

IMPLEMENTATION OF STRENGTHENING CHARACTER EDUCATION IN LEARNING AT SYUBBANUL WATHON MIDDLE SCHOOL MAGELANG

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Abstrak: Penguatan pendidikan karakter telah menjadi fokus utama dalam dunia pendidikan sebagai upaya mempersiapkan generasi muda dengan nilai-nilai moral yang kuat. Penelitian ini bertujuan untuk mengeksplorasi implementasi penguatan pendidikan karakter dalam proses pembelajaran di SMP Syubbanul Wathon di Magelang. Pendekatan kualitatif digunakan untuk mendapatkan pemahaman yang mendalam tentang langkah-langkah strategis yang telah diadopsi sekolah dalam memperkuat pembelajaran karakter. Metode penelitian melibatkan pengumpulan data melalui wawancara dengan pengelola sekolah, guru, dan staf pendidikan. Selain itu, observasi langsung dilakukan untuk mengamati pelaksanaan program-program yang mendukung pengembangan karakter siswa di lingkungan pembelajaran. Hasil penelitian menunjukkan bahwa implementasi penguatan pendidikan karakter di SMP Syubbanul Wathon melibatkan beberapa strategi utama. Salah satunya adalah penyusunan kurikulum yang memasukkan nilai-nilai karakter ke dalam setiap mata pelajaran, menekankan pentingnya pembinaan guru untuk menjadi contoh dan pembawa nilai bagi siswa, serta menciptakan lingkungan belajar yang mendukung perkembangan karakter melalui berbagai kegiatan sekolah. Tantangan yang dihadapi dalam implementasi ini meliputi keterbatasan sumber daya dan perluasan program pendidikan karakter ke lingkungan di luar kelas. Meskipun demikian, langkah-langkah tersebut telah memberikan kontribusi yang positif terhadap perkembangan karakter siswa, terutama dalam membangun sikap tanggung jawab, kerjasama, dan kejujuran. Penelitian ini memberikan wawasan yang berharga tentang praktik-praktik yang efektif dalam memperkuat pendidikan karakter di tingkat SMP, dengan menekankan pentingnya keterlibatan semua pihak terkait, termasuk sekolah, guru, siswa, dan orang tua. Implikasi dari penelitian ini dapat memberikan panduan bagi sekolah lain untuk mengadopsi dan meningkatkan program-program serupa guna membentuk generasi yang memiliki karakter yang kokoh dan berkualitas.

Kata kunci: Pendidikan Karakter; Implementasi; Pembelajaran; SMP Syubbanul Wathon; Magelang

Abstract: Strengthening character education has become the main focus in the world of education as an effort to prepare the younger generation with strong moral values. This research aims to explore the implementation of strengthening character education in the learning process at Syubbanul Wathon Middle School in Magelang. A qualitative approach was used to gain an in-depth understanding of the strategic steps that the school has adopted in strengthening character learning. The research method involves collecting data through interviews with school administrators, teachers, and educational staff. In addition, direct observation is carried out to observe the implementation of programs that support student character development in the learning environment. The research results show that the implementation of strengthening character education at Syubbanul Wathon Middle School involves several main strategies. One of them is the preparation of a curriculum that incorporates character values into every subject, emphasizing the importance of developing teachers to be examples and bearers of values for students, as well as creating a learning environment that supports character development through various school activities. Challenges faced in this implementation include limited resources and expanding the character education program to environments outside the classroom. However, these steps have made a positive contribution to the development of students' character, especially in building attitudes of responsibility, cooperation and honesty. This research provides valuable insight into effective practices in strengthening character

education at the junior high school level, emphasizing the importance of the involvement of all relevant parties, including schools, teachers, students and parents. The implications of this research can provide guidance for other schools to adopt and improve similar programs to form a generation with strong and high-quality character.

Keywords: Character Education; Implementation; Learning; Syubbanul Wathon Middle School; Magelang

Introduction

Character education is the main foundation in forming quality individuals. In the context of education, strengthening moral and ethical values is very important to grow a generation that is not only academically intelligent, but also has high integrity and responsibility (Kholidin, 2018). This research aims to explore and analyze the implementation of strengthening character education in the learning context at Syubbanul Wathon Middle School in Magelang.

The importance of this research arises from the urgent need to strengthen character education as an integral part of the educational process. An individual's success is not only measured in terms of academic knowledge but also in terms of morals and character. Therefore, focusing on implementing character education in the school context is essential to create a more holistic and effective learning environment.

For this reason, cultivation and empowerment are important things to be implemented together. The acculturation process carried out by outside parties toward someone is actually an intervention. Intervention is absolutely necessary to avoid misinterpretations and to simplify and speed up character education. Civilization and empowerment will be effective if accompanied by a habituation or habituation process. Habits are guided by the policies taken, the existence of standard standards (guidelines), adapted to environmental conditions and the resources available. Transferring noble values to children through family, school and society. The expected outcome is the realization of behavior with character.

The problem that is the focus of this research is the challenge of implementing character education at Syubbanul Wathon Middle School. Despite increasing attention to character strengthening, there are still various obstacles that need to be overcome in implementing these values in every aspect of learning. These obstacles can be in the form of limited resources, a lack of in-depth understanding of character education, or difficulties in measurably measuring students' character development (Faiz & Soleh, 2021).

Previous research has provided a basis for further understanding regarding strengthening character education. Several studies show that the integration of character values in the school curriculum can have a positive impact on students' personal development. However, this research focuses more on concrete implementation at Syubbanul Wathon Middle School, which makes it possible to gain a deeper understanding of how character education strategies are implemented in a specific school context.

By paying attention to the importance of character values in education, as well as the obstacles and challenges that may be faced in their implementation, this research is expected to provide broader insight and solutions that can be implemented to strengthen character education at Syubbanul Wathon Middle School in Magelang.

Although there is research investigating the implementation of character education in general, there is a lack of in-depth understanding of strategies, specific programs, and challenges that arise in the implementation of strengthening character education at Syubbanul Wathon Middle School in Magelang (Yusuf, n.d.). In addition, the lack of research that explores the involvement of related parties, evaluation of the effectiveness of character education programs, links to local cultural contexts, and factors that influence program sustainability, is an important gap that needs to be filled in the literature on character education at the secondary school level. This research provides valuable insight into effective practices in strengthening character education at the junior high school level, by emphasizing the importance of the involvement of all relevant parties, including schools, teachers, students and parents (Arwildayanto, Dr. Arifin Sukung, 2018).

This research is expected to make a significant contribution by filling the knowledge gap in the literature regarding the implementation of strengthening character education at Syubbanul Wathon Middle School in Magelang. The main contributions include an in-depth understanding of effective implementation strategies, detailed evaluation of the effectiveness of character education programs, identification of challenges faced in the local context, as well as providing of concrete recommendations to improve program effectiveness and sustainability of character education in the school environment.

It is hoped that the results of this research can provide practical guidance for other educational institutions in developing more holistic and integrated character education programs.

Method

This research will use a qualitative approach, qualitative research methods are research used to examine natural objects where the researcher is the key instrument, data collection techniques are carried out in combination, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. This research uses a qualitative approach to gain an in-depth understanding of the implementation of strengthening character education at Syubbanul Wathon Middle School in Magelang. The qualitative method has several data collection methods that are usually used in research, namely observation methods, interview methods, and documentation methods.

This approach will involve in-depth interviews with school administrators, teachers and educational staff involved in the implementation process. The interviews will focus on their understanding of the strategies, and programs that have been implemented, as well as their views regarding the effectiveness of character education programs. Apart from interviews, direct observations will be carried out in the school environment to gain a more concrete understanding of how the character education program is implemented in daily activities at school. This observation will cover aspects such as teacher-student interaction, extracurricular activities that support character formation, and school governance that encourages the development of character values.

In qualitative research, there are several sources of research data. Primary data is data that directly provides data to data collectors (Sugiyono, 2016). In this preparation, the researcher collects directly from the first source or location of the research object being carried out. In this research, the primary subjects are the school principal, teachers and students. Secondary data is a data source that does not directly provide data to data collectors, for example through other people or through documents. And the source of secondary data is in the form of books, theses, journals relating to the research being carried out.

The collected data will be analyzed thematically, using a qualitative analysis approach (Abdul Majid, 2017). Qualitative research data analysis has several stages in the research, namely starting with data collection, data reduction, data presentation and concluding a study. This analysis will involve identifying patterns, themes, and meanings that emerge from interviews and observations. A qualitative approach was chosen because it allows researchers to gain an in-depth understanding of the specific context of the implementation of character education at Syubbanul Wathon Middle School. This also provides an opportunity to explore the thoughts, views and experiences of the respondents involved, which not only provides a comprehensive picture but also makes it possible to find patterns and insights that cannot be discovered through a quantitative approach. Analysis of this data will provide a solid foundation for developing relevant recommendations to increase the effectiveness and sustainability of the character education program at this school.

The validity of the data in the research that will be carried out uses data triangulation. Triangulation is a data collection technique that combines various existing data collection techniques and data sources (Sugiyono, 2017). The validity of this data aims to validate the data in this research.

Findings and Discussion

Implementation of Strengthening Character Education in Learning at Syubbanul Wathon Middle School Magelang

The results of this research show that the implementation of strengthening character education at Syubbanul Wathon Middle School in Magelang involves various strategies from various related parties. Teachers are involved in integrating character values in the curriculum and are active in practicing these values in the classroom (Wittarsa, 2018). School principals play an important role in leading the development of school policies regarding character and providing consistent examples. Management staff actively supports the program and is responsible for managing character-related reporting.

Number	Respondent	Position	Implementation Strategy	Program Evaluation	Challenges Faced
1.	Teacher A	Mathematics Teacher	Integrate character values in each mathematics topic, conduct collaborative projects	Carry out formative assessments and student reflection, observe behavior in class	Time constraints in the curriculum, the need for more supporting resources

2.	Headmaster	Headmaster	Leads in character curriculum development, providing consistent example	Conduct student and parent satisfaction surveys, evaluative discussions with teachers	Challenges in gaining consensus on prioritized character values
3.	Management Staff	Administrative	Support character programs, reporting and documentation	Analyze student achievement data, monitor student participation in character activities	Limited budget for developing character programs requires increasing awareness of the importance of character among students and parents
4.	Students	Students	Imitate the teacher, and active participation	Carry out your obligations as a student and student actively, both in practice and exams	Lack of motivation among students and girls who are sometimes lazy due to certain factors
5.	Students	Students	Supporting posters with slogans about character education values	Maintain and care for posters by living up to the values of character education	There are students and students who sometimes forget, don't respond or have other reasons

Table 1
Interview Result

In the implementation strategy for character education at Syubbanul Wathon Middle School, Magelang, based on interviews with the school principal, I Wayan Jaba, namely by leading in the development of the character curriculum, providing consistent examples. Meanwhile, evaluation is by conducting student and parent satisfaction surveys, evaluative discussions with teachers. Challenges in gaining consensus on prioritized character values (Interview, 7 November 2023).

Then in an interview with one of the teachers, Annis Kurniyati Rizki said that the strategy for implementing character education is by integrating character values in every mathematics topic, holding collaborative projects. Evaluation through formative assessment and student reflection, observing behavior in class. With the challenge of limited time in the curriculum, more supporting resources are needed (Interview, 15 November 2023).

One of the management staff at Syubbanul Wathon Magelang Middle School, Hendra Feriyana, conveyed the implementation strategy by supporting the character program, managing reporting and documentation. Evaluation by analyzing student achievement data, monitoring student participation in character activities. Then, the challenge that exists is the limited budget for developing character programs, there is a need to increase awareness about the importance of character among students and parents (Interview, 27 November 2023).

On the other hand, the researcher confirmed this by interviewing Arkan Hakim Akbar's students which informed him of the strategy for implementing character education, namely by imitating the teacher and active participation. Evaluation by actively carrying out your obligations as a student, both in practice and in exams. The challenge that arises is the lack of motivation of students and female students who are sometimes lazy due to certain factors (Interview, 10 December 2023).

Apart from that, researchers also carried out verification by conducting an interview with one of the female students, namely Lintang Norma, who spoke about supporting posters with the slogan character education values. The evaluation carried out is by maintaining and caring for the posters by living up to the values of character education. The challenges that occur are that there are students who sometimes forget, lack response or are caused by other reasons (Interview, 10 December 2023).

The role of leadership in providing a consistent example of character values has also proven to be very important (Rochimi & Suismanto, 2019). Character education is a system of instilling character values in school members which includes the components of knowledge, awareness or will, and actions to implement these values. Character education can be defined as "the deliberate use of all dimensions of school life to foster optimal character development". In character education in schools, all components (educational stakeholders) must be involved, including the educational components themselves, namely curriculum content, learning and assessment processes, handling or management of subjects, school management, implementation of co-curricular activities or events, empowerment of infrastructure facilities, financing, and the work ethic of all school/neighborhood residents. Apart from that, character education is interpreted as the behavior of school members in carrying out education which must have character.

Apart from that, this research is in line with research (Sri Wahyuni Tanshzil, 2012) regarding the character education development model in the KH Islamic Boarding School environment. Zainal Mustafa in the building of student independence and discipline, implemented through an integrated (holistic) approach. all segments of activities and the environment created in Islamic boarding schools. The character value elements developed are sourced from the Al-Qur'an and Al-Hadith as well as the noble values of Pancasila which contain fundamental, instrumental and practical values, namely as creatures of God, as social creatures, and also as individual creatures. Instill elements of character values. In particular, independence and discipline are implemented through a comprehensive approach through learning, habituation, extracurricular activities and collaboration with family and the public.

The role of parents and the role of school have a big influence on the formation of children's character. As well as methods of providing advice, habituation, rewards and sanctions, as well as the example of teachers. In its implementation, students experienced the development of independent character and discipline, various obstacles, both internal and external. But so far, only a few. These obstacles can still be overcome by the administrators of the Syubbanul Wathon Magelang Middle School foundation. The superiority of the results developed in building student independence and discipline at Syubbanul Wathon Middle School, Magelang, is proven by the following: 1). There are changes for the better in students' attitudes, character and behavior, 2) the emergence of students' independence in thinking and acting, 3) the emergence of student discipline in managing time and obeying regulations, and 4) the emergence of figures who are role models in the community, both in the fields of education, religion, health and community organizations.

This research is both relevant and strengthening, namely the results of research from (Riana Puspita Sarie, 2023) with the title Implementation of Strengthening Class-Based Character Education for Students at SMP Negeri 2 Biak. Implementation of Strengthening Character Education through integration in learning, Intracurricular Activities (Learning tools and integration into all subjects), Extracurricular Activities (Scouting Activities, OSIS, Talents, Interests and Social Service) and the School Literacy Program at SMP Negeri 2 Biak City have been implemented. what is implemented is only less than optimal, as can be seen from the school literacy program which is attempted in the first 15 minutes before teaching and learning activities begin, is rarely implemented by teachers, the integration of values is not optimal in strengthening class-based character education in learning tools and still needs to be re-evaluated and routinely. orderliness of scout activities, student council, talents, interests and social service). Strengthening karate education. 2. The implementation of strengthening class-based character education through class management planning at SMP Negeri 2 Biak Kota has gone well, marked by the implementation of Learning Models, Spiritual Activities, Habituation Activities (Discipline, Honesty, Morals, Mutual Cooperation, Cooperation, responsibility, politeness polite, caring and confident) but in its implementation it must be maximized.3. Implementation of strengthening class-based character education through learning evaluation/guidance at SMP Negeri 2 Biak City. Attitude Assessment Activities, Knowledge Assessment Activities and Skills Assessment Activities have been implemented well, they just need to be at a higher level, marked by a lack of personnel. Counseling Guidance Teacher. 4. Implementation of strengthening class-based character education through developing local content at SMP Negeri 2 Biak City. Local wisdom curriculum activities have been running well, but the control pattern still needs to be improved because several specialization activities have not been carried out routinely and sustainably.

This research supports research (Ermawati, E., & Rochmiyati, S, 2020). Implementation of Tri-n (Niteni-nirokke-nambahi) and Ppk (Strengthening Character Education) in Class VII Description Text Learning Tools in Middle Schools. This research aims to describe the development of Tri-N (Niteni-Nirokke-Nambahi) and Strengthening Character Education (PPK) in descriptive text learning tools for class VII in junior high schools. The learning tool is in the form of a Learning Implementation Plan (RPP). The RPP contains Tri-N and PPK teachings which are implemented in the activities section of the learning process, namely in the introduction, core activities

and closing activities. Tri-N is shown in the activities of *niteni-observing*, *niteni-asking*, *niteni-associating*, *nirokke-associating*, and *adding to communicating*. The PPK contained in the RPP learning tool for this descriptive text includes religiousness, discipline, self-confidence, cooperation and independence.

Character education is a very important and strategic step in rebuilding national identity and unity to form a new Indonesian society. The approach in this research is literature study. The results of this research show that forming students with character is not an easy and fast effort. This requires continuous, in-depth effort and reflection to make a series of moral decisions (Moral Choices) which must be followed up with concrete actions, so that they become practical and reflective. It takes a certain amount of time for all of this to become a habit (custom) and shape a person's character or behavior. Character education must involve various parties, both in the family, household, school environment, and society. This is the main step that must be taken, namely to connect the almost disconnected educational network between the three educational environments. The formation of the nature and character of education will never be successful in the long term. Between the three educational environments there is no harmony and continuity. Looking at the reality, the formation of quality student character requires strong influence from the family, school and community.

Character education is the education of values, morals, manners and manners which has the aim of developing students to make good or bad decisions, familiarize themselves with various good things, and spread goodness. Character education is also defined as an effort to shape a person's personality in accordance with the values that apply in society, including religious, Pancasila and cultural values. The existence of character education teaches students to act both within the family, community and state so that they need to be trained and developed comprehensively seriously and continuously so that ideal character is achieved (Susanti, 2013). Efforts to make character education a reality can be carried out through instilling character values in students as a provision for the formation of a quality next generation of the nation so that they are able to become superior human beings who have principles of truth that can be accounted for (Dalyono & Lestariningsih, 2017).

To build a deep culture to shape character in students, the step that needs to be taken is to create an atmosphere full of character and values first. The creation of a characteristic atmosphere is greatly influenced by the situation and conditions of the model location which are determined along with the application of the underlying values.

First, the creation of a vertical (divine) culture. This activity can be realized in the form of a relationship with Allah SWT, Almighty God, through continuous improvement in the quantity and quality of religious activities in Ubudiyah schools, such as congregational prayers, fasting on Mondays and Thursdays, reading the Koran, praying together, and so on.

Second, the creation of a horizontal (humanitarian) culture. This step was carried out while attending school as a social intuition that if we look at the structure of relationships between humans, they can be classified into three relationships, namely: (1) superior-subordinate relationships; (2) professional relationships; and (3) equal or voluntary relationships based on positive values, such as brotherhood, generosity, honesty, mutual respect, and so on.

Internal educational development creates a culture of character in schools with character in schools with character. This horizontal approach can be done through habituation, for example, and a persuasive or inviting approach to the school community in a subtle way, by providing reasons and prospects that can convince them. The attitude of the activity is in the form of production, namely carrying out one's own action or initiative, typing and determining one's own direction, and reading the emergence of actions so that they can provide color and direction for the development of religious values in the school. It can also be in the form of anticipation, namely active action to create ideal situations and conditions so as to achieve ideal goals.

The embedding of character education in the independent curriculum is carried out through the Pancasila student profile. Pancasila students are the embodiment of Indonesian students as lifelong learners who have global abilities and behave in accordance with the values contained in it. Pancasila includes six dimensions, namely faith, devotion to God Almighty, and noble morals, global diversity, mutual cooperation, independent, critical and creative reasoning (Minister of Education and Culture, 2020).

Steps to improve the involvement of related parties increase the role of leadership, and more holistic evaluation will be crucial factors in strengthening the success of character education programs in secondary schools, as well as providing guidance for other educational institutions in developing similar strategies (Suryadi et al., 2023).

The results of this interview provide a comprehensive picture of how relevant parties in schools understand, implement and evaluate character education, as well as face the challenges that need to be overcome to increase the effectiveness of the program. This information can be the basis for further improvement and

development regarding implementation strategies, more effective evaluation, and handling challenges faced to achieve better character education goals.

The observation results show that there are real efforts to strengthen character education. The interaction between teachers and students in the classroom reflects the teacher's concern in practicing character values. Extracurricular activities show a good level of student participation in fostering cooperation and social skills. The school environment reflects a clear visualization of character values through posters and slogans displayed (Pangestu et al., 2021).

Number	Location/Object of Observation	Observed Aspects	Observation Findings
1.	Lesson Class	Teacher-Student Interaction	The teacher provides examples of positive behavior, invites student participation in discussions of character values. Students are actively involved in discussions.
2.	Extracurricular Activities	Collaboration between Students	Students are involved in team activities, help each other, and show good cooperative attitudes.
3.	School environment	Character Values Exhibition	Posters and slogans about the characters are clearly displayed in various areas of the school.

Table 2
Results of observations related to the implementation of character education
at Syubbanul Wathon Middle School

With the developed religious model, education can be implemented, character education at Syubbanul Wathon Middle School Magelang will be easy to implement. Activities to instill character education at Syubbanul Wathon Middle School, Magelang, observed by researchers.

The process of character education in the classroom, which is characterized by interaction between teachers and students with a nuance of tranquility and peace. Teachers provide examples of positive behavior, involving active participation from pupils and students in discussing character values (Observation, 30 October 2023).

Character Education is an educational system that develops character values in students so that they have values and character and apply these values in life. Syubbanul Wathon Magelang Middle School has advantages in implementing character education based on the characteristics of a religious school (Observation, 17 November 2023).

Discipline in the school environment where children carry out learning activities. In the school environment, especially cooperation between students is demonstrated by students being involved in activities together, helping each other and showing a good cooperative attitude. The male students are neatly dressed, their clothes have been tucked inside. Covering the private parts is evidenced by wearing long trousers and wearing a waist tie, and hair is also lost for a long time, while female students wear long-sleeved shirts and hijabs (Observation, 13 December 2023).

Apart from that, the school environment also displays views full of character education values, through an exhibition of character values which can be seen from posters with slogans about character displayed clearly throughout the school environment (Observation, 20 December 2023).

The observation results show that there are real efforts to strengthen character education. The interaction between teachers and students in the classroom reflects the teacher's concern in practicing character values. Extracurricular activities show a good level of student participation in fostering cooperation and social skills. The school environment reflects a clear visualization of character values through posters and slogans displayed (Reichenbach et al., 2019).

The implementation of strategies involving teachers, principals and management staff shows a strong commitment to strengthening character education in the school. Positive teacher-student interactions and active student participation in extracurricular activities are indicators of success in integrating character values into daily life at school (Handoko, 2023).

The use of visualization such as posters and slogans also supports the creation of an environment that supports character development. The strategy used in implementing character education in learning at Syubannul Wathon Middle School is that the quality of learning is the key to improving human resources. Quality learning is learning that is planned and deliberately created, not learning that occurs incidentally. Learning is the process of interaction between students and educators and learning resources in a Bangun Rekaprima learning environment. The learning environment is a system consisting of objectives, learning materials, strategies, tools, students and teachers. According to Law no. 20 of 2003 "Learning is the process of interaction between students and learning resources in a learning environment". The learning environment is a system consisting of components or elements: "goals, learning materials, strategies, tools, students and teachers.

However, challenges such as limited resources and limited time are still obstacles in efforts to strengthen character education (Taunu & Iriani, 2019). Involvement of parents and local communities still requires further efforts to strengthen the program. In the context of evaluation, it is necessary to develop a more systematic and holistic evaluation method to measure the impact of this character education program (Riyanto & Kovalenko, 2023).

These results and discussion highlight the successes and challenges in implementing character education at Syubannul Wathon Middle School. Realizing this, further improvements and adjustments to strategy, evaluation, as well as broader stakeholder involvement are needed to achieve the goal of more effective and sustainable character education in the future.

Character Education at Syubannul Wathon Middle School has an Implementation Model for Strengthening Character Education (Darmuin, 2012) including:

- a) Exemplary. Formal and non-formal education units must show examples that reflect the character values that will be developed. In this case, at Syubannul Wathon Middle School, the behavior of educators and education staff in providing examples of good actions so that they become role models for students.
- b) Classroom Learning. Any specially designed lesson materials or activities. Each learning activity develops abilities in the cognitive, affective, affective, conative and psychomotor domains.
- c) Integrating Character Education in All Learning Materials. The substance is explicitly or implicitly contained in the competency formulation in the Core Standards (Primary Education and Secondary Education). Ensure that every learning material has an accompanying instructional impact on character formation.
- d) Integration in Co-curricular and Extra-curricular Activities. It becomes more meaningful if it is filled with various value-laden activities that are interesting and useful for students.
- e) Empowerment and Civilization. Character development can be seen in two aspects, namely the macro and micro aspects. The macro aspect is national in nature which covers the entire context of planning and implementing character development involving all national education stakeholders. At a macro level, character development is divided into three stages, namely planning, implementation and evaluation of results.
- f) Reinforcement. Strengthening starts from the immediate environment and extends to the wider environment. Strengthening can be done in various forms, including structuring the learning environment in formal and non-formal education units that touches and awakes character.

In order to implement character education in schools, there are four (4) implementation models offered (Riyanto, 2010), namely:

- a) Autonomy model by placing character education as a separate subject.
- b) Integration model by uniting the values and characters that will be formed in each subject.
- c) Extracurricular model through additional activities that are oriented towards building student character.
- d) Collaboration model by combining the three models.

In implementing character education, Syubannul Wathon Middle School uses an integration model in which each educational staff or teacher combines the values and characters formed in each subject. This can be seen in learning where the strengthening of the character of each student is carried out by teaching staff in each respective subject. Apart from the strategies and several implementation models used by Syubannul Wathon Middle School, they also carry out character education assessments in each respective subject.

Character education assessment at Syubannul Wathon Middle School is carried out in a non-test form through observation; anecdote; task; reports and so on. Educators provide conclusions/considerations regarding the achievement of indicators or even a value. These conclusions/considerations can be stated in a qualitative statement and have the meaning of the character development process as follows:

- a) BT: Not yet visible,
Students have not shown initial signs of behavior stated in the indicators.
- b) MT: Starting to be visible,
It has begun to show initial signs of behavior expressed in the indicators.
- c) MB: Starting to Develop,
Has shown various behavioral signs stated in the indicators and is starting to be consistent.
- d) Constitutional Court; culture,
Students consistently demonstrate the behavior stated in the indicators consistently (Darmuin, 2013),

In discussing the research results that have been presented, several relevant literature studies provide a supporting theoretical basis. Research conducted by (Eka Santika, 2019), with the title Character Education in Online Learning. The results of the research are that the strategy offered is a portfolio-based multiple intelligences character education strategy. Then, the results of research (Syaifuddin, M. A., & Fahyuni, E. F, 2019), which found research results on strengthening character education through local content curriculum at Muhammadiyah 2 Taman Middle School. This research focuses on strengthening character education at Muhammadiyah 2 Taman Middle School by incorporating character education through local content learning, extracurriculars and habituation activities.

Apart from that, (Taunu, E. S. H., & Iriani, A, 2019), with the research title Evaluation of the Integrated Character Education Strengthening Program for Mathematics Subjects in State Middle Schools. The influence of integrated character education in mathematics subjects has a positive influence on students both in terms of achievement and student behavior and a negative influence on teachers because with the implementation of the character education strengthening program, the teacher's workload increases, especially in terms of assessment. This research is in accordance with the results of researchers' interviews regarding the active role of teachers in strengthening character education.

However, challenges in implementing character education such as parental and community involvement and limited resources, as highlighted in research (Riana Puspita Sarie, 2023), also appear to be in line with the results of our interviews regarding obstacles in the character education program at Syubbanul Wathon Middle School. Finally, (Dalyono & Lestariningsih, 2017) conveyed the results of research that efforts to make character education a reality can be carried out through instilling character values in students as a provision for forming a quality next generation of the nation so that they are able to become superior human beings Kamil who has the correct principles of truth. can be accounted for.

It is certainly hoped that this research, with the results of previous research, can be used as a basis for future research, especially as well as emphasizing the importance of holistic and systematic evaluation to measure the impact of character education programs, supporting our discussion about the need to develop more comprehensive evaluation methods. The literature study above provides a deeper understanding of the theoretical context that supports the findings of the researchers' research results regarding strengthening character education in the Syubbanul Wathon Middle School environment in Magelang.

Conclusion

In the context of implementing character education at Syubbanul Wathon Middle School in Magelang, this research reveals various relevant findings. Through the results of interviews, observations and literature reviews, it appears that the involvement of various related parties such as teachers, school principals, management staff and the community is the main key in efforts to strengthen character education. The role of leadership in providing a consistent example of character values has also proven to be very important. However, challenges such as limited resources and parental involvement in supporting the program are obstacles that need to be overcome. A more holistic evaluation is also a focus to measure the program's impact comprehensively. This conclusion emphasizes the importance of involvement of all parties, a strong leadership role, and improved strategies and evaluation as essential steps towards greater success in character education programs in the school environment.

This research makes a significant contribution by highlighting the conditions, challenges and efforts that have been made in implementing character education in junior high schools. By bringing a deeper understanding of character education practices, this research shows directions for developing more effective and sustainable programs in the future. Steps to improve the involvement of related parties, increase the role of leadership, and more holistic evaluation will be crucial factors in strengthening the success of character education programs in secondary schools, as well as providing guidance for other educational institutions in developing similar strategies.

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