THE IMPLEMENTATION CHALLENGES OF CHARACTER EDUCATION IN PRIMARY SCHOOLS

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Abstract

Character education is the most important factor in shaping good character, especially in primary schools, which can include character values, manners, attitudes, and morals so that students can distinguish good and bad behaviour. Formal education is currently only focused on developing cognitive aspects so the affective aspects of students have not been applied thoroughly in schools. This study aims to analyse the challenges of implementing character education in primary schools. The method used was a systematic literature review (SLR), collecting articles related to problems and solutions in character education in primary schools. Data collected from as many as 181 articles and filtered and obtained into 10 articles through sinta accredited journals. Articles in this study were traced through the Google Scholar database from 2018-2023. Based on the research some students still have problems with poor character such as dishonesty during tests, not being disciplined to follow the rules at school, and not being independent in doing assignments. The implementation of character education must be instilled since elementary school and done well through the example of a teacher and routinely carried out by the school so that students can get used to actions that will become commendable characters that will have an effect in the future. Character cultivation can also be carried out by teachers by slipping character values through the integration of subjects to be taught.

Keywords: Character Education; Elementary School

Abstrak

Pendidikan karakter merupakan faktor terpenting dalam membentuk karakter yang baik, khususnya di sekolah dasar, yang dapat mencakup nilai-nilai karakter, budi pekerti, sikap, dan moral sehingga siswa dapat membedakan perilaku yang baik dan buruk. Pendidikan formal saat ini hanya terfokus pada pengembangan aspek kognitif sehingga aspek afektif siswa belum diterapkan secara menyeluruh di sekolah. Penelitian ini bertujuan untuk menganalisis tantangan penerapan pendidikan karakter di sekolah dasar. Metode yang digunakan adalah sistematik literatur review (SLR), yaitu mengumpulkan artikel-artikel terkait permasalahan dan solusi pendidikan karakter di sekolah dasar. Data dikumpulkan dari sebanyak 181 artikel dan disaring serta diperoleh menjadi 10 artikel melalui jurnal terakreditasi sinta. Artikel dalam penelitian ini ditelusuri melalui database Google Scholar pada tahun 2018-2023. Berdasarkan penelitian masih terdapat beberapa siswa yang mempunyai permasalahan karakter buruk seperti tidak jujur saat ulangan, tidak disiplin mengikuti peraturan di sekolah, dan tidak mandiri dalam mengerjakan tugas. Penerapan pendidikan karakter harus ditanamkan sejak sekolah dasar dan dilakukan dengan baik melalui keteladanan seorang guru dan rutin dilakukan oleh pihak sekolah agar siswa dapat terbiasa dengan perbuatan yang akan menjadi karakter terpuji yang akan berdampak di kemudian hari. Penanaman karakter juga dapat dilakukan guru dengan menyelipkan nilai-nilai karakter melalui integrasi mata pelajaran yang akan diajarkan.

Keywords: Pendidikan Karakter; Sekolah dasar

Introduction

Character education is a method used in teaching students about character values that can include knowledge, self-awareness, willingness, and action in practising good attitudes towards God, individual personalities, society, and the nation in realising human beings who have

morals (Rofi'ie, 2017). The role of education has a huge influence on the development of each person's character. The existence of education can be a capital to be able to advance the state of the nation and state because it is a key to building the state order from various aspects such as building the economy, technology, and social life (Widiatmaka, 2016). Education has the aim of creating a generation of nations and countries that are superior and able to compete with the challenges of the times that continue to evolve so the quality of education in the realm of character must be instilled early (Norlita et al., 2023). Therefore, the implementation of character education in elementary schools is a reference in instilling student character so that students can be free from bad behaviour so that this behaviour can become a habit that is continuously carried out until adulthood.

Character education is the most important aspect in shaping good character, especially in primary schools, which can include character values, manners, attitudes, and morals so that students are able to distinguish good and bad behaviour. Character education in schools can be implemented by all school stakeholders in order to shape the behaviour of students who have noble character, noble character, and useful for society. Teachers have an important role in its implementation because the behaviour of a teacher can be an example for students (Chairiyah, 2014). Students at primary school age think operationally and are used to classify those around them, making it easier for teachers to transfer their knowledge and insights in shaping student behaviour in accordance with the norms and targets to be achieved (Linda, 2020).

A child who has entered school will affect behaviour because of the intensity of the child's playing time which has dominated with his new friends which can bring a bad personality consciously or unconsciously so that school is a major influence on the development of the child's personality. A person's personality can be formed from doctrine so that it is able to shape his views and thoughts on actions and actions to be taken (Khansa et al., 2020). School environment friends or peers can influence social interactions so that behaviour in friendship groups can bring up similarities in several characters. The feeling of comfort that each individual has in the friendship group makes them have an interrelated relationship on interpersonal so that it affects social skills so that it has a role in the formation of student character (Y. Kurniawan & Sudrajat, 2018).

Some schools are currently only focused on developing cognitive aspects so that the affective aspects of students have not been applied thoroughly in schools. One of the consequences of schools that only focus on memorisation activities or cognitive aspects can have an impact on the creation of an unbalanced school environment and cause negative influences such as a lack of social and emotional skills so that students have difficulty in adjusting to the surrounding environment due to lack of experience in social interaction (Magdalena et al., 2023). Poor social-emotional development can lead to behavioural barriers, resulting in students' lack of abilities such as self-confidence, empathy, curiosity, and emotional adjustment (Sitorus, 2023).

At present, many students' behaviour is morally crisis due to the lack of emphasis on character education. Character deviation behaviour is often heard from various newspapers and social media that are currently rampant, namely the unethical actions of elementary school students such as rude speech to teachers and elders, bullying of peers who are considered unequal, and excessive playing of gadgets so that they forget their obligations to be a student (Fitriani et al., 2021). Other character problems that commonly occur in schools are dishonest behaviour by students, indiscipline such as not obeying the rules at school, and not attending on time. Personality deviations from character values that are continuously carried out will

result in future impacts such as corruption, collusion, and nepotism, rampant criminality, bullying that continues to occur both online and offline, addiction to drugs, and teenage acquaintances such as participating in brawls (Annisa, 2019).

Based on research conducted by Abustang, Sumantri, & Nurhasanah (2023) explains that the implementation of character education can be applied inside and outside the classroom by providing actions that can be emulated by students so that they can stay away from actions that are not good to imitate, for example, bullying, fighting with peers, hostile. The habituation of praiseworthy behaviour at school aims to enable students to instil a responsible attitude, be polite to teachers and friends, and respect each other. Character education can be implemented in schools through habituation. Habituation can be implemented by treating students with exemplary behaviour, then impacting student habituation, and then fostering a behaviour (Kurniawan et al., 2022).

Other research on the implementation of character education conducted by Syahrizal, Suhartono, & Rokhmaniyah (2022) states that instilling character values can be carried out through routine and spontaneous activities carried out by the school. Routine activities can be in the form of implementing activities that provide commendable behaviour to students as a guide for students to implement in their daily lives so that they can foster students' independence to be able to solve problems by not relying on others in making decisions. Students who are trained in independence from an early age will have an impact on student behaviour to explore the curiosity that is in their minds so that they can develop the potential that exists in themselves and be able to solve life problems in the future (Astuti et al., 2022).

Based on the above background, this study analyses several related literature on the problems of character education in primary schools. The research aims to analyse the challenges in implementing character education in primary schools from various literatures. The literature analysis will focus on the aspects of the research questions, namely:
1. how problematic character education is in primary schools?
2. how character education is implemented in primary schools?
3. how important character education is in primary schools?

Research Methods

This research uses a qualitative approach with the method of systematic literature review (SLR). A review of the literature review is to identify, evaluate, and interpret research that is relevant to the topic or phenomenon to be known (Kitchenham, 2004). Systematic Literature Review (SLR) is one of the studies that can be applied as a basis for use by solving problems to focus on the activity process of identifying, analysing, evaluating, and making conclusions from established research (Triandini et al., 2019). The research began by finding articles related to the topic to be researched, namely the challenges in the implementation of character education that occur in primary schools to be used as a basis or strong foundation in the discussion. Then the research questions are determined based on the needs of the research such as the problems of character education that occur in primary schools, the implementation of character education in various primary schools, and the importance of character education implemented in primary schools, especially for primary school students. The data used in literature review research is secondary data, namely data obtained from previous research such as collecting several related journals and books and not applying direct observation (Muhyani in Ananda et al., 2020). Data collection is sought through literature searches conducted using the Google Schoolar database and obtained from sinta accredited journals by adjusting the topics to be discussed in the study. Articles were obtained as many as 10 articles from 2018-2023. Data analysis on literature review

through a process of formulating questions, identifying literature, screening articles, analysing literature results, and making research conclusions. The following is a picture of the complete literature screening:
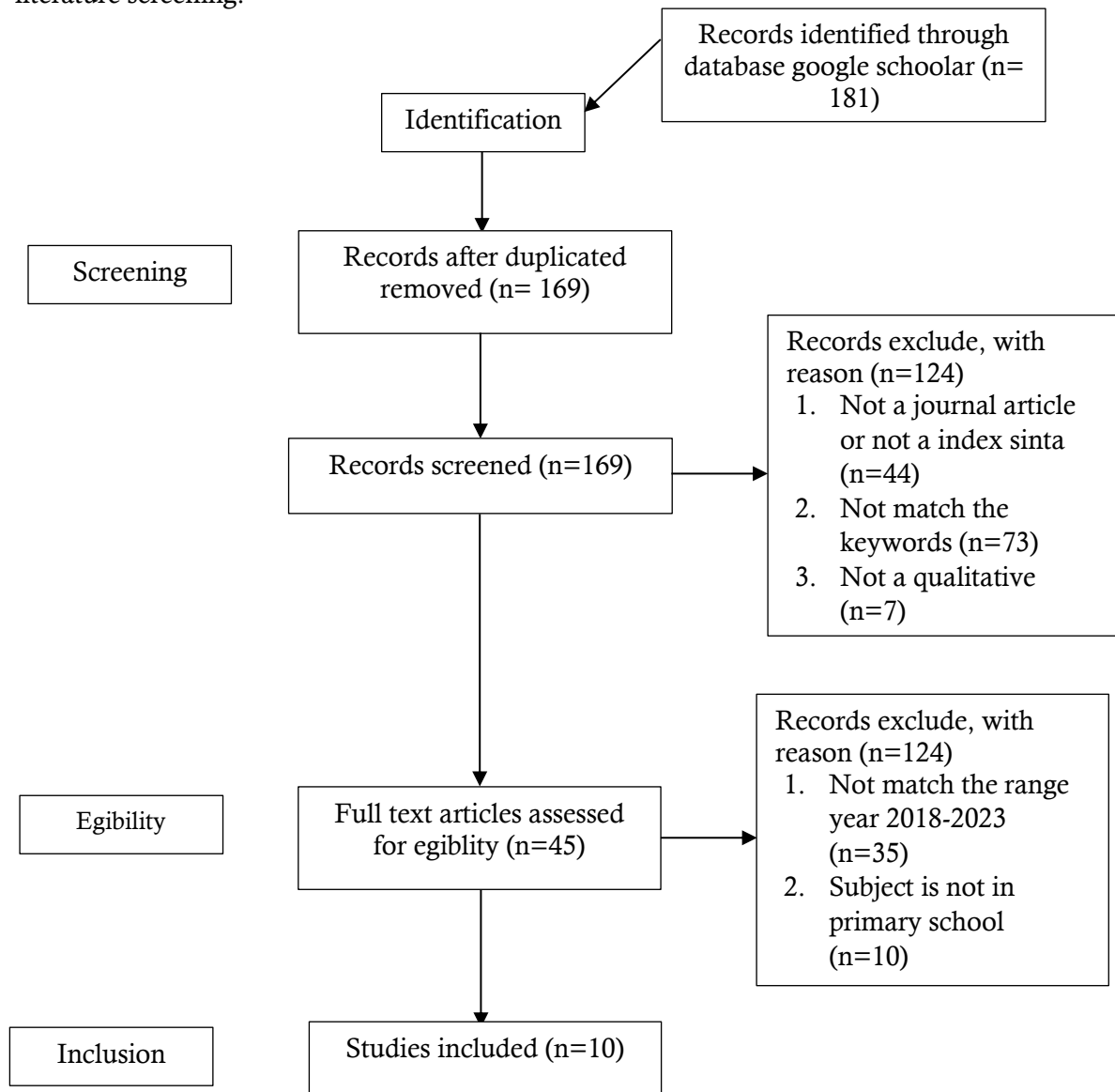

Figure 1. Data Selection

Results and Discussion

Character is something like a habitual attitude that is found in a person and must be planted early. Character education can be a place to instil character values in all children so that it becomes a continuous habit by covering aspects of knowledge, awareness, and insight and is applied to the surrounding environment, family, community, and country to become a human being with good character (Auliyairrahmah et al., 2021). However, the decline in behaviour and morals that occurs in the student environment causes schools to instil the habituation of character education by implementing direction and guidance from teachers to form noble character to improve the quality of the nation following the philosophy of Pancasila (Dwiputri & Anggraeni, 2021). The following are articles on character education originating from sinta

accredited journals that were searched using Google Scholar and adjusted to research from 2018-2023.

Tabel 1
Research Results Character Education Problems

Researcher and	Year of Publication	Title	Name of Journal	Result
Lebyana Norma Belinda, Leli Halimah	2023	Implementasi Pendidikan Karakter di Sekolah Dasar	Pedagogi: Jurnal Penelitian Pendidikan	The application of education in elementary schools can be applied by habituation such as religious character by praying in congregation, then caring for the environment by not littering and carrying out picket lines, responsibility by daring to admit mistakes for actions that have been taken, honesty by doing test questions honestly, and discipline by applying the rules that apply at school. However, in its application there are obstacles that come from the factors of the students themselves, the environment, and parents. Overcoming obstacles can be overcome by teachers reminding to do good, motivating students, giving warnings if they make mistakes, being firm with students, and collaborating with parents in instilling character education
Arin Nurul Makrifah, Ciptaningsih	2023	Analisis Problematika Nilai Karakter dalam Pembelajaran Bahasa Jawa Sekolah Dasar	SENTRI: Jurnal Riset Ilmiah	Students already have a good character to be applied at school such as students have habituated by using Javanese krama inggil, have good manners to their elders, religious attitudes that have been applied to learning namely praying before and after learning, doing tests with confidence and not cheating, and high curiosity by asking the teacher. Character education in the school has been consistently

				carried out even though it has not been maximised in its implementation, for example, students are still not fluent and not used to using Javanese krama inggil in everyday life. This means that some students already love their local language and some students are still uncomfortable because they are not used to and do not understand Javanese vocabulary.
Riyan Aryuning Putri, Ika Ari Pratiwi, M. Syafruddin Kuryanto	2022	Problematika Guru dalam Program Pembiasaan Karakter Sopan Santun Siswa Sekolah Dasar	Jurnal Ilmiah UPT P2M STKIP Siliwangi	Primary school students are still very vulnerable to behaviour so that it has an impact on students who are easily influenced by the environment. Character problems in elementary schools in implementing habituation are such as students not being able to respect their elders such as inappropriate language, disrespectful behaviour, and not caring about teachers. Then students are also still naughty and undisciplined such as fighting, skipping class, not paying attention to the teacher, lying. Furthermore, the teacher is also impatient or easily angered by the behaviour of students who violate school rules. The problems that occur can be overcome by teachers giving examples to students, giving good direction, and giving punishment to undisciplined students.
Nabella Yaniariza Putri Pratama, Septi Yunita, Tin Rustini	2022	Problematika Pengintegrasian Pembelajaran Tematik IPS dalam Penguatan	Journal on Education	Social studies subjects can provide the formation of student attitudes in understanding the differences of each student and have good social character values that have been instilled from an early age. In its

		Pendidikan Karakter di Sekolah Dasar		implementation, teachers must have innovation and be able to be an example in learning to increase student motivation in instilling character in everyday life, for example by having interaction in class and two-way learning so that students are able to generate their social attitudes so that they can reduce students' bad habits such as cheating on tests, indifference in doing assignments, not paying attention to the teacher when teaching, and disturbing their friends.
Siti Hadi, Nurul Delima Kiska, Shella Maryani	2021	Analisis Problematika Pembelajaran Tematik Terhadap Karakter Rasa Ingin Tahu Peserta Didik di Sekolah Dasar	Integrated Science Education Journal (ISEJ)	The result is that the problems in class III do not dare to answer questions, come forward without any willingness from themselves, and open books during tests so that it causes one of the lack of curiosity, honesty, confidence, and independent character possessed by students in the classroom. The existence of thematic learning can help students to improve character problems that exist in the classroom because students are used to finding and obtaining learning concepts of the material being taught. In addition, teacher factors in implementing classroom learning such as facilitating and guiding students can also make learning affect student responses in the learning process.
Das Salirawati	2021	Identifikasi Problematika Evaluasi Pendidikan Karakter di Sekolah	Jurnal Sains dan Edukasi Sains	Problems in basic education in schools are the lack of comprehensive application of character in schools such as character education assessment has not been the main one and still prioritises cognitive aspects, teachers have not fully applied

				character learning because they only focus on the learning material to be achieved, and the combination of school culture with character values has not been applied optimally so that the implementation of character education has not been maximally successful in schools
Hermanto, Zulela M.S	2020	Analisis Problematika Pendidikan Karakter di Sekolah Dasar	Jurnal Elementaria Edukasia	Teachers plan the implementation of character education through the form of lesson plans (RPP) and syllabus by incorporating character values in the learning process by using anecdotal notes so that teachers consider students' knowledge before starting learning. Then, teachers can also foster student character by participating in extracurricular and co-curricular activities which include the character values of religion, nationalism, independence, and mutual cooperation. Schools also foster character through strengthening character education, literacy, and 4C skills such as by conducting class discussions, reading the results in front of the class so that they can form confident, active, and responsible characters. Evaluation and assessment of learning can be done with daily tests, mid-semester assessments, and end-of-semester assessments by looking at student behaviour and activeness in the development of the learning outcome process.
Ilham Nur Sujatmiko, mron Arifin,	2019	Penguatan Pendidikan Karakter di SD	Jurnal Pendidikan: Teori,	There are still obstacles of students who cannot be invited to work together in caring for school infrastructure, teachers

Asep Sunandar			Penelitian, dan Pengembangan	who are still careless about teaching, students who pay less attention to the teacher during the learning process, and the lack of role of some parents in collaborating to educate children's character in the application of strengthening character education or PPK.
Maryono, Hendra Budiono, Resty Okha	2018	Implementasi Pendidikan Karakter Mandiri di Sekolah Dasar	JGPD: Jurnal Gentala Pendidikan Dasar	There are still students who do not have an independent, confident and responsible attitude, for example, students still rely on teachers and friends when doing assignments. Teachers still use the lecture method and individual assignments so it is still difficult to implement independent character education in the 2013 curriculum.
Febrina Evananda, Ibrahim Bafadal, dan Ahmad Yusuf Sobri	2018	Studi Kasus Implementasi Pendidikan Karakter Pada Sekolah Dasar	JAMP: Jurnal Administrasi dan Manajemen Pendidikan	The implementation of character education in schools has supporting and inhibiting factors. Supporting factors can be in the form of student motivation to change character for the better, cooperation between mentors and parents in implementing character education, reporting and communicating student character with parents once a month. Meanwhile, the inhibiting factors are the lack of self-awareness of students in applying good character and the school's difficulty in handling the diversity of student characteristics.

Problems of Character Education in Primary Schools

The research results in Table 1 show that primary school students still experience character education problems. Character education problems that often occur in schools are religious attitudes, discipline, independence, confidence, and responsibility. Religious attitudes in schools can be applied by the implementation of congregational prayers and the habituation of reading the Qur'an together between teachers and students, the inability to respect teachers

or elders, and the absence of feelings of caring for others. Then the problems in the character of discipline that often occur in elementary schools are the behaviour of students who are still late coming to school, skipping class, fighting with their friends, disturbing their friends when they are learning, and not being able to follow the rules that apply at school. Furthermore, the independent character is the behaviour of students who still cheat on their friends, still rely on their friends when doing assignments, do not pay attention when the teacher is teaching, and students can complete the tasks given by the teacher. Furthermore, the problems in the character of confidence and responsibility are that some students still do not dare to express their opinions are not responsible for the assignments that have been given and do not maintain the facilities and infrastructure available at school to be maintained. Meanwhile, other factors that influence students' character education are from school parties such as teachers, principals and stakeholders who cannot be role models for their students and are inconsistent with the implementation of character education that has become part of their routine activities. Problems that occur can come from a lack of student awareness of good behaviour and environmental factors that support bad behaviour. Elementary school students are still very vulnerable to the behaviour around them so that it is very easy to imitate what has been seen or has been done by others so that it can affect students' mindset in behaving in everyday life. Students who do not follow the rules and do not do the tasks given by the teacher become one of the inhibiting aspects in instilling character values at school and become a factor for their friends to follow.

According to Wuryandani, Maftuh, Sapriya, & Budimansyah (2014) student tardiness in participating in learning at school is one of the factors in the lack of discipline due to lack of student awareness in getting used to bad behaviour which can hurt their insight in instilling character education, especially in the school environment. The lack of courteous behaviour that occurs during learning takes place is disturbing his friend when the teaching and learning process is taking place or students are busy with their gadgets such as playing *games* during learning, dishonesty of students when taking exams and doing assignments (Astuti et al., 2022). Students' lack of awareness of the responsibility to care for facilities and infrastructure such as damaging or crossing out tables, chairs, and walls or not maintaining cleaning tools that are already available at school is one of the lack of character values possessed by students (Rufaidah et al., 2020). The behaviour that occurs at school can be an obstacle in character education and an obstacle in the teaching and learning process carried out by the teacher. In addition, the obstacles to character values are, for example, students are not disciplined, students are not fond of reading textbooks, and the lack of curiosity possessed by students (Kanji et al., 2020).

Another problem is that the difficulty is that the cultivation of character education in low grades is still not able to be implemented optimally because students still do not fully understand so that it requires collaboration with parents. Therefore, the obstacle factor in instilling character education in schools is due to the lack of support from the home environment, the community, and the educators themselves due to the lack of understanding the different personalities of students and the lack of role models given to students (Rachmayanti & Gufron, 2019). However, in reality, factors from schools such as only prioritising cognitive aspects make students only fixated on obtaining high school grades and the behaviour of teachers who easily leave the classroom without reason or pay less attention to students both in their affective, cognitive and psychomotor aspects. One of the factors that becomes an obstacle during the process of instilling character education values in the classroom is the existence of school activities that sacrifice class hours so that teachers leave the classroom which results in students having the potential not to carry out learning independently in class (Nugraha, 2018). Therefore, the teacher's

expertise in managing the classroom is something that must be applied because the teacher's role is to control student behaviour in the classroom. Teachers can be an example at school which is the main reason for students to carry out the habituation of character values so that the role of the teacher becomes the capital of students in emulating positive habits by prioritising their actions such as teachers coming to school early, if the school implements habituation such as reading the Koran then the teacher must also guide it, and there is good interaction with students to familiarize their social skills so that character development can run well (Palunga & Marzuki, 2017).

Implementation of Character Education in Primary Schools

Some schools have implemented habituation to instil good character values. Habituation carried out at school can be in the form of religious values, namely praying *dhuha* together, reciting the Quran together, and praying *dzuhur* in congregation. One way of implementing character education in schools is by implementing continuous habituation so that it becomes a habit for students to apply in everyday life. One example in the implementation of habituation at school is by implementing dhuha prayers, reciting the Quran together, and praying dhuhur in congregation so that students can become honest, responsible, confident, and able to solve problems well. Then on other character values, it can be in the form of scheduling picket and carrying out cleaning together. Habituation can also be applied through integrating subjects with character values such as tucking character education into each lesson and providing local language-based content so that students can love their language and culture. Habituation based on religious character values in schools can be useful as an application of religious values in students' daily lives so that they are expected to have positive characters such as being able to solve problems with a cool head because they remember God, can apply honest actions, and are able to manage emotions well (Nantara, 2022).

Other habits that have been applied at school can be in the form of emphasising the character of caring for the surrounding environment by throwing garbage in its place and carrying out class pickets, being able to be responsible by admitting mistakes that have been made, and being honest in treatment and words such as not cheating. The character of caring for the environment can basically grow because of the habituation of parenting that is carried out continuously so that it will become a habit that is applied in everyday life and influence efforts in caring for the environment with a high level of environmental sensitivity, for example by consciously maintaining school cleanliness (Ismail, 2021). Then habituation related to the region that can be applied in schools is by applying the local language so that students know the appropriate behaviour and norms that apply in society and are able to learn to become citizens who love their culture and language. The existence of local content with local language habituation can make one of the efforts in protecting local languages and become one of the factors in instilling the character of love for the country. In addition, this habituation can have a positive impact such as students becoming more enthusiastic in studying their local culture and being able to foster feelings of pride in the culture they are studying (Afifah, 2022).

The implementation of character education in elementary schools can be carried out in various ways, one of which is at school by making the second home in realising good character both intracurricularly and co-curricularly by creating a safe, clean, comfortable environment, providing motivation, containing school rules, and carrying out good interactions between teachers and students (Irawan & Windarti, 2023). The learning process in the classroom can also be a means of providing character values such as learning innovations carried out by teachers and social interactions between teachers and students in order to foster social attitudes

so as to reduce problems with students who often cheat. The existence of social attitude cultivation in elementary schools is so that students are able to filter negative character values and are able to have positive attitudes such as responsibility, tolerance, honesty, confidence, and courtesy. Habituation to social attitudes can be done with two-way interaction between teachers and students to be active and teachers make the learning atmosphere fun so that students do not easily feel bored which results in the impact of obstacles in fostering social attitudes (Samsudin & Iffah, 2020). Affective aspects or instilling character values also need to be outlined in the Learning Process Plan (RPP) so that teachers are able to teach character education in the classroom. Integration of subjects with character values can balance the cognitive, affective, and psychomotor aspects, namely in each subject has a focus on instilling character values so that students can also take morals when the learning process takes place (Rizal & Munip, 2017). The purpose of habituation at school can also be expected that students become an educated person such as being able to be responsible, honest, independent, and cooperate with the surrounding environment.

Habituation that has been carried out at school can affect the habits that will be carried out by students. In addition, the habituation applied at school cannot be separated from supporting factors such as collaboration with parents. For example, parents who feel changes in children's development such as speech attitudes such as being able to speak well to friends and teachers at school and being able to be responsible for the surrounding environment (Paramitha, 2023). Other supporting factors can be in the form of teachers who continue to provide motivation to students and personal guidance to students in need. The implementation of habituation in schools is due to the responsibility of teachers in carrying out habituation activities by providing good examples for students and being firm with students, the awareness of students to apply the habits that have been implemented at school by not inviting their friends to violate so that it makes it easier for schools to succeed in ongoing habituation activities, coordination with parents in supervising their children when at home by reporting student actions, and supporting infrastructure to carry out habituation activities such as the existence of prayer rooms or classrooms that are sufficient if there is habituation in instilling religious character values (Handayani et al., 2020).

The Importance of Character Education in Primary Schools

The value of character education has been stated in Law Number 20 Year (2003) concerning the National Education System which is in line with the objectives of Indonesian education, namely to educate the nation's life by making humans who have noble character. The purpose of character education for the nation is to foster the affective attitude of students as human beings who have character and cultural values, through character education can also develop habits and commendable behaviour of students in everyday life both in cultural traditions and national character so as to instill the value of responsibility, independence, creativity, and have national insight, and be able to develop in the community or school environment as a person who is honest, safe, creative, friendship, and love the country (Omeri, 2015). In essence, the functions and objectives stated in national education are to form positive characters that can be implemented in various environments such as formal and informal education. However, in its application, formal education such as schools is the main goal in the stigma of society to build children's character in order to conform to the prevailing immoral norms and in accordance with the expectations of the nation (Widiatmaka, 2022). The values

of character education must be taught from an early age, especially in elementary school, in order to form a character that is embedded in the personality of a student.

The importance of character education in primary schools is so that students can foster good morals and personality from an early age. Primary school students are a means for the development of academic and social experiences so it is the most important aspect in instilling students' moral character. The growth and development of students' moral character must be properly instilled in order to help realise good social aspects such as honesty, confidence, friendship and curiosity. The high grades in primary school can be a reference for teachers in instilling character optimally because it is a provision in entering education at a higher level because basically the morality of a student is not determined by age the higher the better (Chang, 2022). Elementary school students who have been instilled and have commendable behaviour will have the opportunity to be developed in adulthood and become the basis of students' conscience refusal to do bad deeds (Qin et al., 2022). Therefore, teachers can be a bridge for students to grow and implement character education by providing knowledge and education so that they can form good character in accordance with the values prevailing in society. The importance of a teacher in applying and shaping character or morals in elementary school students through learning by slipping about moral concepts in the learning process can make students able to foster attitudes that can be relied on by individuals, families, communities, and their countries (Magdalena et al., 2020). The acquisition of character strength education owned by students due to environmental influences will form good behaviours such as self-strengthening, good leadership attitudes, humility, and independence.

Therefore, the importance of implementing character education must have been applied since elementary school because it will have an effect in the future. Teachers must be an example in the implementation of character education at school, for example by participating in congregational prayers, reciting the Quran with students in class, trying not to be late when coming to school, and carrying out the 5S (smile, great, be polite, and coteous) role at the gate in the morning. In addition, in the learning process in the classroom, teachers can insert character education through the subjects they are teaching. Schools must also provide facilities by providing facilities and infrastructure that are in accordance with the needs of students so that students can learn well at school because it makes it easier for a teacher to teach and integrate it with character education in the classroom.

Conclusion

Based on the results of data analysis, it can be concluded that character education in primary schools is the most important aspect in instilling positive character values from an early age in order to foster good morals and attitudes. The implementation of good character education in schools with a role model from a teacher and the role of the school can have a good impact on student actions to form a commendable character. Because every action carried out by the teacher will become a role model for students. Therefore, the habituation carried out at school cannot be separated from the role of the teacher in guiding and being a role model for students and coordination with parents in reporting their children's habits at home. The importance of character education in elementary schools aims to instil character education with the hope of being able to develop into students who are responsible, honest, disciplined, independent, and able to cooperate with the surrounding environment.

This research is still limited to analysing the literature review on the implementation of character education in primary schools. Therefore, recommendations for future researchers can be expected to be able to implement and apply character habituation in elementary schools

routinely and be able to be a role model for students. In addition, other researchers can also study more broadly about character education so that teachers and students are able to implement it properly in accordance with educational goals.

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