

Literature Study: Effectiveness of Character Education Programs in Elementary Schools

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Abstract. Character education in elementary schools is an important element in forming a generation that is not only academically intelligent, but also has high moral and ethical integrity. This study analyzes the effectiveness of character education programs through literature studies, showing that the success of the program is highly dependent on the involvement of teachers, parents, and the community. Although many programs have been implemented, challenges in their implementation still exist, including teachers' understanding of character education and limited resources. The habituation method has proven effective in instilling character values in students. However, the gap between theory and practice is still a problem, with many teachers feeling less able to implement the program effectively. To ensure the effectiveness of character education programs, there needs to be measurable boundaries, such as specific indicators that can be used to assess the success of implementation. This study recommends the need for more integrated evaluation and development of character education programs on an ongoing basis to ensure a positive impact on student personality development. It is hoped that the results of this study can make a significant contribution to the development of education policies in Indonesia and create a young generation with good character and responsibility towards society.

Keywords: Literature Study, Character Education, Effectiveness of Character Education, Elementary School

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INTRODUCTION

Character education in elementary schools is a fundamental element in forming a generation that is not only academically intelligent, but also has high moral and ethical integrity. In the context of education in Indonesia, character education has become a focus of attention, especially after the issuance of government policies that emphasize the importance of character values in the education curriculum. Today's society is increasingly aware that education is not only intended to produce intelligent individuals, but also individuals who have good character. Therefore, character education programs in elementary schools are expected to have a positive impact on the development of students' personalities. However, the effectiveness of these programs is often questioned, especially related to implementation in the field. To ensure that character education programs run well, it is important to clearly describe policy expectations, implementation strategies, and handling of existing gaps. This includes a clear picture of the treatment applied in the program. Although many programs have been implemented, challenges in their implementation still exist, including teachers' understanding of character education and limited resources. Therefore, there needs to be continuous evaluation to identify and address emerging problems so that character education programs can achieve their expected goals and contribute significantly to the development of student character in elementary schools.

Various studies show that implementing character education programs has its own challenges. A study by (Wulandari et al., 2023) shows that the success of character education programs

really depends on the involvement of all parties, including teachers, parents and the community. The research revealed that although programs such as "7 Poe Atikan" in Purwakarta Regency show positive results in shaping student character, there are still several aspects that need to be improved to increase their effectiveness. This includes teachers' understanding of character education and how they integrate it into the daily learning process.

Furthermore, research by (R et al., 2018) evaluated the effectiveness of a character education strengthening program using the CIPP (Context, Input, Process, Product) approach. The results of this research show that all aspects of the program are in the positive category, indicating that this program is effective in achieving the expected goals. However, challenges remain in terms of measuring the long-term impact of these programs on student behavior outside the school environment.

Meanwhile, other research by (Abidin, 2021) highlights the importance of habituation methods in character education. This method has proven effective in instilling character values in Tungkulrejo State Elementary School students. By implementing habits consistently, students can internalize these values so that they become part of their daily behavior. This research shows that the success of character education does not only depend on the formal curriculum but also on the daily practices carried out by teachers and parents. However, there is still a gap between theory and practice in implementing character education in elementary schools. Many teachers feel unprepared or do not have enough resources to implement these programs effectively. This has the potential to reduce the positive impact of character education that should be felt by students. Therefore, an analysis of the latest literature regarding the effectiveness of character education programs is needed to provide deeper insight into the factors that influence the success or failure of these programs.

With this background, this research aims to analyze the effectiveness of character education programs in elementary schools through a review of the latest literature. It is hoped that the results of this research can provide recommendations for educators and policy makers in designing and implementing more effective and sustainable character education programs. This research also seeks to answer existing challenges and make a significant contribution to the development of character education in Indonesia so that it can create a young generation who is not only intelligent but also has noble character and is responsible for society.

METHODOLOGY

This study uses a literature study method. Data collection techniques are obtained from the Publish or Perish application. Data collection through several processes, namely starting with tracing 35 related articles on the Publish or Perish 8 application with the search keywords "character education" and "school cultural values". Researchers use this application to make

it easier to collect data. Then the article data is analyzed and selected according to the theme and needs. After being analyzed, 15 articles were found as research data. These 15 articles were selected because they were considered the most relevant to the research conducted by the researcher. To facilitate the analysis, a data analysis table was made consisting of methods, number of respondents, conclusions and efforts and then discussed. The data analysis technique is descriptive and objective. After being analyzed and discussed, conclusions can be drawn as the final result of the research conducted.

RESULTS AND DISCUSSION

Table 1. Literature study analysis

No	Writer	Research methods	Number of Respondents	Conclusion
1.	(Sari & Dian, 2019)	Qualitative descriptive research method	Class I – V students and class teachers	The implementation of Character Education at SD Negeri Joho 02 Sukoharjo is integrated into self-development programs and learning activities, including routine activities such as ceremonies and group prayers, as well as exemplary discipline and manners. The character values developed include religiousness, honesty, discipline, communicativeness, responsibility and tolerance. However, there are obstacles such as spoiled attitudes in some students, negative environmental influences, and difficulties for teachers in choosing character values that are appropriate to the subject, as well as some students who are slow to learn, making it difficult to instill values such as courage and discipline.
2.	(Prabandari, 2020)	Qualitative research using library methods	There were no respondents	The implementation of character education in elementary schools is carried out both in learning and outside of learning, including school culture and extracurricular activities. Implementation in learning involves planning and processes, while school culture consists of routine, spontaneous activities, teacher example, and environmental conditioning. Obstacles faced include a lack of teacher training, not all teachers record achievement of attitude scores, and the gap between education at school and at home. To overcome this obstacle, teachers and school principals need to undergo training, get

				used to the school culture, and establish good relationships with parents.
3.	(Prihatmojo & Badawi, 2020)	Qualitative research using library methods	There were no respondents	Character education is an effort to overcome moral degradation in elementary schools and prevent students from negative behavior. The development of character education in the curriculum needs to be implemented through intracurricular, extracurricular and classroom learning processes. By forming good morals, students will have reminders and limits in their actions. Cultivating good character in education will produce a superior and dignified generation.
4.	(Pertiwi et al., 2019)	Qualitative approach method of descriptive analysis	Principal and school staff	The implementation of the character education program at SDN Lawanggintung 01 is carried out through instilling character values in school culture, by providing facilities that support student activities. These programs are designed to shape student character through activities in the school environment, so that students consciously or unconsciously get used to the established character values. However, this implementation still faces challenges that need to be overcome to achieve the goals of character education optimally.
5.	(Hariandi et al., 2023)	Descriptive qualitative research.	Students, instructors, and principals served as research subjects.	The study's findings demonstrate how normal routines, impromptu activities, conditioning, school culture, and environmental health are used to teach environmental care character education in primary schools. However, there are challenges to its implementation, including the effect of the home environment, poor habits of students who don't care about cleanliness, and a lack of information about waste management. In addition, when parents and teachers don't work together, pupils become less

				concerned about the environment. Nonetheless, the school has worked to introduce environmentally conscious character education.
6.	(Dole, 2021)	Correlational quantitative research	A total of 30 teachers were the subjects of this research.	It is known that the F value is at a significant 0.000. This value is 0.005 smaller ($0.000 < 0.05$). This means that the hypothesis is accepted or it can be concluded that the influence of character education has a significant effect on student discipline.
7.	(Lestari & Mustika, 2021)	This research uses a descriptive qualitative approach	Teachers, principals and students	Character education is very important to implement in elementary schools, especially in the era of globalization and rapid technological development, so that all elements of society, both children and adults, can adapt well. Schools link character education with their vision and mission to achieve students with noble character. In addition, students are expected to be able to apply the five main character values in the school and community environment, in accordance with government recommendations and the K13 curriculum used.
8.	(Belinda & Halimah, 2023)	This research method uses qualitative with a case study approach	principals, teachers, students and guardians of students, documents and notes from observations.	The results of this study demonstrate that religiousness, accountability, honesty, and tolerance are among the character traits upheld in SDN Anggadita I. By using instructor tactics including reminding students of positive things, issuing stern warnings, setting an example, participating in regular activities, and raising student awareness, character education is implemented through habituation. However, there are challenges in implementing character education that stem from the environment, students, parents, and teachers.
9.	(Aminah et al., 2022)	Literature research	study There were no respondents	The results of this research show that the contextual learning approach has a positive effect on strengthening the character of students in

elementary schools, because it is able to connect learning with its application in everyday life. This approach also supports the "Freedom to Learn" program initiated by the Ministry of Education and Culture (Kemendikbud), and contributes to the actualization of this program by realizing freedom of learning.

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| 10. | (Nugraha Dewa Made Dwicky Putra, 2020) | The research method used is library research. | There were no respondents | Religious, nationalist, independent, cooperative, and honest principles are the cornerstones of character education in elementary schools. Three primary components make up the implementation of blended learning in elementary schools: in-person instruction, online instruction, and e-learning. To achieve comprehensive learning outcomes, character education is integrated into the blended learning model, so that character values can be actualized in every activity. Variations in the form of activities can be adapted to the situations and conditions faced by teachers at school. |
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| 11. | (Khoirroni et al., 2023) | This research uses a meta-analysis method | There were no respondents | Character education for elementary school children in the digital era faces unique challenges and opportunities, where children need to be supported to develop positive attitudes and strong moral values. With good character education, they can become individuals who are responsible, caring, and able to adapt to digital developments. Character is formed through routine activities that become habits, and character education can be applied to all subjects by linking it to the norms of everyday life. In this context, the role of family, teachers and society is very important; families must guide with love and firmness, while teachers need to teach and be role models in implementing character values. The |
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				community also plays a role in supervising and motivating the character development of students.
12.	(Shalma et al., 2021)	The research method used is library research.	There were no respondents.	Cultural diversity in Indonesia plays an important role in improving character education, which is internalized in schools and influenced by the environment and family. Learning outcomes not only include cognitive knowledge, but also good character, formed through routine activities until they become habits. Character education can be applied in all subjects related to the norms of daily life. Character formation requires the active role of family and community; The family must support, while the teacher teaches and directs students to apply character values in everyday life. The community also plays a role in monitoring and motivating the development of students' character through cultural diversity.
13.	(Bagus Cahyanto et al., 2022)	Qualitative approach with descriptive type.	principals, teachers, students and guardians of students, documents and notes from observations	The study's findings demonstrate that the school has taken a number of steps to develop religious character, including (a) establishing the reading habit of Asmaul Husna, (b) discipline, (c) responsibility, and (d) literacy in the Al-Qur'an. Character development in schools is supported by (a) parental support, (b) the dedication of all school personnel, and (c) sufficient facilities. However, there are other barriers like (a) students' unequal access to the internet, (b) their restricted time for online learning, and (c) their ignorance.
14.	(Sumiaty et al., 2022)	Quantitative Research	16 Student	The results of the study indicate that 1) character education is partially influenced by the student's learning environment; 2) character education is partially influenced by the student's learning motivation; and 3) character education is partially

influenced by the combination of the student's learning environment and learning motivation. These ideas are thought to enhance character education by planning activities that promote the learning environment and student motivation and by stepping up supervision and monitoring.

15.	(Daga, 2020)	Descriptive analysis.	document	There were no respondents	Character education was incorporated into the curricula and educational activities in all three countries, according to the examination of numerous curriculum materials. The three nations' approaches to character education include both parallels and divergences. Three perspectives are used to examine these parallels and differences: curriculum-based character education, curriculum-based character values, and curriculum-based character education implementation methodologies.
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The results of this study indicate that character education in elementary schools in Indonesia is very important to form a generation that is not only academically intelligent, but also has good morals and ethics. In the current educational context, attention to character education is increasing, especially after the government emphasized the importance of character values in the curriculum. Society now realizes that the goal of education is not only to produce smart students, but also students who have good character. Character education programs are expected to have a positive impact on the development of students' personalities. However, although many programs have been implemented, their effectiveness is often questioned. The uncertainty regarding the effectiveness of these character education programs is caused by several factors, including teachers' lack of understanding of the concept of character education, limited resources in schools, and low participation of parents and the community. Therefore, it is important to further explore the effectiveness of these programs through in-depth literature studies.

One of the main findings from this research is that the success of a character education program is very dependent on the involvement of all parties, including teachers, parents and the community. Research by (Wulandari et al., 2023) shows that although several character education programs show positive results in shaping student character, there are still aspects that need to be improved to increase their effectiveness. One of the main challenges is teachers' understanding of character education and how they integrate it into the daily learning process. Without adequate support and understanding from teachers, these programs may not be able to achieve the expected goals.

The habituation method is also an important highlight in this research. Research by (Abidin, 2021) emphasizes that the habituation method has proven effective in instilling character values in Tungkulrejo State Elementary School students. By implementing habits consistently, students can internalize these values so that they become part of their daily behavior. This shows that the success of character education does not only depend on the formal curriculum but also on the daily practices carried out by teachers and parents.

However, despite many efforts to implement character education, there is still a gap between theory and practice in its implementation in elementary schools. Many teachers feel unprepared or do not have enough resources to implement these programs effectively. This gap has the potential to reduce the positive impact of character education that should be felt by students. Therefore, an analysis of the latest literature regarding the effectiveness of character education programs is needed to provide deeper insight into the factors that influence the success or failure of these programs.

In the context of previous research, these results are in line with the findings of Wage et al. (2023), which uses the CIPP approach to evaluate the effectiveness of character education strengthening programs. The results of their research show that all aspects of the program are in the positive category, indicating that the program is effective in achieving the expected goals. However, challenges remain regarding measuring the long-term impact of these programs on student behavior outside the school environment. The implications of these findings are significant in both theoretical and practical contexts. Theoretically, this research strengthens the argument that character education must be an integral part of the education curriculum in Indonesia. By understanding the factors that influence the success of character education programs, educators and policymakers can design more effective strategies to improve the implementation of such programs.

Practically speaking, the findings of this study offer suggestions for instructors to enhance their assistance and training when introducing character education into the classroom. In order for parents and the community to actively support their children's character education, their involvement must also be expanded. It is envisaged that character education will be successfully incorporated into Indonesia's educational system and positively influence students' personality development with this all-encompassing approach.

Overall, the results of this study indicate that although there has been progress in implementing character education in elementary schools, significant challenges still need to be faced to ensure its effectiveness. Therefore, continuous efforts are needed to increase teacher understanding and provide adequate resources so that character education can be implemented optimally in the school environment. This research makes an important contribution to the development of education policy in Indonesia as well as improving the overall quality of character education at the elementary school level.

Through in-depth analysis of existing data and literature, this research succeeded in exploring important information regarding the effectiveness of character education programs and offering practical solutions to improve their implementation in elementary schools. It is hoped that the results of this descriptive analysis can make a real contribution to the development of education policy in Indonesia and improve the quality of character education at the primary school level as a whole.

As a result, the findings and analysis of this study not only offer a summary of the situation of character education in Indonesia today, but also open the door for future advancement and development. It's critical that all relevant stakeholders collaborate well to establish a learning environment that fosters kids' overall character development. With the help of suitable regulations and cooperation between educators, parents, and the community, it is hoped that

Indonesia's youth would develop into people who are not only bright but also highly morally upright and socially responsible.

This research also suggests the need for ongoing evaluation of character education programs so that they can be adapted to student needs and current developments. By conducting regular evaluations, educators can better understand the strengths and weaknesses of each program and adapt teaching strategies to be more relevant to students' needs and their socio-cultural context. Finally, it is important to remember that the success of character education is not just the responsibility of one party; rather it is a collective effort between the government, educational institutions, families and the wider community. With close cooperation between all these elements, the hope of creating a young generation of Indonesians with good character and responsibility will become more real and can be realized well. The findings of this study provide a clear picture of the critical role that different stakeholders play in establishing a learning environment that supports the development of students' character. Given the difficulties posed by globalization and sociocultural shifts, which call on people to possess not only academic but also emotional and social intelligence, this is highly pertinent. Therefore, the study's conclusion is that in order to effectively implement character education programs and produce a young generation that is not only intelligent but also has strong character and is capable of handling the challenges of the modern world, cross-sector collaboration and shared commitment are necessary.

CONCLUSION

Character education in elementary schools in Indonesia is very important to form a young generation that is not only academically intelligent, but also has high moral and ethical integrity. This study shows that the success of character education programs depends on the involvement of teachers, parents, and the community. Although many programs have been implemented, their effectiveness is often questioned, especially related to teachers' understanding of character education and how they integrate it into the daily learning process. Challenges such as lack of training for teachers and limited resources in schools are major obstacles in the implementation of the Pancasila Student Profile Strengthening Project (P5).

This research also confirms that the habituation method has proven effective in instilling character values in students. By implementing habits consistently, students can internalize these values so that they become part of their daily behavior. However, the gap between theory and practice in the application of character education is still a significant challenge. Many teachers feel unprepared or do not have enough resources to implement these programs effectively, potentially reducing the positive impact of character education.

The implications of the results of this research indicate the need for ongoing evaluation of character education programs as well as the development of policies that support teacher training and parent involvement. This research makes an important contribution to the development of education policy in Indonesia by offering recommendations for designing and implementing more effective and sustainable character education programs. In this way, it is hoped that Indonesia's young generation can grow into individuals who are not only intelligent but also have good character and are responsible for society. This research emphasizes that collaboration between various parties is the key to creating a learning environment that supports overall student character development.

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