



## Implementation Of The Strengthening Character Education Policy In Elementary Schools and Madrasah Ibtidiyah

Rohman<sup>1\*</sup>, Ana Mentari<sup>2</sup>

<sup>1,2</sup>Universitas Lampung, Lampung, Indonesia

\* rohman.dosen@fkip.unila.ac.id

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### ABSTRACT

The Strengthening Character Education Policy has been implemented in schools since the enactment of Permendikbud Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units which is a continuation of previous character education known as National Character Culture. The process of implementing Strengthening Character Education in schools has not been evaluated so far. The long-term goal of this research is that the implementation of the strengthening of character education policy at the primary and MI levels runs effectively in accordance with the expected goals. The specific targets to be achieved are to obtain an overview of: 1) Context in the implementation of PPK policy, 2) Input in the implementation of PPK policy, 3) Process in the implementation of PPK policy, 4) Product in policy implementation, 5) inhibiting factors and supporting factors in the implementation of PPK policy for each component or dimension of the policy at elementary and MI in Bandar Lampung City, 6) comparison of the implementation of PPK policy implemented in elementary and MI in Bandar Lampung City refers to the components or dimensions of the policy as well as inhibiting and supporting factors in policy implementation, and 7) produce recommendations for the implementation of PPK in Elementary Schools (SD) and MI in Bandar Lampung City. Translated with DeepL.com (free version). The data collection techniques used were interviews, observation and documentation. Data analysis techniques include data collection, data reduction, data presentation and conclusion drawing. The results showed that there has been an implementation of the five PPK values in elementary schools in Bandar Lampung city. Among them, the implementation of religious values through routine duha prayer activities in congregation every Saturday. Implementation of nationalist values through flag ceremony activities every Monday and other national day commemorations. Implementation of the value of mutual cooperation through Clean Friday activities in the school environment. Implementation of integrity values through honesty to students, and implementation of independent values by getting used to taking exams without cheating. The implementation of the five PPK values is carried out through habituation and exemplary behavior from teachers.

**Keywords:** *Character Education, Elementary School, Implementation*

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## INTRODUCTION

Character development and character education are a must in school education, because education in schools not only makes students smart, but also has good morals and character. One of the government's efforts in character development and education in schools is the Strengthening Character Education (PPK) policy. The term character comes from the Greek "charasein" which means to carve. Forming character is likened to carving a gemstone or a hard bei surface. So then the understanding of character develops which is defined as a special mark or pattern of behavior (Ningsih, T., 2019; Hasanah, F. F., & Munastiwi, E., 2019). Character is interpreted as a way of thinking and behaving that is unique to each individual within the scope of family, community, nation and state (Ramdhani, 2014). Therefore, in the school environment, Strengthening Character Education (PPK) is needed, PPK is a program that provides solutions to the decline in morals and character of the nation's children. Regulation of the Minister of Education and Culture (Permendikbud) Number 20 of 2018 concerning PPK Policy emphasizes that one of the urgencies of PPK is the 21st century skills needed by students to realize the competitive advantage of the Golden Generation 2045 in Azizah (2019: 3). To realize this, student learning outcomes must lead to 4 competencies, namely 1) critical thinking, 2) creative thinking, 3) communication, and 4) collaboration.

Basically, formal education at school will be very helpful if the school emphasizes education that shapes children's character. Along with the fading of moral values in today's society, making schools must be able to improve the quality of education and increase character education programs. Hamid (2017: 3), school (education) is one of the strategic places in character building other than in the family and society ". That is what underlies the need for character education programs in a school, both in the classroom and outside the classroom. The presence of strengthening character education has a very important role, because changes in the behavior of students as a result of the character education process.

Character education is the most important education because this education shapes a person's personality, behavior, and behavior towards their peers, elders, and younger people. Not only does it form a good character between humans, character education also forms the character or attitude of a person to respect and love animals and plants more. Character education according to is the process of giving demands to students to become a whole human being with character in the dimensions of heart, mind, body, and taste and spirit (Mustaqim, M., 2015). Character education is a conscious effort to educate children to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment (Bahri, S., 2015; Nashihin, H., 2019). In addition

to its definition, character education also has a purpose. The purpose of character education is to encourage students to be able to independently improve and use their knowledge, study and internalize it and personalize character values and noble morals so that it is manifested in our daily behavior (Putry, R., 2019; Khotimah, K., 2016; Soraya, Z., 2020).

Character building through education can be done through several strategies, including exemplary, intervention, consistent habituation and reinforcement. The development in character building requires exemplary example that is transmitted, intervention through the learning process, training, continuous habituation in the long term which is carried out continuously and reinforcement, and must be balanced with noble values. This is in accordance with Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education that the principles of PPK: (a) oriented towards developing the potential of students as a whole and integrated, (b) exemplary in the application of character education in each educational environment, and (c) takes place through habituation and all the time in everyday life. In its implementation, character education requires modeling and habituation, and is organized by empowering all components of society through participation in the implementation of character strengthening and quality control of education services. For character development and education, it is best done since early childhood, for formal education, it is best done at the basic education level, especially elementary schools (SD) and Madrasah Ibtidaiyah (MI).

Based on the description above, it is necessary to evaluate the implementation of the Strengthening Character Education policy in schools, especially in primary schools and madrasah, considering that it has been approximately 3 years since the government has established the Strengthening Character Education Policy. The evaluation is carried out to determine the implementation of the policy in accordance with the goals and objectives and to find out the factors that hinder and facilitate the implementation of PPK policies in SD and MI. The Character Education Policy Evaluation uses a program evaluation approach developed by Stufflebeam in Tayibnapi and Farida (2016: 14) known as the CIPP (Context, Input, Process, and Product) evaluation model. This study aims to describe and evaluate the Implementation of the Strengthening Character Education Policy (PPK) in Elementary Schools (SD) and Madrasah Ibtidaiyah (MI) in Bandar Lampung City through components or dimensions of policies or programs consisting of: 1. Context in the implementation of PPK policy, namely the situation or background that indirectly influences the character education strengthening program, consisting of: Input in the implementation of PPK policy is the quality and quantity of input that directly affects the achievement of the character education strengthening

program, consisting of: a. Availability of facilities and infrastructure, b. Human resources (principals, educators, education personnel, students), 3. Process in the implementation of PPK policies, namely the implementation of programs and types of activities, approaches, and methods used for the achievement of character education strengthening programs including: a. Intracurricular activities, b. Co-curricular activities, and c. Extracurricular activities, 4. Product in the implementation of PPK policies, namely the results achieved in the implementation of character education strengthening programs on the religious, nationalist, independent, mutual cooperation, and integrity values of students. 5. Analyzing and describing the inhibiting factors and supporting factors for the implementation of PPK policies for each component or policy dimension at elementary and MI schools in Bandar Lampung City. 6. Comparing the implementation of PPK policies implemented in primary schools and MI in Bandar Lampung City referring to the components or dimensions of the policy or program as well as the inhibiting and supporting factors in policy implementation.

Education policy is one of the public policies that concern the general public. According to Dr. Leo Agustino (2016: 45), public policy is part of political decisions, namely decisions that concern and affect society and are understood as the best choice of various alternative choices regarding public affairs which are under the authority of the government. Policies that have been made must be realized with concrete actions commonly known as policy implementation. Said Zainal Abidin (2017: 23) states that education policy is a political process that does not only stop when the policy has been decided, but also continues when the policy is implemented.

Grindle (1980: 10-12) argues that policy implementation is a political and administrative process. The political process is seen through the interaction of various policy actors, while the administrative process is seen through the general process of administrative action that can be observed at the level of the implemented program. Policy implementation must pay attention to two things, policy content and context. The content of policy consists of: (a) the interests of target groups, (b) the type of benefits, (c) the degree of change desired, (d) the location of decision making, (d) program implementation, and (e) the resources involved. While the policy context (context of implementation) is (a) the situation when the policy was formulated and implemented.

Tilaar and Nugroho (2015: 18-25) state that education policy cannot be separated from the nature of education in the process of humanizing human children into independent human beings. An independent human being is a creative human being who is realized in his culture. Man is raised in his cultural habitus, he lives in his culture and he creates or reconstructs his own culture. Education cannot be separated from power that provides freedom of expression,

explores basic potentials and interacts with fellow humans so that his identity as a mature and perfect human being can be realized. This means that education is not something that suffocates students with knowledge, but that knowledge is owned because of the experience of students in an atmosphere of freedom and independence. While Olsen et al (2004: 5) defines education policy as:

*“Education policy in twenty-first century is the key to global security, sustainability and survival...education policies are central to such global mission...a deep and robust democracy at national level requires strong civil society based on norms of trust and active response citizenship and that education is central to such a goal. Thus, the strong education state is necessary to sustain democracy at the nation level so that strong democratic nation- states can buttress form of international governance”.*

Education policy as the key to excellence, related to existing policies in education must be made a top priority in order to face global changes. According to Fattah (2017:33), education policy has four policy dimensions, namely normative, structural, constituent and technical dimensions. The normative dimension consists of values, standards and philosophy. This dimension forces society to make improvements and changes through existing education policies. This dimension needs support from the structural dimension. This dimension relates to the size of the government and an organizational structure, methods and procedures that confirm and support education policy. The constituent dimension consists of individuals, interest groups and recipients who exert power over the policy process.

Bahtiar (2016: 45), the education policy used in Indonesia is more using a political policy analysis model based on political assumptions. This can be seen from several indicators. First, the lack of clarity in the assumptions used on educational problems.

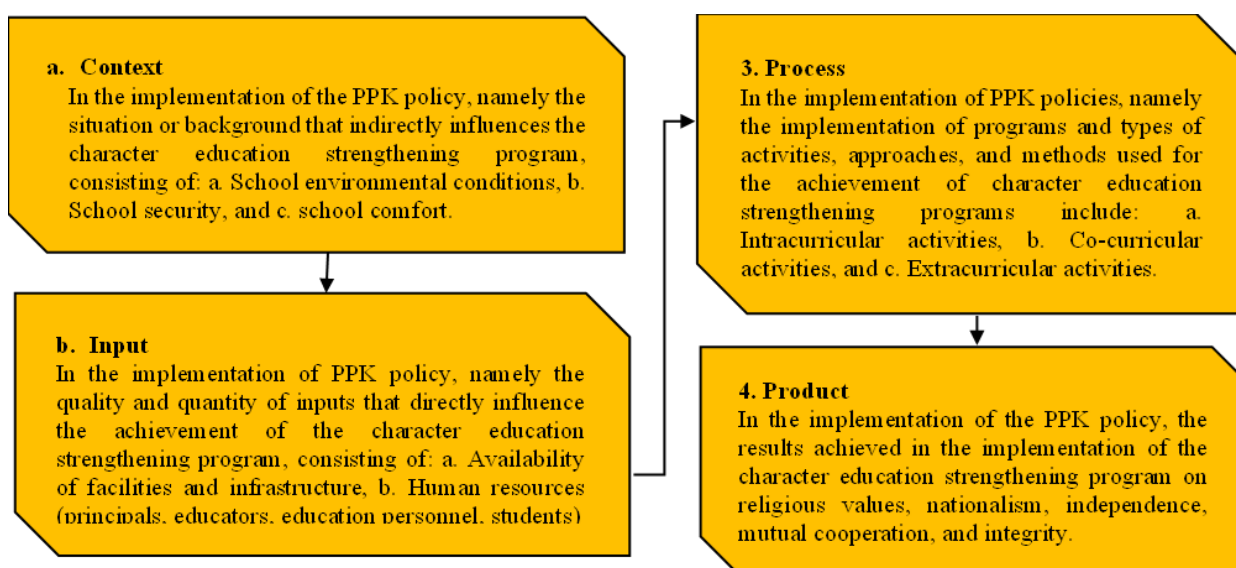
The complexity and heterogeneity, nature and situation called school are always identified with education. So it is not surprising that when discussing the education system, it turns out that what is discussed is the school system. Analyzing the education policy that is analyzed turns out to be a school implementation policy. As a result, the universal education paradigm is viewed narrowly and is more adaptive than initiative. Second, in analyzing education policy, it is less contextualized as a whole and integrated empirical, evaluative, normative, predictive policy that provides clear guidelines for the implementation of policy formulation, implementation and evaluation. As a product, education policy is not formulated based on the elements that need to be integrated in "synergy" not as a "dichotomous" component. That is, whether the formulations of education policy have met the criteria for a complete policy or there are still items that are separated from their scope.

Agboola & Tsai (2012: 46) states, *In order words, education policy should take the lead to actualize moral education. Taken together, parents, teachers, and administrators as stakeholders, should join this camp to encourage students to manifest those good values in their lives.* In other words, education policy should take the lead to realize moral education. Together, parents, teachers, and administrators as stakeholders, should join this realm to encourage students to embody those good values in their lives.

## METHODS

This research uses a qualitative approach, phenomenological research type. As Dezin and Lincoln (1994) explained that qualitative research is research that uses a natural setting with the intention of explaining the phenomena that occur and is carried out by means of various existing methods (Anggito, A. & Setiawan, J., 2018). Implementation of character strengthening policies at elementary and MI in Bandar Lampung City. From this study, the informants were principals, teachers and students both at State Elementary School 2 Sukajawa and at State Madrasah Ibtidaiyah 9 Bandar Lampung City. The informants in this study were taken from schools that have fully implemented the Strengthening Character Education (PPK) policy and have included schools designated in the implementation of the Strengthening Character Education (PPK) program both from the central government and local governments, especially Bandar Lampung City.

Based on the characteristics of the subject and the focus of the research, the research design uses an evaluation research design. The evaluation research design was chosen with the aim of finding and evaluating existing variables in a real context related to the what, how, and why statements about:

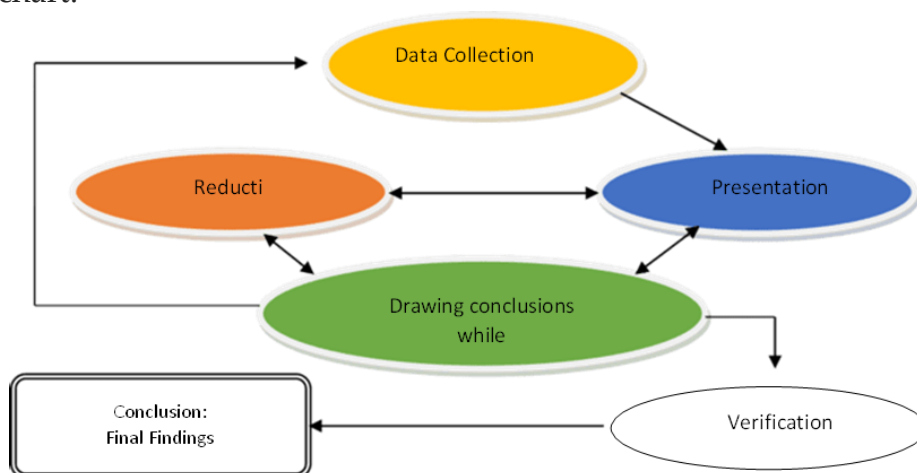


Research with a qualitative approach requires the presence of researchers in the field, because researchers act as research instruments as well as data collectors. Therefore, this research will be conducted with in-depth interviews with key informants and supporting informants who can provide answers in accordance with the actual facts that occur. Determination of key informants was carried out using purposive sampling technique, and supporting informants using snowball sampling. Key informants in this study are school principals, supporting informants are educators, education personnel, students, and parents of students. For the purpose of the research, it was determined that the schools used as research sites and their informants were 1 public elementary school and 1 public elementary school in Bandar Lampung City. Research informants: School principals, educators, education personnel, students, parents of students.

Data collection in this study using the main instrument is an interview, namely an in-depth interview. While supporting instruments are observation or observation and documentation. Checking the validity of data (transworthiness) is an important and integral part of qualitative research. Checking the validity of research data is done through checking credibility. Data credibility checking uses triangulation techniques, namely triangulation of data collection techniques, triangulation of data sources and peer discussions. To determine the validity of the data, inspection techniques are needed, namely the data that has been analyzed is rechecked at the school that is the place of research, to ensure the validity of the data or information that has been collected.

The data analysis technique uses the Miles and Huberman model modified by Sugiono (2013: 246), the steps are: 1.data collection stage, 2.data reduction, 3.data presentation, 4.provisional conclusion drawing, 5.verification and 6.final conclusion.

The steps of data analysis described above are depicted in the following flowchart:



Interactive Pattern of Research Data Analysis Modified from Miles and Huberman (Sugiyono, 2016: 246)

## RESULTS AND DISCUSSION

The location of the implementation of this research is in two different locations, the first of which is at State Elementary School 2 Sukajawa is one of the public elementary schools located on Jl.Tamin Gg. H. Abdurahman, Suka Jawa, Kec. Tanjung Karang Barat, Bandar Lampung City, Lampung, with a zip code of 35157. While the second location of this research is at MIN 9 Bandar Lampung Jalan Tamin Number 36, Sukajawa Baru, Tanjung Karang Barat, Bandar Lampung.

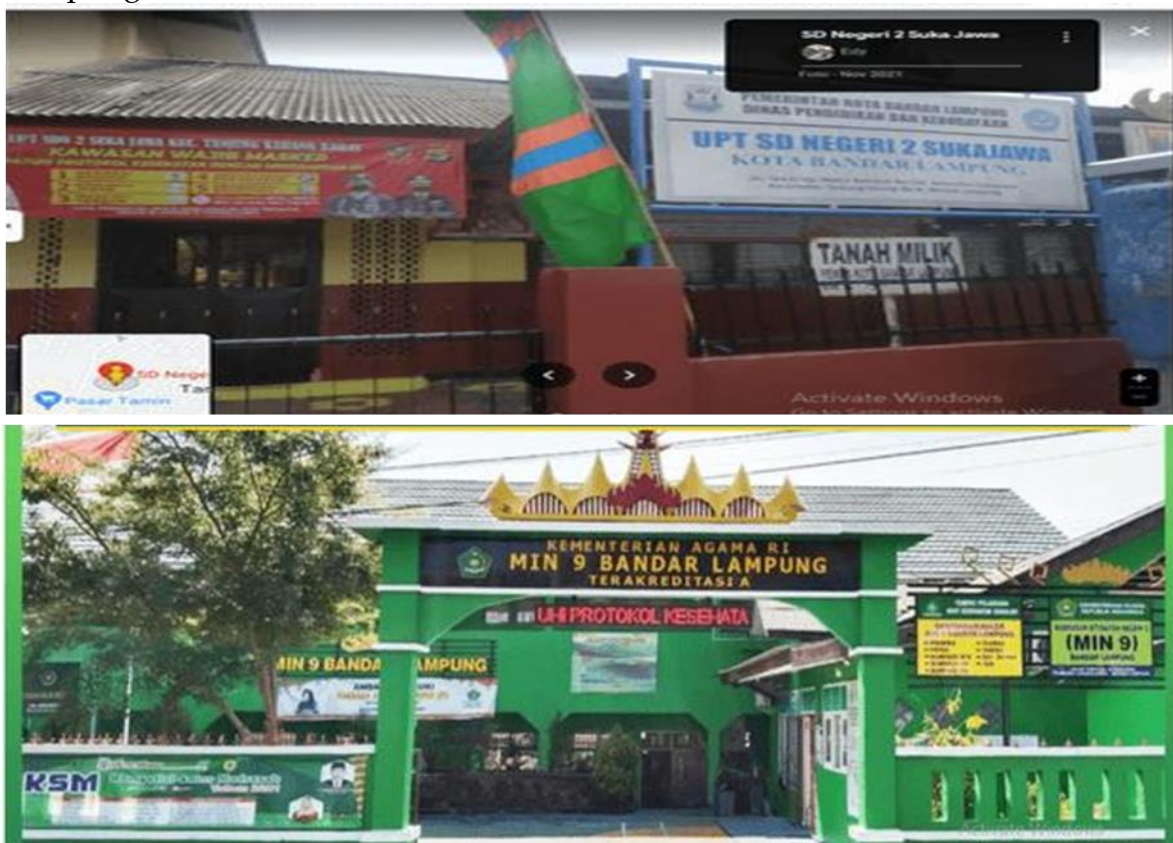


Figure 1: Research location at SD N 2 Sukajawa Bandar Lampung and MIN 9 Bandar Lampung

Based on the results of the interview, there is a program initiated in schools both in elementary schools and in MI in the form of providing planting and understanding students about character values. This activity is not only carried out in the classroom but also outside the classroom after finishing learning or during recess, the teacher will give time to students to listen to advice and instill character values from the teacher verbally. The preparation made by the grade 4 teacher in developing the character of students is by fostering and guiding and always providing motivation to students. The following are the results of research that have been obtained by researchers in both elementary and MI regarding the implementation of the five PPK values that have been observed:



### a. Religious values

Religious values relate to activities carried out by an individual to carry out orders from their creator. Religious values can also be referred to as divine values. The implementation of religious values has been carried out at SDN 2 Sukajawa, namely performing Duha prayer in congregation and inviting students to read the Koran (for those who are Muslim). SDN 2 Sukajawa teachers believe that instilling character values in students is very important, especially for students who lack religious understanding in their environment so that teachers also have the responsibility to instill religious values in students, for example reminding 5-time prayers and advising students to wake up early to perform morning prayers.

Students at SDN 2 Sukajawa are not only Muslims, but there are also those with different religions. Based on the results of observations and interviews that have been conducted, students have been able to show tolerance and mutual respect with fellow friends even though they are of different religions. They continue to interact without feeling any difference from one another.



Figure 2: Implementation of religious values through duha prayer in congregation and Friday blessings

The application of religious values has been carried out in MI 9 Bandar Lampung city, namely performing Duha prayer in congregation and inviting students to read the Koran, Tahfiz, Tilawah, learning lectures. MI 9 Bandar Lampung teachers believe that instilling character values in students is very important, especially for students who lack religious understanding in their environment so that teachers also have the responsibility to instill religious values in students, for example reminding 5-time prayers and advising students to wake up early to perform morning prayers and there are several letter bills for each day.



Figure 3: Implementation of religious values of reading the Koran, Tahfiz, Tilawah, learning lectures

#### **b. Nationalist values**

Nationalist values relate to the national spirit possessed by individuals or learners. Nationalist values that are applied in the school environment teach students to get to know more closely the country where they are. The implementation of nationalist values makes learners love their homeland more. Embedding nationalist values can be done in learning and outside of learning. The cultivation of nationalist values in learning conducted at SDN 2 Sukajawa for grade 4 students is usually integrated into social studies subjects by introducing heroes who have fought for independence, including introducing heroes in the Lampung region.

The cultivation of nationalist values is also shown by mutual respect between the tribes embraced by the students. Grade 4 students at SDN 2 Sukajawa consist of two tribes, namely the Toraja and Luwu tribes, which show their respective characteristics. Likewise, the use of language used in the school, sometimes using Indonesian, which is the national language or language of unity, usually only uses the local language. One of the ways that teachers do so that students can blend in despite different ethnicities and languages is to create study groups so that their togetherness can be well established and not discriminate against friends.



Figure 4: Implementation of nationalist values through flag ceremonies and Commemoration of August 17, 1945

A routine activity carried out at SDN 2 Sukajawa to increase nationalist values is to carry out a flag ceremony every Monday accompanied by singing the national anthem Inonesia Raya and reading the text of Pancasila. This activity is expected to make students understand nationalism from an early age and also teach them discipline. In addition, to commemorate National days, namely by carrying out flag ceremonies and enlivening these holidays with various competitions, for example, such as commemorating August 17 independence day by holding cracker eating competitions, marbles competitions, sack races, and other competitions.



Figure 5: Implementation of nationalist values through flag ceremonies and Commemoration of August 17, 1945 at MIN

### c. Mutual cooperation value

The value of mutual cooperation directs students to work together in carrying out an activity. Mutual cooperation activities can be carried out in the classroom and outside the classroom. Mutual cooperation carried out by grade 4 students of SDN 2 Sukajawa within the the scope of the class is working together to clean the class. The class teacher has made a class picket schedule, so that each learner in a group takes turns cleaning the class every day. In addition, to integrate the value of mutual cooperation in the learning process, teachers usually give group tasks to students to complete together.

Mutual cooperation activities outside the classroom are also carried out in the form of Baksos (Social Service). Baksos is carried out together with students from other classes to clean the school area. Mutual cooperation activities to clean the school environment are routine activities carried out every Friday to instill the value of mutual cooperation in students.



Figure 6: Implementation of the value of mutual cooperation through clean Friday and blessing Friday



Figure 7: Implementation of the value of mutual cooperation through clean Friday and blessing Friday at MIN

#### d. Independent value

The value of independence is one of the Strengthening Character Education (PPK) values that equips students to be able to do their own activities that are useful when they reach maturity later. The spirit of independence that is embedded in students is not to educate them to become someone who is individualistic, but to forge them to be able to solve problems and be able to take responsibility for their lives later. Children's independence needs to be instilled early on through small things first, such as bathing, eating, washing clothes, making beds, all of which can be done alone and of course starting from the home environment. The existence of an educational environment, namely schools, also helps instill an attitude of independence in students.

Activities that are often carried out by teachers at SDN 2 Sukajawa Bandar Lampung, including in class 4, are giving independent assignments to students to foster their independence. In addition, the implementation of written evaluations is also included in the implementation of the value of independence because the test must be done by each student without help from friends or teachers. Along with technological advances, SDN 2 Sukajawa also often organizes computer training to teach students about the use of computers, because these skills will be useful for students in the future, including helping students solve problems in their daily lives.



Figure 8: Implementation of independent values through painting activities and computer training

**e. The value of integrity**

Integrity can be defined as harmony between words and actions. One of the behaviors that show integrity is honesty. One of the ways that grade 4 teachers at SDN 2 Sukajawa build the value of integrity in students is to accustom students to tell the truth when asked by the teacher or when communicating with fellow friends. Being honest can be shown in various ways, for example when a friend loses an item, students are given the trust to answer honestly when asked by the teacher about the incident. The thing that is most often done to instill the value of integrity in learning is to prohibit students from cheating when carrying out exams or tests, that's where the honesty of students in answering the questions given can be assessed by the teacher.



Figure 9. Implementation of integrity value through honesty during exams, competitions

The implementation of PPK values carried out both in public elementary schools and in MIN Bandar Lampung City regarding religious values, nationalist values, mutual cooperation values, independent values and integrity values can be outlined in the following graph:



Graph: 1. Application of PPK Values by students at school

From the data, it shows that the Religious Value implemented or carried out at the State Elementary School and at MIN shows a difference when viewed for the application of religious values seen in MIN is higher at around 90% of students can run it in the school environment, for the Nationalist value shows the same value of 85%, for the value of mutual cooperation MIN also shows a slightly different level than in SD, for the value of independent SD shows a higher value compared to MIN which is 90% while the value of integrity both in SD and MIN both with the same value of 80% of its implementation in the daily lives of students at school.

## DISCUSSION

Learners are unique individuals. When the learning process takes place in the classroom, the teacher will find various characteristics of students. There are learners who focus when the teacher explains, there are also those who leave their seats and even disturb their other friends when the learning process is carried out. This also happens in terms of cognitive learners. There are learners who quickly understand the lesson, and there are also those who are slow in understanding the explanation conveyed by the teacher when learning is carried out. This happens because in one class consists of various kinds of students who have different characters and family backgrounds and environments from one another. Such is the condition experienced by teachers in grade 4 both at SDN 2 Sukajawa Bandar Lampung City and MI 9 Bandar Lampung City. Learners are expected to be able to position themselves well when learning takes place, for example being cooperative and conducive when learning takes place. This is because this attitude is part of the morals that must be possessed when seeking knowledge (Muchibin & Ma`arif, 2022).

Based on the results of observations and interviews conducted by researchers at the research locations, both in elementary schools and MI in Bandar Lampung City, it is found that the five values of Strengthening Character Education (PPK) have been implemented at SDN 2 Sukajawa Bandar Lampung City and MIN 9 Bandar Lampung City. First, religious values. The implementation of religious values carried out at SDN is through Murojaa activities, Duha prayers in congregation and reciting the Koran together for various Muslims, as well as separate worship for non-Muslim students. Whereas in MIN the religious value carried out is Relevant research has also been studied by (Ismala, Handayani, Astuti, & Hamzah, 2019) that to develop the religious character of students can be integrated in the learning process, namely conducting joint prayer activities first and reading short chapters that have been determined as well as reading the verse of chairs and learning prayers every morning before starting lessons. However, the obstacle in the activity of

cultivating religious values at SDN 2 Sukajawa is the incomplete facilities for places of worship at the school so that students only perform the Duha prayer in congregation in the classroom courtyard.

In addition, religious character values that have been embedded in students are reflected in honest and generous behavior and comply with everything related to their beliefs (Hariandi, Putri, Audria, Puspitasari, & Mutmainah, 2019). The implementation of religious values through worship activities is expected to increase the faith of students and give them an understanding to stay away from all His prohibitions. As stated by (Mustikaningrum, Pramusinta, Muhtar Umar Buamona, Cahyadi, & Istiqomah, 2020) that the success of strengthening character education implemented in schools can be assessed from changes in the attitude of students, from bad behavior to better behavior (Madkan & Mumtahana, 2022; Sandria, Asy'ari, & Fatimah, 2022; Sutrisno & Nasucha, 2022).

The second value is nationalism. Nationalism is an attitude that shows loyalty, care and puts the interests of the nation above personal interests (Sriwilujeng, 2017). The value of nationalism can be reflected through the behavior of loving their own nation, prioritizing unity and integrity against all differences that exist and being able to sacrifice for their nation (Hariandi et al., 2019). The implementation of nationalist values at SDN 2 Sukajawa is to direct students to respect each other more, including appreciating the services of heroes through flag ceremonies and commemoration of religious holidays and introducing differences in equality, namely the differences in ethnicity and language among students, but they are still one nation.

Based on the results of observations that have been made, it can be seen that at SDN 2 Sukajawa and MIN 9 Bandar Lampung City in class 4 there are Javanese, jaseng, Lampungese, Sundanese, Minang, Batak, Palembang tribes, even so students are always together and have concern for each other. The way the teacher overcomes these differences is by creating groups in the learning process by combining students who are Javanese with

Lampung, Sundanese with Batak, Minang with Jaseng. In addition, the way to instill nationalist values in students at SDN 2 Sukajawa is by involving students in historic national day activities and using traditional clothes in big day activities. Whereas at MIN 9 Bandar Lampung City, in addition to including students in historic national day activities and using traditional clothes in the activities of these holidays in instilling the value of nationalism, namely through extracurricular activities provided at MIN 9 Bandar Lampung City.

The third value is gotong royong. Gotong royong is an action that appreciates the spirit of cooperation and mutual help in solving common problems (Sriwilujeng, 2017). Strengthening the value of mutual cooperation at SDN 2 Sukajawa is realized through community service in the school environment as well as in the classroom and in the learning process. While the



cultivation of the value of mutual cooperation carried out at MIN 9 Bandar Lampung City in addition to class picket activities, the cultivation of the value of mutual cooperation is also carried out in the activity of helping friends who are afflicted with disaster or illness. Planting the value of mutual cooperation to students can strengthen their togetherness. The fourth value is integrity, which teaches students to be trustworthy and have a strong commitment within themselves including teaching honesty, responsibility and being fair to others. However, to teach the value of integrity, teachers must first teach the meaning of integrity, therefore, according to Lickona, to develop a person's character or morals, it must first go through moral knowledge or known as moral knowing (R & Casim, 2021). The last value is independence. Independence is a behavior that does not depend on others. The application of the value of independence is applied at SDN 2 Sukajawa and at MIN 9 Bandar Lampung City through the activities of doing individual tasks independently, cleaning up their own learning equipment as well as participating in painting activities and computer training as a provision to face challenges in the future, and if at MIN 9 Bandar Lampung City by participating in competitive activities such as MTQ, recitation, and other competitions held by the school or outside the school.

Based on the data obtained as a whole, grade 4 teachers of SDN 2 Sukajawa and grade 4 teachers of MIN 9 Bandar Lampung City stated that the implementation of PPK values is still at the level of 80 to 85%. This is because the condition of students is still influenced by their external environment. In addition, the school environment itself has not reactivated extracurricular activities after the pandemic ended, including Scouts if at SDN 2 Sukajawa, but if at MIN 9 extracurricular activities have been reactivated after the pandemic such as Tahfiz, Tilawah, Dai Cilik, Dance Art, PAI Olympics, but for Scouts and Science Olympics still like at SDN 2 Sukajawa it has not been reactivated. Scouting is one of the platforms to instill character values in students, including discipline, responsibility, independence, religion and other values.

The implementation of fostering religious attitudes and souls in students is not only the role of teachers alone, because in the school environment, a child's education is influenced by teachers and peers. This shows that a teacher must be able to guide his students. In this case, it applies that the role of a teacher is as a facilitator, tutor or companion (Fauziah & Salik, 2021). Broad character development can only be done through individual character development in a particular social environment to support the formation of the nation's character to create a generation with personality and dignity and give birth to civilization and culture in the process of improving the quality of human life both physically, intellectually and spiritually (Pettalongi, 2019). In addition, character education is very important to implement, especially in elementary schools, because it can shape students' personalities, educate them on how to behave, train discipline,

and help them become better and more focused (Aningsih, Zulela, Neolaka, Iasha, & Setiawan, 2022). Therefore, it takes strong cooperation between teachers, parents and the community to continue to develop learners' character values through various methods including habituation and exemplary behavior in order to form students with good character.

## CONCLUSION

Based on the research results that have been presented, it can be concluded that SDN 2 Sukajawa and MIN 9 Bandar Lampung have implemented the Strengthening Character Education (PPK) program by implementing the five PPK values in the learning process and outside of learning. Various activities were carried out to instill religious, nationalist, mutual cooperation, independence and integrity values in students. Among them are duha prayers, Friday blessings, flag ceremonies, community service, and teaching honesty, for example when taking exams. Although there are still obstacles in its implementation, the teacher collaborates with all authorized parties to continue to strengthen and maximize the development of the character potential of these students to form a golden generation in accordance with the objectives of PPK. Therefore, researchers suggest that all parties involved in the world of education work together to succeed the KDP program, especially in elementary schools. In addition, researchers recommend that future researchers further examine character education, not only related to the five PPK values but the application of 18 character values. It is intended that students are not only cognitively good but are able to place themselves wherever they are by applying the best behavior they have.

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