

Implementation of Character Education and National Culture through Civic Education Subjects in Elementary Schools

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ABSTRACT

The issue of culture and national character is now in the spotlight. The spotlight is on various aspects of life, contained in various writings in the print media, interviews, dialogs, and talk shows on electronic media. The purpose of this research is to find out the implementation of national character and culture education in primary schools through civic education subjects. The research approach uses descriptive qualitative with field research method. The data sources in this study include two types, namely primary and secondary data. The data collection process used three methods including observation, interviews, and documentation. Checking the validity of data researchers use triangulation techniques. Data analysis through the process of (1) data reduction; (2) data presentation; (3) conclusion. The results of the study concluded that the process of implementing the values of character education and national culture carried out by teachers at SDN 115 Seluma was carried out through learning activities, developing school culture and learning activity centers, and extracurricular activities. This research contributes as an enrichment material and knowledge information both theoretically and practical studies on the implementation of character education and national culture in schools through civic education subjects.

1. INTRODUCTION

Education includes learning and teaching, while in education there are two components, namely teachers and students. For the learning process to be successful, teachers must play an active role in encouraging students to be active and able to follow learning well (Inanna, 2018). The goal is for the learning process to be successful, teachers must play an active role in encouraging students to be active and able to follow learning well (Sujana, 2019). Building a characterful environment in elementary schools is very important and must be done by teachers (Rohmawati & Pahlevi, 2023). Poor student attitudes and student behavior should not be done such as in the learning process, namely cheating on tests, not paying attention when the teacher explains, and playing with their classmates (Nizaar, 2017). In addition, there is a lack of student awareness about the importance of a nationalist sense to maintain and preserve the nation's culture which is currently not maintained due to the depletion of awareness of owning the nation's soul and culture. Meanwhile, outside the classroom, students' attitudes in terms of politeness towards teachers and assessments to maintain a healthy life to be free from

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habits as an example of throwing garbage in its place are used as a reference for implementing character education and national culture (Suarmini et al., 2016).

Some research results reveal that the problem that occurs is that learning in schools has not been able to fully shape the personalities of graduates who reflect the nation's character and culture (Yulyani et al., 2020). The educational process still emphasizes and focuses on cognitive achievements (Nasution, 2018). Meanwhile, the affective aspects of students, which are strong provisions for living in society, have not been optimally developed (Nasution, 2017). Therefore, character and national culture education is a necessity to be developed in schools. Schools as centers of change need to strive seriously for character-based education and national culture (Suyitno, 2012). National character and culture developed in schools must be harmonized with local, regional, and national character and culture. For this reason, character education and national culture need to be developed based on local wisdom.

The issue of national culture and character is now in the spotlight. The spotlight is on various aspects of life, contained in various writings in the print media, interviews, dialogues, and talk shows on electronic media (Amelia, 2022). In addition to the mass media, community leaders, experts, observers of education, and social observers talk about the problems of culture and national character in various seminar forums, both at local, national, and international levels (Anggraini et al., 2017). Issues that arise in society such as corruption, violence, sexual crimes, vandalism, mass fights, consumptive economic life, unproductive political life, and so on become hot topics of discussion in the mass media, seminars, and on various occasions.

National culture and character education is interpreted as education that develops cultural values and national character in students, so that they have values and character as their character, apply these values in their lives (Ali et al., 2021). As members of society and citizens who are religious, nationalist, productive, and creative, the development of national culture and character can only be carried out in an educational process that is inseparable from the social and cultural environment of the nation where students are. Character education is a system of instilling character values in school residents which includes components of knowledge, awareness or willingness, and action to implement these values, towards oneself among others, the environment, neighbors, and society, so that it develops in a larger environment, namely the nation and state (Tambunan, 2020). Looking at the current state of life in our society, character education is an urgent matter to be implemented. Therefore, schools are an institution or base for instilling character values and need to support them (Bararah, 2021).

The implementation of character education and national culture in elementary schools is carried out in the realm of learning (learning activities), extracurricular activities, and daily activities at home and in the community (Nurabadi, 2019). The implementation of character education and national culture in schools should be carried out through an active learning process, which means providing space for teachers to carry it out optimally (Indarwati, 2020). Following the principle that value development must be carried out actively by students (he is the subject who will receive, make values his own, and make the values he has learned the basis for every action), the position of students as active subjects in learning is the main principle of active learning. Moreover, character building is included in the material that must be taught and mastered, and realized by students in their lives (Fauziah, 2021). The problem is that character education in schools so far has only touched on the level of recognition of norms or values, and not at the level of internalization and real action in everyday life (Capriyanti, 2023).

Character and national culture education implemented in schools must involve the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementation of curricular activities or activities, empowerment of infrastructure, financing, and the work ethic of all citizens and the school environment (Susilo & Ramadan, 2021). This is where the position of the teacher becomes very important, considering that the teacher is an agent of change who will teach knowledge as well as educate and instill character values in students. Character education and national culture are very important to implement to restore the character of the Indonesian nation which has begun to fade (Sukadari et al., 2015). With the implementation of character education in elementary schools, it is expected to be a solution to social problems that occur in society. The implementation of character education and national culture in schools can be implemented in the realm of learning (learning activities), the development of school culture and learning activity centers, curricular activities and/or extracurricular activities, and daily activities at home and in the community.

Regarding the importance of character education and national culture, one of the strategic steps that can be taken by teachers is through civic education subjects (Sahruli et al., 2015). The learning objectives of civic education are the formation of critical thinking patterns and creative thinking patterns that must be balanced with good attitudes and characters that can build themselves (Izma & Kesuma, 2019). So teachers must be able to understand every behavior and attitude that their students show in participating in every learning that is carried out, this learning is conveyed in civic education subjects, especially in class. Civic education is one of the educational concepts that serve to form students as citizens who have character (Humaeroh & Dewi, 2021). Pancasila and civic education have dimensions that cannot be separated from the aspects of character building and the public morality of citizens. Pancasila and Civic education help students to form mindsets and attitudes as citizens that reflect human values. Included in the formation of character or character, because civic education includes life values that are typical of the surrounding community (Suardi et al., 2019).

Character education is strongly influenced by Pancasila and Civic Education, where Pancasila and Civic education has an important role in character building because it includes all character points such as moral character and norms (Abdulatif & Dewi, 2021). Character education aims to create someone moral, virtuous, moral, and obedient to the rules so that later the child has a quality personality as expected (Norhayati & Rahya, 2023). Civic education is a lesson whose content is full of character values (Asyari & Dewi, 2021). However, the problem is that the educational practice in learning civic education that takes place in the classroom at this time is only limited to education that is oriented towards achieving cognitive or knowledge goals, while affective, matters relating to the process of character/attitude formation of students tend to be ignored.

Based on initial observations made by researchers at SDN 115 Seluma, there are still many students who are naughty at school by disturbing classmates and even younger siblings to make classmates cry and even fight in the school environment and the community around their homes. Based on the above background, the focus of the research objectives is research in Civic Education subjects. Two important things that form the basis of education are the formation of critical thinking patterns and creative thinking patterns that must be balanced with good attitudes and characters that can build themselves. So teachers must be able to understand every behavior and attitude shown by their students in participating in every learning that is carried out.

This study aims to determine the Implementation of Character Education and National Culture in Schools through Civic Education Subjects at SDN 115 Seluma.

2. METHOD

2.1 Research Approach

The research approach uses descriptive qualitative. Descriptive-qualitative research is research that is directed to provide symptoms, facts, and events, systematically and accurately about the properties of certain populations or areas (Sugiyono, 2011). Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example, behavior, perception, and motivation for action, holistically and through descriptions in the form of words and language, in a special natural context, and by utilizing various natural methods. Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods (Moleong, 2017).

In this study, researchers used the field research method. In this study, researchers were directly involved in the field at the research site that the researchers took. The purpose of field research is to collect, process, and analyze data sourced from the research location. The researcher makes himself a research instrument to obtain data and information directly by visiting the location taken by the researcher, namely SDN 115 Seluma in 2020, and the researcher tries to observe, describe, and tell the whole social situation that exists starting from the place and implementation of character education at SDN 115 Seluma.

2.2 Data Source

The data sources in this study include two types, namely (1) primary data, namely data obtained directly from the first party or respondent. Data sources consisted of the principal, deputy curriculum, grade IV and grade V teachers, and extracurricular coach teachers; (2) secondary data, which is data obtained indirectly from respondents. Secondary data was used to obtain data on the history of the school. This data was obtained from the administrative staff of SDN 115 Seluma.

2.3 Data Collection

The data collection process used three methods including observation, interviews, and documentation. The three methods are used by researchers to obtain data that meets the data standards set in the study.

2.3.1 Observation

The observation method is used by researchers to collect research data through observation and sensing. The format used in this method is that the researcher compiles an observation guideline as an instrument. The compiled format contains items about events or behaviors that are described to occur. Through the observation method, researchers can make in-depth observations related to the field conditions being observed by researchers.

2.3.2 Interview

The interview method is used by researchers to collect research data through conversation or question and answer. The conversation process is carried out utilizing researchers asking certain questions that have been prepared by researchers then informants provide answers to these questions.

The format used in this method is that the researcher prepares an interview guideline, while the informants targeted by the researcher in collecting data are (1) the principal of SDN 115 Seluma; (2) the deputy curriculum of SDN 115 Seluma; (3) grade IV and grade V teachers of SDN 115 Seluma; (4) extracurricular coach teacher of SDN 115 Seluma.

2.3.3 Documentation

The documentation method is used by researchers to collect research data through the process of documenting existing data at school such as data about students, lesson plans used by teachers for teaching activities in the classroom, regulations or policies of the principal, and lesson curriculum. School data archives were documented by researchers to support and strengthen research data.

2.4 Checking Data Validity

To check the validity of the data in this study, researchers used triangulation techniques, triangulation is defined as a data collection technique that combines data from various data collection techniques and existing data sources. This data triangulation process includes two types, namely (1) triangulation technique, researchers use different data collection techniques to get data from the same source. Researchers use participatory observation, indepth interviews, and documentation for the same data source simultaneously; (2) source triangulation, researchers use various sources to get data from different sources with the same technique.

2.5 Data Analysis

Data analysis was carried out during data collection and after completion of data collection. The data analysis process is carried out interactively and continues continuously until completion. The researcher's data analysis process goes through three steps, the following data analysis steps are carried out:

2.5.1 Data Reduction

After the data was collected, the researcher recorded all the data collected carefully and thoroughly. After that the data is reduced by summarizing all research data, the reduced data will provide a clearer picture and make it easier for researchers to find further collection. In the implementation, researchers can use electronic media aids by providing codes on certain aspects.

2.5.2 Data Presentation

After the data is reduced, the next researcher presents the data (display). Presentation of data is done in the form of brief descriptions, charts, relationships between categories, and the like, in presenting data researchers use the type of data in the form of narrative text.

Presentation of data is carried out as one of the activities in making reports on the results of research that has been carried out so that it can be understood and analyzed in accordance with the desired objectives. The data presented is simple, clear so that it is easy to read. Presentation of data is intended so that observers can easily understand what we present for further assessment or comparison and others.

2.5.3 Conclusion

The final process in data analysis is to conclude and verify the research results. The initial conclusions put forward are still temporary, and will change if no valid and consistent evidence is found when researchers return to the field to collect data, then the conclusions put forward.

3. RESULTS AND DISCUSSION

3.1 Result

The results of the study describe the implementation of character education values, character education values that are prioritized, constraints, and solutions sought in the implementation of character education values at SDN 115 Seluma. Researchers have conducted interviews with the Principal, Deputy Curriculum, Class Teacher, Tahsin Teacher, and Science Club extracurricular teacher at SDN 115 Seluma. The results of the research are as follows:

3.1.1 Implementation of Character Education Values

The strategy for implementing character education values at SDN 115 Seluma is through learning activities, developing school culture, extracurricular activities, and coordinating with families. The implementation of character education values at school is carried out through learning activities, where in learning the teacher is required not only to provide subject matter but also to instill character values to students. Then we also have extracurricular activities such as scouts, study clubs, science clubs, and English clubs. Here, every extracurricular activity in addition to developing students' life skills, of course, there is also the development of student's character itself. Then there are also morning activities, such as praying in the congregation, memorizing surahs and hadiths, and praying Dzuhur in the congregation. And also of course the school must cooperate with parents or guardians of students through Whatsaap. Both Whatsaap groups and personal Whatsaap. Through that, we build communication with student guardians.

Through activities that have been set by the school, such as morning activities carried out before learning takes place, dhuha prayer, memorization, dhikr, etc. It can also be the implementation of this character value when learning takes place. In this learning, we have made a Learning Implementation Plan, where there is a subject matter, methods used, and learning objectives. It is through these activities that the implementation of character values is carried out. Then of course we as teachers must also provide role models to students, both through our own words and actions. Like saying thank you if a student helps, for example, erasing the blackboard, writing on the blackboard, and so on. They also motivate students. Then we also have class rules, such as picketing to enter class on time. And also adjusted to the conditions of the students, such as giving punishment, of course, in the form of punishment that can shape the character of students to be better. And also for student activities at home, we do through Whatsaap, either Whatsaap group or personal Whatsaap with parents. Through Whatsaap, we communicate and coordinate with parents regarding tasks and things that are deemed necessary.

3.1.2 Prioritized Character Values

Based on the results of the interviews, the findings revealed that the character values that are prioritized at SDN 115 Seluma are discipline, responsibility, independence, honesty, religious values, politeness, discipline, responsibility, love for the country, curiosity, independence, creativity, mutual respect for both students to teachers and students to students. Religious values are the main ones because they learn about reading the Al_Qur'an, memorization, and so on. But beyond that, there is also responsibility, such as when we give memorization assignments and when they memorize the memorization time, it will be seen how students are responsible or not with the assignments given.

While in the science club, the first character is hard work and thoroughness because in this science club it is more about math and natural science, math in this extracurricular activity is certainly more difficult than classroom learning. Because if they are not careful and do not want to work hard, the exercises we give will not be completed and of course, they will not feel at home and stay in this science club. Then indirectly there is also honesty and independence. When working on this exercise question, of course, it is done by each student without

cheating or giving (cheating) to his friend. And also curiosity, where during extracurricular activities we not only provide material to students, but students will also ask if there are things that have not been understood or not understood, or sometimes outside they know about something related to this science, so they will ask.

3.1.3 Constraints and Obstacles

In implementing character education values at SDN 115 Seluma, the obstacles faced by teachers in implementing character education values are students whose character has been formed before school is difficult to change because the students are used to being like that. The lack of the role of parents in guiding students at home due to the busyness of parents at work, the thinking of parents who tolerate student behavior when it is not good. Then the shows watched by students, both words and actions that are not good, are imitated by students. As well as facilities and infrastructure that are still limited.

In addition, the obstacle faced is the lack of student awareness of the words and actions they do or say that are not good. This sometimes happens because of the environment outside the school, be it playmates or television shows they watch at home, sometimes some parents are less concerned about how the character of these students. They leave it entirely to the school teacher and believe that the student is already good. Then the fewer educational shows on both television and YouTube, the harsh words they say to their friends. Scenes that they think are cool but are not good they practice on their friends.

3.1.4 Strategies and Solutions

Solutions attempted by teachers in dealing with obstacles in implementing character education values include providing direction and motivation to students, giving punishment in the form of saying *istigfar* or memorizing and giving additional assignments, building communication with parents at home through wa groups or wa personally/personally, and summoning parents by homeroom teachers. So far, the solutions carried out by teachers include reprimanding, punishing, reminding, and providing direction to improve the character of students who are not good. Always maintain communication with parents. If there are students who have problems, we usually call them personally and then talk to their parents. And trying to fulfill school facilities.

The character building strategies that can be given to students through habituation and acculturation, moral knowing, feeling and loving the good, moral acting and moral modeling. Teachers not only educate and provide academic material at school, but more than that. Teachers are also expected to instill positive values in students, because teachers are role models for their students. To support this, teachers should strengthen their character in building the character of their students.

3.2 Discussion

The focus of the research discussion describes the process of implementing character education values, character education values that are prioritized, obstacles, and solutions that are sought in implementing character education values at SDN 115 Seluma.

3.2.1 The Implementation Process of Character Education Values

Based on the results of observations and interviews conducted by researchers, it can be concluded that the process of implementing character education values at SDN 115 Seluma is carried out through four types. The four types of implementation are explained below:

First, learning activities. The implementation of character education values is carried out during the learning activities. During the learning activities, certain characters will be formed in students, either directly or indirectly.

Second, the development of school culture and learning activity centers. The development of school culture and learning activity centers is carried out through self-development activities, namely routine activities, spontaneous activities, exemplary and conditioning. Routine activities include praying before learning, throwing garbage in its place, and praying in congregation. Spontaneous activities in the form of collecting donations for those affected by the disaster. Exemplary in the form of teachers saying thank you to students when helped, dressing neatly, and saying kind words. Conditioning in the form of providing trash cans, and installing wise word posters in the classroom and outside the classroom.

Third, curricular activities or extracurricular activities. The extracurricular activities carried out are Scouting, study club, science club, and English club.

Fourth, daily activities in the community. Efforts are made by the school in implementing character education values towards students at home, teachers collaborate with parents through communication through WhatsApp groups and personal WhatsApp.

In particular, the strategy for implementing character education in elementary schools is carried out in the process of learning activities, developing school culture and learning activity centers, co-curricular activities or extracurricular activities, and coordinating with families to monitor daily activities at home and in the community. The implementation of character values can be done by (1) getting used to being honest; (2) getting used to praying five times (religious); (3) getting used to teaching tolerance; (4) getting used to always being disciplined; (5) getting used to always working hard; (6) getting used to always being disciplined; (7) getting used to upholding responsibility; (8) getting used to always being humble; (9) getting used to being independent; (10) getting used to being empathetic (Utomo et al., 2022).

The steps taken by teachers in the character-building process are in the form of introducing character values to students both in the school environment and outside school, providing understanding, direction, and understanding of good actions to students, providing role models to students in everyday life, especially in the school environment, and repeating or habituating students so that students get used to doing good things. This is following what is conveyed by Zubaedi (2011) that the steps of character building are carried out through introduction, understanding, exemplary, and repetition or habituation. Character education is very important to instill in every student so that today's next generation has a good personality. Hard work character education is the ability to devote or exert all efforts and seriousness, the potential that is owned until the end of an affair until the goal is achieved.

3.2.2 Character values prioritized by the School

Based on observations and interviews conducted by researchers at SDN 115 Seluma, it can be concluded that the character education values that are prioritized are: Religious, such as duha prayer, dzuhur prayer in congregation, and praying before and after learning. Honest, both in word and deed, such as when doing tests, not cheating on friends' answers. Discipline such as not coming late to school. Hard work, such as trying hard to complete the assigned tasks. Independent, completing tasks given by the teacher on their own without depending on friends. Curiosity, such as trying to find out more about the subject matter and not being shy to ask questions. And responsibility, such as completing the tasks given in the form of picket, as well as assignments or homework given by the teacher.

According to Heri (2012), suggests that value is a type of belief, which is centered on a person's belief system about how someone should, or should not do something, or about what is valuable and what is not valuable to achieve. Gordon Allport, an expert in personality psychology, argues that values are beliefs that make a person act on their choices (Heri, 2012). There are 18 character education values that have been identified by the government that is sourced from religion, culture, philosophy, state, and national education goals, namely: Religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, love to read, friendly or communicative, environmental care, social care, and responsibility (Listyarti, 2012). Although there are 18 values of national character building, education units can determine their development priorities. In the implementation of character education, the number and types of characters chosen will certainly differ from one school to another. This depends on the interests and conditions of each education unit.

The formation of national character and culture in students is seen in various ways by teachers, especially during learning. Character education is an effort to educate children or students so that they can develop cultural values and national character, including the values of (1) religion; (2) honesty; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) national spirit; (11) love for the country; (12) respect for achievement; (13) friendly/communicative; (14) peaceloving; (15) love to read; (16) care for the environment; (17) responsibility; (18) social care into students as their character, and able to internalize it in the life of society, nation, and state (Utomo & Alawiyah, 2022). The steps taken include getting used to students learning independently, guiding students to work on problems independently, and imposing sanctions on students who cheat. The obstacles faced by teachers when building the character of hard work

Teachers experience obstacles because some students have low self-confidence. The solution given by the teacher must continue to try to give students confidence and provide motivation. Character education and national culture in schools are directed at creating a conducive climate so that the educational process allows all elements that can directly or indirectly provide direction and participate actively according to their functions and roles. Character education is an important part that should not be separated from the content of our education.

3.2.3 Obstacles and Barriers

There are various obstacles and barriers faced by teachers at SDN 115 Seluma in implementing the values of character education and national culture, namely: students whose characters have been formed before school are difficult to change because the students are used to being like that. The lack of role of parents in guiding students at home due to the busyness of parents at work, the thinking of parents who tolerate student behavior when it is not good. Then the shows watched by students, both words and actions that are not good, are imitated by students. As well as facilities and infrastructure that are still limited.

Not much different, in Indonesia the implementation of character education and national culture is currently felt urgent. The description of the situation of the world of education and even society in Indonesia is the main impetus for mainstreaming the implementation of character education in Indonesia. According to [Agustinova \(2015\)](#) his research revealed that in the process of instilling character in students, there are still obstacles. Starting from the control of students outside of school is very difficult. This is a separate problem in the context of instilling character education and national culture for students. Family and community participation in the process of student character building is still low. Habits in the family and community environment have a major influence on the formation of student character. The risk of the above symptoms, *ustadz-ustadzah* has a heavy responsibility in overseeing the cultivation of character education and national culture in students. Whereas schools only have very little time in this regard. At every opportunity, *ustadz-ustadzah* must always try to touch and motivate students with character problems ([Agustinova, 2015](#)).

In addition, another problem that can be found in efforts to instill character education and national culture in students is the lack of learning time in the family and community environment ([Zubaedi & Utomo, 2021](#)). With the long learning time at school, students will also lose a lot of time at home and learn about life with their families. In the afternoon, students will come home tired and may no longer be interested in chatting with their families. In addition, the attitude of parents who feel that they have paid a lot of money to send their students to full-day schools tends to be. They fully trust the school regarding the future of their students, without having to bother thinking about what parents should do for their children. They assume that if students have been at school all day, they are the school's responsibility. Whether they want to misbehave or not is none of their business. Let the school solve it. The best school is actually at home and in the family.

The cultivation of character education and national culture in students comes from internal factors (inside) and external factors (outside). These obstacles include starting to control students outside of school which is quite difficult. In addition, the role of the family in helping the character cultivation process is still lacking. Families are often found to be hands-off in educating their students. Children will learn better if they can deal with the environment well. Educators must help students to interact with the environment as well as possible. This means that the best way to learn is through discovery. What this means is that for student-centered learning to be effective, teachers do not leave students to learn on their own, but they give specific tasks designed to guide students to find and solve problems on their own.

3.2.4 Strategies and Solutions

Strategies and solutions pursued by teachers at SDN 115 Seluma in dealing with obstacles in implementing character education and national culture include: providing direction and motivation to students, giving punishment in the form of chanting *istigfar* or memorization, and providing additional assignments, establishing communication with parents at home through *wa* groups or *wa* personally/personally, and summoning parents by homeroom teachers.

The implementation of character education and national culture in schools in learning activities can be carried out by integrating into all subjects, namely the development of cultural education values, and national character is integrated into each subject matter of each subject. These values are included in the syllabus and lesson plans and integrated into daily activities ([Zulhijrah, 2015](#)).

Character and national culture education in the implementation of learning activities in the context of developing student character can be carried out using a contextual approach as a learning and teaching concept that helps teachers and students connect the material being studied with real events, the hope is that students can seek and find connections between the knowledge they have and the application of that knowledge in their daily lives. With this approach, students have more comprehensive results not only at the cognitive level (thinking), but at the affective level (heart, taste, and spirit), and psychomotor (exercise). Contextual-based learning can be applied in instilling character education and national culture including several strategies, namely: (1) problem-based learning; (2) cooperative learning; (3) project-based learning; (4) service learning; (5) work-based learning. The five strategies can affect the development of student characters such as intelligent character, open thinking, responsibility, and curiosity.

Based on the explanation of the research discussion, the research results reveal important findings, namely the cultivation of character education and national culture is a comprehensive effort so that people understand, care, and behave following basic ethical values, thus, the object of character education is value. The values instilled in subjects can change students for the better, for example in appearance/dress, speech, discipline, and good behavior. School is a place to get formal education that has a role and responsibility in producing a young generation with good character, morals, and attitudes. This generation is expected to improve the current condition of the nation. One of the solutions to produce the young generation is through the implementation of character values in schools.

Achieving the goals of character education and national culture cannot be separated from various activities at school. Therefore, efforts are needed to build student character to have a character, attitude, behavior, and respect for noble values and can realize them in everyday life. Although there are schools that have implemented character education, it is necessary to know in more detail the importance of character education in elementary schools ([Pahlevi & Utomo, 2022](#)). This is expected to make students behave well towards teachers, parents, and friends. After knowing the importance of character education in elementary schools, it is expected that principals, teachers, teams, and parents work together to build character education. Especially efforts made by classroom teachers to implement character education at an early age and a supportive environment to instill character values in students can have a positive impact on these students.

Instilling the values of character and national culture in students is very important because character can be interpreted as the basic values that build a person's personality, formed both due to the influence of heredity (inheritance) and environmental influences, which distinguishes him from others, and is manifested in his attitudes and behavior in everyday life. Character education should be developed through all subjects (integrated), through self-development, and through the culture of an educational unit ([Utomo & Pahlevi, 2022](#)). The development of national character is carried out by integrating all subjects, in the curricular activities of the subjects, so that all subjects are directed towards the development of these character values. Character values can also be carried out through self-development, both through counseling and extra-curricular activities, such as scouting and so on. Indeed, character values are not taught (in the form of knowledge), if they are integrated into subjects. Unless it is in the form of religious subjects (which contain teachings) then it is still taught by the process, knowin), doin), and finally familiarizing (habit).

4. IMPLICATIONS AND RECOMMENDATIONS

Based on the results and discussion of the research, the following researchers describe the implications and contributions of the research, namely as follows:

- 1) Theoretical implications and contributions, including (1) this research has benefits for theory development, the results of this study are expected to be able to provide a vehicle and input for the development and concept of education, especially knowledge about the implementation of character education values at SDN 115 Seluma; (2) can be used as reference material for further research;
- 2) Practical implications and contributions, including (1) the results of this study can be used as a contribution to thinking about the implementation of character education values, especially at SDN 115 Seluma, and can be a reference for families and communities to instill character education values in children; (2) for future researchers, this research can be useful as a discourse to deepen thinking and knowledge, especially about the implementation of character education values at SDN 115 Seluma.

5. RESEARCH LIMITATIONS

The implementation of this research has limitations that limit the access of researchers during the research process, the limitations of this research include:

- 1) Limitations of the Research Place. This research was only conducted in one place, namely SDN 115 Seluma, if the research was carried out in another different place, the results might be slightly different. But the possibility is not far from the results of the research that has been done;
- 2) Research Time Limitations. This research was carried out with limited time and was not sustainable. This short time is included as one of the factors that can narrow the research space. So that it can affect the results of the research that has been done;
- 3) Limitations in the object of research. This study only focuses on teachers at SDN 115 Seluma, so there is no comparison, namely teachers in other schools.

6. CONCLUSIONS

The process of implementing the values of character education and national culture carried out by teachers at SDN 115 Seluma is carried out through learning activities, developing school culture and learning activity centers, extracurricular activities such as scouts, taekwondo, swimming, science club, tahfiz, little dai, and English club which are carried out through introducing the character value it self to students, providing understanding, direction, and understanding of good actions to students, providing exemplary examples to students and carried out through repetition or habituation to students. The research obtained the conclusion that the character education values that are prioritized at SDN 115 Seluma are religious, honesty, discipline, hard work, independence, curiosity, tolerance, and responsibility.

Research suggestions from the findings of this study are (1) for principals and teachers, to always supervise, and give role models to students. As well as always maintaining communication and cooperating with parents in developing student character values, especially at home; (2) for students, to always follow every rule and activity from school and it is expected to be done with their awareness without feeling forced; (for) for parents, it is expected to cooperate with teachers and support each other in the implementation of character education at school; (4) for further researchers, the results of this study can be used as a reference and research novelty.

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AUTHOR CONTRIBUTION STATEMENT

All data presented in this article are the results of the collection that researchers have done during the research implementation process. The researcher guarantees and is responsible for the authenticity of this article.

DECLARATION OF COMPETING INTERESTS

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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