
Character education analysis through school culture in elementary schools

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Abstract

This research aims to describe the implementation of character education through school culture, along with supporting and inhibiting factors, in Public elementary school 13 Lubuk Alung, Ampek Nagari District. The research is qualitative with descriptive and inductive analysis. Data collection techniques include observation, interviews, and documentary studies. The results indicate that the implementation of character education through school culture at Public elementary school 13 Lubuk Alung is through four developmental areas: habituation, programmed activities, interest and talent development, and exemplary behavior. The outcomes of implementing character education are shaping students who are faithful and devoted to the One Almighty God, possess noble character, embrace global diversity, are independent, cooperative, creative, and have critical thinking skills. In addition, this research concludes that implementing character education occurs continuously and, often unconsciously, positively impacts students' character. The results of the implementation of character education strengthening through school culture at Public elementary school 13 Lubuk Alung have a positive impact on the formation of students' characters by the *Pancasila* student profile, including: (a) students become individuals who are faithful and devoted to the One Almighty God and have noble morals; (b) students have a character of global diversity; (c) students can be independent; (d) students have a cooperative character; (e) students become creative individuals; and (f) students also have critical thinking skills.

Keywords

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Introduction

Education is the most crucial aspect of human life (Bhardwaj, 2016). Education is vital for shaping culturally, ethically, and potentially influential individuals. According to Miaz et al. (2020), Indonesia's education organization must operate consistently and adapt to future challenges (Mian et al., 2020). The implementation of national education can be optimally achieved, as stated in Law number 20 of 2003 concerning the national education system, Article 3, which emphasizes the important role and function of national education in developing the potential of each student and shaping the nation's dignified character to enlighten the nation's life. Education should guide students towards a deeper understanding of knowledge, behavior, and character, reaching higher levels.

In Indonesia, education has undergone various stages of development, one of which is curriculum changes. The curriculum is the central pillar of education (Tokuhama-Espinosa, 2019). Curriculum changes have become necessary due to the absence of an ideal educational form in Indonesia, which is influenced by sociocultural, political, and economic influences and advancements in science and technology. Currently, the curriculum used in Indonesia is the "Merdeka" curriculum. The "Merdeka" curriculum focuses on shaping the profile of students to instill the spirit and internalize the values contained in the *Pancasila* principles in daily life. Minister of Education and Culture, Research, and Technology Nadiem Makarim emphasizes that character education is a primary focus in the "Merdeka Belajar" program (Ni'mah & Susanto, 2023). The main characteristic of the "Merdeka" curriculum is the implementation of project-based learning to strengthen interpersonal skills and shape students' characters according to the idealized profile of *Pancasila* learners. The *Pancasila* learner profile is an ideal representation expected to grow and be realized in Indonesian students through collaboration, with six competencies as the main dimensions (Marsidin, 2022). These dimensions include faith, piety towards the One Almighty God, noble character, global diversity, cooperation, independence, and critical and creative thinking. The *Pancasila* learner profile is implemented through school culture and intracurricular and extracurricular activities focused on developing students' characters in daily life.

The term "character" comes from Greek, meaning "to mark," emphasizing the importance of implementing positive values in actual actions or behaviors in daily life (Ismail, 2016). Character is a person's natural tendency to face situations considering moral aspects (Cohen & Morse, 2014). This tendency can be seen in actions involving kindness, honesty, responsibility, justice, respect for others, discipline, and other noble values.

Character education has become a necessity due to the widespread demoralization today. This condition is a shared concern due to the increase in cases reflecting a moral crisis, marked by various forms of criminal acts such as theft, robbery, brawls, muggings, harassment and deviant sexual behavior, free association, bullying, corruption, bribery, violent acts, and others. Perpetrators of these criminal acts come from various backgrounds, ranging from individuals in positions of power to the public, adults, teenagers, and, even more sadly, criminal acts committed by children. In addition, Prihatmojo and Badawi (2020) showed that in elementary schools, teachers often face situations where students tend to lie, show disrespect in a speech to teachers and fellow students, and exhibit excessive presence on social media that is more suitable for adults.

Furthermore, based on the Emotional Spiritual Quotient (ESQ) perspective, Indonesia is currently experiencing a moral crisis involving various issues such as problems with integrity, lack of responsibility, weaknesses in discipline, injustice, lack of care for the environment, and various other issues (Saidek & Islami, 2016). Based on data presented by the Indonesian Child Protection Commission, in the nine years from 2011 to 2019, there were 37,381 cases involving children, including bullying incidents, both in educational environments and on social media, with the number of reports reaching 2.473 and continually increasing. Facing a situation that has reached a worrying level of risk, all parties are responsible for addressing the issue of declining quality in the character aspect. One of the factors contributing to this phenomenon is educational practices that prioritize cognitive aspects with minimal attention to non-academic or soft skills, which should be the core of character formation (Naji, 2023). The optimal implementation of this aspect is often constrained and even neglected. Thus, the apparent decline in character or morals indicates that every educator, regardless of the subject taught, must pay serious attention and emphasize the importance of implementing character education values to students (Chowdhury, 2018). In the "Merdeka" curriculum, efforts to shape students' characters can be made by maximizing the role of subjects rich in character education materials, both in the form of values and morals.

Creating a school culture that encourages students to internalize and develop positive character can support character formation in the classroom (Anisah, 2023). School culture includes all the values that form the basis of behavior and daily routines applied by all school community members (Deal & Peterson, 2016). School culture refers to the dynamics of interpersonal relationships within the educational environment, evolving and reflecting the spirit and values instilled in the school. School culture plays a significant role in developing morality and ethics within the educational institution (Karaköse & Kocabas, 2009). The implementation of character education in the school environment aims to shape a school culture with values as the foundation of behavior, daily traditions, habits, and various symbols applied by all individuals in the school and the surrounding community.

According to Suryanto et al. (2023), implementing school culture with various methods is one effective strategy in shaping character education, significantly impacting the development of positive behavior in children. The choice of methods used can be adjusted to needs. Amelia Ramadan also states in their research that implementing character education through school culture plays a crucial role in shaping stronger characters in students (Muflih et al., 2022). Furthermore, Brucato (2005) found that the culture in the school environment can create a supportive learning atmosphere, produce quality education in line with the school's vision and mission, and improve the performance of teachers, school principals, staff, and students to achieve results as expected. This indicates that school culture has an important influence on progress and achievement in character education.

Public elementary school 13 Lubuk Alung is a school that has implemented character education through school culture. This is evident in routine activities such as the flag-raising ceremony every Monday morning, implementing the seven-minute lecture/*Kultum* every Friday morning, greetings, prayers before and after activities, achievements in competitions, self-confidence, assisting sick friends, and other activities. As a core school in one of the clusters in Ampek Nagari sub-district, Public elementary school 13, Lubuk Alung firmly commits to shaping students' characters through school culture. Therefore, the researcher

deems it necessary to conduct further research on implementing character education through school culture at Public elementary school 13 Lubuk Alung.

Methodology

This research employed a qualitative research design with descriptive analysis and inductive analysis. Qualitative research explores naturally occurring social phenomena, where the collected data is analyzed qualitatively rather than quantitatively. Data obtained in this research included interview transcriptions, field notes, documents, and visual materials such as videos, photos, and online content related to human life, individually and in groups (Onwuegbuzie et al., 2019). In the observation stage, the researcher is directly involved in the daily activities of the observed object. Observations are conducted both inside and outside the classroom. This research method was chosen because the researcher aims to understand, abstract, and describe the implementation of character education through school culture at Public elementary school 13 Lubuk Alung. Data sources for this research included the school principal, teachers, and students. The data analysis technique employed was the model proposed by Huberman and Miles (2002), consisting of several stages: data reduction, data presentation, and conclusion.

Findings and Discussion

The researcher conducted interviews, observations, and documentary studies as data collection efforts to explore how character is shaped through school culture at Public elementary school 13 Lubuk Alung. The findings of this research can be explained as follows:

The implementation of character education through school culture

The implementation of character education is realized through habitual activities conducted periodically. The school strives to create an environment that consistently reinforces the desired culture and continuously shapes the character of students with consistency (Alfiyah & Bachtiar, 2022). The forms of habituation activities carried out at Public elementary school 13 Lubuk Alung include,

Habituation to 5S (Smile, Greeting, Greet, Polite, Courteous), at Public elementary school 13 Lubuk Alung, the fundamental character of students is shaped through simple actions, such as smiling, greeting, and saying hello to teachers and peers within the school environment. Additionally, there is a habit of behaving politely and courteously towards teachers and peers. These practices aim to familiarize students with these small actions by shaping their character through the *Pancasila* learner profile. Beyond the school environment, teachers also emphasize that actions such as greetings and saying hello should be practiced in various settings. This habituation is crucial to instilling positive attitudes, enhancing social awareness, and reinforcing fundamental moral values to shape individuals with integrity and positively contribute to society. Moreover, it contributes to forming students' characters with noble morals, aligning with the dimensions of the *Pancasila* learner profile expected in the current curriculum.

Student attendance board, the student attendance board is created by each class teacher using cardboard and is affixed to the classroom wall. Meanwhile, popsicle sticks represent each

student. Teachers can provide positive motivation to students to ensure punctuality and encourage them to take responsibility for their attendance. The attendance board serves not only as an administrative tool but also plays a role in shaping the behavior and motivation of students in the context of school attendance. Disciplining student attendance through this board can contribute to developing positive character traits among the students.

Praying before and after learning, praying before and after the learning sessions expresses gratitude, seeks guidance for the day's lessons, and appreciates the knowledge received. Incorporating prayer into the learning routine is essential because it forms students' characters and fosters academic intelligence and spiritual depth. This habituation, initiated since the students' early days at school, demonstrates their internalization of the practice of praying before engaging in various activities within the school environment. Consistently implemented in each class, this habit contributes to a cohesive guidance activity for all students.

Reciting short verses, students at Public elementary school 13 Lubuk Alung are directed to memorize verses from the Quran as part of the learning process. Students in grades 1-3 are guided to read short verses before each lesson, while students in grades 4-6 memorize short verses before learning. Despite the school not having an Islamic background, this activity aims to instill a love for the Quran in children and enhance their ability to read the Quran fluently and correctly. This process aids in developing self-discipline and perseverance among students in achieving their goals.

Zuhr prayer in congregation, performing prayers is an obligation for Muslims to worship their Creator. By engaging in this worship, individuals receive assistance and protection from Allah. The habituation of performing Zuhr prayer in congregation trains students to fulfill their religious duties, fostering discipline in their daily activities.

Kultum implementation, the *Kultum*, held every Friday morning, is a step by Public elementary school 13 Lubuk Alung to establish positive student character traits as part of the school's culture. *Kultum* is a platform for introducing religious and moral values to students and instilling confidence. Additionally, the implementation of *Kultum* in the school provides students with an opportunity to develop their potential and talents. The activity is carried out by students from grades 4 to 6 in Gugus II, with the program being rotated each week.

Literacy culture, the literacy culture at Public elementary school 13 Lubuk Alung aims to cultivate an interest in reading and instill the habit of reading in students. The culture of reading can shape positive values in students and make reading a supportive activity for developing good character. This literacy culture can nurture and enhance students' critical thinking skills, as evidenced by the question-and-answer sessions conducted after students read a book for 15 minutes before the start of the lesson. With strong critical thinking skills, students can develop analytical and reflective thinking towards the information they receive. This helps them understand the content of readings more deeply, sharpen logical thinking, and cultivate a healthy skepticism towards information from various sources.

Furthermore, the literacy culture is expected to enrich the formation of students' characters by presenting positive values embedded in the readings. Through carefully selected stories, articles, or books, students will be exposed to various values such as honesty, hard work, cooperation, and empathy. Thus, the literacy culture is anticipated to lay the foundation for the development of good character in students, aiding them in becoming individuals with integrity, empathy, and holistic intelligence.

Programmed activities

Programmed activities refer to planned activities that support students' formation of routine habits. The development of programmed activities aims to ensure the effectiveness of character education implementation through school culture. The crucial role of character education in shaping the attitudes, values, and positive behavior of students in school drives the design and implementation of programmed activities as a concrete step to shape character through a deep-rooted school culture. The programmed activities implemented are as follows,

Commemorating significant days, celebrating significant days as part of implementing character education through school culture is a step toward strengthening and supporting students' character formation. Public elementary school 13 Lubuk Alung designs educational and inspirational activities to promote positive character values to students, such as commemorating Indonesian Independence Day, Teachers' Day, the Birth of the Prophet Muhammad, and other national and Islamic holidays. According to interviews conducted with teachers at Public elementary school 13 Lubuk Alung and reinforced by the school principal's statement, the observance of significant days involves organizing educational and inspirational activities such as religious teachings (tausiyah), academic competitions, and other activities that foster a sense of nationalism and creativity among students. Commemorating significant days is not merely a ceremonial event but an effective means to instill character values within the context of school culture. Through direct experiences provided to students during these events, commemorations of significant days create a comprehensive learning environment and positively shape students' characters.

Quality Saturdays, "Quality Saturdays," a scheduled activity held by Public elementary school 13 Lubuk Alung every Saturday morning on the school premises, provides an exceptional opportunity to integrate character education with school culture. This event serves as a platform facilitating the development of positive character traits in students, highlighting and supporting the development of their interests and talents. Interviews with several teachers revealed that quality Saturdays encourage students to be more active and creative in showcasing their abilities. Additionally, students learn to build self-confidence when presenting in front of a crowd. In addition to quality Saturdays, every Saturday is filled with P5 activities (*Pancasila* Student Profile Strengthening Project) involving students from grades 1, 2, 4, and 5. The P5 activities vary according to the theme selected for the academic year.

A clean and healthy culture, establishing a clean and healthy culture in every school environment is a fundamental prerequisite for shaping good character in every individual. This culture is not solely the responsibility of the school principal or teachers; it also involves active participation from all school community members, including administrative staff and students. This culture is created as a step towards shaping environmentally conscious students. Based on observations and interviews conducted by the researcher, the clean and healthy culture is implemented through scheduled collective efforts organized by the school. These activities occur twice a month, during the first and third weeks. During these collective efforts, all students are actively involved. They are educated about the importance of maintaining cleanliness in the school environment to express love for the environment. Through this process, students learn about physical cleanliness and internalize values of responsibility, cooperation, and concern for the surrounding environment. In addition to the immediate

benefits of maintaining environmental cleanliness, collective efforts also positively impact the shaping of students' overall character. They learn to be independent, responsible individuals with high social awareness. More than just a cleanliness routine, collective efforts become crucial in shaping students' personalities and strengthening solidarity among school members. Thus, collective efforts as part of the clean and healthy culture in the school are not only a practical effort in maintaining environmental cleanliness but also an effective means of character education to produce a generation that cares about the environment and can be agents of positive change in society.

Development of interests and talents

The development of interests and talents is carried out through extracurricular activities. Students undertake extracurricular activities to develop personality, skills, and abilities in various non-academic fields. Involvement in these activities is voluntary and carried out by both the school and students with the intention of pioneering activities beyond school hours. The implementation of character education can also occur outside mandatory learning through various activities such as scouting, drum band, sports, dance, and other extracurricular activities. Several informants stated that participation in extracurricular activities at school positively contributes to character education development, especially for students actively involved in these activities.

In efforts to develop students' character through extracurricular activities, various activities are designed to instill positive values. These extracurricular activities provide learning experiences about noble morals, independence, cooperation, creativity, global diversity, and character improvement. These activities occur outside regular school hours, either within the school premises or elsewhere, aiming to expand knowledge, enhance skills, and integrate religious values and social norms. This includes aspects at the local, national, and global levels. In other words, extracurricular activities provide academic lessons and serve as a platform for shaping good character in students through applying relevant moral values, ethics, and social norms.

Exemplary behaviors

Exemplary behavior is crucial when implementing character education values for students, as one of the issues faced by the current younger generation is a lack of role models. In other words, the absence of positive examples (*uswatun hashanah*) for the younger generation, whether through the role of teachers, public officials, or the community, is exacerbated by the impact of the evolving times and the wave of modernization reflected through social media, mass media, and television programs that often compete in displaying advertisements that tend to undermine moral norms.

In this condition, role models are needed to set an example in shaping students with character. Therefore, the primary step in applying character education values is to build the character of educators who possess true spirit, sacrifice, brilliant thinking, and love for their work and profession. Thus, when involved in school activities, educators genuinely demonstrate a sincere spirit that can be an example for students and those around them.

The role of the school principal is key as the main driving force that inspires the entire school community. The school principal is not only an administrative role but also an inspirational figure, emitting an aura of positive character values and creating an atmosphere

that radiates friendliness, discipline, responsibility, and integrity. A positively characterized school principal will exhibit exemplary attitudes in every interaction, provide good communication examples, and act cautiously.

The role of teachers is also crucial in shaping students with character. Teachers are not just educators but also motivators who encourage students to discover their identities and optimize their potential in overcoming various life challenges. Furthermore, teachers are expected to be inspirational examples with positive attitudes and behaviors for students. Like Prophet Muhammad (peace be upon him), who serves as a worthy example for Muslims, he exhibited a trustworthy character that can be emulated.

Supporting and inhibiting factors in the implementation of character education

The supporting factors, each school applies unique approaches and strategies in implementing education. The success of this process is heavily influenced by support from various stakeholders. There are several supporting factors for the implementation of character education through school culture,

Commitment and school support, the school environment can shape students' behavior and attitudes, and the collaboration of all parties in the school is essential to achieve the program's success, particularly in shaping students' character. The school provides support to ensure students' characters align with prevailing norms.

Based on interviews at Public elementary school 13 Lubuk Alung, the provision of facilities and infrastructure is highlighted as a crucial factor in supporting the implementation of character education through school culture. This is because it creates a physical foundation that supports the holistic development of students. An optimal learning environment, with adequate facilities, provides physical space for the learning process and influences students' experiences and thought patterns related to character values. The availability of sufficient facilities also provides opportunities for students to actively participate in extracurricular activities, such as social, artistic, and sports activities, which ultimately contribute to the positive development of students' character.

Role of teachers and school, community collaboration among colleagues significantly impacts the smooth implementation of activities within the school environment. The success of planning and implementing various school activities heavily depends on effective collaboration among policy implementers. Practical cooperation between teachers and school community members is key to ensuring the optimal implementation and supervision of character education through school culture.

Teachers at Public elementary school 13 Lubuk Alung agree that teachers and other elements in the school play a crucial role as supporters in implementing character education through school culture. Teachers, as the main pillars in the learning process, not only deliver course materials but also serve as facilitators and instillers of character values in students. In addition, various stakeholders involved in the school environment also contribute to ensuring the smooth implementation of character education.

Inhibiting factors in the implementation of character education

Based on the observations and interviews conducted by the researcher, several factors hinder the successful implementation of character education through school culture.

Inadequate facilities and infrastructure, the school has made efforts to enhance the available facilities to support the success of various programs. However, the availability of facilities has not fully reached an optimal level. The school's initiative to improve facilities reflects a positive commitment to creating a maximal learning environment for students. Despite the facilities not being optimal, the school's spirit and dedication to providing the best service to students continue. The school can optimize available resources through continuous evaluation and improvement, including classrooms and existing facilities. In this context, open communication between the school, teachers, and parents is key to understanding the challenges and finding solutions. Active collaboration from all parties can be a solution to overcome any limitations in facilities. The school can create a more supportive learning and character development environment by remaining committed to improving existing facilities.

Student-related issues, based on teacher interviews, one of the challenges in implementing character education at Public elementary school 13 Lubuk Alung is related to students. Students' diverse backgrounds make achieving the expected character outcomes challenging, especially when character education is not consistently reinforced at home. Some students do not adhere to the school's established culture, such as arriving late, not participating in congregational Zuhur prayers for various reasons, and lacking seriousness in performing religious discussions (*Kultum*) and flag-raising ceremonies. Additionally, the large number of students poses difficulties for teachers in individually controlling each student. Having many students is a serious obstacle for teachers in implementing character education. In classrooms with many students, teachers may find it difficult to provide individual attention and effectively control interactions among them. This can impact the teacher's ability to build personal relationships with each student and observe their character development closely. Moreover, the additional administrative tasks teachers face with many students can limit their time to focus on character development.

Discussion

Implementation of character education through school culture

Referring to Law Number 20 of 2003 concerning the national education system, Article 3 states that national education functions to develop the abilities and shape the character and civilization of a dignified nation to enlighten the nation's life. It aims to develop learners' potential to become faithful and devoted to the Almighty, have noble character, be healthy, knowledgeable, skilled, creative, and independent, and become democratic and responsible citizens. In line with this, character education can be interpreted as education in values, moral education, and character education. Character education can be understood as instilling ethical values in students at school (Chowdhury, 2018). This process includes learning about these values, awareness, or the desire to practice them, and concrete actions to apply them to God, oneself, others, the environment, and the nation. The expected outcome is to form individuals with strong beliefs and good behavior.

Based on observations and interviews conducted at Public elementary school 13 Lubuk Alung to shape the character of students through school culture, there are four development strategies: (a) habituation, (b) programmed activities, (c) development of interests and talents, and (d) exemplification. Habits instilled include the 5S (smile, greet, greet, polite, courteous),

the provision of attendance boards to monitor student attendance, praying before and after learning, reading short letters, congregational Zuhr prayer, *Kultum* implementation, and literary culture. This is in line with the concept that character education involves the habituation of good behavior so that students internalize an understanding of what is right and wrong cognitively, feel positive values emotionally, and routinely take actions that support these values (Saripudin & Komalasari, 2015). Programmed activities include a series of events to commemorate national holidays and the implementation of "Quality Saturday." In commemorating national holidays, the school organizes various activities such as flag ceremonies, lectures, or competitions related to the theme of the commemoration. These activities aim to increase students' awareness of important events in the nation's history and foster love for the homeland and nationalistic values. In addition, quality Saturday activities include showcasing students' talents and P5 activities.

Students' interests and talents are developed through various extracurricular activities organized at the school. Extracurricular activities are important for channeling students' interests and talents in various fields. One mandatory extracurricular activity is scouting, which aims to shape students' character, leadership, and survival skills. In addition, various other extracurricular activities are offered, such as arts, religion, and additional (mandatory) activities. Art activities like choir, dance, pantomime, storytelling and drawing allow students to develop their creativity and self-expression. Religious activities, such as *Tabfiq*. Through these various extracurricular activities, it is hoped that students can develop their potential holistically, both academically and non-academically. Moreover, extracurricular activities also serve to shape students' personalities, social skills, and leadership abilities, preparing them to face various challenges and take advantage of opportunities in the future.

All school members, including the principal, teachers, and staff, carry out exemplification. Each stakeholder, individually and collectively, plays a crucial role in creating an environment that supports the growth and development of all school members. Through consistent and continuous exemplification, every school member can reinforce positive values, such as integrity, cooperation, honesty, and respect, which form the basis for students' learning and character growth. Thus, exemplification shown by all parties in the school serves as a good example and acts as a catalyst for positive transformation in creating an inclusive and cultured learning environment.

Supporting and inhibiting factors in the implementation of character education

There are two supporting factors in instilling character education through school culture: a) the commitment and support from the school. The commitment and support from the school are evident through the provision of facilities that can encourage and support the development of students' character education. The availability of such facilities can help optimize the implementation of character education through school culture; b) the role of teachers and the school community. Teachers play a crucial role in the implementation of character education. Teachers are figures who are observed and emulated by students. Whatever teachers do reflect on the students. At Public elementary school 13 Lubuk Alung, teachers strongly support the implementation of character education through school culture, as evidenced by collaboration in conducting various activities through the school's cultural framework in instilling character education in students.

On the other hand, inhibiting factors in character education through school culture include incomplete facilities and infrastructure. The school's facilities are complete, but they are not adequate for implementing character education. Nevertheless, the school is trying to maximize existing facilities and make improvements to ensure optimal implementation of character education and b) student issues. Differences in students' backgrounds hinder the consistency of applying character values, while many students make it challenging for teachers to provide individual attention and control interactions among them. However, the school is working to build collaboration between the school, parents, and the community to overcome these challenges by raising parental awareness and providing more significant support to teachers in managing crowded classrooms.

The above strategies effectively instill fundamental character values through various activities and initiatives within the school environment. The following further explains how these character values are reflected in each dimension of the *Pancasila* student profile:

- Faithful and Devout to the One and Only God and Noble Manners:
- The 5S activity is a tangible manifestation of discipline and responsibility, reflecting noble manners.
- Prayers before and after learning to teach students to be grateful and seek guidance from God, demonstrating devotion to Him.
- Implementing congregational prayers and religious discussions strengthens religious and moral values among students.
- Global Diversity:
- Saturday quality activities create a platform for students to appreciate and celebrate cultural diversity and global interests.
- Developing interests and talents enriches students' experiences and promotes tolerance and appreciation for differences.
- Independence:
- Clean and healthy cultural activities reinforce students' independence in caring for the environment and personal health.
- Attendance checks through attendance boards allow students to develop self-discipline and personal responsibility.
- Mutual Cooperation:
- Religious discussions provide a platform for students to support and encourage each other, reflecting a spirit of cooperation.
- A healthy culture teaches collaboration and shared responsibility in maintaining the school environment.
- Creativity:
- Saturday quality activities allow students to express creativity and innovation in learning and creating.
- Developing interests and talents serves as a platform for students to explore their creative potential more deeply.
- Critical Thinking:

- Literacy culture promotes critical and analytical thinking among students through reading, writing, and discussions.

Therefore, through these strategies, the school not only instills fundamental character values but also integrates these values into every aspect of educational activities, shaping students with noble manners, global diversity appreciation, independence, cooperation, creativity, and critical thinking through the dimensions of the *Pancasila* student profile.

Conclusion

Public elementary school 13 Lubuk Alung continuously implements character education through school culture, positively impacting the students' character. This is achieved through (1) habituation, programmed activities, developing interests and talents, and exemplary behavior. (2) There are challenges and supports in implementing character education. The school identifies these factors and seeks solutions to overcome challenges while promoting the optimization of supporting factors. (3) The results of the implementation of character education strengthening through school culture at Public elementary school 13 Lubuk Alung have a positive impact on the formation of students' characters by the *Pancasila* student profile, including: (a) students become individuals who are faithful and devoted to the One Almighty God and have noble morals; (b) students have a character of global diversity; (c) students can be independent; (d) students have a cooperative character; (e) students become creative individuals; and (f) students also have critical thinking skills.

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