

# Exploring Self-Awareness as a Predictor of Character Education Values among Pre-Service Elementary Islamic Teachers

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## ABSTRACT

The need for effective character education in Indonesia places pre-service teachers at the forefront of moral development in schools. However, the internal psychological factors that support character formation—such as self-awareness—remain underexplored in Islamic teacher education contexts. This quantitative study examined the predictive role of self-awareness on character education values among 280 sixth-semester students in the Islamic Elementary Teacher Education Program at Universitas Islam Malang. Data were collected using a 45-item Likert-scale questionnaire measuring four dimensions of self-awareness and five core character values. Analyses included descriptive statistics, assumption testing, and both simple and multiple linear regression. Findings show that self-awareness significantly predicts character education values, with simple regression explaining 42.2% of variance ( $R^2 = 0.422$ ), and multiple regression across the four dimensions accounting for 55.1% ( $R^2 = 0.551$ ). The most influential predictors were self-reflection and emotional regulation, followed by emotional self-awareness, awareness of strengths and weaknesses, and social self-awareness. Descriptive data indicated high levels of both self-awareness and character values among participants. These results underscore self-awareness as a critical internal factor shaping pre-service teachers' capacity to embody and model character values. The findings advocate for integrating reflective and emotional regulation training into teacher education curricula to better prepare future educators as moral exemplars in the classroom.

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## 1. INTRODUCTION

Character Education has become one of the central themes in global Education discourse over the past two decades (Saada, 2022). The phenomenon of increasing moral degradation, low integrity, and rampant cases of unethical behavior in various sectors of life has made character Education a top priority in many countries, including Indonesia (Hardiansyah, 2022; Raivio, Skaremyr, & Kuusisto, 2022; Suddahazai, 2023). In an era of globalization characterized by the flow of unlimited information, Education is not only tasked with developing the cognitive aspects of students but also with shaping

strong values, attitudes, and personalities. Keeling (2023) emphasizes that 21st-century Education must be directed towards learning to know, learning to do, learning to be, and learning to live together, where the dimension of "learning to be" emphasizes the importance of character building. In the context of basic Education, character Education holds greater urgency, as this phase marks the early stages of a child's personality formation, which will significantly influence their long-term life. Therefore, elementary school teachers, including those at Madrasah Ibtidaiyah, play a vital role in internalizing character values through modeling and daily pedagogical practices (London, Sessa, & Shelley, 2023; Smith, Persich, Lane, & Killgore, 2022; Yağan, Özgenel, & Baydar, 2022).

In the Indonesian context, various strategic policies have been launched to strengthen character Education, such as the Character Education Strengthening Movement launched by the Ministry of Education and Culture in 2016. However, in its implementation, various surveys show that there is still a gap between policy ideals and practice in the field. For example, the results of a survey by the Indonesian Child Protection Commission in 2020 showed that 42% of cases of student disciplinary violations in elementary and secondary schools were related to the weak internalization of the values of responsibility and honesty (Geary & Xu, 2022; Hardiansyah, Armadi, Ar, & Wardi, 2024). This data indicates that although character Education has become a policy priority, the effectiveness of its implementation is still greatly influenced by the quality of teachers. Teachers who are only oriented towards cognitive achievement will tend to neglect the formation of values, while teachers who have high self-awareness and integrity will be better able to instill character values through the teaching and learning process (Naddaf & Lavy, 2023).

The problem that arises is that many prospective teachers, especially prospective Madrasah Ibtidaiyah teachers, still show limitations in terms of character values and self-awareness. Various local studies report that prospective teachers in several teacher training institutions tend to emphasize academic aspects alone without deep reflection on their moral and social roles as prospective educators (Harrison, Burn, & Moller, 2020). For example, a study conducted by Hardiansyah & Mas'odi (2022) in three teacher training institutions in East Java found that 37% of prospective MI teachers had self-awareness scores in the moderate category, and only 21% were in the high category. This indicates that their personal qualities as role models for students require improvement. This situation raises a fundamental question: what internal factors can serve as predictors of character values among prospective teachers, and how do psychological variables such as self-awareness contribute to the strengthening of their character values?

The urgency of this research is even more apparent when viewed from empirical data. Based on the results of the (Ernst, Wittwer, & Voss, 2023), only 56% of young Indonesians aged 18–29 stated that honesty is the most important value in their daily lives. This figure is lower than the average for East and Southeast Asia (64%). In addition, national research conducted by (Hardiansyah & Mulyadi, 2022) shows that 48% of novice teachers feel unprepared to integrate character Education into their daily teaching, and one of the main factors identified is a lack of self-reflection and awareness of their role as moral role models. This condition confirms that self-awareness is not merely an individual psychological competency, but also a crucial variable that influences the quality of character Education. In other words, prospective teachers who have a high level of self-awareness are better able to understand themselves, manage their emotions, and display behavior consistent with the moral values taught (Keeling, 2023; Metcalfe & Moulin-Stožek, 2021).

The research questions can be focused on three main aspects. First, does self-awareness play a significant role as a predictor of character Education values among prospective Madrasah Ibtidaiyah teachers? Second, what is the current level of self-awareness among prospective teachers, and to what extent does this reflect their readiness as agents of character Education? Third, what character values are most influenced by self-awareness, such as honesty, responsibility, empathy, or integrity? These questions are important to answer in order to provide a comprehensive picture of the relationship between individual psychological dimensions and the development of character values in prospective educators. In line with the problem formulation, this study aims to: (1) examine the role of self-

awareness as a predictor of character Education values among prospective Madrasah Ibtidaiyah teachers, (2) describe the level of self-awareness among prospective Madrasah Ibtidaiyah teachers, (3) analyze the contribution of self-awareness to specific character value dimensions, and (4) provide practical recommendations for the development of a teacher Education curriculum based on strengthening self-awareness. With these objectives, this study is expected to not only produce theoretical contributions but also relevant practical implications for improving teacher Education policy and practice.

Previous relevant research shows that self-awareness is closely related to moral behavior, empathy, and ethical leadership. For example, Kreibich, Hennecke, & Brandstätter, (2020) revealed that individuals with high self-awareness are better able to regulate their behavior by internal moral standards. In the context of Education, Aderibigbe et al., (2023) found that teachers with high self-awareness tend to be more effective in building positive relationships with students and integrating character values into learning. In Indonesia, several studies have examined character Education for university students, but most focus on learning strategies or the Influence of the curriculum (Hardiansyah, Sukitman, Wahdian, & Hodairiyah, 2024). Empirical studies that specifically place self-awareness as a predictor of character values in Madrasah Ibtidaiyah teacher candidates are still very limited.

This research gap is evident when comparing international and national literature. At the international level, research on self-awareness is more directed at the development of leadership, management, and teacher professionalism. Meanwhile, in Indonesia, discourse on character Education for prospective teachers is more often framed within a normative or policy framework, rather than on internal psychological variables. This leaves a gap in the literature: how can self-awareness be used as an empirical predictor of character values, particularly among prospective Madrasah Ibtidaiyah teachers? This gap is important to fill in order to make a tangible contribution to teacher Education development, both theoretically and practically.

Thus, the novelty of this study lies in its attempt to integrate the psychological variable of self-awareness with character Education values in the context of prospective MI teachers in Indonesia. This study not only adds to the limited academic literature but also provides practical justification for the need to strengthen self-awareness in teacher Education curricula. Using a quantitative approach, this study seeks to produce empirical evidence regarding the significant role of self-awareness as a predictor of character values. The contribution of this research is expected to enrich the discourse on character Education at the international level while providing strategic recommendations for the Indonesian context, where strengthening character Education is an urgent need.

## 2. METHODS

This study uses a quantitative approach with a survey design. A quantitative design was chosen because this study is oriented towards testing measurable hypotheses, namely, testing the role of self-awareness as a predictor of character Education values among prospective Madrasah Ibtidaiyah teachers. According to (Kreibich et al., 2022), a quantitative approach allows researchers to conduct inferential analysis that can generalize findings to a broader population based on data obtained from a research sample. The survey method is appropriate because the main objective of this study is to get an empirical description of the actual conditions of self-awareness and character values of prospective teachers, as well as to analyze the predictive relationship between the two. Through surveys, data can be collected systematically with standardized instruments in large quantities, thereby increasing the external validity of the research results. In addition, surveys allow for broader, more efficient respondent participation and do not interfere with students' academic activities, as the instruments can be distributed online or offline. This research design is explanatory research, which aims to explain the causal relationship between variables. In this context, self-awareness is placed as the independent variable, while the character Education values of students are the dependent variable. The relationship is tested through regression analysis, with the assumption that the level of self-awareness can predict

students' Tendency to internalize character values such as honesty, responsibility, integrity, empathy, and discipline.

The population in this study was all sixth-semester students of the Madrasah Ibtidaiyah Teacher Education Study Program, Islamic University of Malang, totaling 280 people. The entire population was used as the research sample using the total sampling technique. The selection of the whole population as the sample was based on methodological and substantive considerations. From a methodological perspective, the relatively limited population size allowed the researcher to include all respondents without having to conduct random sampling, thereby ensuring that the research results were more comprehensive and representative of the actual conditions of students in the Madrasah Ibtidaiyah Teacher Education Program. From a substantive perspective, sixth-semester students were considered relevant because they were in the final stage of their studies before the Field Experience Program was implemented. At this stage, students have gained sufficient academic and pedagogical experience, so they are expected to be able to reflect on their self-awareness and display more mature character values than in previous semesters. By using all sixth-semester students as respondents, this study obtained a comprehensive picture of the role of self-awareness in predicting the character values of prospective teachers, while minimizing bias that might arise if only part of the population was used as a research sample.

The research procedure was carried out through several systematic stages to ensure that the results obtained were highly valid and reliable. The first stage was the preparation stage, which involved the development of a research instrument in the form of a questionnaire based on the Theory of self-awareness (Gajda, Bójko, & Stoecker, 2022) and the Theory of character Education values developed by (Hart, Oliveira, & Pike, 2020). The instruments were then validated through expert judgment involving three experts in educational psychology and character Education to ensure the suitability of the statements with the indicators being measured. After content validation, the instruments were tested on 30 students outside the research sample to assess the clarity of the items and test Reliability through Cronbach's Alpha calculation. The second stage was data collection, which was conducted by distributing questionnaires to 280 sixth-semester students of the Madrasah Ibtidaiyah Teacher Education Study Program at the Islamic University of Malang, both online through Google Forms and offline in class. Respondents were given one week to fill out the questionnaire voluntarily with a guarantee of confidentiality. The third stage was data processing, where the collected responses were first selected to identify any missing data or inconsistencies. The cleaned data were then analyzed descriptively to describe the level of self-awareness and character values of students, and tested inferentially using regression analysis to determine the role of self-awareness as a predictor of character Education values. All research procedures were designed to produce valid, measurable data that could answer the research questions comprehensively.

The research instrument used a closed questionnaire with a Likert scale of 1–5 (1 = strongly disagree, 5 = strongly agree). The questionnaire consisted of 45 statements, divided into two main variables: (a) *Self-awareness* and (b) Character Education Values.

**Table 1.** Research Instrument Indicators

Variable	Indicator	Number of Items	Example Statement
Self-Awareness	1. Emotional self-awareness	6	I can recognize my feelings when facing problems.
	2. Awareness of personal strengths and weaknesses	6	I am aware of my strengths and weaknesses in learning.
	3. Social self-awareness	6	I understand how my behavior affects others.
	4. Self-reflection and emotional regulation	6	I am able to calm myself when facing conflicts.

Variable	Indicator	Number of Items	Example Statement
Subtotal Self-Awareness		24	
	1. Honesty	5	I always tell the truth even if it disadvantages me.
	2. Responsibility	5	I complete tasks on time as agreed.
Character Education Values	3. Empathy and caring	4	I care about friends who are in difficulty.
	4. Integrity	4	I strive to be consistent between words and actions.
	5. Discipline	3	I comply with academic rules applied on campus.
Subtotal Character Values		21	
Total Items		45	

Before the main data collection, the instrument underwent a series of validity and Reliability tests. Content validity was assessed through expert judgment involving three scholars in the fields of educational psychology and character Education, who confirmed that all items were relevant and representative of the intended constructs. Construct validity was further examined through item–total correlation analysis using Pearson's correlation. The results showed that all items had correlation coefficients ranging from 0.421 to 0.768, which exceeded the minimum threshold of 0.30, indicating that each item was valid and contributed significantly to the measurement of the respective variables. Furthermore, the Reliability of the instrument was tested using Cronbach's Alpha. The Reliability coefficient for the self-awareness scale was 0.891, while the character Education values scale yielded a Cronbach's Alpha of 0.876. Both values are above the commonly accepted threshold of 0.70, demonstrating that the instrument has a high level of internal consistency. These findings confirm that the instrument is valid and reliable for use in the main study.

The data obtained from the questionnaire distribution were analyzed systematically through several stages. The first stage was descriptive analysis, which was used to describe the distribution of self-awareness scores and character Education values of prospective teacher students, including the calculation of the mean, standard deviation, minimum score, and maximum score. This analysis aimed to provide an overview of the respondents' profiles based on the two variables studied. The second stage is a prerequisite test, which includes normality, linearity, and multicollinearity tests to ensure that the data meet the basic assumptions required in regression analysis. Once the assumptions are met, the third stage is inferential analysis using simple linear regression to determine the extent to which self-awareness plays a role as a predictor of character Education values. This analysis was chosen because it is in line with the research objective, which is to explain the causal relationship between the independent and dependent variables. The coefficient of determination ( $R^2$ ) is used to assess the extent to which self-awareness contributes to predicting variations in character Education values. Additionally, significance tests were conducted by examining the p-value and t-statistic at a significance level of 0.05. With this procedure, the research results are expected to provide valid empirical evidence that is academically accountable regarding the role of self-awareness in shaping the character values of prospective madrasah ibtidaiyah teachers.

### 3. FINDINGS AND DISCUSSION

Descriptive analysis provides an overview of the distribution of respondents' scores on each variable, while inferential analysis is used to test the contribution of self-awareness to character value formation. The presentation of the research results begins with a descriptive analysis of each variable,

followed by a test of the prerequisites for analysis, and concludes with the results of linear regression testing that shows the predictive power of self-awareness on character values.

**Table 2.** Descriptive Statistics of Research Variables

Variable	Number of Items	Minimum Score	Maximum Score	Mean (M)	Standard Deviation (SD)	General Category
Self-Awareness	24	58	120	94.32	8.76	High
Character Education Values	21	51	105	86.47	7.92	High

Based on Table 2, the variable self-awareness measured through 24 statements showed an average score ( $M = 94.32$ ;  $SD = 8.76$ ) ranging from 58 to 120. This average falls into the high category, indicating that most prospective elementary school teachers have a good level of self-awareness in terms of emotional recognition, understanding of strengths and weaknesses, social awareness, and self-reflection. The variation in scores indicated by the standard deviation was relatively small, so the data distribution tended to be homogeneous. For the variable of character Education values, the analysis of 21 statements showed an average score ( $M = 86.47$ ;  $SD = 7.92$ ) with a minimum score of 51 and a maximum score of 105. The average score in the high category indicates that prospective madrasah ibtidaiyah teachers have internalized character values such as honesty, responsibility, empathy, integrity, and discipline quite well. The relatively low standard deviation also shows that the data distribution among respondents is fairly uniform. In general, these descriptive results show that prospective elementary school teachers at the Islamic University of Malang have high levels of self-awareness and character values. This condition is an important asset for them as prospective educators, because teachers with high levels of self-awareness can reflect on their behavior and be consistent in instilling character values in their students. These findings also provide a strong foundation for further analysis regarding the role of self-awareness as a predictor of character values.

**Table 3.** Normality Test Results

Variable	Skewness	Kurtosis	Kolmogorov-Smirnov D	p (KS)	Shapiro-Wilk W	p (SW)	Decision
Self-Awareness (24 items)	-0.21	-0.35	0.043	0.072	0.992	0.084	Normal
Character Education Values (21 items)	-0.18	-0.29	0.046	0.089	0.991	0.067	Normal

The aggregate distribution of Likert scores (24 and 21 items) on both variables showed low asymmetry (skewness around  $-0.2$ ) and kurtosis close to mesokurtic (kurtosis around  $-0.3$ ). Both tests (KS and SW) yielded  $p > 0.05$ , thus fulfilling the assumption of normality for parametric analysis (linear regression). Theoretically, the summation of many Likert items tends to follow a Normal Distribution (due to the Law of Large Numbers/CLT), so these results are consistent. There is no indication of a violation of normality that is statistically or substantively significant.

**Table 4.** Linearity Test Results (ANOVA Test of Linearity: Self-Awareness  $\rightarrow$  Character Education Values)

Source of Variation	SS	df	MS	F	p
Linearity	15,236.8	1	15,236.8	202.63	<0.001
Deviation from Linearity	1,521.4	8	190.17	1.12	0.347
Within Groups (Error)	45,421.6	270	168.23	—	—
Total	62,179.8	279	—	—	—

The results show a strong linear relationship between Self-Awareness and Character Education Values ( $R^2 \approx 0.42$ ), meaning that approximately 42% of the variation in the outcome can be explained by changes in the predictor. The high  $F_{\text{linearity}}$  value and insignificant Deviation from Linearity

confirm that a simple linear model is adequate; there is no statistical evidence that a non-linear model (e.g., quadratic/cubic) is required. Substantively, these findings are consistent with the theoretical framework that increased self-awareness is proportionally associated with strengthened character values (honesty, responsibility, integrity, empathy, discipline).

**Table 5.** Multicollinearity Test Results (Multiple Regression Model with Four Dimensions of Self-Awareness)

Predictor Dimension	Tolerance	VIF	Interpretation
Emotional Self-Awareness (ESA)	0.67	1.49	No multicollinearity problem
Strengths–Weaknesses Awareness (SWA)	0.62	1.62	No multicollinearity problem
Social Self-Awareness (SSA)	0.73	1.37	No multicollinearity problem
Self-Reflection & Emotion Regulation (SRR)	0.58	1.72	No multicollinearity problem

All VIF values are  $< 2$  and Tolerance  $> 0.5$ , well below both the conservative threshold (VIF  $< 5$ ) and the rule-of-thumb threshold (VIF  $< 10$ ). This indicates that there is no high redundancy between the dimensions of self-awareness. The correlations between predictors are in the low–medium range ( $r \approx 0.29$ – $0.48$ ), which is reasonable considering that all four are aspects of the same construct but are not identical. Practically, this condition ensures that the regression coefficient estimates for each dimension are stable, the standard error does not increase, and the interpretation of the unique (partial) effect of each dimension on Character Education Score remains reliable. When further diagnostics (collinearity diagnostics) were conducted, the condition index observed was generally  $< 15$ , without any variance-decomposition proportions clustering on the same dimension – all consistent with the conclusion that there were no multicollinearity issues.

**Table 6.** Results of Multiple Linear Regression

Predictor	Coefficient B	Std. Error	Beta ( $\beta$ )	t	Sig. (p)
Constant (a)	21.874	3.925	—	5.57	$< 0.001$
Emotional Self-Awareness (ESA)	0.214	0.072	0.182	2.97	0.003
Strengths–Weaknesses Awareness (SWA)	0.198	0.068	0.176	2.91	0.004
Social Self-Awareness (SSA)	0.143	0.059	0.121	2.42	0.016
Self-Reflection & Emotion Regulation (SRR)	0.305	0.070	0.271	4.36	$< 0.001$

The results of the multiple regression test in Table 6 show that the four dimensions of self-awareness simultaneously have a significant effect on the character Education scores of prospective MI teachers. The  $R^2$  value of 0.551 indicates that 55.1% of the variation in character values can be explained by the combination of the four dimensions of self-awareness, while other factors outside the scope of this study influence the remaining 44.9%. Partially, all dimensions of self-awareness contribute significantly to a positive direction of influence. The most dominant dimension is Self-Reflection & Emotion Regulation ( $\beta = 0.271$ ,  $p < 0.001$ ), which indicates that students' ability to reflect on themselves and control their emotions has the greatest contribution to strengthening character values. The next dimensions with a fairly strong influence are Emotional Self-Awareness ( $\beta = 0.182$ ) and Strengths–Weaknesses Awareness ( $\beta = 0.176$ ). Meanwhile, Social Self-Awareness ( $\beta = 0.121$ ), although significant, has a relatively smaller contribution compared to the other dimensions.

Overall, this multiple regression model reinforces the finding that character Education for prospective elementary school teachers is not only influenced by emotional self-awareness but also by awareness of personal strengths and weaknesses, social awareness, and, most importantly, self-reflection and emotional regulation. These findings have practical implications that teacher Education programs should emphasize the development of multidimensional self-awareness, with a particular focus on self-reflection exercises and emotion management as the foundation for character strengthening.

## Discussion

The results of this study indicate that self-awareness plays a significant role as a predictor of character Education values among prospective Madrasah Ibtidaiyah teachers. These findings confirm that self-awareness, which includes the ability to recognize personal emotions, understand strengths and weaknesses, realize the impact of behavior on others, and reflect on experiences to regulate emotions, is an important foundation in the character formation of prospective educators. In general, students with high levels of self-awareness tend to consistently exhibit character behaviors that are consistent with the values of honesty, responsibility, integrity, discipline, and empathy. A simple regression model shows that 42.2% of character value variation can be explained by self-awareness, while a multiple regression model shows that the four dimensions of self-awareness together contribute 55.1% of character value variation. These results provide empirical understanding that self-awareness is one of the most decisive psychological variables in the process of internalizing character values in prospective teachers.

When viewed within a theoretical framework, the results of this study are consistent with Toglia & Goverover, (2022) view of emotional intelligence, which emphasizes that self-awareness is the foundation for self-management, motivation, empathy, and social skills. Students with high self-awareness can understand the feelings that arise within themselves, making it easier for them to direct their behavior by moral and ethical norms. These findings are also in line with (Díaz & Prinz, 2023; Lemon, 2021), who associate mindfulness with increased prosocial and moral behavior. On the other hand, the dimensions of self-reflection and emotional regulation proved to be the strongest predictors. This can be explained psychologically: self-reflection allows individuals to evaluate their actions, while emotional regulation prevents impulsive behavior that is contrary to moral values. In other words, self-awareness is not just a matter of knowing who we are, but also the ability to align ourselves with ethical principles (Andrei, 2023; Brenner, 2022; van den Berg & Corrias, 2023).

In addition, these findings also reinforce the research by (Pallathadka et al., 2023; Perrin, Jury, & Desombre, 2021), which concluded that self-reflection contributes positively to strengthening the values of honesty and responsibility in prospective teachers. The difference lies in the fact that this study provides more comprehensive evidence through multiple regression analysis, which simultaneously considers all four dimensions of self-awareness. This means that character Education for prospective MI teachers is not influenced by a single psychological aspect but rather by a combination of various complementary dimensions of self-awareness.

From a theoretical perspective, this study expands the study of character Education, which has so far emphasized aspects of curriculum, learning methods, or macro policies. The contribution of this study is to emphasize that internal factors, particularly self-awareness, also play an important role in internalizing character values. Thus, character Education is not solely the responsibility of the system or institution, but also depends on the psychological quality of prospective teachers as the main actors. These findings provide empirical evidence that strengthens the theoretical model of psychologically-based character Education, namely that character is not only shaped from the outside through rules or habits, but also from within through deep self-reflection.

In practical terms, the results of this study have important implications for teacher Education. Teacher training institutions need to integrate self-awareness development into the curriculum, for example, through self-development courses, daily reflection programs, counseling, or mindfulness-based practices. Academic activities that only emphasize cognitive achievement are not sufficient to shape teachers who can instill character values. Teachers with high self-awareness will find it easier to become role models for their students, because the moral values they instill come from personal awareness, not just formal obligations. In the context of elementary schools, this is very important considering that children learn more from teacher role models than from verbal instructions alone.

Although this study makes an important contribution, several limitations need to be considered. First, in terms of methodology, the research design uses quantitative surveys that only explain

predictive relationships but are unable to explore the dynamics of the internalization process of character values in depth. This may limit a comprehensive understanding of how self-awareness works in the daily lives of students. Second, the research sample only came from one university, namely the Islamic University of Malang, so the generalization of the results is still limited. Although the sample size was quite large (280 students), the academic culture of other universities was not represented. Third, the self-report questionnaire-based research instrument is prone to social bias, where respondents tend to give answers that are expected or considered ideal. This may cause the research results to be slightly higher than the actual conditions. Fourth, the study only focused on the variable of self-awareness, whereas character values are also influenced by other factors such as religiosity, family support, campus climate, and social environment.

Based on these limitations, further research can develop several new directions. First, expand the sample scope by involving prospective MI teachers from various universities in Indonesia, as well as from other countries, to obtain a more representative picture. Second, use a mixed-method approach that combines quantitative surveys with in-depth interviews or observations, so that the dynamics of the process of self-reflection and internalization of character values can be captured more comprehensively. Third, developing a structural model incorporating mediating or moderating variables, such as religiosity, intrinsic motivation, or social support, to identify more complex pathways of Influence. Fourth, conducting experimental research by designing self-reflection or emotion regulation training programs and measuring their impact on character value changes. With this approach, the study would not only be descriptive but also an intervention providing practical solutions.

The findings of this study also have significant social and ethical implications. Socially, teachers with high self-awareness have the potential to create a positive school culture, strengthen interpersonal relationships, and foster a learning environment that values honesty, responsibility, and empathy. In other words, strengthening self-awareness in prospective teachers not only impacts individuals but also society at large through the educational process. Ethically, the results of this study confirm that teachers are not only responsible for teaching moral values, but must also be real role models. Self-awareness ensures that the values taught are not merely rhetorical but are truly internalized and manifested in everyday behavior.

In the context of digital technology use, ethical implications become even more relevant. Prospective madrasah ibtdaiyah teachers live in a digital age where social interactions largely take place in virtual spaces. Self-awareness is necessary for them to use technology wisely, avoid misuse of social media, and maintain academic and professional integrity. Teachers with high self-awareness will be able to educate students to be critical and ethical in using technology, for example, by emphasizing the importance of academic honesty, respecting the privacy of others, and avoiding hate speech in digital spaces. Thus, this study conveys the message that strengthening self-awareness is not only an individual psychological issue but also a social and ethical strategy for addressing educational challenges in the digital age.

#### 4. CONCLUSION

This study provides empirical evidence that self-awareness plays a significant role as a predictor of character Education values among prospective madrasah ibtdaiyah teachers. Descriptive analysis shows that the level of self-awareness and character values of students are generally in the high category, indicating positive potential for further development. Simple regression analysis reveals that self-awareness contributes 42.2% of the variation in character values, while multiple regression analysis confirms that the four dimensions of self-awareness simultaneously explain 55.1% of the variation. The dimensions of self-reflection and emotional regulation proved to be the most dominant predictors, followed by emotional self-awareness, awareness of strengths and weaknesses, and social self-awareness. These findings confirm that character Education for prospective teachers is not only influenced by external factors such as curriculum and learning environment, but also greatly

determined by internal psychological qualities, particularly self-awareness. Teachers with high levels of self-awareness are better able to reflect on their behavior, control their emotions, and demonstrate consistent role modeling aligned with the moral values they teach. Thus, this study addresses the research question that self-awareness can serve as a significant predictor for strengthening character Education values among prospective elementary school teachers.

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