

# Global Context: Educational Management Strategies for Strengthening the Indonesian Pancasila Student Profile as a Character Education Framework

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## Abstract

In the era of the Merdeka Curriculum, efforts to strengthen the management of Pancasila education as the foundation of student character building have become crucial in addressing ethical, moral, and social challenges in schools. This study aims to explore in depth the strategies and methods applied in implementing Pancasila-based character education at two vocational high schools in Sampang Regency, East Java: SMK Negeri 1 Tambelangan and SMK Negeri 1 Sampang. A qualitative approach with an interpretive paradigm was employed to capture the dynamics and contextual realities of the program. Data were collected through participant observation, document review, and in-depth interviews with key stakeholders, including teachers, project facilitator teams, students, counselors, as well as school principals and vice-principals. The findings reveal that the implementation of character education in both schools is carried out through contextual and integrative approaches that connect extracurricular, co-curricular, and intracurricular activities. Teachers play a central role in embedding values such as accountability, perseverance, independence, cooperation, and honesty into the learning process, thereby ensuring that students not only understand these principles theoretically but also practice them in daily life. The study also shows that the success of character education depends heavily on the synergy between school leadership, teaching staff, and the involvement of students in various structured programs. In conclusion, the management of Pancasila-based character education serves as a strategic framework for shaping a holistic Pancasila student profile in line with the competencies and moral values demanded by the 21st century. Beyond contributing to the development of responsible and ethical individuals, the study underscores the importance of sustainable collaboration among educators, students, and institutions to ensure that character education remains relevant, effective, and adaptive to contemporary challenges.

**Keywords:** Management, Character Education

## Introduction

Moral and character education is a fundamental aspect of the Indonesian education system because it plays a direct role in shaping the morals, attitudes, and personality of the younger generation [1]. Currently, moral and social challenges such as bullying, drug abuse, and cybercrime are increasing, along with the rapid development of technology and information [2,3]. In this context, moral and character education serves not only to produce academically intelligent students but also students with integrity and the ability to face moral challenges emerging in society [4]. As a formal educational institution, schools should be places where students learn core values such as integrity, accountability, and respect for others. According to [5], along with family and community, school is a very important place in character development. Character qualities instilled thru learning, school culture, and self-development activities are instilled in children thru the educational

process [6,7]. This process is expected to improve society's social value system, making it more just and compassionate. Character education is an effort to instill morality, ethics, and Pancasila values while simultaneously shaping a person's personality so they can apply Pancasila values in daily life [8]. This indicates that teachers play an important role as guides who support the development of students, such as nurturing seeds so they grow into people who are beneficial to the community [9]. Therefore, the primary priority of teachers is to shape students' good character, especially in terms of manners. This is very important because high intelligence and knowledge will lose their meaning if not accompanied by good manners [10,11].

Character development in schools is extremely important, considering that schools are expected to be a holistic educational platform, encompassing the mastery of skills as well as character formation [12,13]. This becomes even more crucial in preparing

students, especially in vocational high schools (SMK), to face the world of work [14]. [15] asserts that as an educational institution, schools play a significant role in shaping students' personalities. In this environment, the development of cognitive, emotional, and physical aspects is carried out in an integrated manner so that students become intelligent, sensitive, and healthy individuals [16,17]. Physical health and emotional maturity are seen as the main assets for facing life in the future, supported by adequate intelligence [18,19]. Through character education, students are encouraged to develop basic human potential, namely: the ability to think clearly, have a good heart, and exhibit positive behavior [20,21]. This approach aims to help them become whole and valuable individuals in life. Integrating character principles into intrakurricular, cocurricular, and extracurricular activities is an important step in helping students develop character thru both academic and non-academic achievements [22,23]. At the planning stage, the school designed a program that specifically incorporated character principles into the curriculum. Teachers develop learning materials, such as teaching modules (TMs), which include core competencies and basic competencies based on character values [24]. In the implementation of co-curricular and extracurricular activities, program supervisors develop activity guides that are oriented toward strengthening the values of discipline, responsibility, sportsmanship, and cooperation [25].

The planning process also includes budget preparation, scheduling activities, and allocating the necessary facilities and infrastructure to support the program's success. During the organizing phase, the school forms a working team consisting of teachers, extracurricular advisors, students, and school administrative staff. Each team member has responsibilities such as classroom instruction, management of intrakurricular, cocurricular, and extracurricular programs. The principal serves as the main coordinator, while the vice-principals for student affairs and curriculum help ensure all programs run according to their objectives [26]. Organization includes communication with parents and the community to support student engagement. The implementation phase is carried out by actively involving students in the planned activities [27]. In extracurricular activities, teachers integrate character values into learning, such as teaching

cooperation thru project-based learning where students are taught discipline and responsibility in completing tasks [28]. For extracurricular activities, the initial identification of educational units' readiness to implement the Pancasila Student Profile Strengthening Project (P5) is based on the educational units' ability to apply project-based learning. The supervision stage is carried out by the school principal, teachers, and activity supervisors. They monitor student engagement to ensure the implementation aligns with the pre-programmed plan. Direct observation was conducted throughout the activity to ensure students applied character values such as honesty and responsibility. Supervision also includes assessing student behavior during the process. At the evaluation stage, the school collects data from various parties, including students, teachers, mentors, school administrative staff, and parents. The evaluation is conducted thru reflection, group discussions, and written reports from students and mentors. Evaluation indicators include increased positive student behavior, successful achievement of activity goals, and the level of student engagement. The results of this evaluation are used to improve the program in the future so that the application of character principles can be more effective and sustainable. The reality of community life reveals a decline in morals and character among students. On Monday, October 9, 2023, the Indonesian Child Protection Commission stated that 2,355 reports of child protection violations had been received by August 2023. Of that total, 87 cases involved bullying, 27 involved the provision of educational facilities, and 24 involved education policies. Additionally, there were 236 reported cases of physical and psychological violence against children and 487 cases of sexual violence. However, not all these cases occur in schools. According to data from the Cinta Guru Foundation as of September 2023, there were 93 cases of violence in schools, encompassing various forms such as: discrimination, intolerance, physical or sexual violence, bullying, and other forms of violence [29]. Additionally, the Indonesian Teachers' Union Federation (FSGI) reported that throughout 2023, there were 30 cases of bullying in educational settings. This figure increased by nine cases compared to the previous year, indicating that the existing regulations have not been implemented optimally. Out of 30 cases, half occurred at the junior high school level, 10% at the senior high school level, 10% at the vocational high school level, and 30% at

the elementary school level. Junior high school had the highest number of bullying cases, both by students against their peers and by educators [30].

Regardless of the cause, violence must be prevented, especially in educational institutions that are meant to teach good values to the younger generation. The high number of violence cases in schools not only indicates a problem with our education system but also signifies a serious moral and character health issue within society. Despite initiatives such as increasing the education budget, reforming the curriculum, improving teacher competency, and expanding access to education, the Indonesian government is still facing this issue. Making significant improvements in the education system regarding this problem requires cooperation from all parties, including parents, teachers, school principals, local governments, and the central government or ministries. The issue of less-than-optimal implementation of character education concepts has not fully reflected the national education goals that prioritize national character values. This condition is the main reason for discussing the concept of character education in depth. Therefore, a concept for implementing character education is needed that has a strong foundation and is aligned with national education goals. Character is a very fundamental aspect of human daily life. Therefore, the implementation and internalization of character education need to begin in the family environment. In addition, schools, as educational institutions, also play a significant role in supporting the formation and development of students' character. As Thomas Lickona stated in his book *Educating for Character*, moral education and character education are closely linked to the very essence of education itself. The main goal of education is to guide young generations to become intelligent and virtuous individuals.

This situation is interesting to study in more depth to examine and describe the aspects of planning, organizing, implementing, supervising, and evaluating character education management for students in realizing an excellent educational institution, both academically, non-academically, and in terms of character development. Based on this background, the researcher is interested in conducting a study with the theme "Management of Character Education Strengthening for Students in Sampang Regency: A Multi-Site Study at Vocational

High School 1 Sampang and Vocational High School 1 Tambelangan."

## Methods

This study applies a qualitative research design that prioritizes an in-depth understanding (*verstehen*) of reasoning, motives, and definitions within specific contexts, particularly events related to the implementation of the Character Education program at SMK Negeri 1 Sampang and SMK Negeri 1 Tambelangan. The purpose of this research is to analyze existing challenges and strategies, while also describing the current conditions in detail, with the intention of building a more comprehensive picture of the situation. The qualitative approach in this study is characterized by the following: (1) descriptive orientation, (2) focus on analyzing processes, (3) greater emphasis on process rather than outcomes, and (4) the researcher functioning as the key instrument of data collection and interpretation.

In addition, this study highlights the importance of capturing phenomena in their natural settings. For that reason, data collection was conducted directly in the field to ensure authenticity and credibility. The researcher acted not only as an observer but also as an active participant who interpreted findings through the lens of social interaction and cultural context. Data were gathered using interviews, field observations, and document analysis, then processed through thematic analysis to identify emerging patterns, meanings, and connections within the implementation of character education.

Through this methodology, the research intends to offer a holistic and nuanced understanding of how character values are taught, practiced, and internalized among students, teachers, and the broader school community. The qualitative design also provides flexibility in accommodating unexpected findings and contextual variations that may not be measurable through quantitative methods. Consequently, the outcomes of this study are expected to contribute theoretically, by advancing discourse on qualitative methods in educational research, and practically, by offering actionable recommendations to strengthen the design and practice of character education programs in vocational schools.

This study was carried out in two vocational high schools (SMK), namely SMK Negeri 1 Sampang and SMK Negeri 1 Tambelangan, both situated in Sampang Regency, East Java, over a period of six months. The data for this research were obtained from two types of sources: primary and secondary. Primary data were drawn from the perspectives of the school principal, vice principal, project facilitator team (PFT), subject teachers, guidance and counseling staff, and selected student representatives. Secondary data comprised official documents such as written notes, photographs, reports, and other supporting materials relevant to the study. Accordingly, the main informants in this research were school leaders, teachers, and students. Additional data were gathered through a combination of interviews, field observations, and documentation of activities related to character education in both schools.

The techniques employed for data collection included: (1) **Participant Observation**, which involved direct engagement at the research sites to observe and record activities linked to the character education program, including interactions between teachers and students as well as classroom practices. (2) **In-depth Interviews**, which were conducted using structured and semi-structured formats to explore informants' views in greater detail. This approach enabled the researcher to capture insights from different stakeholders, including teachers, students, and administrators, regarding the opportunities and challenges in implementing character education. A **snowball sampling strategy** was also applied, where initial participants recommended other relevant individuals to be interviewed, thereby expanding the pool of information sources. (3) **Document Analysis**, which focused on systematically reviewing written records, field notes, school policies, activity reports, and photographic evidence. Notes were compiled during field observations and later refined to maintain accuracy and reliability.

To ensure the trustworthiness of the findings, **data triangulation** was applied. This involved cross-checking information obtained from different methods (interviews, observations, and documents) and from various sources (principals, teachers, students, and institutional documents). The use of triangulation minimized potential bias and

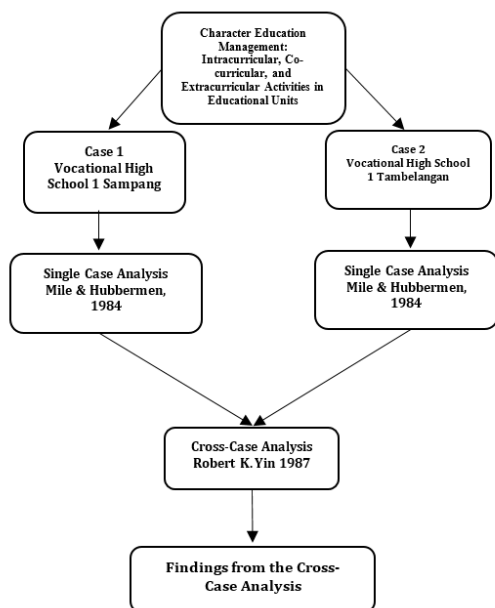
strengthened the overall validity of the results. Throughout the research process, ethical principles were upheld by securing informed consent from participants, safeguarding confidentiality, and presenting findings transparently without distortion.

By employing these systematic data collection strategies, the researcher aimed to provide a detailed and holistic account of how character education is designed, implemented, and internalized within the vocational school setting. The integration of diverse data sources and methodological approaches enriched the analysis and offered a comprehensive understanding of the ways in which character values are cultivated and embedded in the school community.

This study used single-case analysis, applying the theories of Bogdan and Biklen [31] and Yin in Hyde [32]. This research applied a single-case study approach as its primary methodological framework. The use of a single-case design was considered appropriate because the study's central concern is to examine one specific case in detail, namely the implementation of a Character Education program within a particular school context. Focusing on a single case enables the researcher to investigate the phenomenon with greater depth, uncover intricate processes, and highlight contextual subtleties that might be overlooked if multiple cases were studied simultaneously. This approach also provides space to recognize distinctive features of the case, such as the roles played by teachers, students, and administrators in fostering and applying character values. In addition, the single-case strategy underscores the relevance of context when interpreting a phenomenon. Every action, policy, and form of interaction is analyzed within its natural setting, allowing the study to present a concrete description of how character education functions in practice rather than relying on generalized assumptions. This design encourages the use of varied sources of data—including interviews, observations, and documentation—which are later triangulated to enhance validity and credibility. By employing this approach, the research not only produces a rich and descriptive account of the case but also offers analytical insights that may inform future comparative inquiries or serve as practical guidance for strengthening character education initiatives in other vocational school environments.



In this research, cross-case analysis was conducted by comparing the conceptual data obtained from various cases that were the focus of the study, using the following steps:



**Figure 1.** Cross-case data analysis

The data validity testing technique in this study refers to the opinion of Milles, Matthew, B., & Huberman [33] who stated that data validity must be evaluated using four criteria: credibility, transferability, dependability, and confirmability.

The validity of qualitative data is assessed through four main standards: credibility, transferability, dependability, and confirmability. Credibility concerns the extent to which the findings accurately represent the realities observed in the field. To enhance credibility, researchers may engage for an extended period in the research site, conduct thorough and continuous observation, apply triangulation across data sources and methods, and

perform member checks by inviting participants to verify the accuracy of the interpretations. Transferability relates to the degree to which the study's outcomes can be applied to other contexts with comparable characteristics. This is achieved by providing detailed and rich descriptions of the research setting, participants, and procedures, enabling others to judge whether the findings are applicable in their own settings.

Dependability highlights the stability and consistency of the research process over time. In qualitative research, this is usually addressed through maintaining a clear audit trail that documents every stage of the investigation—from data collection to coding and analysis—so that others can review or replicate the process if needed. Confirmability, on the other hand, emphasizes the neutrality of the study, ensuring that the conclusions are derived from the data itself rather than the researcher's personal bias. Practices such as triangulation, reflexive note-taking, and peer debriefing are typically employed to reinforce confirmability.

Applying these four principles ensures that a qualitative study maintains high levels of trustworthiness. The resulting data become more robust, credible, and useful for both theoretical advancement and practical implementation. Within the scope of character education research, adhering to these standards is essential to guarantee that the findings truly reflect the authentic experiences of teachers, students, and school leaders, while also generating insights that can inform future improvements in educational practice.

## Results

The research findings related to the implementation of character education programs at Vocational High School 1 Sampang and SMKN 1 Tambelangan are presented in the following table:

**Table 1.** Research Findings on the Implementation of Character Education Programs at Vocational High School 1 Sampang and SMKN 1 Tambelangan

No	Focus	Vocational High School 1	Vocational High School 1 Tambelangan
1.	Implementation of the Character Education Program in Schools	Character education programs are planned and implemented concretely, as evidenced by the existence of SOPs and KOSP documents used as references for carrying out academic and non-academic activities.	The character education program for students is integrated into all school activities. It is implemented thru intrakurikuler activities, kokurikuler P5, ekstrakurikuler, habituation, and school culture. The principal involves the school community, including vice-principals, teachers, administrative

		<p>The head of the educational unit, management, teachers, TAS, students, parents, and the school committee who actively participate in the implementation of the character education program in a collaborative and sustainable manner.</p> <p>The implementation strategy is developed based on student mapping, using a collaborative, creative, emotional, and open communication approach with media.</p> <p>A religious approach is applied using a non-physical reward and punishment system to cultivate discipline and positive character in students.</p> <p>Character education is integrated into intrakurikuler, kokurikuler, and ekstrakurikuler activities. The P5 project serves as a platform for the complete actualization of character values.</p> <p>Habits such as 5S, congregational prayer, community service, and routine social activities shape character as part of students' daily culture</p> <p>teachers and TAS serve as real-life examples of discipline, ethics, and behavior to reinforce character values in daily attitudes.</p> <p>valuation is conducted periodically thru academic supervision, teacher reports, class discussions, and homeroom teacher observations to ensure that the character education program is dynamic and adaptive</p>	<p>staff, students, and parents, who actively participate in the implementation of the character education program.</p> <p>The existence of SOPs and written guidelines, although still imperfect, used as a reference for implementation based on legal foundations, strategies, and evaluation</p> <p>School members serve as role models thru their attitudes, words, and appearance, which can directly influence students' character values</p> <p>The habituation of 5S, communal prayer, congregational prayer, and social activities that can shape a school culture supporting character education programs</p> <p>The role of extracurricular strategies and OSIS as scouting activities, PMR, LDKS, MPLS, and others, directed toward developing responsibility, leadership, and cooperation.</p> <p>The contribution of guidance and counselling is not only to address students with problems but also to provide basic services for the character development of all students.</p> <p>Thru parenting programs and collaboration with community leaders, schools can strengthen character education programs as a shared responsibility;</p>
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There are eight main similarities between the character education programs at Vocational High School 1 Sampang and Vocational High School 1 Tambelangan, as implemented in the schools. Reference materials and standard operating procedures serve as the formal basis for the systematic implementation of the program. Every member of the school community, including committees and parents, actively participates in creating the entire character ecosystem. Daily routines, extracurricular, cocurricular, and intracurricular activities all combine to form the

program. Collective prayer, 5S, and community service are examples of a positive culture that has become a routine, shaping contextual character. Referring to the results of the single-case studies for each school, namely: Vocational High School 1 Sampang and Vocational High School 1 Tambelangan, a cross-case analysis related to the evaluation of character education programs at Vocational High School 1 Sampang and Vocational High School 1 Tambelangan was found, with the following comparison in the table:

**Table 2.** Cross-Case Analysis of Character Education Program Evaluation at Vocational High School 1 Sampang and Vocational High School 1 Tambelangan

No	Focus	Vocational High School 1	Vocational High School 1 Tambelangan
1.	Cross-Case Analysis of Character Education Program Evaluation at Vocational High School 1 Sampang and Vocational High School 1 Tambelangan	<p>1. The character education program is evaluated using two models: internal evaluation by a team from the school and external evaluation conducted by external parties such as the Education Office branch, supervising inspectors, school committees, and parents of students.</p> <p>2. The character education program is implemented by the school principal, management, teachers, homeroom teachers, TFP, and TAS thru intrakurikuler, kokurikuler, and</p>	<p>1. Evaluation conducted systematically and structured thru the formation of a special team based on the principal's decree, involving management, teachers, TFP, and TAS to conduct periodic character education program evaluations</p> <p>2. Using two evaluation models: internal, conducted by the school, and external, involving the supervising supervisor, the Department of Education, the</p>

		<p>ekstrakurikuler activities, which are carried out to shape students' character</p> <ol style="list-style-type: none"> <li>3. The character education program is assessed thru the dimensions of the Pancasila Student Profile, which is reflected in academic reports, P5, and extracurricular scores periodically at the end of each semester</li> <li>4. The evaluation results are used as a basis for developing a follow-up plan for re-habitation, using a personal approach by the guidance counselor, increasing collaboration with parents, and designing programs to be more effective</li> <li>5. administrasi The evaluation process is carried out as a reflective and strategic effort to maintain the quality of the character education program, not just as an administrative obligation, but as a real step toward sustainable development</li> <li>6. The success of implementing the character education program lies in the synergy between the school, community members, parents, the school committee, and the supervising inspector, who together support the continuous evaluation of the program</li> <li>7. The involvement of school members and students' parents in the evaluation meeting, attended by management, the school committee, and students' parents, is part of building synergy between the school and home in supporting students' character development programs</li> <li>8. Evaluation serves as a means for reflection and program improvement, not solely to assess the level of success, but as a basis for developing programs that are more targeted and meet needs.</li> </ol>	<p>school committee, and student parents</p> <ol style="list-style-type: none"> <li>3. Evaluation based on objective and comprehensive instruments, using evaluation instruments developed collaboratively and covering input (student readiness), process (observation, teacher journals), and product (attitude change) aspects</li> <li>4. Focusing on the dimensions of the Pancasila Student Profile, the evaluation assesses six character dimensions: faith and piety toward God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity</li> <li>5. Conducted periodically and in stages, evaluations are carried out once a week or once a month, adjusted to the team's readiness and thru direct observation, attendance, and joint reflection</li> <li>6. Follow-up is based on continuous improvement; evaluation results will be used to address shortcomings, strengthen existing or successful programs, and restructure strategies and character education programs</li> <li>7. Active involvement of school residents and students' parents by holding evaluation meetings involving management, teachers, school committees, and students' parents as a form of synergy between the school and home for character development</li> <li>8. The function of evaluation as material for reflection and program improvement; evaluation is not only for assessing success but also as a foundation for program development to stay on target.</li> </ol>
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The character education programs of Vocational High School 1 Sampang and Vocational High School 1 Tambelangan were evaluated, and the results showed 8 main similarities: the use of internal and external evaluations, the formation of special teams based on decrees, the inclusion of the Pancasila Student Profile dimension in assessments, and the use of evaluation results for follow-up. Comprehensive evaluations of inputs, processes, and outputs are conducted periodically at adjustable intervals. While the reflective function of evaluation promotes contextual and sustainable development, school-parent collaboration enhances program effectiveness.

## Discussion

The research results indicate that the implementation of character education in two schools, namely Vocational High School 1 Sampang and Vocational High School 1 Tambelangan, has proceeded as expected, is integrated, comprehensive, and aligns with the spirit of the Merdeka Curriculum. Teachers, as the spearhead of education, have successfully integrated character values into school activities, both in the form of intrakurricular, co-curricular, and extracurricular activities. In intrakurricular activities, teachers from both schools have been able to carry out academic learning

functions but have also been able to design learning that considers learning achievements and integrates character values into each subject, such as responsibility, hard work, independence, collaboration, and honesty, presented thru active and contextual learning approaches in accordance with the principle of the Merdeka Curriculum, which is learning that prioritizes students. Both schools fully utilize the flexibility of the Merdeka Curriculum policy, which allows each educational unit to design learning that aligns with students' needs and regional potential. Vocational High School 1 Sampang and Vocational High School 1 Tambelangan have successfully implemented character education programs that are not just theoretical but a living reality that can be cultivated in every school activity. Thru the role of teachers in aligning the Merdeka Curriculum by incorporating local context and the needs of students, Vocational High School 1 Sampang and Vocational High School 1 Tambelangan have successfully built an integrated and effective character education ecosystem. The implementation of character education programs in intrakurricular, cocurricular, and extracurricular activities serves as an important foundation for producing graduates who not only possess competence but also have strong character in their attitudes and are ready to face the world of work and life in society.

Character education programs in schools aim to develop and strengthen students' character. Thus, it is not enough to simply engage in good activities and actions, both academic and non-academic; it must be done by forming and building a positive and good school culture. This aligns with what [34] stated: that in the environment of formal and non-formal educational units, the physical and sociocultural environment of the educational unit is conditioned to enable students and school members to become accustomed to building habits in their daily lives that can reflect character development. The culture developed in schools indicates that cultural development occurs thru various activities [35]. A culture of politeness and courtesy is developed thru the initial activities of the first day of school. Every morning before entering the school, teachers and school leaders' line up in front of the gate while waiting for students arriving at school. Each student who arrived later greeted, said hello, smiled, and politely shook hands with each teacher one by one. Religious culture is demonstrated by the pre- and

post-learning habits that begin with prayer. Additionally, there is a cultural practice of performing Dhuhr prayers in congregation and Dhuha prayers. Nationalism culture is developed by habituating students to participate in flag ceremonies and commemorate national holidays [36].

The implementation of character education programs, in addition to habituation, cultivation, and role modeling, also requires the enforcement of agreed-upon rules and regulations. The research results indicate that a system of non-physical rewards or punishments is also applied to strengthen students' character values and discipline. Regulations are written guidelines that serve as standards of behavior, character values, and morals for students in their interactions with fellow students, teachers, TAS, and the community within academic and non-academic environments, based on the norms of social life. This is in line with what Hunt and Vitell stated [37]: that every school must have written rules and guidelines. An ethical code is a set of norms or principles accepted by a specific group as the foundation for daily behavior in society and at work [38]. A code of ethics can be seen as a product of applied ethics, as it is the result of applying ethical thinking to a specific area, namely a profession. But after a code of ethics is established, ethical thinking does not stop [39,40]. A code of ethics does not replace ethical thinking, but rather is always accompanied by ethical reflection, so that the code of ethics can function properly. One absolute requirement is that the code of ethics be created by the profession itself.

## Conclusion

The implementation of character education in the Merdeka Curriculum consists of eight main components. First, all students and parents are involved in creating a character ecology. Second, the school already has SOPs and formal rules as a basis for implementation. Third, all co-curricular, extracurricular, and intrakurricular activities incorporate character values. Fourth, constructive behaviors such as communal prayer, community service, group prayer, and 5S. Fifth, character development is strengthened by the examples set by staff and teachers thru their daily interactions. Sixth, the activities of the OSIS, scouting, and guidance services are carried out to foster a sense of



responsibility and leadership. Seventh, character development is expanded thru collaboration with parents and community leaders. Eighth, the relevance and flexibility of the program are maintained thru frequent assessments conducted via reflective writing, teacher reports, and monitoring.

However, it is important to consider that this study has some limitations. The program's effectiveness cannot be objectively assessed because the narrative is still descriptive and not yet supported by specific empirical evidence. Additionally, no impact studies have been conducted to demonstrate the extent to which this program is beneficial in the measurable development of children's character. The actual difficulties in program implementation, including lack of resources, instructor resistance, or value conflicts, have also not been published.

Therefore, it is recommended that future research address these issues by conducting empirical studies using both quantitative and qualitative data to measure the effectiveness of character education programs without bias. Standardized assessment tools could also be created by researchers to improve the precision and consistency of character evaluations.

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