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A Qualitative Study Of Character Education in Fourth Grade Students Through The Integration Of School Curriculum And Technology

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ABSTRACT

The implementation of character education aims to create an educative culture that focuses on the main characters integrally in the education unit. However, there are some students who still do not show a good personality during learning at school. From this phenomenon, there is a need for integration in the curriculum for character education content. The purpose of this research is to understand in depth how the cultivation of integral character education of students and the application when the school curriculum is integrated. This research uses a qualitative study approach at SD Negeri Sekaran 01 with data collection methods of observation, interviews and documentation. Based on the results of interviews conducted, the school instills the character values of students through habituation activities that are guided by P5 (Pancasila Student Profile Strengthening Project). This habituation activity is divided into two, namely outside the classroom and inside the classroom. Habituation activities outside the classroom include 5S habituation (greetings, smiles, greetings, politeness and courtesy), morning apples as well as activities after morning apples and congregational dhuhur prayers. The habituation activities in the classroom are carried out starting from the teacher entering the classroom until the teacher closes the lesson. In addition to habituation activities, the school also has one additional learning that is specifically for students when stepping on grade 4, namely ICT Computer learning. This integration of technology in the curriculum not only enhances students' learning experience but also strengthens character education in a way that is relevant and effective in the digital era. This shows that character education combined with technology can create students with integral and adaptive personalities.

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1. INTRODUCTION

Character education is an essential component of the national educational system, according to Presidential Regulation (Perpres) number 87 of 2017. This supports the government's initiatives to use education to instill Pancasila character qualities. PPK views religion, nationalism, independence, cooperation, and honesty as the fundamental principles and human spirit that underpin the nation's development (Ina Magdalena et al., 2020). PPK is a school effort to shape students into better individuals with strong character. By balancing all aspects of ethics, art, intelligence, and physicality. This is based on Pancasila values that involve cooperation between schools, parents and the community (Lestari & Mustika, 2021; Sulastri et al., 2022).

The PPK above can be viewed as one sort of follow-up to the Nawacita principles through the Mental Revolution Movement, which strengthens the nation's character (Khoeriyah, 2020; Rosyidin & Arifin, 2021). The PPK movement integrates values into all educational activities in schools, involving teachers to foster students to have 21st century skills, which are in line with the government's aspirations (Daga, 2021).

In line with PPK's goal of nurturing and preparing learners as Indonesia's golden generation in 2045, using Pancasila values and character education as its foundation to face rapid changes in the future, national education progress prioritizes character education as a fundamental component in the educational framework for learners across formal, non-formal, and informal pathways. This involves community involvement and considers Indonesia's cultural diversity, by building and expanding the skills and competencies of teachers, learners, communities, and families (Kurniawati et al., 2022).

In light of the aforementioned KDP goals and orientation, a thorough character education is required, in which character values do not function independently, but rather contribute to the construction of a whole individual. This integral character education aims to produce a generation that is not only smart, but is also expected to have noble morals. This is in accordance with the goals of Indonesian education, which is to develop students who are balanced, both intellectual, spiritually and socially (Mulia, 2020). The significance of holistic character education created with a planned and integrated approach is consistent with the nature of man as a homo faber with integrity for the development of his values and life (Aulia et al., 2023). In accordance with the fundamental concept of character education, which aims to help students learn and develop as good individuals. Students are guided through an organized learning process toward self-control, intelligent thinking, mature personalities, and acceptable life skills in everyday situations (Rahmadani et al., 2021). Comprehensive character education is believed to help individuals build integral character.

The implementation of character education aims to develop the personality of students as a whole, so that they become individuals who will succeed the nation who have the values of Pancasila (Alaby, 2020; Arif et al., 2023). Integral character building can begin in elementary school. The elementary school period is a very important time to build a solid character like carving on a rock. The educational experience gained will become a habit that they do in life (Kurniawati et al., 2022; Marlinawati et al., 2022; Narimo, 2020).

Understanding the importance of integral character necessitates that character education evolve into a learning tradition centered on the development of students' moral values and personalities. The theoretical foundation of this study is integral character education, which is an attempt to include integral character education into the curriculum. This curriculum is developed by adopting the concept of integrating integral education aimed at harmonizing the development of spiritual, moral and intellectual aspects of learners by integrating the school curriculum. Integral education is a learning approach that integrates the development of character values with subject matter. In integral education, the learning process does not only focus on understanding academic knowledge but also on the formation of a complete learner character through the integration of general and religious knowledge. Curriculum integration is an approach in developing curriculum with the aim of connecting and uniting various learning elements in a unified whole. In an integrated curriculum, all subjects are designed to be interrelated (Khozin et al., 2021; Mais et al., 2021).

The first step that must be taken for the success of the education unit is careful planning. The curriculum plays a central role in meeting global demands in education (Eny Junyanti, 2024). Also explained by (Agustina et al., 2024) the independent curriculum offers a flexible and in-depth approach so that it becomes a solid foundation for effective educational planning. Many theories regarding the Merdeka Curriculum have been developed by experts and supported by previous studies relevant to strengthening character education in Indonesia. This curriculum emphasizes project-based learning, with an initial focus on character development in accordance with the Pancasila Student profile (Raysa & Mustika, 2024).

The Merdeka Curriculum not only focuses on improving students' theoretical competencies, but also emphasizes the development of skills and character in line with national education goals. In the independent curriculum, PPK is still used because PPK is integrated with the Pancasila Student Profile. The integration of character values in the learning and assessment process is the main basis of the current Merdeka Curriculum (Maryam Salima, 2024).

Several previous studies or research have shown the effectiveness of classroom-based PPK in forming students who not only achieve academic achievement but have good moral values and character. However, several things, such as the minimal involvement of parents, teachers' understanding of the 2013 curriculum that has not been fully realized, and the lack of closeness between students and parents, are obstacles in achieving the goals of PPK optimally (Kurniawati et al., 2022). KDP incorporates character values into every facet of learning, which is consistent with other research findings. This is addressed through the preparation of character-oriented teaching modules, as well as training for teachers to improve pedagogical and social competencies. By providing problem-solving training, KDP encourages teachers' active participation in lesson planning and ensures program sustainability. The ultimate goal is to improve the quality of learning and shape the character of students with noble character (Sulastris et al., 2022). Other research findings on the implementation of PPK that combines character values with the 5S program in the context of school culture have proven effective in fostering students' respect for teachers and peers. The existence of community-based PPK innovations also contributes significantly to improving the quality of education in education units (Lestari & Mustika, 2021).

According to (Agustina et al., 2024), strengthening character education in the implementation of an independent curriculum faces various obstacles, such as an immature understanding of the essence of "independent learning", so that the optimization of strengthening the learner profile of Pancasila has not been achieved. In addition, there are time constraints given by the learners, limited learning time, minimal subject matter, lack of technological knowledge owned by the learners, and the learners' lack of attention to the subjects. To overcome this, the learners are expected to keep innovating so that the learning strategy can run smoothly and strengthen the learner profile of Pancasila as the character possessed by the learners. Supporting factors in the implementation of strengthening character education in the independent curriculum include two aspects: internal factors from the school such as facilities and infrastructure, media, and the state of educators; and external factors such as family background, surrounding environment, and teacher teaching methods. The inhibiting factors include students' diverse circumstances or backgrounds, the influence of social media, students' interests and talents, and communication with parents.

Based on the findings of the study shown above, it can be seen that no research has been conducted explicitly to investigate how vital character education can be linked into school curriculum and technology. The benefit of this research stems from the identification of ways to promote character education by integrating the school curriculum with technology. This study focuses on the relevance of character education integrated into the curriculum, as well as the use of information and communication technology as a tool to enhance student character. This research aims to understand how schools attempt to develop integral character education by integrating it into the curriculum. It is hoped that the results of this study can broaden our insight into the methods of integrating character education in the curriculum and become a reference for other schools that want to apply a similar approach, so as to produce learners who have an integral personality, both now and in the future

2. METHODS

This research uses a qualitative case study approach to describe a comprehensive, accurate and naturalistic picture of how integral character education that integrates the school curriculum is implemented at SD Negeri Sekaran 01 Semarang City (Lase, 2019). Researchers directly go to the field to collect data through observation, recording, analysis and documentation of natural events. This case study aims to deeply understand the phenomena that occur in everyday life. Based on the case study described, this research took place for 2 weeks near the end of semester 1 at SD Negeri Sekaran 01 Semarang City. The research subjects in the study were the principal, grade 4 teacher as curriculum coordinator, and 4 teachers. The research subjects were chosen precisely because they were directly responsible for the implementation of the character education program through the school curriculum. In other words, the research subjects are those who are familiar with how this program is implemented at school.

The data collection methods in this study used three main methods, namely interviews, observation and documentation (Sugiyono, 2022). Interviews focused on exploring in-depth information regarding initiatives to enhance and implement integral character education in the process of integrating school curriculum and technology. The interview guide focuses on two main issues: how character education is integrated into the curriculum and how it is implemented in practice. The two formulations of this research problem are further elaborated more specifically through research indicators. Habituation, reinforcement, implementation, and implementation time are all indicators of effective integrated character education. Meanwhile, the indicators of character education implementation include the integration of school curriculum and technology, thorough implementation, and the foundation and aim of implementation. Data collected utilizing the observation approach aims to examine the process of improving students' general character in order to execute integrated character education in various learning activities. While the documentation method is to collect data such as curriculum, School Implementation Plan, and visual documentation in the form of photos of Project-Based Learning implementation activities. The data obtained were then analyzed using the Miles and Huberman interactive model which involves the stages of data collection, data reduction, data presentation and conclusion drawing (Matthew B. Miles et al., 2020). Data collection is a systematic process for gathering information through observation and measurement. Data condensation is summarizing raw data into a simpler form that is relevant to the research. Presentation of data is done by retelling the data in written form. Drawing conclusions is the process of finding answers to research questions based on the analyzed data.

3. FINDINGS AND DISCUSSION

Based on the results of interviews with the principal of SD Negeri Sekaran 01, it shows that to implement the strengthening program, integral character education focuses on religious character, discipline and social care. The curriculum used has used the independent curriculum from grade one to grade six.

"The curriculum taken is very clear, namely the independent curriculum, where the independent curriculum emphasizes the importance of children's character, at least they can take 2-3 Pancasila characters. So here I integrate it with all subjects must have elements of P5 by choosing several models and methods that exist today."

The principal also emphasized that there are several curriculum integration activities carried out at school through habituation. Habituation activities carried out at school are divided into two things, namely habituation outside the classroom and habituation in the classroom. These habituation activities can be seen in table 1

Table 1. integrated school curriculum activities

Habituation Activity	Implementation	Time
5S (senyum, salam, sapa, sopan dan satun)	Teachers welcome learners at the gate when they arrive, learners greet each other, say hello, and are polite to each other both to teachers and peers.	Routine every morning at school
Morning Caremony (reading asmaul husna)	Reading and memorizing asmaul husna after the morning assembly with all school community	Every week on Tuesday
Morning caremony (literacy with the whole school)	One class representative takes turns every week. Reading fairy tales or role-playing folktales.	Every week on Wednesday
Morning ceremony (talent interest show)	Demonstration of interest per class alternates every week. Can sing, dance, play musical instruments.	Every week on Thursday
Healthy Friday and Clean Friday	Carrying out morning exercises together to maintain a healthy body and continued with community service to love the environment	Every week on Friday
Pray	Pray together at the beginning of class led by the teacher. Starts reading al fatihah and short letters.	Routine every day at the beginning of class
Singing the national song	Sing the national song while standing together and being guided directly by each class teacher.	Routine every day after prayer
Learner motivation	Teachers encourage students to value learning, to not be lazy, to be disciplined in any circumstance, to arrive on time for class, and to engage in other encouraging activities.	Routinely every day before learning begins from grade one to grade six.
15 minutes of class literacy	Learners read the books provided in the class reading corner to read for a moment and remember the contents of the books they have read.	Routine 15 minutes before learning
Case study	Learners are given a case in everyday life, the teacher invites learners to think critically and analyze the problems presented.	In all lessons
Discussion and debate	Teachers form large and small learning groups for learners to solve problems posed by the teacher.	In all lessons
Group project	Teachers give clear and specific tasks to each group and produce a product by the end of the lesson.	In all lessons but more focused on P5 and Pancasila learning
Dhuhur prayer in congregation	Teachers remind and become imams during congregational prayers or appoint students to become imams alternately in each class.	Routine together every day

IT Computer Learning	The teacher conducts computer lessons in the computer lab. Provide guidance on how to use computers and the benefits of a good digital world.	At least once a week.
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Strengthening integral character education above is carried out through habituation and guided by P5 at SD Negeri Sekaran 01, namely (1) 5S habituation; (2) Tuesday to Thursday morning apples followed by reading asmaul husna, literacy habituation and talent show interests of each class alternately per week; (3) pray together at the beginning of class entry; (4) sing national songs after prayer; (5) provide motivation at the beginning of learning; (6) 15 minutes of class literacy; (7) dhuhur prayer in congregation; (8) healthy Friday followed by clean Friday. In addition to habituation activities, the school curriculum focuses on instilling character values in P5-based learning and additional computer learning at least once a week. After conducting interviews with the principal, observation and documentation were continued for 2 weeks to obtain more accurate information and data.

3.1 Habituation outside the classroom

5S habituation (smile, greeting, greeting, politeness and courtesy) starts from leaving school students are greeted by the teacher in front of the school gate to give a smile and greet the teacher. Then when meeting with friends at school, students are not reluctant to greet first politely even though they are of different ages. Speaking politely when speaking to teachers or people older than them who are at school, assisted by direction from the teacher if they cannot speak Javanese language is better to use good and correct Indonesian. Every activity carried out by students is always monitored by teachers and other school residents and teachers are not reluctant to tell if students make mistakes when speaking.

Every Tuesday to Thursday, the students of SD Negeri Sekaran 01 start the day with a wise morning assembly. The morning assembly is not only to check the attendance of students before entering the classroom but also a moment to instill the value of discipline and social care. After the morning assembly, several interesting activities await the students. Every Tuesday, the atmosphere of the morning apple is decorated with the recitation of asmaul husna. The recitation of asmaul husna is expected to bring students closer to religious values and foster a sense of gratitude. On Wednesday, it is the turn of joint literacy activities to be the main focus. Students in each class are given an alternating schedule each week to provide stories that will be raised and told together in the field. Then on Thursdays, students have the opportunity to show their talents and interests in various fields and remain the same scheduled for each class so that from low to high classes have the opportunity to show their potential and explore their interests.

Congregational dhuhur prayer becomes a daily routine activity during the second break. Students in each class take turns to pray, with the high school prayer leader being one of the students picked by the teacher in turn. Strengthening the character here so that students are accustomed to being disciplined, religious, and responsible in carrying out their obligations as Muslims. Ninth, clean Friday and healthy Friday, this activity aims to make students accustomed to healthy living with exercise and love cleanliness wherever they are.



Figure 1. Implementation of habituation activities outside the classroom

3.2 Habituation in the classroom

Learning activities in the classroom begin at 08.00 after a series of apple activities in the field. At the beginning of entering the classroom the teacher gives greetings and is continued with a prayer together guided by the teacher. This habit not only teaches students to pray but also disciplines them to respect time and start all activities with good intentions.

Accustoming students to sing national songs every day after prayer, based on the results of observations, students are invited to stand simultaneously and are led by their respective class teachers. This activity aims to foster the spirit of nationalism in students starting from grade one to grade six. This activity has proven successful in developing the qualities of nationalism, patriotism, respect for achievement, and responsibility.

Before starting learning, teachers often motivate students. So that it can arouse their enthusiasm for learning. Some of the motivations given by teachers can be in the form of praise, inspirational stories or interesting questions that invite curiosity.

In addition to joint literacy activities during morning roll call, there is also a 15-minute literacy activity in the classroom reading corner. Students are able to read books from home or from the provided reading corner. From reading this book, students' insights will increase and they will love reading books. Strengthening character through this activity is quite efficient in shaping characters who are curious and love to read.

According to the 4th grade homeroom teacher regarding the learning materials and methods used in the classroom when it is effective when using Pancasila learning, this is because the cultivation of character in students is considered inseparable.

"In Pancasila learning, it is an inseparable part of character education to load P5. also in other learning. The method I use is learning by drawing, the teacher is digugu and ditiru. So the teacher must give a good example to students."

In addition to the opinion of the grade 4 homeroom teacher regarding classroom learning, there are also opinions from other teachers about the PBL and PjBl learning methods that are often used in classroom learning. So that students can provide character development in accordance with the curriculum at school.

learning in classes that implement P5, learners are invited to actively engage in activities such as case studies that encourage learners to analyze real problems and look for innovative solutions by the way the teacher provides sparking questions related to daily life and learning materials. After the teacher gives a sparking question, the teacher groups students into several groups for discussion activities to hone students' ability to argue, think logically and respect opinions. After conducting discussions and explaining the results of discussions in front of the class, learners are given group projects that allow them to work together, divide tasks, and produce meaningful work. In this activity the teacher does not have to use conventional learning media but the teacher also seeks to use digital era technology so that learners also recognize education can be found through digital platforms. All of this is designed to instill the character of critical, disciplined and socially concerned learners.



Figure 2. implementation of habituation activities in the classroom

3.3 Additional activities

As for additional activities that are only owned by SD Negeri Sekaran 01, namely computer learning every week at least once, which is given when students step on grade 4. This is done by the school because grades 1-3 students still enjoy various traditional games that are rich in local culture and help the social development of students. Hide-and-seek games, cat-and-mouse, jump rope and so on are an everyday part of their learning activities. However, when entering grade 4, learners are introduced to computer learning. The use of technology is also an important part of the curriculum, helping learners understand the basics of computing as well as preparing for the challenges of the digital age. It also shows that the application of technology in character education is not only relevant but also effective in shaping a generation with integrity and adaptability in the digital era.



Figure 3. technology learning using computers

Based on research, strengthening **character education through the integration of school curriculum and technology** with a habituation approach and classroom learning has proven to be effective in shaping the religious, disciplinary and social care characters of students. This step is in accordance with the government's priorities in student character development which emphasizes the main values of religion, **nationalism, independence, mutual cooperation and integrity** (Alfath et al., 2020; Permata & Mustadi, 2020).

The habituation strategy is used to shape the aforementioned character through eight behaviors, namely (1) 5S habituation; (2) every Tuesday to Thursday a morning apple is held with school residents to read asmaul husna, literacy habituation and talent show interests of each class alternating per week; (3) pray together at the beginning of class entry; (4) sing national songs after prayer; (5) provide motivation at the beginning of learning; (6) 15 minutes of class literacy; (7) dhuhur prayer in congregation; (8) healthy Friday followed by clean Friday. Presidential Regulation No. 87/2017 on

Strengthening Character Education (PPK) is in compliance with this school culture-based habituation strategy.

The goals of integrated character education, which include developing students into the nation's future citizens with Pancasila character and a positive attitude, are aligned with the integration of character education into the school curriculum. An essential emphasis of this study is the use of character education, which aims to instill fundamental character qualities in students as early as elementary school. The goal of this endeavor is to establish a foundation of character that will be essential to their adult existence. Since elementary school age is likened to a blank container or a white sheet of paper, students will be exposed to different types of information throughout their life. Their character will be shaped by their educational experiences and daily behaviors (Kurniawati et al., 2022; Narimo, 2020).

This study is consistent with previous research that supports and enhances earlier conclusions on the application of PPK based on community, school culture, and class. In addition to offering teachers training to improve their competence and character, PPK actively involves teachers in the development and execution of sustainable learning. PPK integrates subjects by integrating character education values into learning resources including teaching modules. Enhancing instructors' abilities and expertise, resolving issues in classroom settings, and encouraging a feeling of accountability and environmental consciousness are the goals of this training (Sulastri et al., 2022).

The findings of earlier research indicating the application of PPK is based on school and community culture are also supported by this study. The 5S program (Senyum, Salam, Sapa, Sopan, dan Santun) incorporates PPK and is successful in helping students develop a respectful attitude toward peers and teachers. Additionally, communication and information technology-based learning that supports character development are combined with community-based PPK strategies in basic education units. Students with well-rounded cognitive, emotional, and physical skills (Lestari & Mustika, 2021).

Classroom learning that is guided by P5 (Strengthening Character Education) is very useful for shaping the character of students. With this approach, students not only gain academic knowledge, but are also strengthened with character values such as religiosity, nationalism, independence, mutual cooperation, and integrity. The implementation of P5 in the daily learning process helps learners internalize these values through practical and interactive activities. For example, through group discussions, collaborative projects and reflective activities, learners learn to respect differences, work together and develop empathy. Thus, P5-based learning is able to create a holistic and sustainable educational environment where learners' positive characters are molded thoroughly.

In addition to these two characteristics, schools have incorporated technology into their curriculum. This integration makes information and communication technology (ICT) an important component in the learning process. This method is a significant change in the field of education, which allows the use of various devices, software, and internet resources to enhance students' learning experience (Zamani et al., 2023). In this context, technology integration not only includes the use of computer hardware and software, but also changes the way we teach, learn, and interact with information (Dwanda Putra et al., 2023).

When students reach grade 4, technology integration allows for more engaging and creative learning experiences. They are no longer limited to traditional teaching methods, but can use interactive learning programs, educational games, simulations, and creative tools to actively participate in the learning process (Sadam Akbar et al., 2023). These techniques allow for a more immersive and meaningful learning experience. One of the main advantages of technology integration is increased access to information. Students can use the internet to access a variety of educational resources from

around the world, such as digital textbooks, scholarly publications, instructional videos and online courses. This broad access allows students to gain more in-depth knowledge about the topics they study and encourages lifelong learning (Kholif Suhadha et al., 2023).

The results of this study have practical implications that can be utilized by principals, teachers, and education personnel to familiarize students in forming integral characters. This research can also enrich the integration model of character education in elementary schools or madrasah. However, this study has limitations because the subjects studied were only from the school, namely the principal, class teacher, and teacher in charge of the curriculum. If this research was conducted on all teachers, education personnel and parents, the results would be richer. Recommendations for future research include the role of parents in strengthening children's character education and the integration of character education with technology for all grade levels.

4. CONCLUSION

This research shows that the integration of school curriculum and technology in the cultivation of character values in grade 4 students has great potential. Through this approach, students not only acquire academic knowledge, but also develop the character values of religion, discipline and social care. Learning technology when students are in grade 4 is also able to motivate them to learn and apply the values they have learned in their daily lives.

Although there have been improvements in some aspects, further work is needed to ensure that all students can be actively involved in the learning process and gain optimal benefits. Especially communication and cooperation with parents to accompany student development at home. With this, the cultivation of student character education at school will be more optimal when all aspects work together.

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