

Research Article

Foundational Elements of Integrity: The Impact of Primary Teachers on the Development of Character

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Abstract

This research aims to investigate the strategies employed by teachers to cultivate the character of students at Jaya Negara Elementary School in Makassar. This study adopts qualitative research methods, using interviews, observations, and document analysis for data collection. The subsequent data analysis encompasses data reduction, presentation, verification, and conclusion, providing a comprehensive understanding of character development strategies employed by teachers at Jaya Negara Elementary School in Makassar. The findings of this study illuminate the diverse strategies teachers employ to nurture students' character. These strategies encompass role modeling, the use of rewards, and the implementation of disciplinary measures. The study underscores the significant influence of school regulations and parental upbringing on student character development. Notably, the research identifies that the absence of parental supervision in students' play environments can hinder effective character development. The insights generated by this research are valuable in understanding the pivotal role of teachers and the multifaceted factors that shape character development within the school environment. As a result, the findings can serve as a foundational framework for enhancing character development strategies in similar educational institutions. Furthermore, they offer the potential for developing more effective and comprehensive approaches to achieving the goal of character development in students. Ultimately, this research contributes to the broader discourse on character education and its implications for the holistic development of young learners.

Keywords: disciplinary measures; teachers' strategies; holistic development; school regulations; role modeling.

1. INTRODUCTION

Education is the cornerstone of societal structure and personal development, acting as a transformative force that extends beyond the mere impartation of knowledge (Petraglia, 1998; Sharp et al., 2017). It assumes a multifaceted role, serving as a catalyst that equips individuals with cognitive skills and fosters the cultivation of virtues, ethics, and values crucial for their holistic growth. Beyond academic excellence, education intertwines with life's fabric, serving as a conduit for nurturing social consciousness, ethical awareness, and responsible citizenship. At its core, education is more than disseminating facts and theories; it is an intricate tapestry that weaves together diverse learning experiences. Within these experiences, individuals acquire academic proficiency and a deep-seated understanding of societal values, empathy,



critical thinking, and moral reasoning. Education is a transformative journey that shapes the essence of character, instilling resilience, adaptability, and integrity, empowering individuals to navigate the complexities of life with ethical acumen and societal consciousness.

Character education assumes a foundational role within the educational framework by integrating moral and ethical principles into learning (DeRoche & Williams, 2001; Lapsley & Narvaez, 2006). Its primary objective is nurturing students' character traits, emphasizing the assimilation of societal values and beliefs that reinforce their moral grounding. By embedding these fundamental principles into the educational setting, educational institutions strive to foster responsible citizenship, empathy, integrity, and critical thinking among students. These traits are paramount in guiding individuals through an increasingly intricate and interconnected global landscape. Character education extends its influence beyond the classroom walls. It forms a broader socio-educational ecosystem involving educators, administrators, families, and communities. The collaborative efforts of these stakeholders are pivotal in creating an environment conducive to fostering positive character development (Idkhan & Idris, 2021). Such an environment ensures that educational institutions excel academically and serve as nurturing grounds for ethical individuals poised to make meaningful contributions to society.

Efforts to instill national character from an early age through the educational platform are deemed a prudent approach. Character development within the school environment involves implementing school regulations and policies and fostering positive habitual practices. Children at the elementary school level, typically between 6 and 12 years old, embark on their educational journey, assimilating various concepts, including character education. This developmental phase coincides with their physical and motor skill enhancements while they begin comprehending more intricate emotional constructs. As societal paradigms evolve, certain character-related phenomena persist, particularly within elementary education. Instances arise where students exhibit deficits in displaying courteous conduct, lack respect for others, show diminished adherence to their religious principles, and exhibit reduced empathy towards peers. It occasionally demonstrated heightened selfishness, primarily prioritizing self-interest over communal welfare.

However, despite concerted efforts, specific character-related challenges persist within elementary education. Students occasionally demonstrate deficiencies in exhibiting courteous behavior, lack respect towards others, exhibit limited adherence to religious principles, display decreased empathy towards peers, and sometimes showcase elevated levels of selfishness, placing individual interests above communal well-being. These observed phenomena underscore the complexities of character development in young learners and highlight the critical role of educational institutions in addressing and fostering positive character traits within students. Efforts to reinforce character education become pivotal, aiming to bridge these gaps and ensure that students not only grasp but also internalize and practice positive values in their daily lives, fostering a cohesive and ethically grounded societal framework.

The imperative of character development in early childhood education is an integral aspect that underpins young learners' ethical and moral foundations (Ellis & Tod, 2014). This premise is essential in shaping individuals' behavioral and attitudinal frameworks as they progress through their formative years. The educational milieu, particularly at the elementary level, serves as a fertile ground for the assimilation of fundamental virtues and values that lay the groundwork for responsible citizenship and ethical decision-making (Galassi, 2017). This developmental period aligns with crucial physical and motor skill enhancement milestones. During this juncture, children encounter the early stages of understanding complex emotional constructs, social interactions, and societal expectations. As societal dynamics evolve, the educational landscape faces persistent challenges in molding character traits among elementary school students.

Observable challenges emerge wherein students exhibit deficiencies in demonstrating polite behavior, respect for others, adherence to religious principles, and empathy toward peers. Instances of self-centeredness and a lack of concern for collective welfare are also discernible among some young learners. These manifestations underscore the need for a robust character education framework beyond conventional academics to instill core values and ethical principles in children. The educational environment plays a pivotal role in nurturing character development (Lickona, 2004; Rachmaniar et al., 2021). Policies, regulations, and habitual practices within the school set the tone for cultivating ethical behavior among students. However, identifying and addressing these challenges requires a multifaceted approach. It integrates character education seamlessly into the curriculum, fostering an ethos of respect and empathy, promoting moral reasoning, and providing opportunities for social-emotional learning (DeRoche & Williams, 2001; Fitria et al., 2021). Collaboration

between educators, families, communities, and policymakers necessitates creating a cohesive framework that holistically fosters character development in young learners. Character development in elementary education remains essential in shaping future generations' moral compass and ethical conduct. Recognizing and addressing the challenges in character development within the educational context is pivotal in crafting a cohesive approach that engenders ethical values, empathy, and responsible citizenship among young individuals (Jhon et al., 2021; Suarlin et al., 2021).

The researcher conducted initial observations with one of the teachers at Jaya Negara Elementary School in Makassar. It was noted that some students displayed less communicative behavior when encountering teachers, merely bowing their heads without greeting or acknowledging the teacher's presence. Additionally, students seemed to wait for specific instructions from the teacher during religious practices, indicating suboptimal integration of spiritual aspects. Observations revealed that character development at Jaya Negara School was not fully optimized. Instances arose where some students exhibited poor conduct, such as dishonesty or cheating during exams. While teachers delivered lessons, some students engaged in side conversations, causing disruptions and rendering the classroom environment less conducive to learning. Despite disciplinary practices implemented at the school, students still lacked discipline by arriving late, demonstrating disinterest or non-participation during flag ceremonies, and showing negligence towards maintaining the school environment by littering. These circumstances indicate that social aspects of character development in elementary school were considered suboptimal.

Given the suboptimal state of character development at Jaya Negara Elementary School in Makassar, students may lack a deep understanding of fundamental character values. They may struggle to implement these values daily, particularly within the school environment. The existing issues also indicate that teachers need to develop strategies for classroom instruction. It is hoped that teachers' strategies align with the values outlined in the 2013 curriculum and contribute to shaping positive character traits among students.

Implementing character values within the educational setting requires strategic and nuanced approaches by educators (Alterio & McDrury, 2003). Teachers play a pivotal role in this aspect, employing various methods to instill these values in students. Strategies encompass reminders about expected behavior, applying both guidance and consequences to rectify mistakes and prevent their recurrence, exemplifying commendable conduct, introducing regular classroom routines, and cultivating students' awareness regarding the significance of character development in their personal lives. Enhancing students' consciousness about the importance of character development remains integral to their growth. Through their diverse strategies, educators aim to transmit these values and instigate a deeper understanding and application of them in students' daily routines. These multifaceted approaches inculcate the significance of character values in students, nurturing their ethical understanding and decision-making capabilities beyond the classroom setting.

Establishing and refining character traits among elementary school students are foundational aspects of their holistic development. Character development can be intricately woven into every academic subject taught within the elementary school curriculum. It necessitates teachers' deliberate strategies to integrate essential values, ethics, and virtues into teaching and learning. This approach ensures that character building is not just a standalone program but an integral part of the student's daily educational experience, fostering the nurturing of well-rounded individuals.

2. METHODOLOGY

2.1. Research Approach

The adopted approach is qualitative with a descriptive orientation. In qualitative research, precision in analysis, objectivity, and systematic organization are emphasized to accurately portray a specific phenomenon or occurrence. (Gauch, 2003) The descriptive qualitative approach allows researchers to understand subjects' meanings and experiences holistically. Employing this qualitative approach with a descriptive orientation intends to delve into and comprehensively explore various aspects concerning the strategies employed for student character development at Jaya Negara Elementary School in Makassar. The methodology focuses on uncovering, analyzing, and understanding the multifaceted dimensions of character development strategies implemented within the school's environment.

2.2. Location Study

The research was conducted explicitly at Jaya Negara Elementary School in Makassar, South Sulawesi. The study was carried out over a period spanning from October to December 2022, encompassing the final quarter of the year. This timeframe allowed for a comprehensive and in-depth exploration of the strategies employed for student character development within the school's academic environment.

2.3. Subject and Object of Research

The subjects in research are the data sources or informants obtained, individuals capable of providing insights to the researcher. This study's subjects encompass three primary school teachers from Jaya Negara Elementary School in Makassar, serving as informants in the research process. Meanwhile, the research object pertains to a specific aspect designated by the researcher for examination and eventual conclusions. In this study, the research object comprises the teachers' strategies and cultivating students' character.

(Smith & Firth, 2011) highlights that subjects in research often play a vital role as informants, contributing valuable perspectives and data crucial for comprehensive analysis. Meanwhile, defining the research object aids in focusing the investigation on specific aspects, ensuring a targeted and conclusive study. This underscores the importance of subjects and objects in research, delineating the valuable contributions of informants and the specific areas under scrutiny for a thorough study.

2.4. Data Validation Techniques

In this context, ensuring the accuracy of data or information the researcher acquires becomes imperative. Therefore, the technique of triangulation is employed. Triangulation is a method for assessing the validity of gathered data, intending to compare it with other data sources. Researchers can re-examine their analytical findings through triangulation by comparing various sources, methods, and timeframes. The triangulation technique here focuses solely on source triangulation, verifying interview information obtained from teachers as informants. Data from subsequent sources are described, categorized, and scrutinized to determine concordances or disparities in the perspectives the research subjects provide (Flick, 2004).

(Flick, 2018; Hjelle & Dæhlen, 2006; Olsen, 2004) elaborate, triangulation is a robust approach to ensure data accuracy by cross-validating information from diverse sources, enhancing the reliability and credibility of research outcomes. Source triangulation, mainly through informant interviews, enables a comprehensive assessment of viewpoints, adding depth and richness to the data analysis. This underscores the significance of triangulation in fortifying the integrity and trustworthiness of research findings, especially when corroborating data across multiple sources and perspectives.

2.5. Data Collection Technique

The data collection techniques utilized in this research involved diverse methodologies such as interviews, observations, and documentation. Triangulation allows researchers to cross-verify data from multiple sources, ensuring credibility and enhancing the reliability of findings (Demir, 2011). Interviews with teachers at Jaya Negara Elementary School in Makassar adhered to a structured interview guide, focusing on essential aspects of student character development strategies. Observations were performed to reinforce interview outcomes, recording details regarding teachers' pedagogical approaches in nurturing students' character development. Documentation encompassed data acquisition from school records and archives while employing a camera to document research proceedings and retrieve insights regarding the educators at Jaya Negara Elementary School, as pointed out (Patton, 2014). This methodological fusion Yields comprehensive and nuanced insights into the researched phenomena, enhancing the depth and validity of the study findings.

2.6. Data Analysis

Throughout this research, the data analysis phase was initiated concurrently with the comprehensive data collection process. Following data collection, the researcher meticulously cross-checked, organized, and logically interpreted the

amassed data to ascertain its reliability. A concerted effort was dedicated to reframing the acquired information regarding teachers' strategies for cultivating students' character development. The intertwining of data analysis with data collection offers a significant advantage in ensuring data accuracy and completeness (Phillips & Stawarski, 2008). This concurrent approach facilitates a more robust understanding of the research context, allowing for immediate validation and refinement of collected information.

The primary aim of data analysis activities was to structure information methodically, fostering more straightforward interpretation and the generation of conclusive insights. This process involved adhering to the data analysis framework advocated (Huberman & Miles, 2002), a methodology widely acknowledged for its systematic approach to handling qualitative data. (Sayood, 2017) the data analysis procedure encompassed three pivotal activities: data reduction, presentation, and inference drawing. These activities transpired iteratively and cyclically throughout the research. This iterative process allowed for comprehensive and in-depth scrutiny of the data, enabling the extraction of meaningful insights and the formulation of conclusive deductions.

3. RESULT AND DISCUSSION

3.1. Teacher Strategies in Developing the Character of Elementary School Students

Character is an essential aspect within students, and one way to assist in developing this aspect is by requesting teachers to exemplify positive attitudes and actions toward their students. Teachers serve as models of behavior and positive demeanor, offering beneficial examples of performing tasks effectively and aspiring to be role models for their students. Teachers employ exemplary behavior to assist their students in character development. This is because teachers serve as role models for students. Teachers play a vital role as mentors for students, and their behavior towards others can significantly impact how students behave.

Teachers use their exemplary behavior as one of the ways to help their students develop character. This is because teachers are role models for students. Teachers are important role models for students, and their behavior towards others can significantly influence their behavior. The following are the results of an interview with Mrs. Suhartati a teacher at Elementary School Jaya Negara Makassar:

"As a teacher at Jaya Negara Elementary School in Makassar, I always teach by setting an example, starting from small things such as teaching students to greet by saying 'hello' before entering or leaving the classroom. I also teach them to respect elders; for instance, when passing by an elder, they should greet them with the word 'tobe'. As a teacher, I understand that students will mimic our behavior in school. Therefore, I consistently provide positive examples by arriving early, dressing neatly, and maintaining good behavior, speech, and actions."

The teachers have set a commendable example of behavior for the students, and they are expected to this statement, expressed by Mrs. Suhartati, was also echoed by the school principal, Mrs. Nurmawati, in the following manner:

"Yes, we agree that all teachers endeavor to arrive punctually for class unless there are external commitments beyond the school. Teachers are encouraged to impart messages or advice during class sessions to set a good example for the students."

Based on the results of the above interviews, it can be concluded that exemplary behavior is the most crucial factor teachers and schools employ in shaping students' character. Teachers use exemplariness as the primary tool to instill character values in students. In this regard, teachers demonstrate discipline as an example. For instance, teachers consistently arrive early, model neat attire following the school uniform, and maintain a positive demeanor in behavior, speech, and actions.

Through these examples, teachers aim to encourage students to emulate the behaviors exhibited by them, as teachers are considered role models to be emulated by students. By providing positive examples of behavior, teachers hope that students will mimic these actions. Suppose students can emulate a good disciplinary character from their teachers. In that case, they can apply these qualities effectively in their own lives. Therefore, teacher exemplariness significantly influences discipline cultivation in students' character.

Based on observations and interviews, the classroom teacher consistently provides recognition and praise to students. These acts of recognition and praise encourage students to continuously strive to improve and maintain discipline. According to the interview conducted by the researcher with Mrs. Andi Juniati, a teacher at Jaya Negara Elementary School in Makassar:

"During class sessions, I always give recognition and praise to students who actively participate in learning. I do this to encourage students to be more enthusiastic about doing good things. The recognition can be in the form of added points or grades, while praise is given through words like 'smart,' 'good,' and 'great.' However, I also emphasize to students that practicing discipline is not solely for receiving rewards but as an additional motivation for them to become accustomed to actively engaging in learning and exhibiting good behavior."

Mrs. Musdalifah similarly expresses the statement above:

"Here, as teachers, we always strive during class hours to teach in a way that makes lessons interesting. So, in every learning session, we create games. Whenever someone answers or asks questions, we provide rewards."

Based on the interview results with the informants above, teachers consistently provide recognition and praise as reinforcement to their students. Praise conveyed through words such as 'smart,' 'good,' and 'great' is given by teachers when students exhibit positive behavior and discipline. This makes students feel appreciated and motivated to continue doing good things. Moreover, recognition in the form of points or grades is also awarded to students who demonstrate politeness, adhere to rules, and consistently display good behavior. These acknowledgments are provided to motivate other students to adopt discipline.

Punishment can be defined as a sanction imposed by teachers on students who exhibit indiscipline or intentionally or unintentionally commit offenses by violating the school's regulations. Punishment can be an alternative to discipline students in school, especially those with challenging behavior.

Some forms of misconduct students commit include not wearing the proper uniform, failing to fulfill classroom duties as required, arriving late, and various other violations. When such violations occur, classroom teachers administer punishments by deducting grades or scores, instructing students to acknowledge their actions and apologize in front of the class, requiring them to move to the front of the class to complete additional tasks assigned by the teacher on the blackboard, assigning extra assignments to the offending students, and assigning clean-up duties within the classroom or school premises. In an interview with Mrs. Andi Juniati, a teacher at Jaya Negara Elementary School in Makassar, she expressed:

"For students who frequently violate school rules, we may administer punishments such as garbage collection duties, assigning additional tasks, and reducing grades or scores in subjects. Punishment should not be interpreted negatively but as a deterrent effect that encourages student discipline."

Similarly, Mrs. Nurmawati, the principal of Jaya Negara Elementary School in Makassar, mentioned:

"To enforce the school's policies, teachers reward and punish students based on their conduct within and outside the classroom. If students violate rules, we will discipline them. However, the punishment imposed

by teachers is educative. For instance, if a student disrupts the class, they may be penalized by solving problems written by the teacher on the blackboard."

The punishments imposed by teachers are designed to instill a deterrent effect among students, to prevent them or others from violating the established rules. In Indonesia, educators are tasked with instilling eighteen character traits in students, namely: religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, inquisitive, patriotic, love for the homeland, appreciation of achievement, communicative, peace-loving, fond of reading, care for the environment, social concern, and responsibility (Hidayati et al., 2020; Rokhman et al., 2014).

Generally, strategies refer to efforts made by individuals to attain particular goals. While school leaders and teachers employ reasonable strategies to foster student character, their execution may not be optimal. One effective strategy in character development is exemplification. According to (Battistich, 2005), exemplification is the most essential and effective method in character education when comprehensively undertaken by every educator in the educational environment.

Exemplification is crucial for transforming life behavior and preparing and shaping students' spiritual, moral, and social morals. Direct examples set by teachers and school leaders have a more meaningful impact than mere verbal directives. In daily activities, behaviors and actions wield more significant influence than words spoken. Therefore, the example set by school leaders, teachers, and staff significantly influences student discipline in education. Exemplification encompasses behavior, actions, words, and all other aspects demonstrated continuously to students (Zillmann & Brosius, 2012). Teachers aspire for their exemplified conduct to be ingrained within their behavior, guiding students to lead lives embedded with these exemplified values. However, setting an example is not straightforward, especially in being a role model for students and providing direct examples while assimilating oneself as a model. As educational professionals, teachers cannot separate teaching from setting examples.

The exemplification by teachers is critical to instilling discipline within students' character. Through teacher exemplification, students are expected to acquire values and develop their character. These character values and exemplification exemplify how teachers should possess discipline in teaching and learning. Additionally, as role models, teachers must directly demonstrate discipline, such as punctuality, adherence to regulations, and self-control. Thus, the exemplification provided by teachers significantly impacts students. (Keller, 2004) explained that the discipline of character cannot grow by itself. However, it must be cultivated, developed, and applied across all aspects. As role models for students, teachers must instill values of discipline through teaching, habitual exemplification of this discipline, and continuous demonstration thereof.

Disciplined environments also influence student discipline. When a disciplined environment surrounds students, they tend to adopt those principles. Therefore, students need to adapt to their surroundings to maintain harmony. Additionally, habitual training and practice contribute to shaping an individual's discipline. In other words, discipline forms through repeated practice and habitual integration into daily life. Therefore, self-training and habituation are necessary for shaping discipline within students. Perspective habituation is a crucial educational method, especially for elementary school-aged individuals still understanding right and wrong (Kohlberg, 1964; Turiel, 2008). Thus, they must be habituated to positive behaviors and transform these good traits into habits. Doing so allows them to perform these habits naturally without encountering significant difficulties.

3.2. Supporting Factors for Teacher Strategies in Developing the Character of Elementary School Students

Discipline as a complete student character trait should be implemented comprehensively. Instilling discipline in students requires guidance and supervision not only within the school environment but also within the family environment. Therefore, the role of parents within the family setting is crucial in instilling discipline in students. Mrs. Nurmawati, the principal of Jaya Negara Elementary School in Makassar, highlighted this.

"In my opinion, the importance of character within each student is significant because character is something unique inherent in every child, which becomes highly beneficial as they grow older. Therefore,

in our school, we always strive during every meeting between teachers and parents to collectively seek their assistance in providing examples or imparting good teachings to instill character in our children."

The school principal is directly involved in disciplining the students within the school. The principal also participates in socializing about discipline during flag ceremonies on Mondays. Additionally, the principal regularly checks the school premises to monitor the students every morning. Mrs. Andi Juniarti, a Jaya Negara Elementary School teacher in Makassar, stated this.

"Our school principal strongly supports the development of character for our students. Therefore, the principal plays a significant role in fostering character education at our school. The principal consistently guides us, the teachers in this school, to set examples of good behavior and actions, as our students will emulate these. Additionally, the principal consistently encourages parental involvement in supervising our students."

The most crucial aspect of this supporting factor is the student's self-awareness to implement discipline within themselves. This factor becomes a powerful tool for teachers to instill discipline in their students. Mrs. Suhartati, a Jaya Negara Elementary School teacher in Makassar, expressed this.

"After teaching our students about the importance of character education for some time, we observe that the students who genuinely comprehend the significance of character education, along with parental supervision and support from their surrounding environment, gradually develop courteous and disciplined behavior in their activities at school."

Encouraging parental involvement in collaboration with the school regarding the development of students' character and overseeing their daily behaviors is pivotal. Clear objectives should be established to ensure the successful cultivation of character, including defining the criteria for achieving certain character traits within the school setting. According to (Darling & Steinberg, 2017) character development is influenced by parenting styles and parental control over behavior. Parenting styles significantly impact how children think, feel, and act. Parents who instill and educate their children from the outset to understand and adhere to rules contribute to a more disciplined upbringing. Conversely, children not introduced to rules tend to display erratic behavior.

(Hill & Tyson, 2009), underscores the pivotal role of parental role modeling in comprehensively shaping students' character development. Parental role modeling influences various facets of character development among students. Firstly, it significantly impacts the acquisition of knowledge regarding character traits. Children observe, learn, and absorb behavioral patterns primarily from their parents, imprinting values and moral standards from these observations. Parents serve as primary educators through their actions and behavior, imparting practical insights into what constitutes virtuous behavior and ethical conduct.

Collaboration between the school and parents in controlling students' behaviors should be fostered intensively. This collaboration can be achieved by inviting parents to meetings related to students' welfare and directly addressing parents of students who exhibit problematic behavior or violate school rules to discuss and resolve issues, thereby maximizing the students' personal development. Collaboration between teachers and parents is essential, facilitated through active communication, mutual assistance, understanding of the child's developmental handling efforts, the student's involvement in the teaching-learning process, interaction patterns, communication during school hours, and issues arising in the school environment. Likewise, the school gains insights into the events and situations at home (Deslandes et al., 2015; Mann et al., 2023; Syriopoulou-Delli et al., 2016).

As previously discussed, students' compliance with rules or regulations can fluctuate, contingent upon factors influencing the students. Therefore, the character traits of students need to be monitored or regulated to ensure they align with the intended goals. Lack of supervision or control might lead to undetected rule-breaking behaviors among students, potentially resulting in repeated undisciplined conduct.

3.3. Factors Inhibiting Teacher Strategies in Character Development of Elementary School Students

Family plays a pivotal role in a child's development and education. The way parents raise their children, the family environment, parental understanding, and the distance from home to school often hinder students. Mrs. Musdalifa, a teacher at Jaya Negara Elementary School in Makassar, expressed the following:

"We observe students whose parents or family environment do not actively contribute to character education. In such cases, when both parents work outside the home, it becomes challenging to instill character traits in the students."

An environment that upholds positive values significantly influences the development of students, and conversely, the reverse holds. A child's mindset and behavior are shaped by the situations and conditions within their environment. According to the interview with Mrs. Andi Juniati, a teacher at Jaya Negara Elementary School in Makassar,

"Besides family environment factors, we recognize hindering influences from the social environment or the peer group. The places where students spend their daily leisure time can significantly impact their thought patterns."

Students are not always within the school environment; they spend most of their time outside the school premises. However, a community environment that lacks support for students' disciplinary development presents obstacles in the educational process. Moreover, an environment that does not align with ethical standards and prevailing norms can exert undue influence.

The differences in parental upbringing and the varying habits of students at home compared to their behaviors at school significantly influence the success of character education within the school and broader societal environments. The family environment plays a crucial role in character development. For the ease of achieving character development among students, schools must collaborate closely with parents (Berkowitz & Bier, 2005). Without this collaboration, achieving optimal results in character education becomes challenging. Various factors contribute to this obstacle, influenced by parental upbringing, such as their educational background, age, involvement, busy schedules, living environment, cultural values, and the impact of globalization. The family is the primary and initial educator, exerting a substantial influence on the nurturing and development of student behavior. (Sanderse, 2013) the inculcation of character values is not solely the responsibility of schools; it necessitates involvement and responsibility from families and the broader community.

The lack of awareness among students regarding the importance of character poses a challenge. If students lack personal awareness of discipline, a fundamental character trait, fostering discipline becomes more difficult. The absence of inherent consciousness in students with poor discipline makes it challenging to instill discipline. Awareness within each student serves as the primary foundation for practicing discipline. The absence of this awareness makes the implementation significantly harder. In alignment with (Roeser & Peck, 2009), viewpoint, discipline firmly rooted in one's consciousness manifests as a result of self-awareness.

Conversely, discipline not derived from inner conscience leads to weak discipline that is transient and lacks vibrancy or growth. Character education is not just a responsibility confined to schools; it demands collaborative efforts from families and society (Epstein, 2018). The intrinsic awareness within individuals serves as the bedrock for cultivating robust and enduring character traits, particularly discipline, within students.

4. CONCLUSION

Effective strategies in building students' character involve teachers as role models, starting from punctuality to establishing classroom rules that can shape students' awareness. A disciplined environment also plays a role in shaping students' character. In contrast, practice and habits are crucial in forming students' discipline. Supporting factors shaping students' character include compliance with school obligations and parental upbringing. Families primarily influence

shaping students' behavior; thus, cooperation between schools and parents is essential. However, inhibiting factors need addressing, such as the lack of collaboration between parents and teachers and inadequate parental supervision of the environments where students play. These factors can impede character shaping in line with desired educational goals. To effectively build students' character, there should be a focus on close collaboration between teachers and parents and increased supervision and attention to the environments surrounding students. Awareness of the importance of collaboration and supervision will help achieve educational objectives, prioritizing cultivating positive character traits in students.

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