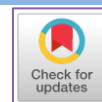


Analysis of the implementation character education in elementary schools based on the pillars of character education



Jenny Indrastoeti Siti Poerwanti ^a *, Sri Marmoah ^b , Supianto Supianto ^c ,
Sukarno Sukarno ^c , Siti Istiyati ^c

Universitas Sebelas Maret. Jl. Ir. Sutami 36 Surakarta, Indonesia

^a jenny_isp@staff.uns.ac.id; ^b marmuah@staff.uns.ac.id; ^c supianto@staff.uns.ac.id; ^d sukarno57@staff.uns.ac.id; ^e sitiistiyati@staff.uns.ac.id

* Corresponding Author

Receipt: 25 May 2025; Revision: 27 November 2025; Accepted: 9 December 2025

Abstract: Educating the characters is the process of giving, integrating and, forming teachers' characters for students. In the implementation of the education of characters in the school, the commitment of all the school's residents is required to implement it in a coherent manner. The study aims to analyse the education of characters in two elementary schools base on six pillars of the character, namely trustworthiness, respect, responsibility, fairness, caring, and citizenship. This research method uses qualitative descriptive which describes the implementation of character education in elementary schools. Data collection methods use interviews, observations, and document analysis. Data analysis involves three steps: data reduction, data presentation, and retrieval. The results of this study indicate that character education related to trust, respect, responsibility, fairness, care, and citizenship, has been implemented through various activities, including classroom learning, extracurricular activities, habituation, and collaboration with the local community. The significance of the effective education of characters can improve the quality of overall education. When students have a good personality, they will learn more easily, will be more disciplined and will be able to work together better in a group.

Keywords: Character education, pillar character, elementary school

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INTRODUCTION

In recent decades, teachers globally have shown a growing interest in adding character education to schools and universities. The primary reason for this is that communities and educational bodies are recognizing that the major issues of today and tomorrow can only be tackled by individuals who possess good character (Dabdoub, 2021; Dabdoub et al., 2024). Character education involves teaching and instilling values and morals by educators to their learners. This type of education is essential for shaping the character of the country (Chan et al., 2020). Character education involves teaching student important values so they grow into well-rounded individuals, incorporating their emotions, intellect, physical well-being, and aspirations (Insani, 2021). The type of education focuses on guiding students to develop their skills in distinguishing right from wrong, embracing improvements, and sharing those improvements in their daily lives wholeheartedly (Nurfuadi & Nurkholis, 2023). Character education also integrates values that align with the culture of the nation, emphasizing knowledge, kindness, and actions towards God, oneself, society, and the country

(Mughtar & Suryani, 2019). Character education is not only about providing academic knowledge, but also teaching moral values, ethics, and positive attitudes (Enizah et al., 2024).

Essential School Instruction is an institution overseen and directed by the government which works within the field of fundamental instruction, held formally for 6 (six) a long time from lesson 1 to 6 for understudies all through Indonesia. Character instruction and, learning inspiration are two indispensably angles in students' individual arrangement and instructive advance. The improvement of great character instruction cannot be isolated from the advancement of students' identities (D. W. Rahayu & Taufiq, 2020). Students who do not have good ethics will easily do anything that makes them happy, even if it hurts others (Utami, 2020).

So distant, character instruction in Indonesian schools has been executed a part, both open and private schools, be that as it may the usage that was accomplished was not maximal (Zurqoni et al., 2018). Lickona (2004) says that to help students build good character, schools should focus on three key areas: understanding right from wrong, having positive feelings about what is right, and acting in a good way. These three focuses can be utilized as a way to assist settle the off-base behaviour of understudies. For rudimentary schools, instructing great character should incorporate everyone within the school to assist understudies learn critical lessons and diminish issues with behavior (Alwi et al., 2022).

Reality demonstrates that schools and universities have failed to create and instill a strong sense of moral responsibility. According to Ubaidillah in CNN Indonesia (Rosmalah et al., 2019), it was mentioned that no matter how advanced the curriculum for character education is when taught in the classroom, the ethical behaviour of students remains unaffected. The impact of a social environment that doesn't always support character education is a challenge for teachers, especially with the growing use of technology and social media that spread values conflicting with Pancasila's moral principles (Soewardi et al., 2024; Sutadi et al., 2023). Because of this, creating an effective character education program needs a well-thought-out plan that includes input from all involved parties, such as families and the broader community.

To achieve successful character education, the involvement of teachers is crucial. Teachers serve two purposes as both instructors and examples for their students. They need to integrate character values in everyday lessons, engage students in community activities that promote understanding and accountability, and demonstrate positive conduct. The character education integrated into learning activities is founded on six main principles: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

Related Research

The study refers to Irawan and Windarti (2023), said that the methods for teaching character in primary schools include being a role model; getting used to good habits; creating a positive school environment; including it in lessons across all subjects; and combining it with after-school programs. All school events aim to develop students' character so they can become respectful and kind individuals in line with the goals of national education. Character education assists in creating a base of ethics and morals that directs people in choosing wise and beneficial options in their daily lives (Shinta, 2024). The method for character education in primary schools focuses on developing good character through different methods like engaging activities, participation in

after-school programs, showing good role models, and encouraging good behaviours. (Ramadhani et al., 2024). Children will certainly be less demanding to mimic from the behaviour they see than from an arrange sentence, let alone a sentence of impelling

Additionally, a study by Handoko et al. (2024) titled *The Implementation of Character Education in Elementary School: The Strategy and, Challenge* came to conclusion that inadequate school facilities, unsupportive family environments, and less supportive community conditions are among the difficulties elementary schools encounter when putting character education into practice. Although, the fact that there are numerous impediments in executing character instruction in rudimentary schools, character instruction has ended up something that must be given to children as early as conceivable. This can be so that afterward when they are grown-up they can know what is nice and awful that must be done as people. Efforts to supply character instruction from an early age will be able to create people who prioritize respectable values in replying different existing issues (Astuti & Nurjannah, 2022).

This article talks about the usage of character instruction in basic schools in Laweyan and Banjarsari Locale based on 6 columns of character, counting dependability, regard, duty, reasonableness, caring, and citizenship. Character instruction in Indonesia is more standardizing and moral (Lizawati & Uli, 2018). Separated from obligatory subjects, character building in Indonesia comes from perusing materials such as books and magazines (Wibowo et al., 2022). This novelty of this study describes the implementation of the education of characters in elementary schools tested from 6 characters from the construction of good characters according to Pancasila values, because of the trends related to the challenges of life in the future. The execution of character instruction in Indonesia is significantly helped by a shared understanding of the nearby shrewdness of each locale (Parhan & Dwiputra, 2023). Schools in Indonesia tend character instruction more in their educational modules, emphasize values such as common participation, trustworthiness, and resilience (Mahfud et al., 2023).

Research Objective

Based on the background of the problems described above, the aim of this study is to analyse the execution of character instruction in rudimentary schools in Banjarsari and, Laweyan Locale within the setting of 6 columns of character, to be specific trustworthiness, respect, responsibility, fairness, Caring, and Citizenship. The usage of these columns can be done through different strategies, counting coordination character instruction into the school educational programs, empowering a positive school culture, and empowering parental association. Through this think about, we need to analyse and portray how character instruction is actualized in basic schools.

METHOD

Research Design

The author's method in this study is a qualitative one that delves deeply into character education and its significance in developing integrity in the younger generation. This study uses a descriptive technique to describe occurrences that occur in the field. This method is likely to provide a more comprehensive understanding of the factors that influence the success of character education in developing integrity (Moleong, 2013). This means that the author's material is not in the form of numbers (non-dominant

numbers), but rather the findings of interviews, field notes, individual reports, and other official documentation that have been thoroughly scrutinized.

Sample and Data Collection

Investigate on the application of character instruction in learning is found at SD Negeri Cemara 2, Banjarsari Locale and SDN Kleco in Laweyan Area, Surakarta. Introductory perceptions were conducted on January 23, 2025. The subject was selected by the school because it serves as a teaching practice site for students studying to become elementary school teachers. Also, the character education that was carried out was not fully or effectively implemented according to the principles of character education. Information collection within the field at the conclusion of May 22, 2025. The data include detailed descriptions of specific situations, activities, or events, or phenomena; the opinions of knowledgeable people, including their perceptions, attitudes, beliefs, and ways of thinking; and documentation based on reporting documents and archives. Several data collection techniques include observation, interviews, and document analysis (Sugiyono, 2019). The information sources that will be taken incorporate essential information sources that will be gotten, specifically through words and activities gotten by analysts by conducting perceptions, documentation ponders and interviews with related parties counting understudies, instructors, and principals related to the application of character instruction to understudy behaviour in both schools. Auxiliary information sources are information that comes from moment sources or gotten from documentation comes about such as pictures of recorded exercises related to the application of character instruction to understudy behaviour.

Analysis of Data

Analysis of research data is a process of systematic searching and editing of the obtained data. The analysis was conducted in relation to the concept of Miles et al. (2014). Data analysis involves three steps: Data reduction, data presentation, and withdrawal. The data reduction carried out in this study is selecting and simplifying data related to new research variables. Before discussing the results, first reduce the data and sort according to data/information that does not include research metrics.

Data Validation

Information legitimacy employments triangulation procedures, comparing information with different information collection procedures. Triangulation for the legitimacy of this investigate information employments specialized triangulation and source triangulation. In this case, researchers check the validity of data by comparing data from various sources, methods, theories, or researchers.

RESULT AND DISCUSSION

The implementation of character education in schools is an educational effort that aims to improve the character of each student so that they can be able to undergo the process of formation, change, distribution, and development of abilities well. The results of this study indicate that character education has been implemented in elementary schools. This shows that SD Negeri Cemara 2 and SD Negeri Kleco 1 implement six characters, namely: trustworthiness, respect, responsibility, Fairness, caring, and citizenship. The six characters are implemented through character education applied in schools. The implementation of character education is carried out by integrating the

six pillars of character into learning activities, extracurricular activities, exemplary actions, and habits.



Adopted from: Six Pillar of Character-Josephson institute of Ethics

<https://richardcheeks.com/professor/JI%20Information/Six%20Pillars%20Summary.pdf>

Trustworthiness

Children who are confident when learning will feel happy and can be more productive. Building student self-confidence can be done at any time. During learning or outside of learning activities. Increasing student self-confidence can be done through many activities. And this must be done continuously. As research conducted by Fauziah et al. (2023), building students' self-confidence through creative activities such as theater learning has proven to be significantly successful. The application of character education in building self-confidence for students is carried out in learning activities, for example in the assessment process. Students are given the opportunity to assess each other between friends, appreciate each other's work. Teachers also provide feedback on student work, give praise to students who have successfully completed assignments well. Suciati et al. (2023) emphasizing character education through peer assessment, feedback, and appreciation from friends and teachers during learning can help build character and increase students' self-confidence. Growing self-confidence in schools can be done in various ways, including by providing appreciation, social support, and opportunities to try new things (Wuli et al., 2017). This approach not only enhances academic skills but also promotes interpersonal and collaborative skills that are essential for personal development. In addition, it is also important to teach children to learn from failure and adopt a positive attitude. Giving Responsibility and Opportunity, Entrusting special responsibilities to students with low self-confidence, such as leading pickets, prayers, or other class assignments, and implementing regular seating rotation to increase interaction and comfort between students.

Respect

Creating a non-discrimination culture is a community-wide process. It is important to note that teaching respect for all values should be taught in certain parents and communities to training and strengthened by participation. Ramadhani et al. (2024) explained that character education is very important in fostering respect among stu-

dents. Respect must be taught both within the family and through educational institutions. The teaching of respect for all must be strengthened by the participation of all involved while he is taught within and through education. Character education is carried out in the form of getting used to it. This includes a variety of everyday activities in schools that aim to behave according to the values of a particular noble character. In line with Faiz et al. (2022) that character education must be integrated into daily school activities. Habitual activities play an important role in instilling character values.

The result of this study showed that the familiarity was conducted in elementary schools in the performance of the character as daily activities and secondary activities for daily activities performed by students at any time. It shows that the involvement of respectful personality that takes place during learning includes beneficial atmosphere, habituation, integration of learning, role models, and punishment (Faiz et al., 2022). The character values of student respect are incorporated and classroom learning is carried out. The form of respectful that is obsessed with students includes students who are always welcome when they meet their teachers, working honestly, respecting, and welcoming to teachers to find friends and friends of different religions.

Responsibility

Responsible character implementation in schools is a critical process for shaping a responsible, disciplined, and well-characterized generation. This character is formed in a variety of ways. Positive examples emphasize the value of responsibility in the curriculum and the inclusion of students in activities that require responsibility (W. Rahayu et al., 2023). It is implemented by activities to complete learning tasks based on observations and interview results related to character education being conducted in schools. Performs class assignments, participation in the selected additional curriculum activities, appointment of students as ritual officers. The implementation of responsible and conscious character education is reflected in daily activities such as routine cleanup activities, ceremonies, regular teacher and student strike postings, voluntary activities such as warnings, advice, sanctions, and examples. According to Sakinah et al. (2024), habituation, providing examples, and consistently enforcing rules are effective in forming students' disciplined behavior.

In implementing the character education of responsibility, the principal and all teachers wear uniforms according to the daily uniform and, also speak politely. In addition, the principal and all teachers make it a habit to throw garbage in the places provided and always maintain the cleanliness of the school environment (Nasution & Sagita, 2024). Harahap (2024) emphasized the importance of teachers as role models in instilling discipline and responsibility among students. Teacher behavior, such as obeying school rules and showing politeness, can significantly influence the development of student character. The principal and teachers will reprimand students and invite students to pick up scattered. Throwing away trash together when they see garbage in front of them, and with the form of planting through conditioning including the availability of school facilities and infrastructure in the implementation of character education discipline, responsibility for school tasks.

Fairness

Fairness means treating others appropriately, impartially and, correctly. With the character of fairness, individuals will be encouraged to be more open-minded and honest in behaving correctly (Setyaputri et al., 2018). Students who have a fairness

character will behave in a way that can obey the rules, take turns, share, and listen to all parties openly before making judgments. Therefore, individuals adhere to the applicable rules or ethics. By defending people who are treated unfairly, being more tolerant, civilized, understanding and caring towards others, and growing into good human beings.

The implementation of fairness character education in elementary schools is conducted in the process of training group discussions about learning or in training work groups and extracurricular activities. Teachers are fair for all students, without discrimination and provision to all students to develop. Adika and Dafit (2023) stated that teachers play an important role in instilling justice in elementary schools. Justice involves treating students impartially and without discrimination. Teachers act as role models, demonstrating fair behavior in everyday interactions (Amiruddin et al., 2023). Teachers act as a model for students, so they can see how equity behavior is applied. Teachers involves students from making decisions in classrooms or schools, such as class leaders elected or representatives of students, so they feel in this process. Teachers' philosophies of fairness influence their assessment practices (Rasooli et al., (2023).

Caring

The implementation of the human character in elementary schools is very important to shape children who are responsible for the environment. The implementation can be done through different activities and approaches in the classroom and outside the classroom, such as providing examples of care, social service activities and integrating learning values (Setiawan et al., 2020). According to Ananda et al. (2025), character education can be built through the integration of environmental awareness and social responsibility in school activities and learning.

The implementation of the human character in elementary schools is done during the learning process, for example, the teacher provides examples of human behavior in everyday life, such as helping friends in trouble, sharing food or politeness. Integrating learning values in learning, by discussing subjects on environmental, animal or people in need. Schools organize social service activities, such as orphaned nursery farms, providing support to communities affected by disasters or environmental cleaning activities. Invite children to carry out environmental support activities, such as planting, cleaning parks or energy -saving campaigns. School activities that prioritize environmental sustainability and teacher role models play a very important role in fostering social responsibility and concern for the environment (Slavoljub et al., 2015). The schools create standards and rules to encourage care, such as threats, tolerance between students and respect for diversity (Herlina et al., 2018). Schools socialize these standards and rules for all students and all teachers and monitor and action in case of violations. By making a thoughtful and structured character, elementary schools can turn children into people who are interested, responsible and sympathetic to their environment.

Citizenship

The implementation of citizenship in elementary schools, especially through Citizenship Education (PKn), aims to form a young generation who have an understanding the rights, obligations, and responsibilities as citizens (Fitra & Witanto, 2024). Its implementation is carried out through various activities, including classroom learning, extra-curricular activities, and collaboration with the local community. Learning process does

not only focus on theory, but also involves discussions, case studies, simulations, and practical activities to foster a deeper understanding (Hermawan et al., 2018; Murningsih et al., 2016).

Implementation of citizenship character in elementary schools, students are invited to understand the importance of respecting differences, participating in school activities, through the formation of student groups or organizations that focus on citizenship issues, such as debate groups, volunteer groups, or art groups that raise national themes. Agree with Syabrina (2024) on the importance of instilling moral, social and critical values, through activities that hone democratic, negotiating and, social skills. Holding competitions or competitions related to citizenship issues, such as speech competitions, poster competitions, or project presentation competitions. By Involving students in social activities, such as cooperation mutual activities, blood donation, or fundraising activities to help others (Mulyani et al., 2024).

CONCLUSION

Based on the discussion above regarding the implementation of character education in SD Negeri Cemara Dua and SD Kleco 1 Surakarta, it can be concluded that character education has been implemented in both schools through various activities, including classroom learning, extracurricular activities, habituation, and cooperation with the surrounding community. The characters applied include related to trust, respect, responsibility, fairness, care, and citizenship.

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