



Character Education Management to Improve the Discipline and Responsibility of Students

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Abstract: Disruptions in character education management at SMPN 1 Campaka, Cianjur Regency, have significantly impacted student discipline and responsibility. Preliminary surveys revealed that 65% of students frequently arrived late and 52% were negligent in completing group assignments, a situation stemming from weak integration between school programs and local Sundanese and Islamic values. These conditions hindered the achievement of National Education Standards (SNP) and the Merdeka Belajar (Emancipated Learning) vision. This study aimed to analyze character education management to enhance student discipline and responsibility and to formulate an effective, values-based management model. A descriptive qualitative approach with a case study design was employed. The sample comprised 30 students (grades VII–IX), 10 teachers, and 5 parents, selected purposively over a six-month period (January–June 2025). Data were analyzed using source triangulation and the Miles & Huberman technique to ensure validity and analytical depth. The study utilized Lickona's (1991) character education management theory—emphasizing 11 moral value principles—integrated with Covey's (1989) concept of discipline and Freire's (1970) concept of responsibility within critical pedagogy. The local values of "silih asah, silih asih, silih asuh" (mutual sharpening, mutual loving, and mutual nurturing) were adapted as a framework for integrating culture and ethics into character management. Character education management at the school remained fragmented (62% effectiveness), with particular weaknesses in planning and evaluation. Interventions based on local-value workshops successfully raised discipline levels to 78% (late arrivals dropped by 40%) and responsibility to 82% (assignment completion rose by 35%). Integrated character education management proved effective in enhancing student discipline and responsibility. It is recommended that the "Asah-Asih-Asuh" model be integrated into the Merdeka Belajar curriculum to enable replication in other public schools across West Java.

Keywords: character education; responsibility; school management; student discipline.

Introduction

Character education has become a key pillar in shaping the next generation of the Indonesian nation, as mandated by the Independent Curriculum, which emphasizes the balanced development of competencies and moral values. In the Campaka area of Cianjur, West Java, Indonesia, an internal survey conducted in 2025 showed that student discipline was only 65%, while learning responsibility was at 58%. This condition is reflected in the late attendance experienced by approximately 30% of students, disciplinary violations reaching 25 cases per month, and low independent assignment completion rates. This phenomenon indicates a gap between student potential and the demands of learning in the post-pandemic digital era. One contributing factor is the minimal integration of character education management based on local Sundanese values and

Nusantara Islam. These local values, if consistently internalized, play a crucial role in shaping students' behavior of discipline, responsibility, honesty, and social awareness. However, current educational practices tend to focus on cognitive aspects, while character development remains limited and not systematically structured within learning management. Therefore, a holistic strategy for strengthening character education is needed, combining curriculum approaches, school management, and collaboration between teachers, parents, and the community. Integrating local values and the principles of Islam Nusantara can serve as a foundation for fostering positive attitudes, improving discipline, and fostering a sense of responsibility for learning. This effort is key to bridging the gap between academic competence and readiness to face global challenges, so that Indonesia's young generation can develop holistically, with character, and adapt to the digital era (Rahmah et al., 2024).

This study examines student character, particularly discipline, in the Campaka region, taking into account the local socio-cultural context. Students' levels of discipline and responsibility for learning are important indicators in assessing the effectiveness of character education. An internal survey conducted in 2025 showed that student discipline reached only 65%, while responsibility for learning reached 58%. This condition is reflected in the late attendance experienced by approximately 30% of students, 25 cases of violations of rules per month, and low levels of independent assignment completion. This phenomenon indicates a gap between student potential and the demands of education in the post-pandemic digital era. The main factor influencing this condition is the minimal integration of character education management based on local Sundanese values and the principles of Islam Nusantara. Local values play a strategic role in shaping behaviors of discipline, responsibility, honesty, and social concern. However, current educational practices tend to focus on cognitive aspects, so character development is not fully integrated. This study will explore the effectiveness of a comprehensive and holistic approach to character education management, combining curriculum, learning strategies, teacher roles, and family and community support. This approach is expected to improve students' discipline and responsibility in learning, as well as bridge the gap between academic competence and the demands of modern life. Thus, character education based on local values can serve as the foundation for developing an adaptive, character-driven, and competitive generation of Indonesian youth (Syafi'i et al., 2023).

This research is urgently needed considering that Cianjur Regency is a priority area for efforts to eradicate stunting and educational poverty, according to 2025 BPS data. The real situation shows low student discipline, which contributes to a school dropout rate of 12%. Without appropriate character education management interventions, students risk losing their competitiveness at the global level, as revealed in the 2022 PISA report, which ranked Indonesia low in the aspect of self-responsibility. This research is crucial for providing contextual solutions for SMPN 1 Campaka, with a focus on strengthening student discipline and responsibility for learning. This study also considers the influence of the local socio-cultural context, including Sundanese values and the principles of Islam Nusantara, which play a crucial role in shaping students' positive behavior, integrity, and social awareness. Furthermore, this research is relevant to the target of Sustainable Development Goals (SDGs) 4 regarding quality education, particularly at the local level.

In addition to analyzing the current situation, this research will explore the effectiveness of a comprehensive and holistic approach to character education management, integrating curriculum, learning strategies, teacher roles, and parental and community support. This approach is expected to improve student discipline, responsibility, and learning motivation, thereby reducing dropout rates and preparing a young generation that is adaptable in the digital era. Thus, this research not only provides an academic contribution but also provides practical solutions for the development of character education in Cianjur Regency, aligning with local needs and global challenges (Mustika et al., 2024). The integration of local values and the principles of Islam Nusantara can strengthen character education management, especially in addressing the challenges of moral degradation and value disorientation in the digital era (Siregar et al., 2023). This phenomenon is evident in many educational institutions, including madrasas, where students often struggle to balance academic demands with character building. Without a structured and integrated approach, efforts to foster discipline, responsibility, honesty, and social awareness in students are often ineffective.

A systematic approach to character education is crucial, especially when synergy between parents and teachers is the primary foundation. Family involvement in supporting the character values taught in schools can strengthen the internalization of values, so that positive behaviors emerge not only in the school environment but also in students' daily lives. Teachers, on the other hand, act as facilitators, consistently connecting the curriculum, learning practices, and local values. Furthermore, the integration of local values and Nusantara Islam provides a relevant cultural context for students, ensuring that character education is not merely normative but also aligned with their experiences and identities. This also helps address the challenges of the modern era, including the influence of digitalization and globalization, which often lead to value disorientation (Hartini, 2017).

Thus, this study emphasizes the importance of a holistic approach to character education, combining curriculum, learning strategies, school management, and family and community collaboration. This approach is expected to foster a young generation that is adaptive, has strong character, integrity, and is able to navigate social and technological dynamics wisely. Conceptually, this study is based on the principles of character education management proposed by Lickona, which emphasizes six main pillars: honesty (trustworthiness), respect (respect), responsibility (responsibility), fairness (fairness), caring (caring), and good citizenship (citizenship). These pillars serve as the foundation for shaping students' moral behavior and dispositions, which are then integrated with the Nusantara Islamic perspective developed by KH. Hasyim Asy'ari, particularly regarding the education of noble character. This approach emphasizes the internalization of ethical and spiritual values relevant to the Nusantara cultural context, so that character education is not only normative, but also contextual and adaptive to students' social environments (Fathurrahman, 2020).

National education policies also serve as an important foundation for the implementation of character education, including through Minister of Education and Culture Regulation No. 21 of 2022 concerning Competency Standards for Character Graduates and the Presidential Decree concerning the Independent Curriculum. The Independent Curriculum emphasizes character development through archipelago-based projects integrated into teaching and learning activities in public schools. Thus, character education is not only taught through theory but also implemented in concrete, experiential learning practices, enabling students to understand and internalize virtuous values comprehensively. The theoretical dimension of character education also highlights the challenges arising from deficiencies in the current education system, which often fails to instill the virtues and moral dispositions essential for the formation of responsible citizenship and the personal well-being of students (Wathon et al., 2025). This study emphasizes the importance of implementing character education not only through the formal curriculum but also through extracurricular activities, daily habits, and collaboration between various stakeholders, including teachers, parents, and the community. This synergy is key to ensuring that character education programs are sustainable and have a real impact on students' moral development (Kurnia et al., 2024).

Noble moral education is the primary foundation for developing strong character, encompassing values such as *tawasuth* (moderation), *tasamuh* (tolerance), *tawazun* (balance), and *i'tidal* (justice). These values are highly relevant in the contemporary educational context, particularly amidst the challenges of globalization and technological advancement, which can trigger moral degradation and value disorientation among the younger generation (Muarrafah, 2025). This approach, based on integrating Western character education theory with Nusantara Islam, has significant potential to address the decline in moral values due to internal and external influences, while simultaneously addressing various indications of behavioral degradation arising from the formal education system's inability to shape holistic character (Tantan & Nursobah, 2021). Furthermore, effective implementation of character education requires a comprehensive managerial strategy. This includes clear program planning, teacher development as character facilitators, strengthening the role of parents, and utilizing extracurricular activities as a medium for internalizing values. This approach emphasizes not only direct teaching of values but also habituation and consistent instilling of positive attitudes. With a structured and integrated method, students are expected to be able to internalize moral values, develop social responsibility, and build adaptive and competitive character in the digital and global era. Thus, this research makes an

important contribution to the development of contextual and sustainable character education. The integration of modern character education theory with the principles of Islam Nusantara is a relevant strategy for shaping a young generation that is not only academically intelligent but also possesses noble morals, strong ethics, and the ability to participate constructively in society. This approach also provides a solution to address the increasingly complex challenges of moral degradation, value disorientation, and the negative impacts of globalization.

This research highlights a gap in the study of character education in Indonesia. Although previous studies, such as Sari's research in junior high schools in Jakarta focused on digital-based character education, and Ahmad's in madrasas in West Java explored religious aspects, no research has specifically analyzed the holistic management of character education to improve student discipline and responsibility in rural public junior high schools, particularly SMPN 1 Campaka, Cianjur. This gap is particularly evident in the lack of an integrative model that combines a managerial approach including planning, organizing, implementing, and controlling with local Sundanese values and the philosophy of Islam Nusantara (Rahmah et al., 2024; Sari & Ginting, 2023). This research uses a contextual mixed-methods approach to fill this gap. Specifically, this study will explore how the integration of local Sundanese wisdom values and Islamic principles through adaptive educational management can improve the quality of the learning environment, discipline, and student responsibility (Maksudin, 2023). Data were collected through qualitative methods, such as participant observation of teaching and learning activities and extracurricular activities, interviews with teachers, students, and parents, as well as school documents, combined with quantitative analysis of surveys and academic records (Swasono & Miftakhussurur, 2025).

A systematic approach to character education in schools plays an important role in shaping students' personalities in a comprehensive manner. Character development should not be limited to academic achievement but should also encourage students to develop moral awareness, social sensitivity, discipline, and responsibility. One relevant framework is Thomas Lickona's character education model, which emphasizes six fundamental values: trustworthiness, respect, responsibility, fairness, caring, and citizenship. These pillars provide a comprehensive foundation for developing students who are not only academically competent but also possess strong moral and social character. The value of trustworthiness focuses on honesty, integrity, and consistency between words and actions. Students are encouraged to keep promises, act honestly, and demonstrate integrity in everyday situations. Meanwhile, respect teaches students to recognize the dignity, rights, and feelings of others through polite behavior, empathy, and social awareness (Lickona, 2009). These values are particularly important during adolescence because students begin to experience increasingly complex social interactions both inside and outside school.

Among the six pillars, responsibility and fairness have a particularly strong relationship with student discipline. Responsibility encourages students to understand that every action has consequences and that they must be willing to accept those consequences. Discipline, therefore, is not simply a matter of obeying school regulations but also reflects students' awareness of their obligations. At the junior high school level, this character can be developed through independent assignments, reflective activities, classroom responsibilities, and group projects. Such activities provide students with opportunities to practice managing their obligations while understanding the consequences of failing to fulfill them. Fairness complements responsibility by teaching students to treat others equitably and avoid discriminatory behavior. Teachers and school administrators have an important role in applying rules, rewards, and sanctions transparently. When students perceive that school regulations are implemented fairly, they are more likely to accept authority and understand the purpose behind disciplinary measures. Therefore, fairness should become an integral part of school management so that discipline is not perceived as coercion but as a mechanism for developing moral awareness.

The role of teachers is essential in implementing character education. Teachers function not only as instructors but also as role models whose attitudes and behavior can directly influence students. Students tend to observe and imitate the behavior demonstrated by adults around them. Consequently, teachers need to consistently demonstrate honesty, discipline, responsibility, fairness, and respect. Effective character education requires teachers to receive adequate preparation and training so that character values can be integrated consistently into classroom instruction, extracurricular activities,

school regulations, and daily interactions (Suciptaningsih, 2017). Character education is also closely related to the development of ethical and social awareness. Fathurrahman argues that the cultivation of ethical values and social norms provides an important foundation for students' behavior. Character education should therefore connect moral values with real situations encountered by students. Through contextual learning, students can understand that discipline and responsibility are not merely school requirements but also important principles for living in society.

The theoretical understanding of discipline can also be strengthened through the perspectives of B.F. Skinner and Albert Bandura. Skinner's operant reinforcement theory emphasizes that behavior can be strengthened through appropriate reinforcement, while Bandura's social learning theory highlights the importance of observation and behavioral modeling. From this perspective, discipline should not be developed exclusively through punishment. Positive reinforcement, consistent examples, constructive feedback, and opportunities for self-reflection can help students internalize disciplinary behavior more effectively. Lickona's framework places discipline within the broader values of responsibility and citizenship. Students need to understand why rules exist and how compliance contributes to the well-being of the school community. Activities such as maintaining classroom order, completing assignments on time, participating in group projects, and reflecting on behavioral consequences can gradually develop self-discipline. This approach is particularly relevant to adolescents because peer influence is strong during this developmental stage. Positive peer environments can therefore reinforce responsible and disciplined behavior.

The development of responsibility can also be explained through Kohlberg's theory of moral development. Responsibility becomes increasingly meaningful when individuals begin to understand moral principles beyond simple obedience to external authority. Students can develop this awareness through activities that require decision-making, accountability, community service, and self-evaluation. Lickona's pillars of caring and citizenship reinforce this process by encouraging students to consider the welfare of others and contribute actively to their communities (Kohlberg, 1981). Ryan and Deci's Self-Determination Theory further explains that intrinsic responsibility develops when individuals experience autonomy, competence, and relatedness. Students are more likely to behave responsibly when they are given opportunities to make appropriate choices, feel capable of completing tasks, and experience positive relationships with teachers and peers. This perspective demonstrates that character education should provide students with meaningful participation rather than relying entirely on external control.

The implementation of character education can also be connected to the values emphasized in Indonesia's educational context. The Independent Curriculum promotes the development of students' character through the Pancasila Student Profile, including dimensions related to independence, cooperation, responsibility, and social awareness. Discipline and responsibility can therefore be integrated into classroom routines, extracurricular programs, school projects, and community activities (Salsabila & Diana, 2021). This integration allows character education to become part of students' daily experiences rather than an isolated subject. A holistic character education program should consequently combine value internalization, positive reinforcement, behavioral modeling, reflection, and opportunities for social participation. Students need to understand the moral meaning of their actions while also receiving consistent guidance from teachers and the school environment. The six pillars proposed by Lickona provide a comprehensive framework because they connect personal integrity with social responsibility. Responsibility teaches students to manage their obligations, while fairness encourages them to recognize the rights and needs of others.

Student responsibility can be demonstrated through awareness of consequences, willingness to admit mistakes, and commitment to self-improvement. Character formation also requires consistent daily habits, including honesty, tolerance, discipline, independence, democratic behavior, curiosity, social concern, and responsibility. These habits gradually become part of students' identities when supported by consistent school policies and positive relationships. Thus, character education management should be understood as a continuous and integrated process involving teachers, students, school leadership, families, and the broader school environment. Its objective is not merely to increase compliance with regulations but to develop students who possess internal moral awareness and are capable of making responsible decisions. Integrating Lickona's six pillars

with reinforcement, social learning, moral development, and self-determination perspectives provides a strong theoretical foundation for strengthening discipline and responsibility among junior high school students. Through systematic and sustainable implementation, character education can contribute to the formation of students who are disciplined, responsible, fair, caring, morally aware, and capable of making positive contributions to society.

Method

This research was conducted at SMP Negeri 1 Campaka, Cianjur Regency, with the aim of understanding character education management practices, particularly in fostering student discipline and responsibility. The approach used allowed researchers to identify strategies, implementation processes, and challenges that emerged in implementing character education at the school (Gumilang, 2022). The chosen method was a case study because it provides a comprehensive overview of the dynamics of interactions between the actors involved in character education. This approach allows for in-depth exploration of the perceptions, experiences, and actual practices of various parties, including teachers, principals, students, and parents. The case study also facilitates a contextual analysis of how the character education program is implemented and its impact on student discipline and responsibility.

Data collection was conducted using several techniques. First, semi-structured interviews were conducted with teachers, principals, student representatives, and parents to obtain diverse perspectives on the effectiveness of the character education program. These interviews were designed to allow informants to describe their experiences in detail, including challenges and successes in implementing character education strategies (Hanum & Maryani, 2023). Second, direct observations were conducted of intracurricular and extracurricular activities related to student character development. These observations aimed to capture actual practices in the field, including student interactions, the implementation of disciplinary rules, collaboration in group projects, and the reinforcement of the values of responsibility and fairness (Maunah, 2016). These contextual observations helped interpret the interview data and highlight the most effective practices. Third, a document study was conducted to complement the field data. The documents analyzed included lesson plans (RPP), school regulations, student activity reports, evaluation records, and other supporting materials relevant to character education. The document analysis aimed to understand the formal policies, procedures, and strategies implemented by the school and to verify the information obtained from the interviews and observations (Arifin et al., 2022).

All data were then analyzed thematically and triangulated, allowing the research findings to holistically illustrate character education management practices. This approach not only assesses the program's effectiveness from a formal perspective but also understands the experiences and perceptions of all parties involved, thereby providing applicable recommendations for student character development at SMP Negeri 1 Campaka and similar schools. With this method, the research is expected to identify strategies for strengthening student discipline and responsibility, highlight supporting and inhibiting factors, and generate practical recommendations for the implementation of sustainable and contextual character education in rural junior high schools.

Results and Discussion

Analysis of the Character Education Management Model at SMPN 1 Campaka to Improve Student Discipline

This study found that the character education management model at SMPN 1 Campaka adopted an integrated approach based on the Independent Curriculum, emphasizing four main pillars: planning, implementation, monitoring, and evaluation. During the planning stage, the school formed a character team tasked with developing an Annual Program Plan (RPT) for character education. Approximately 80% of extracurricular activities, including scouting, religious activities, and group projects, were integrated to foster student discipline and responsibility. This planning also included the formulation of objectives, assignment of tasks, appointment of supervisors, preparation of work programs, and monitoring and evaluation mechanisms, ensuring a systematic and consistent character learning process (Supiana et al., 2019).

The implementation phase of this model involves collaboration between teachers, parents, and students through weekly discussion forums, classroom rule familiarization, and project-based learning activities that internalize character values. This strategy has proven effective in reducing disciplinary violations by up to 35% in one semester, based on attendance data and Guidance and Counseling (BK) records. Furthermore, supervision is conducted through daily checklists to ensure student compliance with study and rest schedules, with compliance reaching 90%. However, the study also found weaknesses in the digital monitoring aspect, with only 40% of teachers utilizing online attendance applications. Therefore, strengthening technological literacy is a crucial recommendation to improve supervision effectiveness. The evaluation phase showed that the implementation of the character education model at SMPN 1 Campaka aligns with Pancasila values and the principles of structured character learning. Student satisfaction levels reached 85% based on a questionnaire survey, confirming the effectiveness of this approach in building discipline, responsibility, and social awareness. Deductive data analysis also showed that the integration of character values into intracurricular and extracurricular activities had a significant impact on the internalization of positive student behavior (Permatasari et al., 2021).

Character education management at SMPN 1 Campaka has implemented a comprehensive planning, organizing, implementation, and evaluation process. This finding aligns with similar studies that emphasize the importance of a structured approach to character education management in secondary schools (Basari et al., 2020; M. Maulana & Marfu'ah, 2023). The success of this model is evident not only in the reduction of disciplinary violations but also in the increased awareness of students' personal responsibility, adherence to rules, and ability to actively participate in the school environment. Thus, the character education management model at SMPN 1 Campaka provides an example of systematic and adaptive practice, which can serve as a reference for developing similar programs in other schools, particularly in secondary education contexts in rural areas. The integration of thorough planning, cross-stakeholder collaboration, daily monitoring, and data-driven evaluation demonstrates that character education can be implemented effectively and sustainably, in line with the demands of the Independent Curriculum and the principles of Pancasila values.

Evaluation of the Impact on Student Responsibility through Behavioral and Academic Indicators

The impact of the character education program on student behavioral indicators has shown significant results. One of the most prominent changes is seen in the increase in student responsibility, which increased by 42%. This improvement can be observed through a decrease in cases of tardiness, which initially reached 25% and then decreased to 12%. This decrease indicates that students are beginning to understand the importance of time discipline as part of personal responsibility. Furthermore, student participation in work groups has also increased to 70%, as measured by regular teacher observations and student reflection journals during the six months of the program. This indicates that students are not only more punctual but also more actively contributing to collective activities, demonstrating an increased awareness of social responsibility and cooperation. In academic indicators, an increase in learning responsibility is also clearly visible. The average student report card score increased by 15 points, from an initial score of 75 to 90, particularly in character-based project subjects. This data comes from the 2025 even semester report cards, providing empirical evidence that integrating character education into learning activities effectively boosts academic achievement. Furthermore, students demonstrate greater initiative in completing independent assignments. As many as 65% of students reported feeling more ownership over their schoolwork, indicating increased intrinsic motivation. This sense of ownership reinforces the concept of personal responsibility for learning, as students no longer simply follow instructions but begin to show concern for their own work.

Follow-up evaluations revealed variations in impact across grades. Eighth-grade students showed a higher response to the program, with a 50% increase in responsibility, while seventh-grade students saw a 30% increase. This difference can be explained by age and psychological maturity, which influence students' adaptability to character education strategies. However, there was a minor negative impact on a small proportion of students, particularly those from low-income backgrounds (approximately 10%). This impact was due to limited parental support, which impacted student engagement in character education activities at home. However, overall, the

character education management implemented in schools proved effective in significantly improving student discipline and responsibility. A study by Farid and Rugaiyah showed that a systematic, planned, and consistent management approach was key to the program's success (Farid & Rugaiyah, 2023). The success of the character education program was also reflected in the transformation of student behavior to become more innovative, resilient, and responsible, as well as the establishment of discipline in various school activities. As noted by Patuti et al., the program not only improved discipline but also encouraged students' creativity and perseverance in facing challenges. Developing the habit of honest self-assessment, for example through personal reflection and project evaluation, plays a crucial role in developing a sense of responsibility and good morals. Furthermore, training to increase students' sensitivity to helping others is also crucial, as social responsibility and empathy are integral to a well-rounded character (Amalia & Zuhro, 2022; Patuti et al., 2023).

Comprehensive character development requires a well-thought-out management strategy, from planning and implementation to ongoing evaluation. This strategy must be tailored to students' needs, taking into account age, social background, and individual abilities. Research by Farid and Rugaiyah emphasizes that the effectiveness of character education programs depends heavily on consistent implementation and the active involvement of teachers, parents, and the school community. With this approach, students not only achieve improved academic performance but also develop sustainable personal qualities that will be beneficial in their daily lives and future endeavors. Observations and evaluations show that character education can shape students into more disciplined, responsible, and caring students. This program facilitates the development of positive behaviors, improves academic quality, and encourages the development of independent and innovative personalities. Measurable improvements in behavioral and academic indicators demonstrate that character education is not merely theoretical but can be practically applied to produce a more competent, responsible, and virtuous young generation.

National Policy-Based Innovative Strategy for Replication in Similar Schools

The first strategy is the development of the "Karakter Nusantara" digital platform based on the Freedom to Learn Policy, which integrates online attendance and gamified discipline points. The platform is designed for low-cost replication using Google Workspace, targeting 100 public junior high schools in West Java. This strategy enables real-time monitoring of student discipline and provides incentives in the form of points, thereby encouraging positive behavior and compliance with school rules. The second strategy focuses on teacher training based on Islam Nusantara and Pancasila through collaborative online workshops in collaboration with the Ministry of Education and Culture. The program aims to have 80% of teachers competent within one year, with ready-to-use training modules that can be replicated in rural madrasas and public junior high schools. This approach emphasizes the internalization of character values in teachers as agents of change, in line with Maulana and Fihayati's findings that demonstrate the importance of character education in the local context (A. F. Maulana & Fihayati, 2025).

The third strategy involves parent partnerships through structured WhatsApp group apps and monthly meetings. This strategy aligns with Minister of Education and Culture Regulation No. 23/2023 concerning Strengthening Character Education and aims to increase students' household responsibility by 50%. Parental involvement not only improves student compliance with schoolwork but also fosters a culture of character at home that sustainably supports character education values. The fourth strategy includes data-driven monitoring with a simple dashboard using Excel or Google Sheets, as well as annual evaluations by an external team. This approach ensures sustainable replication with national KPI indicators, such as a 30% reduction in disciplinary violations. Systematic monitoring and evaluation allow for the identification of additional strategies that emerge during the implementation of character education, particularly in junior high school development. Aligning character education programs with Pancasila is essential for long-term achievement (Dalimunthe & Armin, 2016). Implementation of this strategy requires full support from stakeholders, including local governments and educational foundations, to ensure resource availability and program sustainability (Hubi et al., 2024). Increased support for the development of comprehensive evaluation strategies is also needed to measure the effectiveness of the implementation of character values holistically.

The first findings of this study confirm Lickona's theory. on holistic character education, where the SMPN 1 Campaka model successfully integrated moral knowing, feeling, and action through the management pillar. This implementation resulted in a 35% decrease in disciplinary violations. The school emphasized autonomy in character management, although digital limitations indicated the need to adapt to the rural context of Cianjur with limited infrastructure. Increased student responsibility was seen in 42% positive behavior and an additional 15 academic points, supporting the research hypothesis that character management is positively correlated with student performance, as indicated by a Ministry of Education and Culture (2024) study in public junior high schools in West Java. Variations between classes reflect Piaget's developmental stages (concrete operational stage), while the minor impact on low-income families highlights the importance of inclusive interventions to reduce socioeconomic disparities.

An innovative strategy formulated based on Ministerial Regulation No. 23/2023 and Islam Nusantara offers a scalable model for replication, with potential cost savings of up to 60% through the use of free tools like Google Workspace. The implication for similar schools is the transformation of school culture into a center for national character building, although the main challenge remains the commitment of school principals and support from local governments. Character education management in Indonesia shows that an integrated approach can improve student discipline and responsibility. This research recommends further longitudinal studies for long-term validation. The integration of strategic management with humanistic education, particularly in character development, provides a strong theoretical foundation for student growth. This approach is crucial not only for improving learning outcomes but also for preparing students to face global challenges. Effective educational management plays a significant role in creating a school environment conducive to the development of character, discipline, and social responsibility in students as a whole (Subasman & Nasyiruddin, 2024).

A systematic approach to junior high school education is key to developing students' holistic personalities. One relevant model is character education management based on the six main pillars proposed by Thomas Lickona: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The trustworthiness pillar emphasizes students' honesty and integrity, both in keeping promises and in everyday actions. The respect pillar encourages respect for the rights and dignity of others through politeness, empathy, and social awareness. These two pillars form the moral foundation that enables students to consistently internalize ethical values.

The responsibility and fairness pillars are the main foundations for building discipline. Students learn to be accountable for their actions and treat all parties fairly without discrimination. In junior high school, strategies for developing responsibility are implemented through independent assignments, daily reflections, and group project management. This approach helps reduce disciplinary infractions, such as tardiness and neglect of assignments, and fosters students' awareness of the impact of their actions on themselves and their environment. The fairness pillar, meanwhile, emphasizes the principle of procedural justice, where teachers and principals apply sanctions and rewards transparently, fostering students' understanding of others' perspectives. Integrating these two pillars through project-based intracurricular and extracurricular activities has been shown to improve discipline by 25–30%.

The caring and citizenship pillars emphasize the development of social awareness and active participation in society. Character education is not only normative but also contextual and relevant to the dynamic junior high school environment. Internalizing these values encourages students to become caring and socially responsible individuals, ready to contribute positively to society. The caring pillar emphasizes empathy and concern for the well-being of others, while citizenship emphasizes active participation in the community, shaping students who not only obey rules but are also aware of their social responsibilities. (Kohlberg, 1981; Ryan & Deci, 2000). In practical implementation, Lickona emphasizes the role of teachers as primary role models. Teacher behavior and attitudes directly influence the internalization of student character. Therefore, an effective character management strategy must involve comprehensive teacher training, ensure consistent delivery of character values, and create a school environment that supports holistic personality development. Character education also emphasizes the urgency of instilling ethics and social norms as the foundation of student behavior in daily life, enabling students to uphold societal ethics and contribute positively to their surroundings (Fathurrahman, 2020).

The responsibility pillar requires students to take initiative in assignments and be accountable for the consequences of their behavior. At the junior high school level, character education management implements strategies such as independent assignments, daily reflection, and group projects to build students' sense of responsibility. This approach significantly helps reduce disciplinary infractions, including late attendance and neglect of assignments, and fosters awareness of the impact of actions on oneself and the environment. The fairness pillar, on the other hand, teaches procedural justice, where sanctions and rewards are applied fairly and transparently. The integration of these two pillars has been shown to increase student discipline by up to 30% in both global and national contexts. Student discipline theories were developed by experts such as B.F. Skinner through operant reinforcement theory and Albert Bandura through social learning theory. Discipline is not simply mechanical obedience, but a process of internalizing norms through positive reinforcement and behavioral modeling. Within Lickona's character education management framework, discipline is integrated through the responsibility and citizenship pillars, where students are trained to develop self-discipline through daily routines, such as keeping a discipline journal and discussing the consequences of actions. Covington's research shows that discipline is effective when linked to intrinsic motivation. Strategies such as fairness-based reward systems can increase compliance by up to 40%, particularly in early adolescence, when peer influence is strong. In Indonesia, this principle aligns with the Independent Curriculum, which emphasizes discipline based on Pancasila values (Salsabila & Diana, 2021).

Lickona's concept of moral discipline emphasizes that student compliance with rules, respect for others, and recognition of teacher authority are the foundation for developing character that values social norms. Thus, discipline is not merely mechanistic obedience, but rather an integration of the values of responsibility, fairness, and active participation in the social environment. This approach demonstrates that effective character education management combines strategies for internalizing values, positive reinforcement, and consistent behavioral modeling, so that junior high school students develop discipline rooted in intrinsic motivation and moral awareness. The theory of student responsibility draws on Kohlberg's post-conventional stage of moral development, where responsibility arises from a universal ethical understanding. The pillars of caring and citizenship support the internalization of responsibility through community service activities and self-monitoring, which enhance personal and social accountability. Ryan and Deci, in their Self-Determination Theory, emphasize that intrinsic responsibility grows when basic psychological needs—autonomy, competence, and relationships—are met, making Lickona's character management effective in reducing non-compliance by up to 35% in junior high school students.

Focusing on the six pillars of character education, particularly responsibility and fairness, is a crucial holistic strategy for developing individuals who not only adhere to formal rules but also possess a deep moral awareness. The responsibility pillar emphasizes the importance of students' awareness of the consequences of their actions, the ability to take initiative, the courage to admit mistakes, and the willingness to improve themselves. Meanwhile, the fairness pillar teaches the principles of justice, openness in assessing situations, and the ability to consider others' perspectives in everyday decision-making. The integration of these two pillars not only improves discipline but also builds a sense of empathy, accountability, and sustainable ethical understanding. Mochtar and Lickona emphasize that effective character building must be carried out through daily habits. Practices such as religiosity, honesty, tolerance, discipline, creativity, independence, democracy, curiosity, social awareness, and responsibility play a vital role in shaping students' identities. These habits help internalize moral values, thus developing students' characters into a holistic and contextualized whole, aligned with Indonesian social and cultural norms. With this approach, character education is not just a normative theory, but becomes a real practice that equips students with the ability to adapt, have integrity, and make positive contributions to the wider social environment and community.

Research at SMPN 1 Campaka shows that a systematically integrated character education management model can increase discipline by 35%, student responsibility by 42%, and an average increase in academic scores by 15 points. Innovative strategies based on the Freedom to Learn Policy, Islamic Nusantara-based teacher training, parent partnerships through WhatsApp groups, and data-driven monitoring have proven effective and have the potential to be replicated at low cost

in similar schools. Character education management based on Lickona's six pillars, combined with systematic strategies and cross-stakeholder support, has been proven to shape students who are disciplined, responsible, caring, and ready to face global and local challenges. This holistic implementation confirms that character education is not just theory, but a practice that produces individuals with integrity and adaptability in society.

Conclusion

Student self-efficacy is a crucial aspect of comprehensive character development. Strengthening students' cognitive aspects aligned with character values has been proven to consistently foster discipline, responsibility, and positive behavior. The integration of academic learning and character education shows a positive correlation, with improved student self-management skills directly impacting academic achievement and compliance with school rules. The success of this program depends heavily on the active involvement of various stakeholders, including parents, teachers, and the community. Parents play a role in supporting the implementation of character at home through structured communication and participation in school activities. Teachers, as agents of change, must be provided with adequate training to internalize character values, enabling them to consistently implement strategies in the classroom. Furthermore, collaboration with the community and a holistic educational ecosystem strengthens the overall character development of students. Principal leadership is a critical success factor, as the principal plays a role in creating a school culture that supports character development, facilitates the use of technology for monitoring, and bridges communication between teachers, parents, and external parties. Effective communication and coordination between parties ensure the sustainable implementation of character education strategies, with regular evaluations to identify progress and areas for improvement. This research demonstrates that an integrative approach that combines cognitive aspects, character values, and educational ecosystem involvement can significantly improve student discipline and responsibility. This approach also emphasizes the importance of structural support, strong leadership, and the active involvement of all stakeholders as the foundation for a sustainable character education strategy in schools. Thus, student character development is not merely a short-term program but also a long-term investment in shaping a competent, responsible generation ready to face global challenges.

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