



IMPLEMENTATION OF CHARACTER EDUCATION AT THE BASIC EDUCATION LEVEL: A SYSTEMATIC LITERATURE REVIEW

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Abstract

Education is an important foundation in human life, as explained in Law No. 20 of 2003 concerning the National Education System, that "Education is a conscious and planned effort to create a learning atmosphere that allows students to actively develop their potential." Education plays an important role in the growth of the country, because good Human Resources (HR) will produce good output, thus encouraging the progress of the country. However, improving the quality of HR, especially in the field of education, still faces many challenges, one of which is the character of education. This study aims to explore the implementation of character education in elementary schools and the obstacles that hinder the process. The focus of the study includes two objectives: (1) understanding how character education is applied in elementary schools, and (2) identifying steps to overcome obstacles in its implementation. The method used is the Systematic Literature Review (SLR), which reviews various related literature. The results of the study show that character education can be implemented through three main environments: family, school, and community. Schools play a central role, with good management as the key to its success. However, there are various obstacles, both from internal factors of students such as motivation, and external factors such as limited facilities and lack of family and community support. Cooperation between schools, families and communities is essential to overcome these obstacles and support the implementation of effective character education.

Keywords: *implementation; character education; basic education.*

Abstrak

Pendidikan merupakan fondasi penting dalam kehidupan manusia, sebagaimana dijelaskan dalam Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional, bahwa "Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar yang memungkinkan peserta didik mengembangkan potensinya secara aktif." Pendidikan berperan penting dalam pertumbuhan negara, karena Sumber Daya Manusia (SDM) yang baik akan menghasilkan output yang baik pula, sehingga mendorong kemajuan negara. Namun peningkatan kualitas SDM khususnya dalam bidang pendidikan masih menghadapi banyak tantangan, salah satunya adalah karakter pendidikan. Penelitian ini bertujuan untuk mengeksplorasi implementasi karakter pendidikan di sekolah dasar serta kendala-kendala yang menghambat proses. Fokus penelitian mencakup dua tujuan: (1) memahami bagaimana karakter pendidikan diterapkan di sekolah dasar, dan (2) mengidentifikasi langkah-langkah untuk mengatasi kendala-kendala dalam pelaksanaannya. Metode yang digunakan adalah Systematic Literature Review (SLR), yang meninjau berbagai literatur terkait. Hasil penelitian menunjukkan bahwa pendidikan karakter dapat diterapkan melalui tiga lingkungan utama: keluarga, sekolah, dan masyarakat. Sekolah memainkan peran sentral, dengan manajemen yang baik sebagai kunci keberhasilannya. Namun terdapat berbagai kendala, baik dari faktor internal siswa seperti motivasi, maupun faktor eksternal seperti keterbatasan fasilitas dan kurangnya dukungan keluarga serta masyarakat. Kerjasama antara sekolah, keluarga, dan masyarakat sangat diperlukan untuk mengatasi kendala-kendala tersebut dan mendukung terlaksananya pendidikan karakter yang efektif.

Kata Kunci : Implementasi; Pendidikan Karakter; Pendidikan Dasar

1. Introduction

Education is the most important construction in human life. Based on the NO law. 20 Year 2003 concerning the national education system states that "Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have religious spiritual strength, self-control, society, nation and state". Education is closely related to the growth of the country. Good Human Resources (HR) also produce good output, so that it can help the progress of the country. However, the improvement of human resources, especially in Education, still faces many challenges. One of them is through character education conducted by institutions.

The way of thinking and behaving that characterizes everyone to live and work together, whether in the family, society, nation, or state is called character. Character can also be referred to as the set of values that underlie the way they think and behave. Humans with character are those who are able to make decisions and are ready to take responsibility for every consequence of the decisions they make (Subur, 2015). A teacher must adhere to eighteen principles of character education when educating his students, namely: religious, honest, tolerance, discipline, hard work, independent, creative, curiosity, national spirit, democratic, love of the motherland, communicative, love of peace, respect for achievements, social care, care for the environment, responsibility, love to read (Anggraini & Kusniarti, 2016; Mulyasa, 2022; Syafri, 2012; Triatna et al., 2019). Basically, the concept of character education is not something new in the world of education. In fact, in all the precepts of Pancasila, which are used as the *dasa* of the state itself, pour the value of character values.

Character education has an important role in the formation of a person's personality, which can be the foundation of education in Indonesia, so as to build humans who can compete in the future (Mulyasa, 2022; Wolfgang & Berkowitz, 2006). Even instilling character education in students can create humans who excel in aspects of knowledge, are strong in personality, and emotionally intelligent (Darmayanti & Wibowo, 2014; Grier, 2012; Lickona, 1996; Milson & Mehlig, 2002). The foundation of character education is explained in the Qur'an Q.S 31:17 "O my son, make prayers and tell people to do good and prevent them from doing bad deeds and be patient with what befalls you. Verily such are the things required of God". The Qur'an unequivocally states that man should proclaim and uphold the truth and avoid foolish deeds. The character education that a father gives to his child is to always pray and be patient (Departemen Agama, 2005).

Character education can be applied starting from family and school education. Parents and teachers must have a sense of responsibility for the child's character education so that it becomes a good foundation for the child himself. Character education should encourage students to understand values. affectively, cognitively, and finally to experience value in real terms. Everything will inevitably cause problems in accordance with the times, therefore schools must immediately be able to research and find new solutions, and must develop more effectively so that obstacles in character education can be prevented properly and easily (Kurniawan & Karakter, 2013). The author has found several obstacles that make it difficult to implement character education, from the obstacles that the author found illustrates that the character of the young generation of Indonesia is so fragile. First, drug abuse in Indonesia among adolescents. Second, pronography is sex through porn. Third, free sex where there are

many pornographic films produced in the original country. Fourth, the case of abortion. Fifth, the proportion of children under the age of 18 years. Sixth, student brawls and bullying. Seventh, suicide due to family problems or romance.

Character education research covers three locations, namely the family environment, community, and school, but in this study it is devoted to knowing how the implementation of character education in the school environment, in which the author makes three formulations of problems, namely what is the urgency of character education, how is the role of the family in character education, and how is the implementation of character education in schools. In this case, the researcher has research objectives, namely (1) knowing the urgency of character education; (2) knowing the role of the family in character education; (3) know the steps in implementing character education in schools.

2. Method

Research conducted by researchers uses the SLR research method or commonly called *Literature Review Study*. *Literature review* is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and thoughts that have been produced by researchers and practitioners. Literature review aims to make an analysis and synthesis of existing knowledge related to the topic to be researched to find free space for research to be carried out. More detailed objectives described by Okoli & Schabram (2010) are (1) to provide a theoretical background / basis for the research to be carried out, (2) to study the depth or breadth of existing research related to the topic to be researched and (3) to answer practical questions with an understanding of what has been produced by previous research. According to (Hoesny et al., 2021; Lianto, 2019). Literature Study is a theoretical study and other references related to values, cultures and norms that develop in the social situation studied. In this study, the author chose a literature study or literature study by collecting references to books related to mail management and mail storage.

The expected content of this SLR method is in the form of an explanation or discussion of the theory of a finding or research topic related to the foundation of psychology in education. From the explanation of the theory, it can be used as a theoretical basis in making new scientific work or in carrying out further research activities. The determination of literature included in the criteria for writing this article involves several sources that are the subject of discussion, including: (a) Scientific articles that have been published in research journals indexed at least at the minimum level of Sinta 4 and International Proceedings, (b) Articles published within the last six years (2017-2023), (c) Articles containing elements of the implementation of character education in elementary schools, and (d) Articles that have strategies in overcoming obstacles to the implementation of character education. In addition to journal articles, there are several book references to support research. There are three subjects that are the basis of this research and become the main components in the research, including: (1) Understanding related to the implementation of character education (2) strategies in overcoming obstacles to the implementation of character education

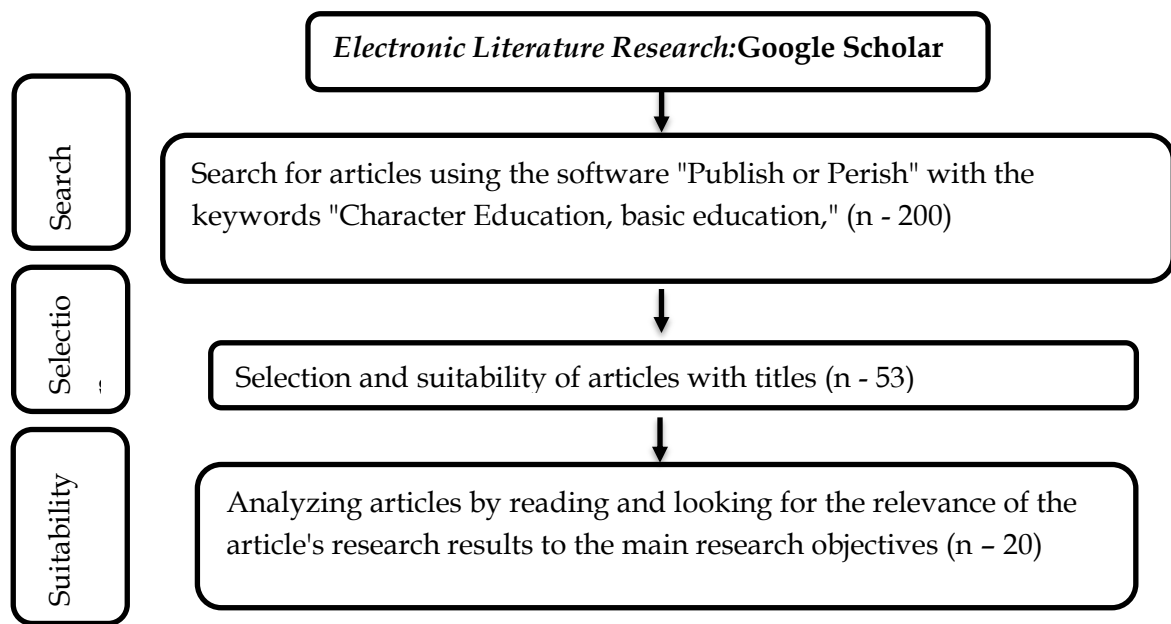


Figure 1. Article selection process based on PRISMA

3. Results and Discussion

Based on the table below, it shows the results of this research meta-analysis, comparing research related to the implementation of character education management in basic education. The articles in the table contained in the systematic review are presented in the table below:

No	Writer	Research sites	Results
1	(Apriliya Devi, 2023)	Temanggung	Children's song lyrics have an important role in character formation efforts for elementary school students. These songs were taught to fifth grade students at SD 1 Muhammadiyah Temanggung has fulfilled Islamic character values. The songs taught are easy to sing, easy to sing memorize and adapt to student characteristics. In an effort to form an Islamic character grades for fifth grade students at SD 1 Muhammadiyah Temanggung
2	(Mulianti & Sulisworo, 2023)	Sulawesi Tenggara	Research shows that character education at Laompo State Elementary School is carried out in learning activities and creating school culture, which is carried out systematically through three stages, first, preparing learning program plans and school discipline programs with character.
3	(Oktarina & Santoso, 2015)	FEUM	The elementary school as the first formal education has to plant the good and strong character for the children. Every nation has a good culture as a base for character building.
4	(Mahdi et al., 2023)	JECIES	Development of character education in intensive schools is an effort to awaken and improve learning activities effectively in instilling values and character in every school citizen which includes aspects of knowledge, awareness or will and action in order to carry out values related to God Almighty, oneself, fellow human beings, environment and nationality, so that it is expected

			to become a generation of quality actions, morality, faith and piety in real life as an Indonesian citizen
5	(Hurlock, 2011)	Bengkulu	The planning has been implemented as well as possible perhaps starting from formulating goals, formulating strategies, determining policies, mapping procedures and program improvements; secondly, implementation is going well through activities organizing and action focuses on students' character values; third, evaluation management of student character education through supervising the implementation of activities, carry out reflection, analysis and follow-up.
6	(Rusmana, 2019)	Jakarta	<i>this study are: 1) Character value that is applied and demonstrated that is religious, caring for the environment, responsibility, honesty and tolerance. 2) Application and concept of character education in Duri Kepa 03 Elementary School through habituation. 3). Strategies used by teachers in the application of character education such as always reminding students of good things, giving reprimands, giving examples or being role models, routine activities or habituation, and fostering student awareness. 4) Obstacles in the implementation of character education at SD Duri Kepa 03 are factors of teachers, parents, environment, and students.</i>
7	(Khasanah et al., 2022)	Aceh	integration of values and ethics in subjects, internalization of positive values for all school members, habituation and training, providing role models and examples, creating an atmosphere of character, and acculturation. Evaluation of student character can be done using attitude assessment instruments, or through direct observation.
8	(Muhammadiyah et al., 2022)	Jakarta	The Importance of Character Education for Elementary School Students, Strengthening of Local Wisdom-Based Character in Elementary School, Supportive Learning-ing Environment.
9	(Fitri et al., 2018)	IJER	1) For the planning of moral education in primary schools Penyengat Island has gone well from the aspect of curriculum planning, teaching staff and infrastructure. 2) For the organization of moral education in Penyengat has gone well from the aspects of organizing the curriculum, teaching staff and infrastructure. 3) For the implementation of character education in Penyengat been running with good views of aspects of the implementation of the curriculum, teaching staff, facilities, and student character education in public primary schools Penyengat Island. 4) For the supervision of moral education in Penyengat been running with good views of oversight of curriculum, teaching staff, facilities, and student character education in public primary schools Penyengat Island.
10	(Diharja & Hadiwinarto, 2021)	BASICEDU	The implementation of character education cannot be separated from the perceived obstacles and obstacles to the implementation of character education at SDIT Mutiara Cendekia which are influenced by students, the environment, and parents. Where in its implementation the teacher as an educator always reminds students to always do good, motivate students, give punishment to educate students if they make mistakes, and coordinate with parents about how to implement good character education for students. To overcome obstacles in the implementation of character education, teachers and principals need to follow the deepening of character

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11	(Tannir & Al-Hroub, 2013)	IJSE	the intellectually able students who received character education showed a higher self-esteem rating than the intellectually less able. The character education program had benefited the intellectually able more than the intellectually less able students.
12	(Meivawati et al., 2018)	TOJNED	Evaluation results show that the three schools are able to apply character and moral education well in context, but there are still some obstacles to program input. It's like there is no government funding, poor school facilities, and uncertified teachers. In the process, the implementation of character and moral-based education can be clearly seen in co-curricular, extracurricular, literacy activities, and school-specific programs.
13	(Ningsih, 2022)	MIJRD	that character education management for elementary school students in Asian countries prioritizes habit or habits, which are continuously practiced and carried out.
14	(Astuti et al., 2023)	Palembang	Character education is a system used to instill character values in all school members, including knowledge, awareness, will and action in applying these values towards God Almighty, oneself, other people, the environment and the nation, by The aim is to form a perfect human being
15	(Irawan & Windarti, 2023)	IJEVSS	Good cooperation from all school members is a supporting factor for character education at SD Negeri 2 Pengadegan. However, character education is hampered by the lack of parental concern at home and the negative response of some parents to the enforcement of school regulations. To overcome this, schools should improve communication with parents.
16	(Marsakha et al., 2021)	Literature Review	The results of the 22 articles reviewed are the management of character education requires cooperation between teachers, the entire school community, parents, society, so that what has been determined can be realized, namely students who have and instill moral values in life.
17	(Hamdi et al., 2022)	Literature Review	Children's moral development and character are strongly influenced by their families, schools and communities. However, family or parents are the most important factors because they are the first schools that prepare children for life in the real world. Conclusion: The role of parents, educators, and society is essential. The three of them, in instilling character, must work together. Strengthening character education today must continue to be improved. The three educational centres, namely parents, educators and the community, are good sources for academic development.
18	(Rohmanurmeta, 2017)	Ponorogo	The results of the discussion of the implementation of the love character of the homeland there are 2 points resulting from habituation (culture), namely: (1) Integration in self-development program; (2) Integration in subjects
19	(Mappaenre et al., 2022)	Attadrib	Strengthening character education is a process of forming, transmitting, transforming, and developing students' abilities to think, behave, and behave according to Pancasila values. Character education in madrasas has the function of selecting and sorting Indonesian culture and foreign cultures that are more civilized and respectable
20	(Nurhediarto et al., 2022)	IJMMU	Determination of school character values can not be separated from the concept of five values listed in the Strengthening Character Education movement, namely religious values, integrity values, nationalist values, independent values, and mutual

			cooperation values which were formed through the discussion of a team
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Table 1. Systematic Review of Article Findings

A. Urgency in Character Education

The results of the analysis show that the role of character education in elementary school education is very much needed. This education is very necessary because the increasing development of technology is inversely proportional to the declining character of students. This description is strengthened by the expression of Isnarmi Moeis (2023) in the journal Character Education which states that moral degradation is a serious problem experienced in the world of Indonesian education at this time. Thomas Lickona (2013) states that indicators of character degradation which are signs of national destruction include: 1) increased violence against teenagers, 2) use of bad or inappropriate words, 3) stronger influence of group peer violence, 4) increased use of alcohol, free sex and drugs, 5) moral boundaries between good and bad become blurred, 6) low work ethic, 7) low respect for teachers and parents, 8) weak sense of individual responsibility, 9) attitude dishonest that has become a culture, and 10) there is a feeling of hatred or mutual suspicion towards each other.

According to (Hamdi et al., 2022) the general character education process can basically be developed through three different locations consisting of the community, family and school environments. Community Environment is an environment where children play with their friends. Of the various characteristics of each community group, there are definitely good and bad ones. Because a child does not yet or cannot even differentiate between good and bad character, the role of parents must be to be able to direct and educate a child so that they can differentiate between good and bad character. As a parent, you must be observant and thorough in choosing and determining the best and best environment for a child's development. Because the environment in which you live will have a tremendous influence on the development of a child's character. Therefore, this environment can have a positive or negative impact on the development of a child's character.

B. The Role of Family in Character Education

The family is the smallest social structure in which father, mother, and children can all play a role. Having children is the fruit of a household's livelihood. When children first learn a language, they begin to think critically about a variety of topics. When a young child asks a question, it is important to answer honestly and in a way that pleases the child. The family, through parents, is the place where a child's moral and ethical education begins. The future character traits of young people can be influenced by this. Parents must be able to set a good example to their children because they are role models for them. Plus, parents must accept modern innovation and technology. In addition, parents must accept modern innovation and technology. Children perceive something new critically. Parents who close themselves off to existing trends will then have difficulty answering their children's questions. In the end, it was proven to be a lie and subtly taught it to children.

C. Implementation of Character Education in Schools

School is the main foundation of education for children, especially character education. Character education within the scope of school institutions cannot be separated from the management system within education itself. The results of analysis from several journal findings identified at least 4 steps in improving character education as the basis of education at the elementary school level, namely planning, organizing, implementing and supervising.

1. Planning is carried out to determine the overall goal and the best way to fulfill it or how to achieve the goal. The school carries out character education planning at the beginning of the new school year, by planning and evaluating character education which is developed based on the school's vision and mission by integrating character education into learning which involves all teachers working together to develop character education. This is relevant to the research of (Fitri et al., 2018) which states that character education planning is carried out by designing a curriculum that is integrated with character education. According to (Marsakha et al., 2021). stated that in planning and determining character values, all school members such as the principal, teachers, parents, community must be involved and work together, so that these efforts will produce results that can produce results. students whose character is in accordance with what is planned.
2. Organizing is carried out with the aim of dividing a large activity into smaller activities. Organizing makes it easier for managers to supervise and determine the people needed to carry out the tasks that have been divided. This is relevant to (Laksana, 2016; Panoyo et al., 2019) which states that organizing is carried out by distributing tasks to all school members in strengthening character education so as to facilitate supervision of the implementation of the tasks that have been given.
3. Actuating is an action to ensure that all group members try to achieve goals in accordance with managerial and planning. (Julistiaty et al., 2018; Nurindarwati, 2019) also argue that actuating is the main stage in character education, where this stage is an activity in realizing the goals that have been set.
4. Control is carried out to ensure that the entire series of activities that have been planned, organized and implemented can run in accordance with the educational targets being faced. According to (Wijio, 2020), character education management is applied in daily activities by incorporating material into character values, providing advice and direction to always do good, which is done before or between the delivery of material or after the delivery of learning. material. (Sodikin et al., 2020) stated that, utilizing management functions and involving all components including teachers, employees, parents and the community will form good management.

The implementation of character education in educational institutions cannot be separated from existing obstacles. Therefore, from the results of the analysis there are several points in efforts to overcome obstacles in the implementation of character education. Firstly, a teacher as an educator, meaning a teacher must transform the knowledge he has to his students (transfer knowledge), secondly a teacher as an educator means a teacher must be able to instill good things first that his students should emulate (transfer value) and thirdly teachers as a leader, this means that teachers can not only carry out teaching and

education but can also create a conducive learning climate and can communicate with parents as a form of their responsibility.

If a teacher has these 3 things in his soul, then it is impossible for students or students not to have respect for their teacher. It is impossible for them to feel brave or disobey their teacher because in their minds or memories is that this teacher deserves to be respected and appreciated. So it will be easier to teach them the values of character education because the role models or role models they see are very appropriate. Because in reality, as a student, unintentionally or deliberately, you will follow in the footsteps of your teacher. Of course, character education is not only determined by teachers, parents and the community also influence it. Therefore, parents must build character education values as early as possible in their children, because parents are their first home, it will be very easy to teach character education. And don't forget that parents also play an active role in teaching religious values because within these religious values there should be several parts of existing character values such as religion, tolerance, mutual respect, and so on.

If the roles of teachers, parents and the community are functioning as they should, then it is not difficult to realize the character education values that have been taught to students. With cooperation and a good system, it is not difficult to make students become intelligent humans but also humans who have character or personality, akhlakul karimah and educational goals as stated in Law No. 20 of 2013 can be achieved

4. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the character education process can be implemented by prioritizing educational elements in the community, family, and educational environment. The implementation of character education in the educational environment includes management aspects including planning, organizing, implementing, and supervising. This management function is a series of processes that need to be followed to achieve goals related to character education. In addition, there are obstacles in the character education process that can arise both from the internal side, such as the family and the individual themselves, and from the external side, such as the environment and educational institutions.

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