Mangkubumen Lor No. 15 Surakarta. Character education is implemented into several fields or matters.

We integrate the implementation of character education first into active, creative, effective, and fun learning. Second, the implementation of character education is integrated into learning fun extracurricular activities. Third, we integrate character education into a conducive school culture that is healthy and fun. And fourth is to comply with implementing character education through the participation of parents or the community so that we implement character education into all school activities to lead to schools that are characterized, dignified, and beneficial to the wider community towards schools that excel at the city, national, as well as international.

The explanation above indicates that the principal of the school implements the policy to apply character education in four aspects: integrating character education inside the subjects, outside the subjects (in the extracurricular activities), cultural school activities, and involving parents and community to implement character education into school's activities. The four aspects are complete and clear about the concept and its implementation at school.

Besides that, a teacher of that school (teacher LI) stated that there are four activities of character education at the school below:

1) The internalization of character education is manifested in active, creative, effective, and fun learning. To the teacher at SDN Mangkubumen Lor No. 15 Surakarta instills the values of disciplined, religious, careful, self-confident character, and is the willingness to respect others (Flag ceremony & Discipline when entering to the classroom);

2) Integration of character education into effective extracurricular learning, Character education is also instilled through extracurricular activities such as scouts, Pencak silat, music assembly, batik, dancing, painting, reading, and writing of the Holy Qur'an;

3) Instilling character education through the development of conducive school culture, in developing school culture, character education values are also instilled, such as a habit of shaking hands with the teacher (before pandemic), washing hands and praying before eating, queue culture as well as other activities that foster character school activities; and

4) Instilling character education through the participation of parents and the community, the participation of parents and the community ultimately becomes one of the determinants of the success of planting character education in schools.

The teacher above told the authors about teaching character education at her school, in more detail, completed with examples. Teaching character education inside the classroom includes teachers' characters as examples of good character. The teacher's characters include values of disciplined, religious, careful, self-confident character, and is willing to respect others (Flag ceremony & Discipline when entering to the classroom). Teaching the character is also through extracurricular, i.e., scouts, Pencak silat, music assembly, batik, dancing, painting, reading, and writing of the Holy Qur'an. The next is that character education values are also instilled, i.e., a habit of shaking hands with the teacher (before pandemic), washing hands, and praying before eating. And the last is the participation of parents and the community.

In addition, based on the authors' observation, they found that students' creativity can be poured into each class wallboard. It also trains the character of cooperation; it is proven that the board is always filled with students' works in each class. SDN Mangkubumen Lor No. 15 Surakarta also attaches great importance to the cleanliness of the canteen, the school canteen is so clean, and the food is healthy too so that students can control their food and not snack randomly. Exercise is also routinely carried out, which is followed by all students. Children are also free to play but are under the teacher's supervision during recess. A very comfortable, neat, and clean library makes students feel at home to linger in the library to read books.

Based on the document analysis, the authors found many forms of Character Education activities at SDN Mangkubumen Lor No. 15 Surakarta has implemented various character education, including:

- 1) At the beginning of class before learning:
 - a) Before entering class, shake hands with the teacher.
 - b) At that time, the teacher immediately paid attention to the students' condition (neat uniform, neat hair, socks color, dental hygiene, nail hygiene, etc.) and immediately followed up. For example, the teacher prepared a comb-to-comb children whose hair was not neat (braided).
 - c) Previously, the school conducted socialization and MOU with parents.
 - d) Provided additional spiritual education according to their respective religions (10-15 minutes).
 - e) There can be a public meeting 1 x a week, a ceremony 1 x a week, an apple on the terrace/front of the class.
 - f) Public apples in the yard while singing the national anthem/song of struggle.
 - g) Cleaning class coming and going home from school according to picket assignments
 - h) Arrangement of bicycles/motorcycles is neatly arranged, a dividing line for parking locations is made,

cooperation with school guards (school guards must also dress neatly/office during office hours)

- 2) During the lesson preparation class:
 - a) Students give an oral report to the class teacher (represented by one student taking turns to practice courage).
 - b) Praying.
 - c) If there is a change of teacher (religious teacher, PJOK, etc.), the students still provide reports such as to the class teacher.
 - d) Students leaving class must be allowed to enter class, must knock on the entrance permit.
- 3) At rest:
 - a) How to eat when eating in the canteen.
 - b) Provide enough trash cans (organic and non-organic).
 - c) Water faucets are provided for washing hands.
 - d) Places to eat can use the terrace of each class.
- 4) At the end of/after school:
 - a) Praying.
 - b) Students report that learning has been completed.
 - c) Singing the national anthem.
 - d) Students go home shaking hands with the teacher (teacher in front of the exit) while still paying attention to the condition of the students (tidiness)
 - e) The picket team clears the class.

3.3. Character Education at SD Negeri 15 Surakarta

The authors met teacher NE (a teacher at SD Cemara dua Surakarta) and interviewed about the implementation of character education to students at his school. Below is the conversation between the authors (one of the authors 'SS' and Teacher NE about teaching character education to students:

SS: We will link the existing lesson plans with the implementation of culture in elementary schools through video recordings that we already have, cultural performances, etc. Is there a cultural performance here?

NE: Yes, we always share our activities on our website. You can also use the SD Cemara 2 channel to watch it through YouTube.

SS: Regarding the learning, how do you combine and synergize the existing lesson plans with cultural learning?

NE: Because there must be SBDP in every theme, we also convey it according to the material, and then we take it to events that are taking place around us, and then we go to other areas. Usually, in each theme, it is a different province. For Java, theme 6 or 7 is about gamelan xylophone suling.

SS: Invited for musical or what?

NE: Incidentally, we also have a karawitan (music) room. Before the pandemic, we also carried out musical practices there. Last week we also practiced, but via zoom, the theory was conveyed, but the children practiced alone at home because of the

pandemic if there was a schedule for direct practice first.

In the conversation above, the teacher teaches cultural materials with Gamelan musical tool (in the Karawitan room) and inserts culture in SBDP subject before and during Covid 19 crisis. Before Covid 19 Pandemic, cultural teaching occurred in the school, but during the Covid pandemic, it was taught online, or the students learn it at home.

SS: At the Surakarta cultural event, how are you doing?

NE: We participate in the children's play, then if there is a festival, we participate. Hence, if there is a festival, the City Government is invited to participate, and we always send.

SS: Then, how do you instill character about culture in your students in the classroom?

NE: If that, a coincidence, we plant it every day, especially on Thursdays, we dress neatly, use good and correct Javanese, even when we pray, we can also use Javanese, that is what we have been taught. So, the instructions use innate Javanese manners. If grade 1 is a rare school, Mulok, the thematic lessons for materials related to local distance are true, as Mrs. Ratna said. So, every time at SBdP lessons, there is always material for the culture of singing, dancing, and skills, all from local materials around us. Besides that, there is also a Javanese language Mulok lesson, so we provide characters whose material is about a character, for example, fairy tales, fables, or folk stories in character planting at the Mulok lesson.

SS: How about evaluating students?

NE: Yes, using a portfolio and for habituation at home, a journal of activities with parents is made

SS: During this pandemic, what are the students doing? Make a video or what?

NE: Sometimes, we zoom in on direct interactions, for example, because students at home take examples from those at home. What items can be tapped at home, like for musical lessons? So, our practice also does not burden the students later when they are in the music room; they can practice properly.

NE: The absorption because this is a pandemic, maybe, for now, it is different, in the past years if it was presented it was more than 75% because we for local wisdom itself are inherently integrated and not separate, so if we combine it, it can be more than 75%. So for daily activities, there are also extracurricular activities that are very supportive, and the school principal has determined extracurricular types that really promote local culture such as karawitan, dance, and pantomimes, painting, batik, coloring which are directed towards the local culture and local wisdom.

In the conversation above, besides teaching culture through gamelan (orchestra) and SBdP subjects, the teacher teaches culture and educated character (before the Covid crisis) through students' participation in a cultural festival by the local government. The students

wear Javanese clothes every Thursday, using Javanese karma alus. They sing and dance Javanese songs and participate in extracurricular activities (fairy tales, fables, or folk stories) at the character planting Local Content Subject (Muatan Lokal/Mulok) lessons. However, during the crisis, they recorded their Gamelan practice, dance, pantomimes, painting, batik, coloring at home and sent the result to the teacher.

SS: At SD Cemara 2, what stands out, the characteristics that are different from other elementary schools, or the advantages?

NE: In Cemara 2, the dances are dance, and karawitan. We have professional dance teachers. The same is the collaboration between rabbana and karawitan, so when welcoming guests, there is local wisdom mixed with rabbana. We perform dances, and music (karawitan), mixed with rabbana. In the past, we had a semester break. We filled it with pensi, the little dalang performed, then they performed and were assisted by the association, so they packed their own training, we the teachers also performed.

SS: The student has talent from the beginning, was formed, or outside the training teacher?

NE: Everything is mixed; there is an integration between learning at school and home. This means that a good relationship with parents leads to forming the character of this local wisdom there. The children are interested in karawitan activities; there are very prominent children in it, which can be communicated between the karawitan supervisor and their parents and their supportive parents and put them into the studio. Then some can perform, dance the conclusion that they support each other if there is any event once they are ready because apart from learning from school, they also support their children and parents are also proud that their children can perform.

SS: Does the school also classify Ms. children's register based on their respective talents? So that there is a plus for the child to enter?

NE: If there is no additional plus point, it is all the same. Competency mapping used to be known from the start, the selection of extracurricular by personal talent children tend to choose themselves. School supports.

In the conversation above, the school has some advantages about teaching character education. The school has professional dance teachers who collaborated with rabbana and karawitan to welcome guests. Before the Covid 19 crisis, the teachers and the students performed an art performance of shadow puppets. The school also develops the students' interest and potency by guiding and assisting those who have patience in karawitan, dance, and many other cultural performances.

Besides that, SDN 02 Cemara always improves itself in improving the quality of learning, academic and non-academic achievements, as well as quality graduates through the following activities:

1) Strengthening Nationalism Character Education at SDN 02 Cemara

The Flag Ceremony: the spirit of nationalism of the citizens of SDN 02 Cemara, is built through a flag ceremony held every Monday and every other national holiday. In addition to forming the character of nationalism through the flag ceremony, the values of togetherness, unity, integrity, and respect for the leaders will be instilled.

2) Strengthening Religious Character Education at SDN 02 Cemara

Schools play an important role in instilling religious education, instilling religious values at SDN 02 Cemara starting with the habit of praying dhuha, midday prayers, and Friday prayers in the congregation. Supported by extracurricular reading and writing Al-Qur'an and Al-Kitab, students are expected to have stronger morals and religion that impact the social side of students in the form of infaq humanitarian wallets and offerings.

3) Strengthening the Value of Independent Character.

SDN 02 Cemara has various programs and facilities to fulfill children's literacy activities, including a library, a reading corner in each class, a reading angkringan program, class wall magazines, and reading houses. Reading angkringan is an innovation to serve the needs of students to increase literacy and knowledge, which is strengthened by the existence of a planned and measurable work program through various competitions, including storytelling, writing a synopsis, and composing among students.

Drs. Wahyono, M.Pd (Head of Elementary Education at the Surakarta City Education Office) said reading a book to gain knowledge is very appropriate. In this study, there are several books that we must read, which we must know. Thus, with a book every time we have to read that where the children will know more about the knowledge in the book:

1. Classroom posters and class bulletins are student expressions in conveying creative ideas in the form of writing, drawings, or works of art. The reading house of SDN 02 Cemara is one of the facilities to meet the literacy needs of orangutan guardians who want to visit or just socialize with the school. Located in a cool and beautiful school garden and equipped with books and magazines, this reading house is an attractive spot for parents.

2. Healthy kitchen, a healthy kitchen program, is one of the programs that have a broad impact. Through a healthy kitchen, all school residents will be accustomed to living a healthy life by serving simple and tasteful food and free from the 3Ps (Preservatives, Colorants, Flavors). Another positive impact that is expected is through the habituation of students being able to independently prepare and finish washing their own cutlery, get used to discipline, queuing culture, and being tolerant.

3. Honesty toilets, students with honest and independent character will behave well wherever they are. For that, the school provides honest toilets. Implementing an honest and independent attitude can also be seen from the school security patrols or PKS and small doctors. They are always on standby in helping the implementation of Friday gymnastics and flag ceremonies so that they run in an orderly and healthy manner at school.

4) Strengthening Mutual Cooperation Character Education at SDN 02 Cemara

As an adiwiyata school, SDN Cemara 02 continues to improve itself through the cooperation of all school residents and partnerships from the department and related stakeholders to add to the character of gotong royong inherent in students. Implementation of character education through adiwiyata involves:

A) Cleaning the garden outside the classroom and school community service at the end of each month. As a form of environmental campaign, the students also made class and school maddings with environmental themes applying used materials.

B) The selection of environmental ambassadors from each class is a form of school appreciation for students to love the environment. One of the goals of organizing school adiwiyata is to create good conditions for schools to become places of learning for school residents, including SDN 02 Cemara has a greenhouse, catfish pond, vertical garden, and family medicine garden.

5) Strengthening Integrity Character Education at SDN 02 Cemara

Character and integrity are closely related to each other. Character is a good habit, while integrity means high moral values that become goals or character education goals. By participating in various academic and non-academic competitions and championships, self-presentation activities in exhibitions and exhibitions are expected to create a high character of integrity in students. The student graduation scores that have increased every year result from the hard work of teachers and students who support each other in achieving school integrity.

6) Programs and Facilities for SDN 02 Cemara. To hone students, skills to achieve achievements in their fields to be more confident and ready to move to the next level.

1. Extracurricular, through extracurricular activities, students can channel their interests and talents in academic and non-academic fields.

a) Compulsory extracurricular: Scouts, English, Spiritual (read/write Al-Qur'an/Al-Kitab),

b) Cultural Arts Extracurricular: Karawitan, Dance, Painting, Music, Teter/Pantomime, Tambourine.

c) Extracurricular Sports: Taekwondo, Basketball, Volleyball, Sepak Takraw, Karate, PMR

2. SDN 02 Cemara Library no. 13 becomes a place or space to be a source of learning. Some efforts

to use the library include library exploration activities, synopsis writing, book reviews, writing class, outing activity reports, storytelling for students, studying school walls, school magazines, chili journalists, and student work workshops as an effort to familiarize students with literacy.

3. Under the coordination of UKS supervisor teachers with the guidance and supervision of the sub-district health center, health services at SDN 02 Cemara aim to improve students' health and the school community optimally. A small school doctor was formed to carry out part of the health service business, which was chosen to carry out part of the effort to maintain and improve the health of oneself, friends, family, and the school environment.

4. Discussion

In this research, Javanese values are the foundation of teaching character to students. It can be seen from verbal, attitude, and behavior activities at schools. It is in line with [20], conveying that to form the basic character is through cultural values. The value that one needs is Javanese culture. This research shows that those schools teach character education in the "Teaching cultural arts and crafts" subject (Pembelajaran Seni Budaya dan Prakarya/SBdP), and its subject is structured and programmed. The result is in line with [21], stating that schools programmed character education in the curriculum: specific character education curriculum and design of the character, learning, and environment. Citizenship education can be solved by conceiving democratic principles, values, and procedures as a part of the citizen and involving religious values [22]. In this research, SD Muhammadiyah 1 Surakarta adopts Islamic religious principles and the Javanese culture of citizenship education.

Learning from home can be focused on life skills education, including how to live during the Covid-19 pandemic. In this case, the teacher prepares learning method materials and matters related to learning that will take place through online learning. At the same time, parents accompany and participate in preparing all the facilities children need in the online learning process. This is a good momentum for all parties, both teachers and parents, to develop children's character education. Currently, children are at home 24 hours, so it is very appropriate for teachers and parents to collaborate to design good character education patterns during distance learning at home. The role of parents in a family includes educators, teachers, guides, leaders, and role models for children [23].

5. Conclusion

Learning from home can be focused on life skills education, including how to live during the Covid-19 pandemic. The role of schools, especially primary schools, plays an important role in preserving it in both

curriculum and extracurricular. The three schools have implemented the teaching of character education in three aspects: integrating curriculum with character education using extracurricular activities before starting learning. The research showed a variety of teaching character education at those schools, namely integrating curriculum with the character using extracurricular activities before starting learning.

6. Recommendations

The authors recommend for future researchers to study the implementation of local culture to improve the quality of students' character education.

7. Limitations

The study is limited to describing the implementation of cultural arts at three elementary schools in Surakarta, Indonesia.

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