



Analysis of Character Education Values: School-Based Character in Indonesia

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<p>Article History</p> <p>Article Submission 12 November 2022</p> <p>Revised Submission 24 December 2022</p> <p>Article Accepted 4 February 2023</p>	<p style="text-align: center;">Abstract</p> <p>Character Education Enhancement is a deliberate and systematic initiative aimed at cultivating conduct and nurturing the intellectual facets of students. This is achieved by reinforcing the synergy among emotions, thoughts, and physical exercise through habitual practices. This study seeks to assess the incorporation of school-based character education, examining the integration of the five core values from Indonesia's Strengthening Character Education: religiosity, nationalism, independence, mutual cooperation, and integrity. Employing a qualitative research method, data were sourced from school principals, teachers, and students, with data collection focusing on all fourth-grade students at SDN Menteng 01 Jakarta. The analysis followed an interactive model, data condensation, data display, and conclusion drawing. Additionally, triangulation of data from observations, interviews, and documentation was conducted. The study's findings indicate the successful implementation of the five main values of school-based character education at SDN Menteng 01 Jakarta. The execution of these character education values involves various aspects, such as religious habituation activities (praying, reciting the Koran, and reading prayers before studying) for the Religiosity value, fostering a love for the motherland, national spirit, and respect for diversity for Nationalism, and promoting creativity, discipline, courage, and a commitment to learning for Independence. Similarly, values like cooperation, mutual assistance, and building solidarity contribute to the implementation of Mutual Cooperation, while honesty, courtesy, politeness, and exemplary behavior uphold the value of Integrity. The research concludes that teachers effectively impart the five core values of character education, seamlessly integrating them into the planning, execution, and evaluation of learning, as evidenced by the reflective notes maintained by the teachers.</p> <p>Keywords: Character Education; Elementary School; Indonesia</p>
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Introduction

The education landscape's paradigm shift towards character education, molding students' character, is a historical hallmark within a contemporary international context (Alderdice, 2020). This evolution is intricately tied to diverse political, social, and economic motivations. Consequently, the aim of character education is to fortify the conduct and self-worth of students, fostering an acceptance of existing differences (Bates, 2019). Japan introduces character education early, starting in elementary schools, with the intention of nurturing moral qualities and instilling a culture of discipline in students (Hiratsuka, 1980). In England, prestigious public schools prioritize character development through team play and physical activities, aiming to instill discipline and leadership qualities (Carr, 2017; Revell & Arthur, 2007).

In the 20th century United States, schools were expected to contribute to nation-building, driven by the belief that educating the young was more effective than the old (Peterson, 2020; Chowdhury, 2016). Character education, therefore, becomes a crucial element in educating and shaping the behavior of the younger generation, preparing them to compete globally while upholding ethics and morals and shielding themselves from the influence of globalization (Izzati, Bachri, Sahid, & Indriani, 2019). Dewey argued that instilling character education in students is foundational for cultivating virtuous values in them (Komara, 2018; Pietig, 1977).

In Indonesia, the concept of character education has been emphasized since the Old Order era, continuing through the New Order to the Reform Order (Hermanto, Japar, & Utomo, 2019). During the Old Order era, the first President of Indonesia, Ir. Soekarno underscored the significance of constructing and developing national identity through the cultivation of national character, referred to as "Nation and Character Building." The nation's founders concurred that building a national identity and instilling national character must be sustained (Hermanto, Zulela, Japar, & Sumantri, 2022; Darmayanti & Wibowo, 2014).

During the New Order era, building national character was carried out through the Guidelines for Understanding and Practicing Pancasila (P4). Meanwhile, in the reformation era, all elements of society carried out positive habituation activities in shaping the nation's character (Acetylena, 2018). Instilling values of character education occurred through the guidance provided by teachers or parents and daily routines (Lickona, 2015; Saptatiningsih & Permana, 2019).

The Character Education Strengthening Program represents a deliberate and planned initiative aimed at fostering character development and enhancing students' intellectual capacities. This is achieved by reinforcing the synchronization of emotions, preferences, thoughts, and physical activities through habitual practices (Onde, Aswat, Fitriani, & Sari, 2020; Maunah, 2017). Schools serve as pivotal environments for imparting character education, occurring not only in classrooms but also through habituation activities involving the entire school community. The reinforcement of character education aligns with school and class settings and is rooted in community culture (Regulations of the President of the Republic of Indonesia, 2017). The significance lies in cultivating students' character, ensuring they not only acquire intellectual knowledge but also internalize noble and intrinsic values, contributing meaningfully to both their personal lives and the broader community (Judiani, 2017; Miharja, Kusumawardana, & Setiawan, 2020).

Student behavior undergoes transformation when influenced by established rules or norms within their living environment. The environment, particularly within family and community settings, serves as the primary space for students to adapt and acquire positive values (Singh, 2019; Kristjánsson, 2016). Consequently, students exhibit politeness, responsibility, and embrace local wisdom characteristic of their region (Mariatun & Indriani, 2018). However, when students lack proper guidance in knowledge and morals, they become susceptible to negative influences within their surroundings, potentially leading to impolite behavior, harsh speech, truancy, and even engagement in risky behaviors such as drug use (Mustoip, Japar, & Ms, 2018; Hermanto et al., 2022).

Julaiha (2014) emphasizes the significance of incorporating character education values into the learning process. This involves introducing these values, integrating them into learning implementation plans, employing engaging teaching strategies, and connecting the subject matter

to real-life issues within the student environment to ensure meaningful learning. In the context of implementing character education in schools, teachers have the opportunity to acquaint students with exemplary programs such as the school literacy movement, honest cupboards, character education initiatives, and a learning culture that nurtures student creativity (Mustaqim, 2015; Akhwan, 2016).

The character values integrated into school learning encompass religiosity, nationalism, independence, cooperation, and integrity, all rooted in Pancasila. These values are interrelated and undergo dynamic development, collectively shaping the personal integrity of morally upright students.

Literature Review

Lickona (1996) outlined three key aspects contributing to the development of positive character in children: (1) the intrinsic need for each child to possess good character, (2) the necessity for schools to provide a supportive environment for effective character cultivation, and (3) the crucial role of societal character education in realizing an ethical community. This concept is recognized within various educational frameworks such as ethics education, value education, moral education, virtue education, and character education (Metcalf & Stozek, 2020). According to Lickona (2015), character education involves instilling positive traits, encompassing moral understanding, moral sentiments, and moral actions. The cultivation of character through these components aims to enable students to comprehend, experience, and practice virtuous values, fostering awareness and habitualization within both the school and societal contexts (Latiana, 2013; Turan & Ulutas, 2016).

A primary objective of implementing character education in schools is to promote the growth and development of moral education in individual students, ensuring effective integration into daily life within the school and society (Izzati et al., 2019). Consequently, the continuous infusion of character values in students reflects a character education ethos that emphasizes unity and freedom among school community members (Laksana, 2015). Elementary schools play a crucial role in laying the foundation for character development in students. Character education in elementary schools requires intensified efforts because, during these initial stages, students are more receptive to receiving and internalizing the character values being taught. As students progress to junior high schools, they will then manifest and embody the character values instilled during their earlier education (Sutomo, 2021). This comprehensive approach aims to conduct character education in elementary schools with a deep understanding of the potential and diversity among students, serving as a precursor to fostering a generation that contributes meaningfully to Indonesian society (Dewi, 2022).

Moreover, as outlined in the Regulation of the Minister of Education and Culture of the Republic of Indonesia (2018) on Strengthening Character Education for Formal Education Units, the objective of implementing the character education program is to maximize the role of the three education center partnerships, comprising families, schools, and communities (Article 5, Paragraph 1). The functions of this tri-education center partnership are executed through the application of class-based, school culture-based, and community-based character education (Article 6, Paragraph 1).

The execution of school-based character education strengthening involves several approaches: 1) emphasizing the habitual practice of core values in daily school life, 2) setting an example among school members, 3) engaging all education stakeholders in schools, 4) establishing and adhering to norms, regulations, and school traditions, 5) cultivating the distinctiveness, excellence, and competitiveness of the school as its hallmark, 6) providing ample space for students to explore their potential through literacy activities, and 7) nurturing interests, talents, and potential through extracurricular activities (Article 6, Paragraph 2) (Komara, 2018). Consequently, character education strengthening positions character values as the fundamental dimension capable of instilling the values and essence of Pancasila in students. The five core values of strengthening character education are interconnected as the priority elements of character education programs in formal education units, namely Religiosity, Nationality, Independence, Mutual Cooperation, and Integrity (Dalyono & Lestariningsih, 2017).

Summarizing the various concepts of character education discussed earlier, it can be concluded that character education involves moral, ethical, and virtue education. Instilling exemplary character traits in children from an early age cultivates a habit of practicing noble morals. This practice brings lasting benefits, as children become accustomed to virtuous behavior, fostering good personalities that can be applied in various aspects of life throughout adulthood.

In the context of this study, character education, as conceptualized by the researchers, revolves around instilling values and behaviors guided by the five main character values, which are interconnected. Consequently, the implementation of character education focuses on habitual practices among school members, adhering to established guidelines and rules within schools to shape students' behavior, morals, and values. The ultimate goal is to produce students of quality and nobility.

Motivated by the aforementioned issues and considering legal, theoretical, and empirical perspectives, the researcher is compelled to undertake a study titled "Analysis of Character Education Values: School-Based in Indonesia" with the following research focus: 1) Planning of character education activities by teachers in schools; 2) Implementation of character education activities by teachers in schools; 3) Evaluation of character education activities by teachers in schools.

Methodology

The primary objective of this study is to conduct a comprehensive analysis of the implementation of school-based character education, emphasizing the reinforcement of the five key values: religiosity, nationalism, independence, mutual cooperation, and integrity. The research adopts a descriptive qualitative approach. Qualitative descriptive research is research that explains phenomena that occur concretely, actually, realistically, systematically, factually, and accurately describes facts, characteristics, and relationships between phenomena that are meticulous (Creswell, 2016; Sugiyono, 2015). The main subject in this study is the principal and the supporting subjects are teachers and students.

Concerning the subject of investigation, the emphasis in research findings lies in conveying meaning rather than establishing rigid conclusions. Research results are not prescriptive and may evolve based on conditions encountered in the field. They are presented in the form of descriptive words, interpreting and documenting facts observed in the field (Hermanto & Supena, 2020). The research procedure carried out was by using WhatsApp media and cell phone media, this was done because the Covid-19 virus was still spreading in the wider community. Therefore, researchers only conduct in-depth interviews with data sources via WhatsApp and cell phone media and conduct relevant research studies and literature studies to strengthen the results of the research conducted.

This research was conducted at SDN Menteng 01 Jakarta, Menteng District, Central Jakarta City, DKI Jakarta Province with data sources namely informants (principals, teachers, and students). The data collection consisted of all 4th-grade students at SDN Menteng 01 Jakarta. Researchers act as human instruments (researchers do their research) (Sugiyono, 2010). Sampling and data sources were carried out using purposive sampling (sample taking based on considerations that focused on certain objectives and the researcher had determined the sampling criteria), sampling was based on needs and the research topic. The characteristics of the research informants can be seen in Table 1 below

Tabel 1 Characteristics of Research Participants/Informants

Participants/ Informant	Frequency	Initial	Gender
Students of SDN Menteng 01 Jakarta	6	AB, MK, AR, SR, FT, and RR	Three Male, and three Female
Principal of SDN Menteng 01 Jakarta	1	EK	Male
class 4 teacher at SDN Menteng 01 Jakarta	1	IR	Female
Extracurricular Teacher	1	RH	Male
Character Building Teacher	1	AH	Male

The collection of data employs observation, interviews, and documentation techniques (Moleong, 2017). Utilizing observation, interview, and documentation guidelines, interactions take place with the school's principal, teachers, and students. As Figure 1 presents, the qualitative data analysis follows the interactive model developed by Miles et al. (2014), data presentation, data condensation, and drawing conclusions of verification (Yulianto, Sayekti, & Sugiyanto, 2020). To ensure data validity, techniques such as data triangulation, heightened persistence, and reference material utilization are employed (Bungin, 2014). Here is an illustration of the interactive model employed for data analysis.

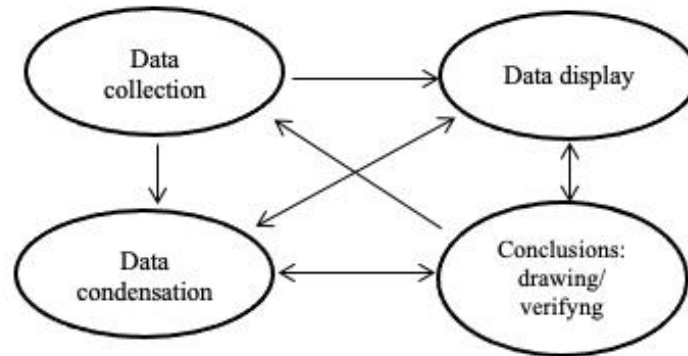


Figure 1. Data Analysis (Miles et al., 2014)

Results

The results of the research findings with a research focus on analyzing teacher activities in planning, implementing, and evaluating character education in schools to strengthen students' character values in schools. This can be explained in the table below (Table 2):

Table 2. Analysis of the Implementation of School-Based Character Education at SDN Menteng 01 Jakarta

No	Main Character	Character Value	Implementation				Note
			Activities	Execution time	The place	Person in charge	
1.	Religiosity	Faithful and Pious	Say hello when entering class.	Every day in class	In the classroom	Classroom teacher	√
			Pray before and after learning	Every day	In school	Classroom teacher	√
			Duha prayer	Every morning	In the prayer room	Islamic Religion Teacher	√
			Faith and piety activities (Imtaq) or Spiritual activities	Every third Friday of the month	In school	Imtaq Activities Trustees	√
			Be grateful for the diversity that exists as the identity of	Every day	In school	Teachers and Students themselves	√

No	Main Character	Character Value	Implementation				Note
			Activities	Execution time	The place	Person in charge	
			the Indonesian nation.				
		Clean	Don't throw any trash	Every day	In school	Student	√
			Cleaning up trash in class	Every day	In school	Homeroom teacher	√
		Tolerance	Respect ethnic and religious differences	Every day	In school	Classroom teacher	√
			Help a friend in trouble	Every day	In school	Classroom teacher	√
2.	Nationalism	Love the Motherland	Carry out a flag ceremony.	Every Monday	In school	Ceremony Master	√
			National holidays	On national holidays	In school	Classroom teacher	√
			Love and learn authentic Indonesian products	Every time you need	In school	Classroom teacher and Student	√
		Spirit of nationality	Learn to understand the history of Indonesia and its diversity	Every day	In school	Classroom teacher	√
			National holidays	Every day	In school	Classroom teacher	√
		Appreciating diversity	Respect friends of different ethnicities and religions	Every day	In school	Principal and teacher	√
3.	Independence	Creative	Create an example of behavior that can be followed by his friends	Every day	In school	Classroom teacher	√
		Discipline	Get to class early	Every morning	In school	Classroom teacher	√
			Put on clothes and following class rules	Every day	In school	Classroom teacher	√

No	Main Character	Character Value	Implementation				Note
			Activities	Execution time	The place	Person in charge	
			Do assignments and always following class rules	Every time in class	In school	Classroom teacher	✓
		Dare	Do assignments in front of the class	Every day	In school	Classroom teacher	✓
		Learner	Create an example of behavior that can be followed by his friends	Every day	In school	Classroom teacher	✓
4.	Mutual Cooperation	Cooperation	In discussion and learning activities, students work together	Any group discussion	In the classroom	Classroom teacher	✓
		Helping each other	Help a friend who is in trouble	Every day	In the classroom	Classroom teacher	✓
		Solidarity	Help a friend in trouble	Every day	In the classroom	Classroom teacher	✓
5.	Integrity	Honest	Foster students to behave honestly	Every day	In the classroom	teacher	✓
		Polite and polite	Provide an understanding of etiquette	Every day	In the classroom	teacher	✓
		Exemplary	The teacher sets an example for the students	Every moment until it becomes a habit	In the classroom	teacher	✓

Based on the analysis of the research findings presented in the table above, it is evident that SDN Menteng 01 in Central Jakarta has adopted a school culture-based approach to character education. The character values emphasized and implemented within the school include faith and piety, cleanliness, tolerance, love for the motherland, national spirit, respect for differences, creativity, discipline, courage, learning, cooperation, honesty, politeness, courtesy, and exemplariness.

In the execution of character education within the school, several practices are commonly observed: 1) teachers acquaint students with exemplary school programs such as the literacy movement, honest cupboards, imtaq programs, safe school initiatives, little doctors, character

education, entrepreneurship, and a learning culture fostering creativity; 2) teachers and students adhere to the 5S culture (smile, greet, be polite, and courteous); 3) the school instills the five main values of character education through both intracurricular and extracurricular activities; 4) teachers consistently remind students to embrace the culture of character in their daily lives at school.

These measures are implemented to ensure that students effectively internalize the character values imparted to them. The goal is not solely to cultivate students with a deep understanding of knowledge but also to prioritize the development of positive behavior and morals as an integral aspect of character education.

Discussion

Based on the research findings above, the researcher then conducted a discussion related to the research focus, namely the activities of teachers planning character education in schools, implementing character education, and evaluating character education in schools. The discussion of research findings is as follows:

Teacher's Activities Planning Character Learning in Schools

The study findings indicate that Grade IV teachers have incorporated the planning of lessons aimed at integrating character values into the lesson plans and syllabi for each subject, after that integrating them into the learning curriculum, using interesting learning strategies, and the teacher linking content material with problems that occur in everyday life. In addition to this, the teacher also prepares important notes that he holds to reflect on the material learned the previous day. Therefore, Character education in school learning can be achieved by incorporating curriculum content into various subjects, both thematically and integrated into subjects (Lestari & Mustika, 2021; Atmaja, Dewantara, & Utomo, 2020; Wijanarti, Degeng, & Untari, 2019).

The Class IV teacher shared insights on lesson planning for Class IV, aligning with Core Competencies, Basic Competencies, and indicators within the realm of Social Science. The details are as follows: "In carrying out physical character learning activities, the teacher always accustoms students to carrying out cooperation activities and are responsible for their respective work assignments as well as in groups and the teacher prepares small notes containing in-depth material related to instilling character values, some of which are very important is respecting differences between students, but instilling other character values can be done during the learning process ongoing and flowing" (Interview. Item.3.Teacher.School.12/08/2022). This aligns with the assertion by Onde et al. (2020) that the initial phase of character education planning involves analyzing the incorporation of character values in learning, referencing the educational tools outlined in Core Competencies and Basic Competencies, along with the stages of learning activities.

Based on field data at SDN Menteng 01 Jakarta class IV in lesson planning it can be seen that the teacher has taken steps before learning is carried out in class by analyzing studies of character values that are integrated into learning, preparing important notes on the results of the previous day's learning which will be conveyed back to students. This activity is called a reflection activity. Additionally, character education in schools can be conducted through both intracurricular and extracurricular activities, as well as other positive habituation practices. The purpose of cultivating character through learning by associating material content with problems that occur in the environment is a way to grow student character so that it continues to be actualized in everyday life (Rachmadyanti, 2017; Zulfuraini, 2012).

Teacher's Activities Implementing Character Learning in Schools

In connection with the teacher's activities carrying out character learning at school, namely the teacher and class IV students at SDN Menteng 01 Central Jakarta in learning activities, when the teacher starts learning in class the teacher directs students to read a prayer first, the teacher then conveys to students about material that had previously been taught to students, after that the teacher gave the material taught that day. During learning activities, students exhibit activeness, creativity, and confidence in responding to the teacher's questions. The teacher employs the discussion method, serving as a facilitator in the learning process, the teacher instills character values in students so that the learning is carried out meaningfully.

As per the findings of Muttaqin, Raharjo, & Masturi (2018), in the execution of character education within schools, teachers consistently prioritize emphasizing values such as respect for fellow students and a love for the environment, then before learning begins the teacher always starts by reading a prayer and inviting all students to pray while praying. This is in line with the opinion of Fitriyah & Wardani (2022) and Wulandari & Kristiawan (2017) explaining that in classroom learning activities the teacher as a facilitator can construct students' understanding and behavior through real examples in their respective environments, besides that students can carry out problem-based learning and then find a solution by the participants. teach yourself. This means that in shaping behavior and building their knowledge students can construct it through the learning environment that surrounds them (Anton & Trisoni, 2022; Hasan, 2007).

Teacher's Activities Evaluating Character Learning in Schools

Based on the comprehensive insights gathered from in-depth interviews and documentation studies in this research, it is evident that within the context of school learning, especially those related to instilling character values, namely: in the early stages the teacher gives daily quizzes after the teacher gives material to students, after that the teacher gives midterm exams and exams end of semester. While in learning activities in the classroom the teacher evaluates students' attitudes and behavior when receiving material from the teacher (Interview. Item.6.Teacher.School.14/08/2022).

Aligned with the teacher's remarks, as recorded during a approximately 2-minute session, he expressed, "In the initial phase, we, as teachers, administer daily tests one month after introducing a theme, followed by another round of daily tests once the students have grasped the material related to the theme. This pattern continues for each subsequent theme. Besides the regular learning process, the evaluation of character education implementation involves direct observation of behavioral changes in Mr. Her's students," he conveyed (Interview. Item.2.Teacher.School.18/08/2022).

This corresponds with information gathered from teacher interviews where it was revealed, "In evaluating and assessing classroom learning, specifically for this Grade IV class this semester, we conduct daily tests one month after students commence studying or receive new material. This approach is applied for each theme, meaning every month, there is a test corresponding to the ongoing theme. Additionally, a Mid Semester Assessment is conducted today or this week, and roughly two months after the Mid Semester Assessment, the Mid Semester Examination takes place. Following the completion of the Mid Semester Examination, the homeroom teacher, Indres, takes over," according to the teacher (Interview. Item.6.Teacher.School.20/08/2022)

From several interviews with the teacher, this is in line with the results of research from (Sukarno, 2020; Dahliyana, 2017) that the evaluation of learning in the classroom is related to instilling student character values through the teacher directly observing student behavior and recording it in daily or weekly journals, students do self-assessment and providing positive feedback between friends, and the teacher makes individual student character notes (Hermanto et al., 2022; Wuryani, Roemintoyo, & Yamtinah, 2018).

Conclusion

In the school's character education implementation, teachers incorporate the 5 main values of strengthening character education into their teaching practices. The planning of character education involves analyzing how these values are integrated into the learning curriculum through lesson plans and syllabi. Additionally, teachers prepare brief notes to reflect on the previous day's material. These notes serve as a tool for the teacher to revisit students' understanding of prior lessons before delving into the core learning objectives.

Moreover, during the teacher's execution of character education in school, the teacher takes a proactive role in designing, implementing, and managing learning activities to foster an environment of group discussion that is active, enjoyable, and meaningful. This is evident in the classroom setting where students play a more engaged role in constructing their knowledge, while the teacher serves as a facilitator guiding the discussion throughout the learning process. Third, in the teacher's activities evaluating learning at school, namely: 1) the teacher makes direct

observations to see student behavior and records it in the daily or weekly school journal, 2) students carry out self-assessments and provide positive feedback between friends and fill out sheets written assessment from the teacher, 3) the teacher makes special notes to assess the character of students individually or from group assignments of students.

This evaluation activity is used to see: 1) see the abilities and competency achievements of students 2) materials for preparing progress reports on learning outcomes 3). Improved learning activities. The research findings pertaining to the analysis of character education implementation at SDN Menteng 01, Central Jakarta, reveal the incorporation of key character values. These values encompass religiosity, nationalism, independence, mutual cooperation, and integrity.

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