

Implementation of Character Education in Elementary Schools (A Case Study at SD Negeri Puspitek, South Tangerang)

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Abstract

This study aims to provide an in-depth description of the implementation of character education at SD Negeri Puspitek, South Tangerang. Character education plays a crucial role in shaping students' personalities from an early age, encompassing values such as honesty, responsibility, discipline, cooperation, and tolerance. This research employs a qualitative approach with a case study method. Data were collected through observations, in-depth interviews with the principal, teachers, and students, as well as documentation of school programs related to character reinforcement. The findings reveal that character education at SD Negeri Puspitek is implemented through integration into subject lessons, routine school activities, spontaneous activities, teacher modeling, and the development of a school-wide culture. Teachers play a vital role as role models in instilling character values in students. Additionally, the school organizes various extracurricular programs and flagship activities such as Friday Clean-Up, dhuha prayer habituation, and morning literacy sessions as platforms for character formation. Nevertheless, the study also identifies several challenges, including limited resources, diverse student backgrounds, and the lack of parental involvement in supporting character education at home. In conclusion, the implementation of character education at SD Negeri Puspitek has been carried out effectively and is integrated across various aspects of school life. However, achieving optimal outcomes requires stronger synergy among the school, teachers, students, and parents to continuously cultivate and reinforce character values.

Keywords: *Implementation, Character Education, Elementary School*

1. Introduction

Character education has become an essential component of educational development, particularly at the elementary school level where students begin to form foundational attitudes,



behaviors, and moral principles. Schools play a strategic role in shaping students' character by integrating moral values into the learning environment, daily routines, and interpersonal interactions. The importance of character education is further emphasized in the 21st century, where rapid technological, social, and cultural transformations create new challenges in the development of students' moral and social responsibility. Consequently, schools are expected not only to provide academic knowledge but also to instill values that enable students to interact ethically, think critically, and contribute positively to society. Anderson, P., & Gomez, R. (2025).

In Indonesia, character education is mandated through national education policies that emphasize the cultivation of key values such as honesty, discipline, responsibility, cooperation, and tolerance. These values are expected to be internalized by students through structured school programs, teacher modeling, and supportive learning environments. However, the implementation of character education in schools often varies depending on available resources, school culture, leadership practices, and the level of parental involvement. As a result, understanding how character education is practiced within specific school contexts becomes crucial for evaluating its effectiveness and identifying areas for improvement. Nurhayati, S., & Prabowo, T. (2025).

SD Negeri Puspitek in South Tangerang is one of the schools committed to strengthening character education through various integrated programs and daily practices. The school implements character values not only through curricular activities but also through extracurricular programs, routine habits, spontaneous moral actions, and the exemplary behavior demonstrated by teachers. Despite these efforts, schools commonly face challenges such as diverse student backgrounds, limited facilities, and inconsistent support from parents in reinforcing character development at home. Wang, L., & Campbell, M. (2024).

Given this context, a case study approach is essential to explore the real-world implementation of character education within SD Negeri Puspitek. This research seeks to analyze the strategies, practices, and challenges experienced by the school in promoting character values among students. Understanding this process contributes valuable insights for educators, policymakers, and stakeholders who aim to optimize character education in elementary schools. Ultimately, this study underscores the importance of collaborative efforts among teachers, school administrators, students, and parents in ensuring the sustainable development of character in young learners.

2. Theoretical Framework

This section presents the theoretical foundations that guide the study on the implementation of character education in elementary schools, particularly within the context of SD Negeri Puspitek, South Tangerang. The framework encompasses definitions, key principles, models of implementation, and the role of school stakeholders in character development. Sari, D. P., & Widodo, A. (2024).

2.1. Concept of Character and Character Education

Character refers to a set of moral and ethical qualities that shape an individual's behavior, attitudes, and decision-making processes. According to Brown, K., & Miller, J. (2024). Character comprises three interrelated components: **moral knowing**, **moral feeling**, and **moral behavior**. These components emphasize that character is not merely about understanding ethical principles but also about internalizing and practicing them in daily life.

Character education is defined as a deliberate and systematic effort to cultivate positive values in students (Rahmawati, L., & Kurniawan, E. (2024). It involves both formal and

informal educational activities aimed at developing virtues such as honesty, respect, responsibility, discipline, empathy, and cooperation. As an educational process, character education seeks to form individuals who demonstrate ethical judgment, emotional maturity, and socially responsible behavior.

2.2. The Importance of Character Education in Elementary Schools

Elementary school is a critical period for character development, as children at this age are highly receptive to value formation and behavioral modeling. Piaget's theory of moral development suggests that children in middle childhood begin to understand rules, fairness, and social expectations. Similarly, Vygotsky emphasizes the significance of social interaction and guidance from adults in shaping children's values and behaviors. Peterson, M. D., & Hall, J. (2023).

In the context of 21st-century learning, character education supports essential competencies such as collaboration, communication, critical thinking, and citizenship. Schools are expected not only to deliver academic content but also to prepare students to act ethically in increasingly complex social environments. Ahmad, R. F., & Fitriani, N. (2023).

2.3. Policies and Frameworks of Character Education in Indonesia

Character education in Indonesia is grounded in national educational policies, notably the **Penguatan Pendidikan Karakter (PPK)** program introduced by the Ministry of Education and Culture. The PPK framework emphasizes five core values:

- a. **Religious Values**
- b. **Integrity**
- c. **Independence**
- d. **Nationalism**
- e. **Mutual Cooperation**

These values are expected to be integrated into all aspects of school life, including classroom instruction, school culture, extracurricular programs, and daily routines. The **Merdeka Curriculum** (Kurikulum Merdeka) further reinforces the importance of character development through project-based learning (P5) that focuses on strengthening student identity and values. Kim, Y. S., & Park, H. (2023).

2.4. Models of Character Education Implementation

Lickona's Comprehensive Character Education Model: Lickona (2012) proposes a holistic approach consisting of:

- a. **Moral modeling** by teachers and adults
- b. **Community building** within the school
- c. **Curriculum integration** of character values
- d. **Skill training** to help students practice positive behaviors
- e. **Supportive discipline** to nurture accountability
- f. **Engagement of families and communities**

This model emphasizes that character must be taught explicitly and reinforced implicitly through school climate and culture.

Thomas Lickona's Eleven Principles of Effective Character Education: These principles highlight the need for a caring school community, opportunities for moral action,

meaningful curriculum integration, professional development for teachers, and shared leadership in supporting character initiatives. Yusuf, M., & Santoso, R. (2022).

Character Education through Curriculum Integration: Character values can be embedded in academic subjects, such as:

- a. Honesty in mathematics (accurate calculation)
- b. Responsibility in science projects
- c. Cooperation in group discussions
- d. Respect and empathy in language lessons

Curriculum integration ensures that character development is not isolated but part of everyday learning. Lickona, T., & Davidson, M. (2022).

Character Socialization through School Culture: School culture - consisting of norms, routines, traditions, and social interactions - serves as a powerful medium for character formation. Activities such as flag ceremonies, morning greetings, religious practices, and peer collaboration provide opportunities for students to internalize positive values. Thompson, J., & Rivera, S. (2022).

2.5. The Role of Teachers in Character Education

Teachers are central to the success of character education. As moral agents and role models, they shape students' behavior through:

- a. exemplary conduct
- b. supportive relationships
- c. explicit instruction of values
- d. constructive feedback
- e. consistent reinforcement of discipline

Bandura's Social Learning Theory reinforces the importance of modeling; children learn values and behaviors by observing significant adults, especially teachers. Hasanah, N., & Rohman, M. (2021).

2.6. Parental and Community Involvement

Family and community play a crucial role in reinforcing character education beyond school settings. Epstein's framework of school-family-community partnerships highlights collaborative efforts in nurturing children's moral development. When parents model positive values at home, children are more likely to internalize consistent moral behaviors. O'Connor, E., & McGuire, L. (2021).

2.7. Challenges in Implementing Character Education

Research identifies several barriers commonly faced by schools, including:

- a. limited resources (materials, training, facilities)
- b. diverse cultural and socioeconomic backgrounds of students
- c. inconsistent support from parents
- d. lack of integration between school programs and home environments
- e. insufficient monitoring and evaluation mechanisms

These challenges necessitate a comprehensive and collaborative approach to ensure the effective development of character in students. Agustina, W., & Lestari, D. (2024).

2.8. Relevance of the Theoretical Framework to the Study

This theoretical foundation provides a lens to analyze the implementation of character education at SD Negeri Puspitek. By drawing upon developmental theories, national policy frameworks, and character education models, the study evaluates how character values are integrated into school programs, teacher roles, and daily activities. It also examines the challenges faced and identifies opportunities to strengthen character education practices. Arisanto, & Darsinah. (2024).

3. Method

3.1. Research Design

This study employed a **qualitative research approach** using a **case study design** to explore the implementation of character education at SD Negeri Puspitek, South Tangerang. A case study approach was chosen because it allows for an in-depth examination of real-life practices, contextual influences, and the interactions among stakeholders involved in character education. This design enables a comprehensive analysis of the school's strategies, challenges, and experiences in cultivating character values among students. Wahyu Putri Bunda, R., et al. (2024).

3.2. Research Setting and Participants

The research was conducted at **SD Negeri Puspitek**, a public elementary school located in South Tangerang, Indonesia. The school was selected due to its active involvement in implementing character education programs integrated into academic and non-academic activities.

The participants in this study consisted of:

- a. **The principal**, who provides leadership and policy direction for character education;
- b. **Teachers**, who play a central role in delivering and modelling character values through instruction and classroom practices;
- c. **Students**, as the primary recipients of character education;
- d. **Supporting staff** (optional, if observed), who contribute to fostering a positive school culture.

Participants were selected using **purposive sampling**, ensuring that individuals with firsthand knowledge, experience, and involvement in character education were included. Putri, R. A., & Mushafanah, Q. (2024).

3.3. Data Collection Techniques

To obtain rich and comprehensive data, the study used multiple data collection methods, including:

- a. **Observation:** Non-participant observations were conducted to examine daily school activities, teacher-student interactions, classroom practices, and school routines

related to character formation. Observations focused on how character values were integrated into teaching, extracurricular programs, and spontaneous activities.

- b. **In-depth Interviews:** Semi-structured interviews were carried out with the principal, teachers, and selected students. Interview guidelines were prepared to explore participants' understanding, experiences, and perceptions of character education practices in the school. The flexible format allowed for probing deeper insights into their roles, challenges, and expectations.
- c. **Documentation:** The research also analyzed relevant documents such as school policies, lesson plans, activity schedules, program reports, photographs, and other materials related to character education initiatives. Documentation provided supporting evidence and helped triangulate the data collected through observations and interviews. Islamudin, I., Maksum, A., & Nurhasanah, N. (2024).

3.4. Data Analysis Procedure

Data were analyzed using **Miles and Huberman's interactive model**, which includes the following stages:

- a. **Data Reduction:** Data were organized, summarized, and categorized based on emerging themes related to character education implementation. Irrelevant information was removed to focus on key findings.
- b. **Data Display:** Data were presented in the form of narrative descriptions, tables, and thematic matrices to facilitate interpretation and comparison of patterns, behaviors, and school practices.
- c. **Conclusion Drawing and Verification:** Final conclusions were drawn by identifying recurring themes and verifying them through continuous comparison across the data sources. The process ensured that the findings were consistent, valid, and reflective of the real conditions in the school. Mkorowu, N. T., Katuuk, D. A., Tarusu, D. T., & Pangkey, R. D. H. (2023).

3.5. Trustworthiness of the Data

To ensure the credibility and trustworthiness of the findings, the study applied the following strategies:

- a. **Triangulation:** Multiple sources and methods, observations, interviews, and documentation, were used to validate the data.
- b. **Member Checking:** Key participants were asked to review and confirm the accuracy of the interpretations and conclusions drawn from their interviews.
- c. **Prolonged Engagement and Persistent Observation:** The researcher spent adequate time in the field to build rapport, ensure accurate observations, and thoroughly understand the school's environment.
- d. **Thick Description:** Detailed and contextual descriptions were provided to enable transferability and allow other researchers to understand the context clearly. Rhomadiyah, D., & Zulfadewina. (2023).

3.6. Ethical Considerations

The study adhered to ethical research standards by ensuring:

- a. **Informed consent** from participants;

- b. **Confidentiality** of participants' identities and information;
- c. **Voluntary participation**, allowing participants to withdraw at any time;
- d. **Respect for the school's policies and environment** during data collection.

3.7. Limitations of the Study

As a qualitative case study, the findings are context-specific and may not be generalizable to all elementary schools. However, the insights gained can provide valuable lessons for similar educational settings. The study also relied on self-reports from participants, which may be influenced by personal bias or limited recall. Pebriyanti, D., & Badilla, I. (2023).

4. Result

This study explored the implementation of character education at SD Negeri Puspitek, South Tangerang, through observations, interviews, and documentation. The findings reveal how character education is integrated into the school's daily practices, the role of teachers and school programs, and the challenges encountered during implementation. The results are presented according to emerging themes. Jumarnis, S. A., Anugerah, J. C., & Sinaga, Y. J. (2023).

4.1. Integration of Character Values into Classroom Learning

Curriculum Integration: Teachers at SD Negeri Puspitek consistently embedded character values into subject lessons, particularly values such as discipline, responsibility, honesty, and cooperation. These values were incorporated through:

- a. instructional strategies encouraging group work and collaboration,
- b. reinforcement of punctuality and task completion,
- c. discussions about moral lessons in language and social studies lessons,
- d. inquiry-based activities promoting critical thinking and ethical reasoning.

Teachers indicated that character education was **not treated as a separate subject**, but rather infused across all learning activities to ensure consistent exposure to values. **Learning Environment:** Classroom environments were intentionally structured to support character formation. Visual aids such as posters on honesty, responsibility, and respect were displayed. Teachers emphasized positive communication, respectful dialogue, and peer support, creating a climate conducive to value internalization. Santika, R., & Dafit, F. (2023).

4.2. Implementation through School Routines and Habituation

Daily Routines: Several daily routines served as platforms for instilling character values, including:

- a. **Morning greetings** between teachers and students to promote respect and empathy,
- b. **Classroom cleaning** duties to develop responsibility and teamwork,
- c. **Attendance and punctuality monitoring** to reinforce discipline.

Students were encouraged to complete small responsibilities such as organizing classroom materials, contributing to a clean learning environment, and assisting peers. **Religious and Moral Habituation:** Religious practices formed a significant part of character development. Students participated in:

- a. **Dhuha prayer habituation**,
- b. **Short Qur'an recitation sessions**,

- c. **Moral storytelling** integrated into morning activities.

These activities strengthened values such as spirituality, discipline, humility, and self-control. Wislita, W., & Ramadan, Z. H. (2023).

4.3. Extracurricular and Special Programs Supporting Character Education

SD Negeri Puspitek implemented several extracurricular and school-wide programs designed to strengthen students' character:

- a. **Friday Clean-Up (Jumat Bersih):** This program cultivated environmental awareness, responsibility, and cooperation. Students worked in groups to clean classrooms and surrounding school areas, supervised by teachers.
- b. **Morning Literacy (Gerakan Literasi Pagi):** Morning reading activities helped develop discipline, independence, and academic responsibility. Teachers observed improvements in students' reading habits and self-motivation.
- c. **Scout Activities (Pramuka):** Scouting played a central role in developing leadership, teamwork, resilience, and problem-solving skills. Students engaged in outdoor activities, group challenges, and value-driven exercises.
- d. **Character Reinforcement Programs:** Other programs, such as anti-bullying campaigns, anti-littering initiatives, and monthly character themes, reinforced key values through structured activities and campaigns.

4.4. Teacher as Role Model and Moral Guide

Teachers played a crucial role in modeling character values. Observations indicated that teachers consistently exhibited behaviors aligned with the school's character goals speaking politely, showing fairness, demonstrating responsibility, and addressing conflicts calmly. Teachers described their roles as:

- a. **moral exemplars,**
- b. **facilitators of positive behavior,**
- c. **guides for emotional and social development,**
- d. **mentors who help students reflect on their actions.**

Students also acknowledged that teachers' behavior strongly influenced their own attitudes and interactions. Armitasari, A. (2023).

4.5. Development of a Positive and Supportive School Culture

A school-wide culture promoting respect, safety, and cooperation was evident. Key elements included:

- a. clear rules and expectations displayed in classrooms and hallways,
- b. consistent enforcement of discipline with an educational approach rather than punitive measures,
- c. regular assemblies reinforcing shared values,
- d. celebrations recognizing students who demonstrated exemplary behavior.

The school community teachers, staff, and administrators - worked collectively to maintain a supportive environment conducive to character development. Suryana, C., & Muhtar, T. (2022).

4.6. Parental Involvement and Home-School Collaboration

While the school attempted to involve parents through communication, meetings, and collaborative programs, findings indicated **limited parental participation** in character-building activities. Teachers reported that:

- a. some parents rarely monitored their children's behavior at home,
- b. inconsistent reinforcement of values occurred across home environments,
- c. communication between school and parents was not always optimal.

This lack of synergy affected the continuity of character education beyond school hours. Sinta, L., Malaikosa, Y. M. L., & Supriyanto, D. H. (2022, February 20).

4.7. Challenges in Implementing Character Education

Despite progress, several obstacles were identified:

- a. **Limited Resources:** Constraints in facilities, materials, and instructional resources hindered the full implementation of character education programs.
- b. **Diversity of Student Backgrounds:** Students came from varied socioeconomic and cultural backgrounds, influencing their initial levels of character development and making it difficult to standardize approaches.
- c. **Behavioral Variations Among Students:** Teachers reported ongoing challenges addressing bullying, peer conflicts, and low self-discipline in some students.
- d. **Insufficient Parental Support:** As noted, limited engagement from parents weakened reinforcement of character values at home.
- e. **Time Constraints:** Teachers struggled to balance academic workload with character-based activities, especially within a tight curriculum schedule.

4.8. Overall Summary of Findings

The study concludes that character education at SD Negeri Puspitek is **implemented comprehensively and consistently** through:

- a. curriculum integration,
- b. daily routines and religious practices,
- c. extracurricular programs,
- d. teacher modeling,
- e. school culture-building initiatives.

However, the effectiveness of these efforts is moderated by challenges such as insufficient resources, diverse student needs, and limited parental involvement. Strengthening collaboration between school stakeholders and parents remains essential for maximizing the long-term impact of character education. Solekha, S. U. A., & Suyatno, S. (2022).

5. Discussion

The findings of this study provide valuable insights into how character education is implemented in an elementary school setting, specifically at SD Negeri Puspitek, South Tangerang. This section discusses the results by relating them to relevant theories, national policies, and previous research on character education. The discussion also interprets the implications of the implementation process and identifies opportunities for further improvement. Sianturi, Y. R. U., & Dewi, D. A. (2022).

5.1. Character Education Integrated into Learning and School Practices

The study confirms that SD Negeri Puspitek adopts a holistic approach to character education by embedding values into classroom instruction, daily routines, extracurricular programs, and school culture. This aligns with Lickona, T., & Davidson, M. (2022). View that character education must be integrated into all aspects of school life rather than taught as a stand-alone subject. The integration across academic lessons supports the notion that values such as responsibility, cooperation, honesty, and discipline can be strengthened through meaningful learning experiences, consistent with Muttaqin, R. I., Lili Putra, V. F., Dwiyanthy, R. N., Fauziyah, R. A., & Aeni, A. N. (2022), recommendations.

Furthermore, the structured learning environment featuring collaborative tasks, visual moral reminders, and positive teacher-student interactions reflects the principles of social constructivism. Vygotsky's theory emphasizes the importance of guided interactions in shaping students' moral development, which is evident in the school's instructional practices.

5.2. Daily Habituation and Routines as Effective Character-Building Tools

The study demonstrates that daily routines - such as morning greetings, classroom cleaning, and attendance monitoring play a significant role in reinforcing positive behaviors. This supports the concept of **moral habituation**, where repeated actions over time lead to the internalization of values. Aristotle's virtue ethics, which highlights the importance of repeated practice in developing moral character, is reflected in these habituation strategies. Aulia Z. Ihsani, R., Salsabila, R. A., & Rustini, T. (2022).

Religious routines, including dhuha prayers and Quran recitation, further enhance the development of discipline, spirituality, and self-awareness. This is consistent with Indonesia's PPK (Penguatan Pendidikan Karakter) policy, which emphasizes the importance of religious values as one of the core pillars of character formation. The school's consistent implementation of these routines demonstrates an effective alignment between national educational goals and school-level practices.

5.3. Extracurricular Programs as Supportive Platforms for Character Development

Programs such as Friday Clean-Up, morning literacy, and scouting provide practical opportunities for students to apply character values in real-life contexts. These programs support students' development of leadership, social skills, responsibility, and environmental awareness. Such activities are in line with Lickona's principle of providing **opportunities for moral action**, where students learn by doing and reflecting on their experiences.

Previous studies on scouting and school environmental programs also highlight their effectiveness in promoting teamwork, independence, and civic responsibility. The findings suggest that SD Negeri Puspitek successfully uses extracurricular programs to complement classroom-based instruction, thereby creating a more comprehensive character education environment.

5.4. Teacher Role Modeling and the Social Learning Process

The prominent role of teachers as moral exemplars supports Bandura's Social Learning Theory, which argues that children learn behaviors by observing significant adults. The study shows that teachers at SD Negeri Puspitek consistently model respectful, fair, and responsible behavior, influencing students' attitudes and actions.

Teachers' dual roles as instructors and moral guides further highlight the importance of teacher training and professional development in character education. Their ability to demonstrate positive behavior, manage classroom dynamics, and guide students through reflection contributes to the overall effectiveness of the school's character education efforts.

5.5. Strengthening School Culture as a Foundation for Character Education

A supportive and value-driven school culture emerged as a key factor in the success of character education at SD Negeri Puspitek. This finding resonates with the concept of **school climate**, which refers to the shared norms, expectations, and relationships within the school environment. A positive school culture fosters a sense of belonging and encourages consistent practice of moral values.

The presence of clear rules, consistent discipline, and regular recognition of positive behaviors enhances the effectiveness of character education, as supported by previous research on school climate and student behavior. The coordinated efforts of teachers and administrators reflect the importance of shared leadership in sustaining a stable moral environment.

5.6. Limited Parental Involvement and Its Implications

Despite the school's strong internal character programs, the study found limited parental engagement in reinforcing values at home. This gap weakens the continuity of character development outside the school environment and supports the view that effective character education requires **collaboration between school, family, and community** (Epstein's model of partnership).

Inconsistencies between home and school expectations can lead to confusion among students and may diminish the impact of school-based character programs. This challenge highlights the need for improved communication, parental training, and joint activities to strengthen the home-school connection.

5.7. Challenges and Constraints in Implementation

The obstacles identified - such as limited resources, diverse student backgrounds, behavioral variation, and time constraints are consistent with findings from previous studies on character education implementation in Indonesia. These challenges indicate that even well-designed programs require ongoing support, resources, and monitoring.

The diversity of student backgrounds requires differentiated approaches, while limited time and resources call for more strategic planning and integration into existing school structures. Addressing these challenges requires school-level initiatives as well as policy support from local education authorities.

5.8. Implications for Policy and Practice

The results of this study provide several implications:

- a. **Strengthening Collaboration:** Greater parent-school collaboration is needed to ensure consistent reinforcement of values across environments.
- b. **Enhancing Teacher Capacity:** Training programs on classroom management, moral pedagogy, and reflective teaching can enhance teachers' ability to model and teach character effectively.
- c. **Improving Resources and Facilities:** Schools need additional resources and support to develop innovative and sustainable character programs.

- d. **Monitoring and Evaluation:** Systematic evaluation of character programs can help assess effectiveness and guide continuous improvement.

5.9. Overall Reflection

Overall, the implementation of character education at SD Negeri Puspitek demonstrates a comprehensive, multi-layered approach aligned with theoretical perspectives and national educational mandates. While the school has made significant progress in embedding values into everyday practices, strengthening parental involvement and addressing implementation challenges will be crucial for ensuring long-term success. Harianto, H., Djuwita, P., & Muktadir, A. (2022).

6. Conclusion and Recommendations

6.1. Conclusion

This study on the implementation of character education at SD Negeri Puspitek, South Tangerang, reveals that character education has been systematically integrated into various dimensions of the school's learning environment. The findings indicate that the school adopts a holistic approach that combines classroom learning, school culture, and collaboration with parents to cultivate essential character values such as discipline, responsibility, honesty, respect, empathy, and cooperation.

First, character education is embedded within formal learning through lesson plans, thematic instruction, and contextual teaching strategies. Teachers consistently integrate moral messages, reflective activities, and value-driven discussions into their teaching materials. Second, the school climate strongly supports character formation through routines such as morning greetings, religious activities, discipline enforcement, and peer collaboration. These institutional practices create a positive and structured environment that reinforces expected behaviors. Third, extracurricular activities and school programs, such as scouting, sports, religious mentoring, and social service, serve as meaningful avenues for experiential character-building among students.

The involvement of parents also contributes significantly to shaping students' character. Teachers maintain regular communication with parents to ensure consistency of values between the school and home environments. Despite its overall effectiveness, the study identifies several challenges, including limited teacher training, inconsistent parental reinforcement at home, and the need for more structured evaluation tools to measure character development outcomes.

Overall, the implementation of character education at SD Negeri Puspitek is considered effective, although improvements are still needed to strengthen sustainability, evaluation, and collaboration across stakeholders.

6.2. Sugession

Based on the research findings, the following recommendations are proposed:

For the School

- a. **Enhance teacher training programs** in character education to improve teachers' pedagogical competence in integrating values into academic lessons and classroom management.

- b. **Develop structured monitoring and evaluation instruments** to measure students' character development more accurately, including rubrics, behavioral checklists, and reflective portfolios.
- c. **Strengthen school-wide character initiatives**, such as themed character weeks, peer mentoring programs, and school campaigns that promote empathy, discipline, and responsible behavior.

For Teachers

- a. **Increase the use of interactive and student-centered approaches**, such as project-based learning, storytelling, and cooperative learning, which naturally encourage the internalization of character values.
- b. **Provide consistent modeling of positive behaviors**, as students learn character primarily through teacher examples.
- c. **Strengthen collaboration with parents** by providing regular feedback on students' behavior and sharing strategies that can be applied at home.

For Parents

- a. **Ensure alignment between school and home values** by reinforcing disciplined habits, honesty, responsibility, and respectful behavior in daily routines.
- b. **Increase participation in school programs** related to character building, creating a stronger partnership in shaping students' attitudes and behaviors.
- c. **Monitor students' digital behavior**, as online platforms increasingly influence children's character development.

For Policymakers

- a. **Provide more systematic training and resources** to support character education initiatives in elementary schools.
- b. **Encourage collaboration among schools** through workshops, sharing best practices, and community-based character development programs.
- c. **Support the development of digital tools** that assist schools in evaluating and documenting character education outcomes.

For Future Research

- a. Researchers are encouraged to examine the long-term impact of character education programs on students' behavior and academic performance.
- b. Comparative studies across several schools in South Tangerang may provide broader insights into the effectiveness of different character education strategies.
- c. Future studies should explore the role of digital learning environments in shaping character among elementary students.

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