

## School Strategy in Shaping the Character of Grade IV Students at Sandika Elementary School

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Article Info	ABSTRACT
Submitted: 09-04-2025 Final Revised: 23-04-2025 Accepted: 28-04-2025 Published: 29-04-2025	Strategies for improving student character refer to plans and methods designed to develop and strengthen positive traits in students. This research aims to explore and analyze the strategies implemented by Sandika Elementary School in shaping the character of class IV students. Using qualitative research methods, data was collected through in-depth interviews with 6 teachers as participants, using classroom observation techniques, and document analysis related to the character education program. The research results show that the strategies implemented include the integration of character values in the curriculum, the use of active learning methods, and the involvement of parents and the community in the education process. Apart from that, creating a positive and safe school environment is also a main focus. The results of this study indicate that the character education strategies implemented at Sandika Elementary School have produced observable and meaningful changes in student behavior, especially among class IV students. Through the integration of character values such as discipline, responsibility, honesty, and respect into daily learning activities, students demonstrated increased consistency in applying these values both in the classroom and in their interactions outside of school. For instance, teachers noted a decrease in disciplinary issues and an increase in student participation, cooperation, and empathy during group work. Students also began to display more initiative in maintaining cleanliness, arriving on time, and helping peers without being instructed. Parental testimonies further supported these observations, noting improved attitudes at home, including better communication, independence, and respect toward family members.

**Keywords:** Strategy, Student Character

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## Introduction

Character education has become one of the main focuses in the education system in Indonesia, especially at the elementary school level. At Santika Elementary School, Jakarta, various strategies are applied to shape the character of grade IV students through curriculum and daily activities. Good character is not only essential for the development of the individual but also for creating a harmonious and civilized society.

Character education is not only a complement in the education system, but has become an urgent primary need. Various global challenges, such as technological developments, social change, and a culture of consumerism, can affect the development of students' character. In the midst of globalization, students are expected to have the ability to filter out negative influences and maintain positive identities and values that are in accordance with the nation's culture and norms.

Character formation in elementary school students faces various challenges. One of them is the lack of synergy between education at school and education at home. Different family environments affect the parenting style applied, so not all students have the same character foundation when entering school (Magezi & Madimutsa, 2023; Roth, 2021). In addition, the influence of social media and technology is also a significant external factor. Children who are exposed to unsupervised digital content may adopt behaviors and values that do not conform to societal norms.

Another challenge is the limited time and resources at school. A dense curriculum often makes character learning not get an adequate portion. Teachers, as the vanguard of character education, also face difficulties in integrating character values into academic lessons. This is a special concern for SD Sandika in formulating effective strategies to overcome these obstacles.

Teachers play a key role in shaping students' character. They not only serve as teachers, but also as role models and guides. In the context of SD Sandika, teachers are expected to be able to integrate character education into every aspect of learning. For example, the value of honesty can be taught through supervision during exams, while the value of cooperation can be instilled through group assignments.

In addition, schools as institutions also have a big role in creating an environment conducive to character building. SD Sandika recognizes the importance of providing a safe, comfortable, and supportive environment for students to develop holistically. A positive school culture, such as discipline, mutual respect, and openness, is an integral part of character-building strategies.

Based on (Law of the Republic of Indonesia No. 20, 2003) education is a conscious and planned effort in the process of mentoring and learning to ensure that each individual becomes an independent, responsible, creative, knowledgeable, healthy, and noble human being. In the context of education, character includes moral, ethical values, and attitudes that must be instilled from an early age.

Students as the next generation of the nation are expected to have adequate academic skills, as well as be able to behave well, be responsible, and respect others.

Character education is an urgent concern in the midst of the reality of problems such as lack of tolerance, lack of Pancasila values, changes in ethical values, and weakening awareness of the nation's culture. The government sets character values that need to be instilled, such as religiosity, hard work, creativity, independence, democracy, curiosity, love for the homeland, respect for achievements, and responsibility. National policies affirm that character development is an important element in the life of the nation and state.

However, challenges such as loss of decency, lack of discipline, and weak honesty are often found, suggesting that character education still requires more serious attention, and that relevant,

and systematic development strategies are needed to improve students' character. The strategy needs to be perfected by involving all stakeholders in the school.

A strategy is a systematic and organized plan or approach, designed to achieve a specific goal. In the context of education, strategies include methods, techniques, and activities used to support the learning process and character formation of students. By understanding and implementing effective strategies, educators can create a learning environment that supports the development of positive values and skills necessary for students to face future challenges.

In the study Nuraeni et al. (2025), strategy in character education can be interpreted as a tactic used to achieve the goal of building students' character. Some effective approaches include case discussion techniques, exemplary-based approaches, and the integration of character values into the learning process. In addition, strengthening behavior through educational rewards and punishments also plays an important role in shaping students' character. A key component of the successful implementation of character education is harmonious cooperation between educators, parents, and the school community. With this synergy, it is hoped that character education can run more effectively and have a sustainable positive impact on student development.

Meanwhile, in Retnaningtyas & Zulkarnaen (2023) It is stated that a teacher's competency assessment strategy uses various techniques to support the development of students as whole individuals, including accountability, self-control, and routine. In addition, collaboration between students and mutual respect are also applied to create a positive learning environment. Impromptu activities are often used to stimulate students' creativity and involvement.

Discussions about character are very important in the context of education, especially at the elementary school level. Character encompasses moral values, ethics, and attitudes that must be instilled early on to form qualified individuals. In the learning process, character education does not only focus on academic mastery, but also on the development of students' personalities. By understanding the concept of character, we can see how education can contribute to creating a generation that is not only intelligent, but also noble and responsible.

Terminologically, the character in Zubaedi as a subjective assessment of a person's personality related to personality attributes that can or cannot be accepted by society. Still Zubaedi's opinion in his book Samsinar et al. (2022) Character is the way a person behaves that reflects their relationship with God, themselves, others, the environment, and the nation. This character is seen in a person's feelings, attitudes, thoughts, speech, and actions. All of this is guided by laws, karmic systems, culture, customs, and religious teachings. In other words, character is a reflection of the values we hold and how we interact with the world around us.

So it can be affirmed that character is a collection of qualities that are consistently seen as an indication of a person's virtue, goodness, and moral maturity.

Therefore, the strategy of improving student character refers to various approaches and methods used to develop and strengthen positive traits in students. It aims to form good morals, ethics, and character. Some of the purposes of this strategy include: Encouraging students to understand moral and ethical values, so that they can make good decisions in their daily lives. Teach empathy, tolerance, and respect for others and the environment. Provide programs or curricula that focus on character education, including discussions on moral and ethical themes. Educate teachers and parents to be role models for students in terms of good behaviour and values and create a positive and supportive school environment, where students feel safe and valued

Observations conducted at Sandika Elementary School from September 2024 to December 2024 show that the school has implemented a good character building strategy, especially in the aspects of religiosity, discipline, and environmental concern. Religious character is instilled

through prayer activities before and after lessons, regular worship, and religious celebrations. Discipline is developed through dress rules, appropriate haircuts, and punctuality. Environmental concern is implemented through mutual cooperation activities, the provision of cleaning facilities, and the habit of disposing of garbage in its place. However, there are still students who have not shown character values, such as mocking friends, not doing assignments, and littering.

To overcome this problem, schools integrate character education into daily activities and special programs. Strategies include example from teachers and staff, spontaneous activities such as helping disaster victims, constructive reprimands, supportive environmental conditioning, and routine activities such as flag ceremonies and joint prayers. In addition, special programs are designed with certain values integrated into school activities. By implementing this strategy, it is hoped that students can develop good character, supporting the formation of future generations who are more qualified and moral.

This research contributes significantly to the development and improvement of character education programs in elementary schools by presenting a contextual model of strategy implementation that can be replicated or adapted by other institutions. Through in-depth analysis of Sandilka Elementary School's approach, the study provides concrete examples of how character values—such as discipline, religiosity, environmental awareness, and responsibility—can be systematically integrated into both curricular and extracurricular activities. The findings show that strategies such as teacher modeling, spontaneous value-based interventions, and collaboration with parents result in observable improvements in student behavior, including increased respect for others, better time management, and higher empathy.

These positive changes not only enhance student discipline within the school environment but also extend to their interactions at home and in the community. As such, this research offers a practical framework for other schools aiming to embed character education into their routines. It also emphasizes the importance of continuous evaluation and stakeholder involvement—particularly that of teachers, parents, and the local community—as key elements for the sustainability and effectiveness of character-building programs. By providing a real-world example of success and identifying areas that still require attention, this study can serve as a valuable reference for educational policymakers and practitioners committed to fostering holistic student development. The purpose of this study is to examine the effectiveness of the strategies applied in character education, as well as their impact on students' behaviors and attitudes in the school environment.

## **Materials and Methods**

In this study, the researcher used a descriptive method with a qualitative approach to describe the phenomenon of student character formation in depth based on data obtained from observations, interviews, and documentation (Achjar et al., 2023). This study explains how school strategies in shaping the character of grade IV students at Sandilka Elementary School, Central Jakarta, with a research period from September 2024 to December 2024. The scope of the interview and observation is as follows: In this study, the stages that must be carried out by the researcher begin with initial observation to understand the background of the problem to be studied. After the initial observation was made, the researcher formulated the right problem according to the title taken based on the initial observation. The implementation of the research at Sandilka Elementary School, Kemayoran District, Central Jakarta Municipality was carried out through observation, interviews, and documentation, involving six classroom teachers as participants, namely IT, RS,

EG, VB, EW, and DW, as well as supporting documents in this study so that they could answer the problems raised by the researcher.

## **Results and Discussions**

Character education is a fundamental aspect of student development, especially at the elementary school level, where moral and ethical values begin to be instilled. In the midst of the challenges of globalization and rapid technological development, it is important for educational institutions to create an environment that supports the formation of good character. Sandika Elementary School has taken proactive steps in designing strategies aimed at shaping students' character.

### **Integration of character values in the curriculum**

Based on the results of observations in class, at the time of learning, respondents have integrated character values in the school curriculum both in intracurricular, co-curricular and extracurricular aspects. It can also be seen in the learning module document, that there are steps or strategies for learning character values to students. In co-curricular activities, teachers carry out the Pancasila Strengthening Profile Project with the theme "Sustainable lifestyle" which aims to encourage students to care for the environment and implement a sustainable lifestyle. The school also has an edutourism activity program that supports character development activities. Meanwhile, in extracurricular activities, discipline aspects are instilled, that all extracurricular participants must be present on time. In the mandate (*Permendikbud No. 20, 2018*) Strengthening Character Education (P3) in educational institutions is carried out to strengthen character through cultivation, taste, and sports by involving all stakeholders in a cooperative manner.

Heart training as an intracurricular activity can be done through religious and ethical learning to strengthen students' character. The results of the study Elpayuni et al. (2024) Students who are taught with a character values inculcation approach generally show significant improvements in their character and academic performance.

Co-curricular activities are seen as the foundation for the development of students' social character in elementary school. In the study Mandasari et al. (2024), co-curricular activities arranged in a systematic program and carefully planned by each school can make a great contribution to developing students' sense of care for social activities, especially at the elementary school level. These programs, which take place outside of the learning schedule, are designed to help students without being directly related to a particular subject.

In addition, extracurricular activities also have an important role in fostering a sense of social responsibility in children, so that they not only develop academically, but also have concern for the environment and the surrounding community (Lubis & Novebri, 2025). It can be concluded that the school culture-based approach is the main cornerstone, creating an educational climate and environment that supports the values of Character Education. This is in accordance with research Kollo et al. (2024) that the process of instilling character values is carried out through habituation in the classroom, with an emphasis on independence, integrity, and mutual respect. Strategies to strengthen character education also include example, classroom learning, integration of character values in subjects, and monitoring student behavior with discipline and reward and punishment systems.

### **Character enhancement program**

The researcher conducted observations in the classroom and conducted interviews with the respondents. The results of observations show that there is no character improvement program



designed independently by teachers. In contrast, character improvement programs are prepared by the school and integrated into daily, monthly, and yearly activities.

When asked why teachers don't develop character improvement programs independently, most teachers answer that schools already have programs that are designed together in a structured and collective way. Based on the answers from the respondents, the researcher analyzed documents in the form of the vision, mission of the school, activity program, and school rules.

It was found that the school's vision and mission emphasizes character improvement based on the Christian faith, as evidenced by school regulations that incidentally regulate the restriction of deviation in student behavior. The programs carried out are also structured which are distributed into daily, weekly, monthly and annual activities. Ideally, a teacher should have a structured character improvement program that is prepared independently according to the subjects taught. This will certainly enrich and add inspiration and character development references for students.

In the scope of basic education, programs to improve students' character can be carried out with an approach to caring for the environment through *adiwiyata*. In previous research Jannah et al. (2022), it was stated that *Adiwiyata* activities have four main aspects, namely environmentally friendly school policies, environment-based curriculum, participatory programs, and supporting facilities and infrastructure.

In addition to the *adiwiyata* program, character improvement can be done in the form of literacy programs so as to foster a reading culture among students, teachers, and the community. With the richness of literacy, it will certainly encourage the cultivation of values such as curiosity, responsibility, and empathy through targeted literacy activities. The results of the study Priasti & Suyatno (2021) stated that the literacy program is carried out through the habituation phase by allocating 10-15 minutes for reading activities and summarizing literacy results. The next phase is the implementation of non-academic activities such as storytelling competitions, making poems, or speeches. In the learning phase, teachers can carry out various strategies in learning such as literacy-based projects.

No less important, improving students' character is also carried out in the form of integrating character based on cultural values and local wisdom. Cultural values help individuals understand their origins and traditions, thereby reinforcing their unique identity and identity in social life. In addition, cultural values often contain moral and ethical teachings, such as honesty, justice, and respect, which guide us in acting and behaving. In previous research Nugraha & Hasanah (2021), it was said that character education is the main foundation for the formation of Indonesia's young generation. Therefore, culture-based character education is very urgent and relevant to be continuously observed, revised and adapted.

### **Involvement of parents and the community in the educational process**

Before the observation in class, the researcher first conducted an interview about the respondents' understanding of how important the involvement of parents and society is in children's education. Overall, participants answered in line that the involvement of parents and society in children's education is very important because it has a significant positive impact on children's development, learning, and success. When parents and the community are actively involved, children tend to have higher learning motivation, better academic scores, and higher school attendance rates. In addition, parents and society play an important role in instilling moral, ethical, and cultural values that complement formal education in schools.

The researcher conducted validation through observation to analyze teachers' strategies in mediating parental involvement in improving students' character. One of the strategies

implemented is the assignment or project that requires parents to check the student's work, as evidenced by affixing a signature to the assignment. The teacher then reports the results of the student's assignments to the parents through a written report. This report must be responded to by parents, so that two-way communication is created between teachers and parents. This step allows both to jointly evaluate student learning outcomes, in order to improve their character development and academic achievement.

The researcher also checked the validity of documents in the form of grades lists and books linking schools with parents. To assess character aspects, schools use assessments of spiritual and social attitudes. Meanwhile, the liaison book serves to provide information on student profiles both academically and non-academically. Some studies emphasize that involving parents and society in developing character is very relevant. For example, it was revealed in a study Dewi & Widayarsi (2022) on the aspect of fostering independence, parents play the role of mentors by establishing positive communication with children, such as through providing guidance and advice. As motivators, parents support their children by recognizing and appreciating their achievements. In addition, parents play the role of facilitators by providing opportunities for children to practice independence and provide the necessary learning facilities for educational activities.

The same thing is mentioned in the study Taek & X (2024) When it comes to teaching discipline to children from an early age, it is important to help them develop positive social skills. At the same time, the role of parents is very important not only as thematic educators but also as supervisors who instill values, character, and values in students.

The goal of collaborative efforts between children and parents is to create a positive family environment and encourage better performance and attitudes between students towards each other. To strengthen the results of the above research, the efforts of parents and the community in improving children's character must be carried out adaptively, for example adapting the approach to the current digital era. This is in accordance with the research conducted Rohmah et al. (2024) that controlling children's behavior, as well as a good approach from parents will affect the improvement of children's character.

### **A positive and safe school environment**

During the interview session, the researcher explored the respondents' understanding of the concept of a positive and safe school environment and obtained an overview of the concept of a safe environment to support the teaching and learning process. In general, respondents responded that the concept of a positive school environment includes various aspects that support students' academic, social, and emotional development. Some of the key elements of a positive school environment are; an atmosphere that supports learning, a harmonious relationship between teachers and students, school safety, the fertility of behavior that reflects the application of morals and character, the existence of cooperation between parents and schools, a variety of student competency development activities, and the existence of awards and recognition for student achievements, both academic and non-academic.

Furthermore, the researcher conducted observations to obtain an overview of the steps taken by schools to create a safe environment for students and how the role of teachers in creating a supportive atmosphere in the classroom.

It was found that the school program that was structured and planned was not implemented properly, this was due to the weak role of the principal in monitoring and evaluating the character development program itself. Behavioral deviations are still found during learning, for example;

Disciplinary where students do not complete assignments well, noisy and poorly organized classes so that students focus on learning. Bully behavior is still found.

The Deputy for the Fulfillment of Children's Rights of the Ministry and Empowerment of Children's Rights has issued guidelines that encourage education units to emphasize child-friendly schools as an indicator that children must be able to utilize their free time with cultural activities (Guidelines for Child-Friendly Education Units, 2021). Child-Friendly Schools are an educational concept that prioritizes the interests, rights, and needs of children in the school environment. The goal is to create a learning environment that is safe, comfortable, inclusive, and supports children's physical, mental, emotional, and social development.

A positive and safe environment will affect the improvement of students' character where students are free from violence, bullying, discrimination, and exploitation. Ensure the physical and mental health of children through adequate facilities, such as clean classrooms, proper sanitation, and safe play areas. Open to all children regardless of religious background, ethnicity, economy, or disability status (Sriwahyuni & Alfiansyah, 2024). The role of the principal is very important in creating a positive and safe environment with a humanist approach as reflected in the guidelines for child-friendly schools. The leadership of the principal plays an important role in making the school a significant institution, with a major contribution in realizing educational goals that prioritize human values (Mansir, 2021).

The transformational leadership of the principal supports the creation of a positive and safe school environment by involving all stakeholders. Through involvement and collaboration, the participation of teachers, students, parents, and the community can be further improved in internalizing the school's vision, mission, and goals, so that the school environment becomes more conducive. This is in accordance with previous research conducted in Abdurahman et al. (2024) transformational leadership is a relevant leadership style to create a positive culture and lead educational units to success.

## **Conclusion**

The school has successfully integrated character values through various intracurricular, co-curricular, and extracurricular activities. The Pancasila Strengthening Profile Project and edutourism activities are real examples where students are invited to play an active role in character development. Although there are no programs that are independently prepared by teachers, the school has a structured and integrated program in daily activities. This shows that collaboration between teachers and schools is essential in creating an environment that supports the development of students' character. The involvement of parents and the community in children's education is considered very important. Strategies implemented by teachers to encourage parental participation, such as written reports and joint evaluations, demonstrate effective two-way communication to improve student character. A safe and positive environment has a great influence on the development of students' character. However, there are still challenges in the implementation of a well-planned program. The role of the principal in creating a supportive atmosphere and evaluating the program is crucial to achieving educational goals.

To further develop character education in elementary schools, it is recommended that schools implement more structured and teacher-designed programs that are tailored to the specific needs of their students, while still aligned with the national character curriculum. Teachers should receive regular training in character-based pedagogy to effectively integrate moral values into academic subjects. At the same time, active collaboration with parents and the local community must be



strengthened through consistent communication channels, such as joint workshops, parenting seminars, and community service projects involving students.

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