



Teacher Strategies in Shaping Student Character in Science Learning at Class V

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Abstract: This research aims to: describe the forms of student character at SDN 03 Sungai Angek, describe the character development carried out at SDN 03 Sungai Angek, describe the teacher's strategy in forming student character, describe the implementation teachers towards the principal's program about realizing good student character at SDN 03 Sungai Angek. The method used is a qualitative type, with research data collection obtained using the triangulation technique with documentation, interviews, and observation data collection techniques. The steps to analyze the data are by collecting data, reducing the data, and presenting the data. The results of this research show that the material for character development for students at SDN 03 Sungai Angek includes religious character development, disciplinary character development, and social character development. The formation of student character can be started from several methods, namely making daily worship reports, greeting parents before leaving for school, and applying smiles and greetings in society and the environment. The teacher's strategy in forming student character is through an integration strategy which includes: first, integrating character through daily activities in the form of providing examples such as warnings, advice, and routine activities.

Keywords: Differentiated instruction; Elementary school; Teacher

Introduction

The impact of globalization currently leads Indonesian society to forget the importance of national character education. In fact, character education is a crucial foundation of the nation that must be instilled from an early age in children (Uddin et al., 2023). Various concerning incidents are occurring today, such as brawls, drug abuse, reckless driving, and other forms of delinquency (Amaro et al., 2021). In this case, the education sector is also responsible for producing graduates who excel academically but lack in character. The instillation of character begins in the family environment, among relatives, at school, and within the community (Alfiasari et al., 2016; Haines et al., 2019). The home and family environment, as the primary and main places for character formation and education, must be empowered more, and it is the parents' duty to be the

first instillers of their children's character. The family is a school for affection, a learning place filled with love; parents should not portray the family as a place for fighting with their partners, as this can have detrimental effects on the character development of children, who may later view family life as a source of suffering when they grow up (Kganyago-Mphaphuli, 2023; Colizzi et al., 2020).

Character formation through schools must also be emphasized; education should not solely focus on subjects that prioritize cognitive achievement but also consider how to instill moral values, aesthetic values, noble character, and so forth (Sari et al., 2024; Pamuji & Mulyadi, 2024). The quality of education cannot only be assessed based on cognitive abilities; students must also possess strong and positive character traits (Bardach & Klassen, 2020). The vision of national character development has indeed been explicitly stated in

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national education policy (Sakban & Sundawa, 2023). Law No. 20 of 2003 Article 3 states that national education aims to develop capabilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation.

Since 2009, the Ministry of National Education has seriously allocated a larger portion of resources to improve education quality, including the quality of educational implementation and outcomes (Heyneman & Lee, 2016). Regarding educational outcomes, the National Education Minister Regulation No. 23 of 2006 on Graduate Competency Standards clearly outlines the competencies that must be achieved in educational implementation, including education at all levels (Darling-Hammond et al., 2020). Related to character education, several aspects are included in the Ministerial Regulation No. 23 of 2006, such as: Practicing the teachings of the adopted religion according to the developmental stage of adolescents; Demonstrating self-confidence; Adhering to social rules that apply in a broader environment; Respecting religious, cultural, ethnic, racial, and socio-economic diversity at the national level (Banaji et al., 2021; Dwivedi et al., 2023; Curtis et al., 2019).

According to Osman (2024), Arar et al. (2022), and Yulia et al. (2022) in the book *Developing Children's Character Effectively at School and Home*, there are six core ethical values in character education, including: being trustworthy, such as honesty and integrity; treating people with respect; being responsible; being fair; being caring; and being a good citizen. The current educational concept allows teachers to be closer to their students. Teachers can be both educators and friends to students. However, in reality, this concept is often misapplied, where this closeness is then interpreted as an unbounded proximity, making students feel no hesitation in engaging in behaviors they should not exhibit. This can lead to inappropriate forms of communication, as they view their teachers as friends. This results in a lack of politeness and courtesy in their behavior and speech, which significantly affects the quality of knowledge absorption taught by the teacher, ultimately impacting the quality of the learning process.

This research was conducted at SDN 03 Sungai Angek on April 21, 2024, with fifth-grade students, based on information from the class teacher indicating that the students' character was lacking. Some fifth-grade students exhibit poor character traits, such as dishonesty, lack of discipline, disrespect for elders, non-compliance with school rules, and irresponsibility. Based on the above, the researcher aims to explore the strategies employed by teachers at SDN 03 Sungai Angek in the study titled "Teacher Strategies in Forming Student Character at SDN 03 Sungai Angek." Based on the descriptions provided above, the objectives of this

research include: To determine the form of character exhibited by students at SDN 03 Sungai Angek; To understand how character development is carried out for students at SDN 03 Sungai Angek; To identify the strategies used in forming student character at SDN 03 Sungai Angek.

Method

The research method used to examine the implementation of teacher strategies in forming student character at SDN 03 Sungai Angek is qualitative in nature. According to Akifah et al. (2024), qualitative research is a research process that produces descriptive data in the form of written or spoken words from individuals and observable behaviors. Qualitative research requires analytical sharpness, objectivity, systematic approaches, and systemic processes to achieve accuracy in interpretation, as the essence of a phenomenon or symptom for qualitative researchers is totality or gestalt (Englander & Morley, 2023). Consideration in research using the interpretation of meaning inherent in the findings is essential. This consideration involves establishing other categories and determining the criteria to be used for those categories. The analysis used in qualitative research is more descriptive-analytical, meaning that interpretations of the content are systematically organized and structured.

The informants in this research are the teachers themselves at the elementary school. The data sources that can be used in this research are based on primary and secondary data sources: Primary data sources, which are main sources obtained directly in writing, namely the principal, teachers, and the school committee; Secondary data sources, which are supporting or supplementary data obtained directly from documents, data, and reference books that discuss the research issues acquired from the administration office. Data collection techniques are the primary steps in research because the main goal of research is to obtain data. Without understanding data collection techniques, researchers will not acquire data that meets the established standards. The data collection techniques are as follows:

Participatory Observation

The research method used in this study is participatory observation, where the researcher aims to determine whether the subjects behave the same way in their absence or differ in some way. Based on this, as an initial observer, the observation stage serves to understand the situation to facilitate adjustment to the school environment. During this stage, the researcher spends time getting acquainted with the principal, vice-principal, teachers, and school staff. After this stage, the

researcher is confident of blending into the school environment. This observation involves monitoring the teachers' activities at the school, and the researcher will prepare an observation sheet. The instruments to be used in the observation include a notebook, field notes, writing materials, interview guides, and checklists.

Interviews

In addition to using participatory observation, interview techniques can be employed to collect data. An interview is a conversation between two or more people in which questions are posed by one person (the interviewer). In this research, interviews are conducted openly. The interviews are carried out by asking a series of questions that do not test the subjects' abilities and do not complicate them, allowing them the freedom to express their desires and hopes. The questions are first arranged in such a way as to make decisions about which questions to ask and how to order them. The targets of these interviews include the principal, teachers, and other educational staff. The instruments used in the interviews include voice recorders, field notes, writing materials, and recorders.

Documentation

Documentation is carried out to collect data sourced from archives and documents, whether located within the school or outside, that relate to improving the quality of education and the strategic planning conducted by school personnel. The instruments used in documentation include a camera (phone), checklists, handycam, and school photographs. Data analysis is the process of organizing data by sorting it into patterns, categories, and basic units of description to identify themes and working hypotheses as suggested by the data. Once the data has been organized into a pattern and categorized, it can be processed using the data analysis model of Miles and Huberman, which includes: Data Reduction: The purpose of data reduction is to simplify the conclusions drawn from the data obtained during the research. Data reduction begins with identifying all field notes and data that have relevance to the research focus.

Data that do not relate to the research problem must be set aside, and codes are created for each unit to maintain traceability and to formulate hypotheses (to answer research questions); Data Presentation: Data presentation is a collection of organized information that allows for the possibility of drawing conclusions and taking action. Conclusion Drawing: After data collection, the next process is verification of conclusions. Conclusions at this initial stage are tentative, remain open, and lack clarity, and then become more detailed and firmly rooted as more data is gathered. The final conclusion will be reached as more data becomes

available, resulting in a cohesive configuration. To strengthen the validity of the findings and ensure the credibility of the research, the researcher refers to four standards of validation recommended by Lincoln and Guba, which consist of: Credibility, Transferability, Dependability, Confirmability.

Result and Discussion

Forms of Student Character

In the specific findings of the research, various forms of student character were identified. To shape the character of students at SDN 03 Sungai Angek, the first thing teachers must do is change their own character, as teachers serve as role models for students through the character they possess. For students, the knowledge provided by teachers through subject areas during the teaching and learning process sometimes faces obstacles in conveying material related to noble character (akhlakul karimah). In contrast, the material delivered through practical application in daily life enables students to understand and apply programs related to character formation with noble character more quickly, and this must start from the teachers themselves. Furthermore, character formation for students can begin with several methods that teachers should implement, such as: creating daily worship reports; greeting parents before leaving for school; applying smiles, greetings, and friendly interactions within the community and school environment, along with other positive actions that can shape a student's character.

The results of the interview with the principal of SDN 03 Sungai Angek in Baso District regarding the forms of student character revealed the following: "Students' characters are very diverse; some need attention, some are overly active, and they are sometimes influenced by their environment, leading to misbehavior and a lack of absorption of learning due to insufficient parental attention. Therefore, teachers never tire of fostering good character in students to help them improve and become more actively engaged in learning activities at this school." The results of the interview indicate that the principal and the vice-principal are aligned and supportive in the process of character formation for students at the school. In an interview with the vice-principal of SDN 03 Sungai Angek regarding forms of student character, he responded: "Everyone certainly has different forms of character, especially students from various ethnicities, races, regions, and environments, who will undoubtedly possess different characters as well."

Therefore, we need to instill mature traits in students, such as honesty, consistency, and responsibility for their actions. Honesty, in this sense, reflects a unity between words and actions, making a

person trustworthy. Responsibility refers to the attitude and behavior of students in fulfilling their duties and obligations, whether related to themselves, social matters, or the broader community. However, all of this must be carried out through various processes and good guidance, whether by teachers, the environment, society, or family." Thus, education that develops character is a form of education that can help cultivate ethical, moral, and responsible attitudes, providing affection to students by demonstrating and teaching good character. The results of the interview with one of the teachers at SDN 03 Sungai Angek regarding forms of student character revealed: "The forms of student character vary; some are diligent, some are lazy, and some are indifferent. However, teachers serve as a medium to realize character values in students and also act as role models. Therefore, teachers always evaluate students who are not performing well. For example, before starting a lesson, a teacher usually begins with a recitation (reading short verses), motivates, and gives a talk during the morning assembly. In addition, teachers also monitor students' progress."

The role of the teacher as an educator and guide is closely related, and both are carried out continuously, with mutual influence, representing an integration of both roles. Thus, the role of the teacher in the implementation of education in schools focuses on: educating with an emphasis on providing direction and motivation to achieve educational character goals, both short and long term; facilitating the achievement of educational character goals through adequate learning experiences; and assisting the development of personal aspects such as values, attitudes, and self-adjustment. The results of the interview with the school committee at SDN 03 Sungai Angek regarding forms of student character yielded the following response: "Each student indeed possesses different forms of character, as exemplified by the 18 character values, such as discipline, honesty, creativity, democracy, and responsibility. It is this change that teachers seek to instill in students."

Not only teachers but also other aspects must be involved, such as the community, the environment, and most importantly, the role of the family." The results of the interviews indicate that character formation in students begins with parents and is further reinforced at school by teachers who provide good role models. In this way, students can imitate or emulate good attitudes, behaviors, and practices, and it is hoped that they will be able to apply these in their daily lives. Character education is a planned effort to help students recognize, care for, and internalize values so that they can be shaped and nurtured to behave as virtuous individuals. Based on the results of the researcher's observations, the character formation conducted by teachers is already

very effective in realizing good character values among students at the school.

Character Development of Students Conducted at School

Character development at school is essential for fostering positive character traits, enabling students to behave in accordance with the norms, ethics, and morals present in society. Through character development in schools, students are nurtured, shaped, directed, and guided to possess good character, allowing them to demonstrate positive attitudes and behaviors when interacting with others and the community. The results of the interview with the principal of SDN 03 Sungai Angek regarding the character development of students at the school revealed the following: "Character development in students is crucial and must be conducted by both teachers and parents, as the issue of character development should not rest solely on teachers. The roles of parents and the community are also essential and responsible for fostering good character in students so that they can consistently uphold those values, not just in school but also apply them well outside of school." The interview results indicate that the principal and the vice-principal support and align with each other in character development efforts at the school.

In an interview with the vice-principal of SDN 03 Sungai Angek regarding student character development, he stated: "In developing good character in students, there are several methods or steps that a teacher must take, such as through approaches, counseling, and warnings. This allows the teacher to identify issues, and the teacher must be able to find good solutions. By giving written warnings, students promise not to repeat their mistakes or misbehavior and return to the school's established rules (discipline)." Development is a series of efforts to professionally control all organizational elements so that they function properly, allowing the school to effectively and efficiently achieve its goals. The results of the interview with one of the teachers at SDN 03 Sungai Angek regarding character development revealed: "Conducting effective development for students is not easy, as it must be continuous and consistent. Teachers must also maintain good attitudes and behaviors, as teachers serve as role models for their students. If teachers cannot set a good example, students may become fanatical. This presents a challenge for teachers to cultivate good character in students."

Therefore, the role of teachers in character development at school is very important, as teachers serve as bridges for students to become good, honest, and morally upright individuals, both in school and in society. The results of the interview with the school committee at SDN 03 Sungai Angek regarding character

development revealed: "Character development for students aims to understand their unique behaviors. Every minute and second, the interaction of students with their environment inevitably influences their behavior. Thus, school principals and teachers, as human resources, must be capable and committed to character development so that students can be well-directed and have good objectives that align with the school's vision, mission, and goals."

The interview results indicate that the implementation of character development at SDN 03 Sungai Angek is progressing well, but its application has not yet reached its full potential, particularly regarding daily programs such as discipline levels, neatness, cleanliness, and lesson plan preparation, which are still not fully aligned with their implementation. Based on the researcher's observations, character development conducted by the teachers and students still shows that some teachers and students violate agreed-upon rules, such as instances of tardiness, undisciplined students, and noisy behavior in class. However, teachers and staff are making every effort to provide character development for these students and will continue striving for improvement in character development efforts moving forward.

Teacher Strategies in Student Character Development

Character education at school is a system for instilling character values in students to become well-rounded individuals. These values encompass components of knowledge, awareness or willingness, and actions to implement these values towards God, oneself, others, the environment, and the nation. The strategies employed by teachers to shape student character involve integration strategies, which include: first, integrating character through daily activities that involve providing examples such as admonishments, advice, conditioning the environment to support character education, routine activities, habituation of character, and accompanying and supervising character education. The results of the interview with the principal of SDN 03 Sungai Angek regarding teacher strategies in character development revealed the following: "The strategies employed for character development include extracurricular activities such as lectures (kultum), arts, and also reading short surahs, as well as performing communal prayers for Dhuhr and Asr. This is done continuously every day to ensure that both teachers and students become accustomed to and more aware of activities that embody Islamic values."

Building character through education must be done comprehensively, not only through formal education but also through informal and non-formal education. There has been a tendency for formal, informal, and non-formal education to operate separately, resulting in

character education being perceived as a partial responsibility. The results of the interview with the vice-principal of SDN 03 Sungai Angek regarding teacher strategies in character development revealed the following: "Character value development can easily be done through demonstrations and direct applications, such as through behavior, or through other activities like congregational prayers, studying together, and exercising together, which should be done collectively to foster a closer relationship between students and teachers and vice versa."

In character development activities, effective strategies are indeed needed to target the right objectives. However, what is crucial is the collaboration between the principal, teachers, and students through approaches such as fostering communication to establish harmony between teachers and students and between students and their teachers. The results of the interview with one of the teachers at SDN 03 Sungai Angek regarding teacher strategies in character development revealed the following: "One of the strategies we can employ in shaping student character is through learning activities. In our learning activities, we have implemented character education that includes preparing lesson plans and teaching materials that incorporate character values, carrying out methods that can build character, and evaluating the follow-up on those character values."

Strategies for character development can indeed be implemented through classroom learning, conducted with an integrated approach across all subjects. Specifically, for religious education and civic education, as their mission is to develop values and attitudes. The results of the interview with the school committee at SDN 03 Sungai Angek regarding teacher strategies in character development revealed the following: "From what I know about the principal's programs aimed at realizing good student character, they include conducting 15-minute kultum sessions every day, implementing charitable contributions, and offering extracurricular activities for students after lessons." The principal collaborates well with teachers, staff, and students in implementing these programs. The interview results indicate that the strategies employed by teachers must also be supported by all involved aspects, including the principal, vice-principal, committee, and other community members. This collaboration is essential to achieve all established processes and goals together. Based on the researcher's observations, the strategies employed by teachers in character development are good, but their implementation has not yet reached 100%. This is due to some students occasionally demonstrating a lack of discipline in fulfilling their responsibilities.

Implementation by Teachers of the Principal's Program to Cultivate Good Student Character

Implementation refers to the methods employed by the principal to apply the programs that have been established to achieve the school's vision, mission, and objectives. The results of the interview with the principal of SDN 03 Sungai Angek regarding teachers' implementation of the principal's program aimed at cultivating good student character revealed the following: "The teachers have accepted the program well, as it includes adherence to school regulations, punctuality of students, fostering relationships, conducting morning assemblies, and kultum sessions. All of this must remain under the supervision of both the principal and the teachers within the school environment." Character education is an effort that must involve all parties, including families, schools, and the community. Therefore, it is essential to reconnect educational networks that may have become disconnected. The formation and education of character will not succeed if there is no continuity and harmony between educational environments.

The results of the interview with the vice-principal of SDN 03 Sungai Angek regarding teachers' implementation of the principal's program aimed at cultivating good student character revealed the following: "The teachers are effectively applying character values to students through daily activities such as participating in morning assemblies, serving as good role models in terms of attire and cleanliness, which encourages students to improve. When there is harmony between teachers and students, it results in students who possess good character and behavior." Schools serve as educational institutions that refine individuals and strengthen their critical thinking skills through knowledge and technology while also shaping students' character with noble values. The results of the interview with one of the teachers at SDN 03 Sungai Angek regarding teachers' implementation of the principal's program aimed at cultivating good student character revealed the following: "In implementing this program, teachers act as tutors entrusted by the principal to monitor students. If any student violates school regulations, teachers have the authority to reprimand and discipline them according to the agreed-upon standards. This ensures that students do not repeat the same mistakes and become aware of their violations."

In other words, schools can provide a new direction for children's futures, as they are trained to learn, think, and act. Clearly, schools educate children to become themselves and discover their identity. The results of the interview with the school committee of SDN 03 Sungai Angek regarding teachers' implementation of the principal's program aimed at cultivating good student character revealed the following: "From the principal's

program, the teachers have implemented it well; however, it has not been maximally executed in applying character values, both for themselves and for the students. The implementation cannot run smoothly; there will always be obstacles faced by both teachers and students." The interview results indicate that the application of character values implemented by the teachers towards students at SDN 03 Sungai Angek is good, but the execution has not yet reached its maximum potential, particularly regarding discipline, neatness, and cleanliness. Based on the researcher's observations, the implementation carried out by teachers towards students still encounters challenges or obstacles, which include a lack of collaboration among teachers and insufficient supervision from the principal.

Discussion

Based on the research findings regarding the implementation of teachers' strategies in character development for students at SDN 03 Sungai Angek, it can be concluded that the program is progressing well. This is evident from the responsible teamwork among the principal, teachers, staff, school committee, and other individuals involved in enhancing the quality of education, which has been carried out effectively, clearly, and in a targeted manner. The following is an elaboration in this discussion based on the research questions regarding:

Forms of Student Character

Law No. 20 of 2003 on the national education system, Article 3, states that national education functions to develop abilities and shape the character and civilization of a dignified nation in the context of educating the nation's life (Muhammad et al., 2023; Darmadi, 2018). National education aims to develop the potential of students to become individuals who are faithful and pious to the Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and democratic citizens who are responsible. Government Regulation No. 17 of 2010 concerning the management of educational implementation, Article 17 paragraph (3), states that primary education, junior high school (SMP), including high school (SMA), aims to lay the foundation for the development of students' potential to become individuals who: are faithful and pious to the Almighty God; have noble character and excellent personality; are knowledgeable, competent, critical, creative, and innovative; are healthy, independent, and self-confident; are tolerant, socially sensitive, democratic, and responsible. Based on this, it is clear that the goal of education at all levels, including high school, is closely related to shaping students' character. National education aims to develop students' potential to become individuals who are faithful and pious to the Almighty

God, noble, healthy, knowledgeable, capable, creative, independent, and democratic citizens who are responsible.

Character education is systematically designed and implemented to instill values of behavior in students concerning the Almighty God, themselves, others, the environment, and nationality, manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, etiquette, culture, and customs (Rahman & Aliman, 2020; Masaong et al., 2023; Armadi et al., 2024). The current real condition is a weakening national identity, caused by, among others (Milfont et al., 2020; Aguirresarobe, 2022): lack of role models, uneducative print and electronic media coverage, education has not optimally contributed to shaping students, student behavior is not only determined by the education received from school, but education in the family and community plays a very important role. Therefore, schools and madrasas set goals, visions, and missions to realize government programs that implement 18 character values (Taja et al., 2022; Halim et al., 2019). This is achieved through the principal's program, in collaboration with vice principals, teachers, staff, and school committees, to shape students' character.

Character Building for Students Conducted at Schools

The Teacher and Lecturer Law No. 14 of 2005 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, primary education, and secondary education (Murray, 2023; Suna & Ozer, 2024; Brown, 2022; Van Der Veen et al., 2021). Character building in schools is essential in developing positive character so that students can behave and act appropriately. Behavioral changes in children should align with social and cultural values outlined in the curriculum. The curriculum implemented by teachers serves to cultivate behavior towards an optimally mature personality. In schools, the process of transforming noble values occurs through character education. Character education is the key term for the process of transforming noble values in schools. Teachers become the transformers of noble values to students to become part of a cultured society.

Teacher Strategies in Shaping Student Character

Teachers can shape student character through education by integration and learning (Veronika & Dafit, 2022; Siregar et al., 2024). The strategies for character formation include extracurricular activities such as TPQ activities, Quran memorization, lectures (kultum), arts, reciting short surahs, and congregational Dhuhur and Asr prayers. These activities are continuously carried out every day to accustom both teachers and students and to

make them more sensitive to activities with Islamic values. Secondly, integration through daily activities involves providing role models such as reprimands, advice, creating a supportive environment for character education, routine activities, character habituation, and character education supervision and mentoring activities. Thirdly, through learning, character education must already be applied, including planning and learning tools that contain character values, implementation using methods that can shape character, and evaluation and follow-up that include values based on character.

Teacher Implementation of the Principal's Program on Realizing Good Student Character Character Formation Integrated with Learning in All Subjects

Various aspects related to character (values, norms, faith, and piety, etc.) are implemented in the teaching of related subjects such as Religion, Civics (Pkn), Social Studies (IPS), Natural Sciences (IPA), Physical Education (Penjas), and others (Tarmizi et al., 2024; Sa`diyah & Wiranegara, 2023). This begins with the cognitive introduction of values, affective internalization of values, and ultimately the real-life experience of values by students in their daily lives.

Character Formation Integrated with School Management

Various aspects related to character (values, norms, faith, and piety, etc.) are implemented in school management activities, such as the management of students, school regulations, human resources, facilities and infrastructure, finances, library, learning, assessment, and information, as well as other management areas (Singh, 2019).

Character Formation Integrated with Student Development Activities

Several student development activities that include character formation are as follows (Samsinar et al., 2023; Assa`diyah & Hadi, 2021): Sports (soccer, volleyball, badminton, and table tennis); Religious activities (reading and writing the Quran, speeches, hadith studies, and worship); Cultural arts (dancing, singing, painting, and theater); Scouting; Health activities, and others. In the implementation of character values by teachers to students at SDN 03 Sungai Angek, it has been good but not yet optimal, especially in terms of discipline and cleanliness.

Conclusion

Based on Observations, Interviews, Field Documentation Studies, and Special Research Findings, It Was Revealed That: Forms of Student Character The character of each student varies, but despite these

differences, it is essential for a teacher to maintain the positive traits and improve or nurture the negative ones to make them better. The Ministry of National Education has established 18 characters values that must be incorporated into all school subjects, both at the institutional level and within classroom learning processes. Therefore, building national character is not only the responsibility of the subjects of Pancasila Moral Education (PMP) or religious education but also includes all subjects such as Natural Sciences (IPA), Social Studies (IPS), Science, Language, and others. Character Development Conducted in Schools Character education is a national movement aimed at creating schools that nurture ethical, responsible, and caring young generations through modeling and teaching good character with an emphasis on universally agreed-upon values.

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Author Contributions

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Conflicts of Interest

The authors declare no conflict of interest.

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