The Implementation of Integrated Character Education Outcomes in Elementary Schools

Surmana, **Neta Dian Lestari, Reva Maria Valianti, Rambat Nur Sasongko,**
Muhammad Kristiawan, Sudarwan Danim

Universitas PGRI Palembang
Universitas Bengkulu
surmana785@gmail.com, neta_obyta@yahoo.com, evierizal27@gmail.com,
rambatnur@unib.ac.id, muhammadkristiawan@unib.ac.id, sudarwan@unib.ac.id,

ABSTRACT

This study evaluated the implementation of integrated character education in elementary schools in the city of Palembang and measure the achievement of the results. The implementation of integrated character education in several cities in Indonesia has not shown encouraging results. This study is a survey method, conducted at 20 elementary schools in Palembang with descriptive statistics, frequency distribution, and histogram. Data collection techniques were obtained through in-depth interviews, observation, documentation, checklists, and questionnaires. The results showed that the implementation of integrated character education in elementary schools has not been encouraging. Empirical evaluative findings show that in the fifth grade the highest percentage is 36.33% and in the sixth grade, 30.33% of the 600 elementary school students in the city of Palembang studied still in the Good enough category. The presence and role of classroom teachers who are specifically entrusted with the role of the transmitter of character education or heart education are sometimes overwhelmed and the role of guidance and counseling teachers at the elementary school level is not very visible or even not involved at all, as seen in most elementary schools in Indonesia. This paper recommends to provide hours of classical tutoring services.

Keywords: Character Education, Integrated, Elementary School

A. INTRODUCTION

The State Ministry of Education has developed a comprehensive character training program for all levels of education and types of training. The Grand Strategy becomes a theoretical and practical guideline for the development, implementation, and evaluation of every path and level of education. Character development includes all psychological, social, and cultural functions of the heart (spiritual and emotional development), intelligence (mental development), exercise and movement (physical and muscular development), senses and intentions as well as emotional and creative development. The scenario training was delivered by discussing the grand design for the entire school area so that the country's ideals for children's intelligence are balanced with good character.

The national character development was declared by Susilo Bambang Yudhoyono in 2010 with the hope that the quality of Indonesian human character will increase. However, as time went on, reality spoke differently (Purnomo, S, 2014). Now there are many immoral acts that the perpetrators come from among students. This indicates that the implementation of character education in Indonesia has not been fully successful. The problem is not in the values of the characters offered but in the process of conveying and transferring the characters that need to be improved and improved to run effectively (Purnomo, S, 2014). Meanwhile, based on the opinion (Fitriyani, P, 2018) The problem is, character education in schools so far has only touched the level of introducing norms or values, and not yet at the level of internalization and real action in everyday life.

The complexity of issues surrounding character or morality has become a shared thought and concern. The crisis of character or morality is marked by an increase in violent crimes, drug abuse, pornography, and pornography, as well as promiscuity which has become a pathology in society. Another moral crisis that has occurred, is the corrupt behavior that has become a tradition in society. In addition, a crisis of trust also occurs in the elite group of society, increasingly worrying and namely corrupt behavior (Ramdhani, M. A, 2017). Currently, character education and national culture are experiencing various problems. Among them are disorientation and not realizing the values of Pancasila, shifting values of life, fading cultural values of the nation, and weakening of national culture as a result of the entry of various foreign cultures that are not by the character of the nation. As a result, many cases currently surface in the mass media, namely violence, brawls, pornography, and drugs (Manasikana, A., & Anggraeni, C. W, 2018).

Therefore, it is necessary to conduct a comprehensive assessment of the following issues. (1) To what extent is education implemented in primary schools integrated? (2) What are the obstacles found in implementing integrated education in primary schools? (3) 920 *the implementation of…*

To what extent have the results of integrated education obtained in primary schools been achieved? Therefore, the problem of moral education in elementary schools must be explored from an early age: where are the weaknesses, what are the obstacles, and what are the consequences; Also, if there is dissatisfaction, alternative solutions should be found and more practical and effective models should be developed to help introduce them in schools. Schools that have successfully implemented moral education can be used as key examples, for example for the expansion of other schools.

Educational outcomes that lead to the achievement of the formation of character and noble character of students as a whole, integrated and balanced. Thus, according to the author, the purpose of character education has a focus on developing the potential of students as a whole, so that they can become individuals who are ready to face the future and can survive overcoming the challenges of a dynamic era with commendable behaviors (Julaeha, 2019). The results show that Indonesian students have not shown satisfactory performance. Indonesian students' Mathematical Literacy is only able to rank 36 out of 49 countries, with a score of 405 and still below the international average score of 500. Meanwhile, Science literacy is in 35th place out of 49 countries with a score of 433 and is still the below the international average score of 500 (Tjalla, 2015).

According to (Mustari & Rahman, 2014) the results of international studies stated educational outcomes were the ability of Indonesian students in all fields which were measured significantly below the international average score of 500. When compared with international students, Indonesian students were only able to answer questions in the low category, and very almost no one can answer questions that require higher-order thinking. Then according to (Sartika, 2019) Educational learning outcomes are carried out through sports proficiency tests, tests that are not by the objectives of the curriculum and the teacher does not/does not change the existing facilities and conditions and regulations to suit students' abilities. In conditions of diverse student mobility, indifference to learning activities and lack of student motivation will result in mismanagement in the learning process.

Next (Barus, 2015) He called the results of education a preliminary study to develop a more effective model of character education by optimizing the role of school counselors, through classically oriented collaborative services and an experiential learning approach. According to (Ilyas, 2016) The results of character education are not good, but they show good results. Studying citizens with strong personalities also affects academic achievement in schools. So (Manurung & Napitupulu, 2014) he said that the learning strategies as well as studying the differences in learning outcomes between the application and use of ICT

were service-learning and in-service learning-on-the-job learning-in-service learning. Learn about the differences in learning outcomes between the introduction and use of ICT between external and internal personality types. Understand the interactions between training strategies and personality types that affect learning outcomes for ICT adoption and use.

The results of character building are still not as expected. Studying in schools was not able to fully form the personalities of graduates, reflecting the character and culture of the country. The educational process is still centered and focused on cognitive achievement. Meanwhile, the active site of the student body, which is a strong guarantee of life in society, is not sufficiently developed (Nasution, 2018). Therefore, it can be said that the application and process (specific classification) given to the study results require academic evaluation, which is not only educative but also non-educative (especially behavior, such as character building). Therefore, educational evaluation should be carried out not only on teachers but also on students, faculty, and other education personnel, including if possible, parents.

This study aimed to assess the different risks and consequences of implementing integrated education in different elementary schools in Palembang as a preliminary study and to fulfill the roles of classroom teachers and school counselors as better educational models. Through professional guidance services and professional training systems. This work is very relevant and carried out in bridges of school change, adapting primary school education services (Permendikbud 2013 No. 81A on 2013 Curriculum Implementation). The focus is on the strong need for revitalizing values in the world of education, the need for ethical education, and implementing the 2013 curriculum. For this reason, an effective national standard education is needed to train all Indonesian people and intensify domestic competition. In research activities, not only for the benefit of judges but also for the benefit of viewers and intellectuals.

This is consistent with (Haryati, 2013) It shows that personality is an attempt to apply values, habits, and behaviors that are reflected in relatively stable behaviors about the environment. Accordingly (Wahidin, 2017) Character is a person's character, character, morals, or personality that is formed by internalizing various qualities that are believed to be and used as the basis for behaving, thinking, behaving, and acting. Virtue includes many values, ethics, and rules, such as honesty, courage to act, credibility, and respect for others (Bruno, 2019). Character is a very important national foundation and should be instilled in children from an early age.

Next to (Ani, 2014) the definition of character according to the Language Center of the Ministry of National Education is "innate, heart, soul, personality, character, behavior, 922 *the implementation of…*

personality, nature, character, temperament, character". Character is personality behavior. Then based on (Burhanuddin, 2019) character is the education to shape one's personality through the education of character, the results of which are seen in one's real actions, namely good and honest behavior, being responsible, respecting the rights of others, working hard, and so on. Based on the above opinion, it can be concluded that character is good and honest behavior, responsible for habits and behavior that manifests itself in relatively stable actions about the environment.

Then according to (Luis & Moncayo, 2022) character can be interpreted as psychological, moral, or character traits that distinguish a person from others. Good character is goodness. Kindness such as honesty, courage, justice, and compassion is a disposition to behave morally. According to (Priyatna, 2017) the character goes from knowing to doing or acting, a cause of a person's inability to behave well, although he already knows that goodness (moral knowledge) is because he is not trained to do good (to do morally). Then confirm (Rokhman, F., Hum, M., & Syaifudin, A, 2014) Education has been considered a center of excellence in the preparation of superior human character. This belief encourages each individual to be prepared to face global challenges. This belief is also the basis for the world to say that Indonesia will become a very strong nation in all areas in 2045 or 100 years after its independence day.

Therefore, it can be concluded that character is a system of naming the values of the Almighty, Himself, other people, the environment, and the nation with knowledge, perception or desire, and action to create these values. Character cannot be clearly defined without emphasizing the significance of character and education.

As educators, character education must be instilled in students from an early age, so elementary school students must have a good character for their future. Conformable (Haryati, 2013) educational outcomes in schools that lead to the formation of the character or noble character of the students in a complete, integrated, and balanced manner, according to the competence standards of the graduates. Through character education, students are expected to be able to improve and use their knowledge independently, to examine and internalize and personalize character values and noble character so that they manifest in daily behavior.

There is a need for a model of character education that is integrated with science learning in schools. Science teachers should be invited to discuss how to integrate character education into learning programs and how to implement it. How to choose a learning model or strategy, how to choose an assessment model, and how to choose learning environments so that the learning process of science can contribute optimally to the development and

improvement of the positive qualities of students (Sadia, 2013). Conformable (Widodo, 2019) the strengthening of religious education is done in an integrated manner with several subjects such as Islam, al-Islam, Arabic, worship practices, and Muhammadiyah. Strengthen the education of the character of nationalism through routine ceremonies with flags every month and karawitan batik and extracurricular. Strengthening independent education, ie students make class rules (golden class). According to (Amran M, 2018) stated that in achieving the formation of character and noble character of students as a whole, integrated, balanced, and by graduate competency standards.

Based on the results of the research (Mustikaningrum et al., 2020) of student character education that was integrated with the curriculum had been well done, the strengthening of integrated character education in the learning model had implemented government recommendations and MI Al Islam Gunungpati had provided character education in the form of complying with the recommended health protocols. In addition, the obstacle that occurs is the lack of face-to-face learning. Then based on research (Omeri, N, 2015) character education is really necessary not only at school but also at home, in a social environment. The current program is no longer the character of the participants in the early education of adolescents, but also adults. It is necessary for the survival of this nation. The competition imagines what will happen in the coming years. It will be a burden for us and our parents today. At that time, the children will compete with their peers from various countries around the world. Even if we will work in the future we will feel the same feeling. Demanding the quality of human resources in the next millennium certainly requires good character, but the character is a key individual goal.

Character education must be integrated with schools, according to (Sugilar et al., 2019) the integration of values in education as an aid for students to realize and experience values and to place them fully in their whole life. Values education is not only a special program that is taught through several subjects but also covers the entire educational process. In this case, those who instill values in students are not only teachers of values and moral education and not only when they teach them, but whenever and wherever, values must become an integral part of life.

Integrated with the prevailing values of life in society, the ability to explain the relationship between mathematics and the values of life should be demonstrated when learning takes place. In this case, sharing the experience of learning mathematics with students can not show the meaning of mathematics that is integrated with the values of life that can not be absorbed by students effectively, students interpret learning mathematics as simply counting skills. (Soeprianto, 2019). Integrating character education into PPKN 924 *the implementation of...*

learning in primary schools should be possible by incorporating character values into the prospectus and planning (Dianti, 2016).

Then based on research (Kurniawan, 2013) Integration is that the values of character in learning tools cannot be integrated in this way, but must first adjust the values of character to the standards of competence and basic competencies. In making the learning tools, in this case, the Learning Implementation Plan, the teacher must pay attention to the values of character that are in line with the learning objectives contained in the Standards of Competence and Basic Competencies. Conformable (Kanji et al., 2019) the integration of character education in social science learning in primary schools can be done through moral knowledge, moral feeling and moral action, synverbal, moral and moral culture as a model for integrating national character education in each student from individual to community groups, which can be integrated with the values of the character of the nation in the learning process.

Character education must also be integrated with the skills of the 21st century, according to independent research (Zubaidah, 2019) Character education does not mean reducing or replacing "traditional" educational goals such as the accumulation of knowledge and the development of intellectual and practical skills. Character education is carried out in an integrated manner in each subject and requires the support of all parties: parents, teachers, schools, educational staff, the daily student community, and, of course, the government. Character education is nothing new and is inseparable from cultivating the skills of the 21st century that are needed today.

The integration of character education is reflected in the example of the Muslim community, the model of the Prophet Muhammad. Not only did the Prophet become acquainted with the worship and devotion of Allah SWT, but he also became *uswatun Hashanah* (good examples) for his people. Allah even guarantees this in His words: "Indeed, there is a good model in Allah's Messenger for you, namely for those who hope in the (mercy) of Allah and the (coming) of the Day of Judgment, and he often mentions the Name of Allah, (Surah al-Ahzab: 21). This verse is the basis for imitating the Prophet in his words, actions, and circumstances. Rasulullah also said, "*Innama bu'itstu liutammima makarimal akhlaq*" (Indeed, I was sent to perfect good manners). The Prophet's task is to complete a noble character based on compassion with four pillars: *shidiq* (true), *Amanah* (honest, trustworthy), *tabligh* (liberation), and *fatonah* (intelligent) (Al-Qur'an, 2016).

Therefore, the integration of character education must be reflected in every subject and requires support not only from the school, the school environment, and friends from school, but the most important main madrasa for children's character education is the family

environment starting from parents and environment, around the place where children play. With a good education of character, the children of the nation will have good characteristics, such as trustworthiness, honest intelligence, responsible, and noble character.

Guidance and counseling services for elementary school children do not mean that there are no children, elementary school children now have many problems that arise, such as bullying, stealing letters from friends and others, therefore character education as part of guidance for integrated counseling of the national education system (Ferdiawan, E., & Putra, W. E, 2013). If character education is to be taken seriously in the national curriculum, the counseling unit's direction, objectives, and implementation must be defined as part of the character education's direction, purpose, and implementation. Guidance and counseling programs in schools are an essential aspect of character education, and they may be reinforced now and in the future by establishing diverse service tactics and fostering students' independence (Maksum, A, 2019).

According to (Sudrajat, 2011) Guidance and counseling work is a value-based, ethical service, not a values-based service. A counselor must fully understand human nature and its development such as value awareness and moral development. The counselor must understand the development of values, but the counselor must not impose his values on the counselor (the students he serves), nor should he imitate the counselor, but facilitate them. Consultant for interpretation and value in life. Meanwhile, according to (Barus, G, 2015) character education strategies can be implemented through (1) basic services through guidance and counseling services. (2) service obligations; (3) personal planning; and (4) system support. The core strategy of tutoring services is the entry point in extending tutoring through classical processes and activities to meet the needs of all students to develop their inherent values. Outbound activities and self-development training activities are very thick with a character guidance curriculum. All of these activities contain aspects and their implementation follows the principles of self-development training procedures.

So it can be concluded that classical/group guidance services essentially have focused attention on changes in knowledge, attitudes, behavior, and values in the participants served. Counseling services must be able to provide solutions to the problems faced by elementary school students, especially regarding character education as a bridge to good morals.

The novelty of this research is the formation of an integrated character, which the researcher sees from the teaching and learning process that is observed relating to the preliminary, core, and closing activities. Preliminary activities in the teaching and learning process are integrated character-building in-class preparation, student attendance, and apperception. Character formation in core activities in the teaching and learning process

includes teaching methods, two-way communication, student activities, and learning resources. Character integration builds the closing activities of the teaching and learning process including closing activities, providing feedback, reflection, and follow-up.

B. METHODS

This study uses a survey method, this research method was conducted at 20 elementary schools in Palembang, Indonesia with descriptive statistics, frequency distribution, and histogram. What will be discussed are the constraints and consequences of implementing integrated character education in various primary schools in Palembang as a preliminary study to create a more effective character education model by optimizing the role of classroom teachers and developing school counselors through classic collaborative guidance. with an experiential learning approach. With indicators to integrate character training into the teaching and learning process, The main activities are related to the presence of teachers and students, perceptions, and implementation plans for learning. Indicators of integrating key personality formation functions into the teaching and learning process are related to two-way communication, teacher competence, student performance, learning styles, authentic teaching, and assessment methods.

The subjects of this study consisted of principals in twenty elementary schools, home school teachers in twenty elementary schools, parents of fifth and sixth graders in twenty elementary schools, V (fifth) students, and VI (sixth) = 600 people). Data collection techniques were obtained through in-depth interviews, observation, documentation, checklists, and questionnaires. In addition, data collection was done through opinion polls of students, teachers, and principals; participant observation; completion of questionnaires, inventory, and documentation.

For this data collection, this research used various tools. An interview guide to assess the implementation and obstacles to character education, a differential semantic scale to assess the results of integrated character education in primary schools, and a tool for assessing the needs of students, parents, and teachers related to the needs of character education students. To analyze the results of the integrated education of the character subjected to the categorical descriptive quantitative analysis.

C. RESULTS AND DISCUSSION

In the twenty schools observed, character education took place in various variations, and the implementation of character education took place in a variety of activities that differed from one school to another. State schools tend to follow only the guidelines for the

implementation of integrated character education issued by the government, with an orientation towards the integration of character education in classroom learning activities as the only orientation. In planning, each teacher should include character values that are relevant to the subject in the Learning Implementation Plan for each subject. This strategy, according to the admission of almost all teachers, makes the implementation of character education stop at the level of desire. Beautiful and neatly written in the Lesson Plan, but without action.

The feasibility of different forms and variations of character education channels implemented in national private schools compared to the lack of character values in public schools can also be seen as a positive impact on the optimal involvement of the role of class teachers or home teachers in schools. Planning, implementing, and monitoring the implementation of character education in schools. The direct role of classroom teachers as counselors in assessing the character of public school students is not fully involved in the planning and implementation of character education in schools. Suyanto (2011) who commented that character education in schools, especially in primary schools across the country, has so far only reached the level of introducing norms or values, and not yet at the level of internalization and real action in everyday life. The teachers also confirmed that the values of character listed in the Learning Implementation Plan stopped at the course level and only gave advice.

Barriers to the implementation of integrated character education in elementary schools. Based on the interview data, the general obstacles faced by twenty primary schools in implementing character education are: (1) The character education guidelines from the Development Directorate have not been implemented or are not operational; (2) the integration of character values through learning is still just a patch, it is difficult to apply; (3) there are no assessment tools and methods available to measure character achievement; (4) the cultivation of character values tends to be still at the cognitive; (5) teachers' commitment and consistency in maintaining character is not always the same, it tends to be fragile, and there was no good collaboration between teachers and parents in implementing student character education.

This is consistent with the results of the research (Marini, A, 2017) based on the results of data collection conducted through interviews and observation. The formation of character in the teaching and learning process that is observed is related to the preliminary, basic, and concluding activities. Preliminary activities in the teaching and learning process are character formation integrated into class preparation, student attendance, and perception. Character training in core teaching and learning activities includes teaching methods, two-

way communication, student activities, and learning resources. Character integration builds the closing activities of the teaching and learning process, including the closing activities, providing feedback, reflection, and follow-up. The results of Character Education, by applying the criteria can be seen in the following table.

Table 1. Questionnaire Percentage Category

Interval	Positive Category	Negative Category
86-100	Very good	Very Not Good
76-85	Well	not good
60-75	Quite good	Quite good
55-59	Not good	Well
≤ 55	Very Not Good	Very good

Source: (Purwanto, 2019).

Then the achievement of character education results depicted in grade Five (N = 300) and Grade Six (N = 300) students in 20 Elementary Schools is shown in the following table,

Table 2. Distribution of Subjects by Category
Character Education Outcome Level.

Interval	Class V	Percentage (%)	Class VI	Percentage (%)	Category
86-100	72	24	81	27	Very good
76-85	86	28.67	83	27.67	Well
60-75	82	27.33	87	29	Quite good
55-59	60	20	49	16.33	Not good
≤ 55	0	0	0	0	Very Not Good
Quantity	300	100	300	100	

Based on the distribution table of subjects based on the category of the achievement level of character education outcomes in class V (five) intervals 86-100 as many as 72 respondents with a percentage of 24% in the Very Good category, 78-85 as many as 86 respondents with a percentage of 28.67% in the Good category, 60-75 as many as 82 respondents with a percentage of 27.33% on the Quite good category, 55-59 as many as 60 respondents with a percentage of 20% on the Not Good category, while at the interval 55 no respondents responded.

While the items for measuring the results of character education identified the achievement of scores in the bad category for students in grades V and VI, the statements read as follows. 1) I lie when I'm in a pinch, 2) Regularly eat meals every day, 4) I'm sorry if I violate the school rules, but if I'm in a state of urgency I do that (violating the rules), 5) Do class picket assignments by a predetermined schedule, 6) Doing their tasks without the help of others.

Table 3. Distribution of Subjects by Category
Implementation of Integrated Character Education in Elementary School

Interval	Class V	Percentage (%)	Class VI	Percentage (%)	Category
86-100	74	24.67	78	26	Very good
76-85	77	25.67	89	29.67	Well
60-75	109	36.33	91	30.33	Quite good
55-59	40	13.33	42	14	Not good
≤ 55	0	0	0	0	Very Not Good
Quantity	300	100	300	100	

Judging by the results, the implementation of integrated character education in primary schools, its effectiveness was not encouraging. The empirical evaluative findings show that in the fifth grade the highest percentage is 36.33%, and in the sixth grade it is 30.33% of the 600 elementary school students in Palembang still studied in the Quite good category. In the Very Good category with 24.67% for the fifth grade and the sixth grade with 26%, then in the Good category with 25.67% for the fifth grade and the sixth grade with 29.67%, and the Bad category for the fifth grade by 13.33% and six by 14%. What makes these results quite low In addition to the non-operational guidelines in implementing integrated character education with learning, teachers simply stop attaching character values to the Learning Implementation Plan without real actions, cultivating character values stops still at the level of cognitive introduction through lectures.

This is consistent with the results of the research (Barus, G, 2015) The process of classical guidance services or group guidance has certain specific characteristics in its approach, method, and delivery strategy. In classical guidance services, the experiential learning approach is more emphasized, considering that the guidance services are more prominent in terms of affective aspects (values, attitudes), behavior and character values. In classical guidance services, activity participants are expected to be more processed, active, reflective, and dynamic-group process or group dynamic principles. In classical guidance services for elementary school students, the emphasis is more on aspects of changing attitudes, independent behavior, character values, and life skills that support study success and social success (adjustment).

Then the research results (Royes, 2022), The process of implementing Character Education at Madrasah Ibtidaiyah Insanul Fitroh is to be implanted through 3 processes, including 1. Implementation through a process of habituation in teaching and learning, 2. Implementation through the process of routine Madrasa activities, 3. Implementation through the process of extracurricular activities. Then the process of implementing character education at Madrasah Ibtidaiyah Al-Hikmah through 4 containers, including 1. Implementation of character through routine activities, 2. Implementation of character through spontaneous activities, 3. Implementation of character through exemplary

activities, 4. Implementation of character through subjects. And as for the Comparison of the Implementation of Character Education between Madrasah Ibtidaiyah Insanul Fitroh and Madrasah Ibtidaiyah Al-Hikmah lies in the process of character building, some of the characters that are implanted are different between these two madrasas in the process of habituation and habituation, each character that is implanted has a different habituation emphasis.

The results of research regarding the implementation of integrated character education values through self-development programs, subjects and school culture at SD IT Bina Ilmi include religious character values (praying, mentoring, recitation of tahfidz quran, dhuha and midday prayers, greetings and greetings, DAI Cilik , and write down hadith or verses of Allah on the lesson plan sheet) based on the results of the questionnaire, the value of religious character gets a percentage value of (89.48%) and is included in the "good" category, the value of disciplined character (arrival on time, covering genitalia, attending flag ceremony , collect cooperation books, picket class, maintain school facilities, do not bring electronics and do not wear footwear when entering class) based on the results of the questionnaire, the value of the discipline character gets a percentage value of (75.43%) and is included in the "enough" category, environmental care character values (maintaining class cleanliness, disposing of garbage in its place, not picking plants, utilizing facilities axles that exist as plant facilities, designing hydroponics) based on the results of the questionnaire on the value of the environmental care character, the percentage value is (73.68%) and is included in the "enough" category (Wulanda et al., 2018).

The results of the study found that the hypothesized model was suitable for the data. Another finding confirms that the preparation of the teaching and learning process, the teaching and learning process, and the closing of the teaching and learning process is positively correlated with the formation of character in the teaching and learning process. Three dimensions consisting of praying, linking teaching materials with the development of good attitudes, and checking the neatness of students' uniforms have a positive correlation with the preparation of the teaching and learning process. The teaching and learning process can be predicted by teaching teamwork, encouraging students to ask questions, and paying attention to student attitudes. The three dimensions that determine the closing of the teaching and learning process are prayer, greeting, and reflection by integrating with character values. It can be concluded that the school management model that focuses on character building in the teaching and learning process proposed can be used by elementary schools in Jakarta to improve student character formation (Marini, A., Maksum, A., Edwita, E., Satibi, O., & Kaban, S, 2019).

Based on research (Tabroni, I., Afrizal, R., Nurmawati, E., & Nurlatifah, S, 2021), It has become public awareness that education is a means used by humans throughout their lives to transmit and transform values and knowledge. Because of its strategic role in transmitting and transforming values and knowledge, education also plays a very important role in instilling and developing the nation's character. Character education is important for human life so the role of education is not only limited to showing moral knowledge but also loving and willing to take moral action. Based on research (Wibowo, U. B., Marini, A., Safitri, D., & Wahyudi, A, 2020), found that the school management model based on character building in the school culture offered to fit the data well. The results of the study showed that religious school culture, honest school culture, disciplined school culture, and clean and healthy school culture had a positive relationship with character formation based on school culture. Based on the results of the study, it can be concluded that the school management model based on character building in the proposed school culture can be used for South Jakarta primary schools in Jakarta, Indonesia.

D. CONCLUSION

The implementation of comprehensive literacy education in elementary schools in Palembang has not been good. The operational indicator is that personality values are only attached to the learning implementation plan, but the individual value assessment system has not been determined or found. Lack of regular and consistent teacher commitment in the teaching and learning process, lack of personal values, and lack of coordination between classroom teachers, subject teachers, and guidance counselors in the implementation of character education in schools. This situation affects the results of character education, which is not recommended. It still makes sense to realize the importance of certain characters. Therefore, having mentors in primary schools who specialize in designing and implementing values and behaviors often undermines the education and increases their involvement on behalf of classroom teachers and other teachers.

There needs to be a policy that supports the rehabilitation of the counseling role so that school officials can integrate the counseling role with subject teachers to carry out character education effectively. The implementation of the 2013 curriculum embodies the mindset of improving work in the world of education, ensuring a strategic position that strengthens the role of school counselors. Therefore, optimizing the implementation of letter education in schools should be an important responsibility of school counselors, especially at the elementary level.

REFERENCES

Al-Qur'an. (2016). Verse Al-Ahzab of 21, Al-Qur'an Al-Karim and Translation, Menara Kudus, Kudus.

Amran M, E. S. S. & M. (2018). Peran Pendidikan Karakter Di Sekolah Dasar [Character Education's Role in Elementary School]. *Journal of Chemical Information and Modeling*, 53(9): 1689–1699.

Ani, N. A. (2014). Pendidikan Karakter Untuk Siswa SD Dalam Perspektif Islam [Character Education in Islamic Perspective for Elementary School Students]. *Mimbar Sekolah Dasar*, 1(1): 50–58.

Barus, G. (2015). Menakar hasil pendidikan karakter terintegrasi di SMP [The evaluation of integrated character education in junior high school]. *Jurnal Cakrawala Pendidikan*, 34(2).

Bruno, L. (2019). Pendidikan Karakter [Educational Character]. *Journal Of Chemical Information And Modeling*, Vol. 53, Issue 9).

Burhanuddin, H. (2019). Pendidikan Karakter Dalam Perspektif Pendidikan Islam [Islamic Education in the Context of Character Education]. *Al-Aufa*: Jurnal Pendidikan Dan Kajian Keislaman, 1(1): 1–9. Https://Doi.Org/10.36840/Alaufa.V1i1.217

Ferdiawan, E., & Putra, W. E. (2013). ESQ education for children character building based on phylosophy of Javaness in Indonesia. Procedia-Social and Behavioral Sciences, 106, 1096-1102.

Fitriyani, P. (2018). Pendidikan Karakter Bagi Generasi Z [Generation Z Character Education]. *Prosiding Konferensi Nasional Ke-7 Asosiasi Program Pascasarjana Perguruan Tinggi Muhammadiyah Aisyiyah (APPPTMA). Jakarta*, 23-25.

Haryati, S. (2013). Pendidikan Karakter Dalam Kurikulum 2013 [Character Education in the Curriculum for 2013]. Pendidikan Karakter *Dalam Kurikulum 2013*, *19*(2): 259–268.

Ilyas. (2016). Pendidikan Karakter Melalui Homeschooling [Character Education Through Homeschooling]. *Journal Of Nonformal Education And Community Empowerment*, *2*(1): 91–98.

Julaeha, S. (2019). Problematika Kurikulum Dan Pembelajaran Pendidikan Karakter [Character Education Learning and Curriculum Issues]. *Jurnal Penelitian Pendidikan Islam*, *7*(2): 157. Https://Doi.Org/10.36667/Jppi.V7i2.367

Kanji, H., Nursalam, N., Nawir, M., & Suardi, S. (2019). Model Integrasi Pendidikan Karakter Dalam Pembelajaran Ilmu Pengetahuan Sosial Di Sekolah Dasar [Character Education Integration Model in Elementary School Social Science Learning]. *Jurnal Pendidikan Dasar Perkhasa*: Jurnal Penelitian Pendidikan Dasar, 5(2): 104–115. Https://Doi.Org/10.31932/Jpdp.V5i2.458

Kurniawan, M. I. (2013). Integrasi Pendidikan Karakter Ke Dalam Pembelajaran

Kewarganegaraan Di Sekolah Dasar [Character Education and Citizenship Learning in Elementary Schools]. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, *1*(1): 37. Https://Doi.Org/10.22219/Jp2sd.V1i1.1528

Luis, F., & Moncayo, G. (2022). *Pendidikan Karakter [Educational Character].*

Maksum, A. (2019). Model of character building for elementary school students. *International Journal of Control and Automation*, 12(4): 01-10.

Manasikana, A., & Anggraeni, C. W. (2018). Pendidikan karakter dan mutu pendidikan Indonesia [Character education and Indonesian education quality]. In Seminar Nasional Pendidikan (Vol. 2018).

Marini, A. (2017). Character building through teaching learning process: Lesson in Indonesia. *International Journal of Sciences and Research*, *73*(5), 177-182.

Marini, A., Maksum, A., Edwita, E., Satibi, O., & Kaban, S. (2019). School management on the basis of character building in teaching learning process. In *Journal of Physics: Conference Series*, 1402(2): 022067). IOP Publishing.

Manurung, S., & Napitupulu, E. (2014). *Strategi Pelatihan Dan Tipe Kepribadian Terhadap Hasil Pendidikan Dan Pelatihan (Diklat) Pengenalan Pemanfaatan TIK Suryani [The Influence of Training Strategies and Personality Types on Educational and Training Results (Training) Introduction to Information and Communication Technology Suryani]. 1*(2): 201–212.

Mustari, M., & Rahman, M. T. (2014). *Manajemen Pendidikan [Management of Education].*

Mustikaningrum, G., Pramusinta, L., Ayu, S., & Umar, M. (2020). Penerapan Pendidikan Karakter Terintegrasi Kurikulum Dan Metode Pembelajaran Pada Masa Pandemi Covid-19 [The Implementation Of Character Education Integrated To Curriculum And Learning Methods During Covid-19 Pandemic]. *AULADUNA*: Jurnal Pendidikan Dasar Islam, 7(2): 154–164.

Nasution, T. (2018). Membangun kemandirian siswa melalui pendidikan karakter [Character education helps students gain independence]. *Ijtimaiyah*: Jurnal Pendidikan Dan Ilmu Sosial, 2(1).

Omeri, N. (2015). Pentingnya Pendidikan Karakter Dalam Dunia Pendidikan [Character Education's Importance in the World of Education]. *Nopan Omeri*, *9* (Manager Pendidikan), 464–468.

Priyatna, M. (2017). *Pendidikan Karakter Berbasis Kearifan Lokal [Local Wisdom-Based Character Education]. 05*, 1311–1336.

Purnomo, S. (2014). Pendidikan karakter di Indonesia antara asa dan realita [In Indonesia, character education is a balance of optimism and reality]. *Jurnal Kependidikan*, *2*(2): 67-68.

Purwanto, M. N. (2019). Prinsip-prinsip dan teknik evaluasi pengajaran [Teaching evaluation principles and techniques]. Bandung: Remaja Rasdukarya.

Ramdhani, M. A. (2017). Lingkungan pendidikan dalam implementasi pendidikan karakter [Character education is implemented in the school setting]. *Jurnal Pendidikan UNIGA*, 8(1): 28-37.

Rokhman, F., Hum, M., & Syaifudin, A. (2014). Character education for golden generation 2045 (national character building for Indonesian golden years). *Procedia-Social and Behavioral Sciences*, *141*, 1161-1165.

Royes, N. (2022). *Studi Komparatif: Implementasi Pendidikan Karakter Di Mi Swasta Se-*
934 *the implementation of…*

Kecamatan Alang-Alang Lebar Kota Palembang [Implementation of Character Education in Private Noodles in Alang-Alang Lebar District, Palembang City: A Comparative Study]. 5(2): 178–194.

Sadia, W. (2013). Model Pendidikan Karakter Terintegrasi Pembelajaran Sains [Model of Science Learning Integrated Character Education]. *JPI (Jurnal Pendidikan Indonesia)*, 2(2): 209–220. Https://Doi.Org/10.23887/Jpi-Undiksha.V2i2.2165

Sartika, A. (2019). *Hubungan Motivasi Berprestasi Siswa Dengan Hasil Belajar Pendidikan Jasmani [Student Achievement Motivation and Learning Outcomes in Physical Education]*.

Soeprianto, H. (2019). Penerapan Pembelajaran Nilai-Nilai Yang Ter Intergrasi Dalam Mata Pelajaran Matematika [The Use of Integrated Values Mathematics Subjects Learning]. *Jurnal Educatio*, 4(2): 29–37.

Sudrajat, A. (2011). Mengapa pendidikan karakter? [Why character education?]. Jurnal Pendidikan Karakter, 1(1).

Sugilar, H., Rachmawati, T. K., & Nuraida, I. (2019). Integrasi Interkoneksi Matematika Agama Dan Budaya [Religion and Culture Integration Mathematics Interconnection]. *Jurnal Analisa*, 5(2): 189–198. Https://Doi.Org/10.15575/Ja.V5i2.6717

Sukiyani, F., & Zamroni. (2015). Pendidikan Karakter Dalam Lingkungan Keluarga [Family Character Development]. *Socia: Jurnal Ilmu-Ilmu Sosial*, 11(1). Https://Doi.Org/10.21831/Socia.V11i1.5290

Suyanto, S. (2011). Hasil Implementasi Pendidikan Karakter di Amerika Serikat: Meta-analisis Study [Character Education Implementation in the United States: A Meta-Analysis]. In *Prosiding Seminar Nasional Penelitian, Pendidikan dan Penerapan MIPA, Fakultas MIPA, Universitas Negeri Yogyakarta, 14 Mei 2011*.

Tabroni, I., Afrizal, R., Nurmawati, E., & Nurlatifah, S. (2021). Character Building: An Answer To The Worsening Of Human Character?. *Soko Guru: Jurnal Ilmiah Kependidikan*, *1*(3): 11-14.

Tjalla, A. (2015). *Potret Mutu Pendidikan Indonesia Ditinjau Dari Hasil-Hasil Studi Internasional [A Portrait of the Quality of Indonesian Education Based on International Studies]*. 3: 1–22.

Wahidin, U. (2017). Pendidikan Karakter Bagi Remaja [Teenage Character Education]. *Edukasi Islami* : Jurnal Pendidikan Islam, 2(03). Https://Doi.Org/10.30868/Ei.V2i03.29

Wibowo, U. B., Marini, A., Safitri, D., & Wahyudi, A. (2020). Model of school management based on character building in school culture. *International Journal of Advanced Science and Technology*, 29(6).

Widodo, H. (2019). Penguatan Pendidikan Karakter Di SD Muhammadiyah Macanan Sleman Yogyakarta [Character Education is being strengthened in Muhammadiyah Macanan Elementary School in Sleman, Yogyakarta]. *Lentera Pendidikan*, *22*(1): 40–51.

Wulanda, R. R., Siti, D., Maharani, D., Pd, M., Laihat, D., & Pd, M. (2018). *Implementasi Nilai-Nilai Pendidikan Karakter Siswa Kelas IV SD Islam Terpadu Bina Ilmi Palembang [Character Education Values Implementation for Fourth Grade Students at Bina Ilmi Palembang's Integrated Islamic Elementary School]*. 271–281.

Zubaidah, S. (2019). Pendidikan Karakter Terintegrasi Keterampilan Abad Ke-21 [Character Education with 21st Century Skills]. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan*: E-Saintika, 3(2): 1-24.