Character Education from the Students', Teachers', and Schools' Perspective

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Abstract

In 2016, the Indonesian Government emphasized character education by sparking a Character Strengthening Program or Program Penguatan Karakter/PPK to build and strengthen the students' character. This program focuses on character building but it mainly highlights five main good characters which are religiosity, nationalism, integrity, independence, and cooperation. This study aims to deeply understand the perspective of students, teachers, and schools toward knowledge and value of character education and to explore the linkage among them as a complete picture. A mixed-method research was employed in this study. The data was collected from 2 junior and 2 senior high schools, which involved 4 headmasters, 12 teachers, and 212 students. Regression analysis was performed to evaluate the roles of teachers and schools in the internalization of character education among students, while the qualitative approach was employed to understand teachers' and schools' perspectives. This study finds that based on the students' perspective, teachers' and schools' roles are playing a significant effect on the internalization of the values of character education to them. The school and the teachers were not familiar with terms used by the governments PPK programs. Despite, the school and teacher are in synergy in developing the students' good character with their own character development terms such as "akhlaq mulia" which is actually has similar values with the Government's Character Strengthening Program.

Keywords: Character Education, Character Internalization, School contribution, Teacher role, Students' internalization.

1. INTRODUCTION

Research on the effectiveness of the application of character education received criticism because of the unclear concept and methodology and did not provide much empirical evidence (Was, Woltz, & Drew, 2006). Berkowitz et al (2017) define the 'effectiveness' as a scientific evidence-based practice including statistical significance test. Various types of analytical techniques are needed to provide evidence about the effectiveness of character education if the government, administrators, and educators want to promote the use of character education in schools (Was et al., 2006). Some research in the past few years only provide some suggestion regarding character education without providing empirical evidence about the implementation of character education (Margerison & Ravenscroft, 2020; Nurmalina, 2015; Saidek, Islami, & Abdoludin, 2016). This condition calls for more empirical evidence-based research needs to be conducted.

Some previous studies have shown empirical evidence such as Fahmy, Bachtiar, Rahim, & Malik (2015), and Ferrara (2019). However, the aforementioned empirical-based research only discovered a single side perspective. Fahmy et al (2015) research focus on the development of personal character-building scale in high school students and its impact on their academic achievement. Ferrara (2019) was examining the effectiveness of the character education program in kindergarten through fifth-grade students in three schools. The teachers have an important role in the application of character education programs indicated by the decrease in filed discipline reports and an increase in positive behavior after one year of the program implementation (Ferrara, 2019). A multi-sided perspective of character education needs to discover.

Kang, Sung, Rho, and Jang (2020) tried to analyze the importance of character education from the professors and students' perspective, but the plot of knowledge and value transfer in the character education program has not been fully covered. They found that both professors and students think that character education is important but they have a different opinion in which type of character is more important (Kang et al., 2020). This evidence proved that there is a difference in how the teacher and students have a different perspective on character education practice.

Nur (2018) stated that school also played an important role in developing a student's character. Effective principal as the representation of the school and teacher's role and commitment are the supporting factors in the implementation of the character education program. Research that fully evaluates the plot of knowledge and values transfer in character education programs has not been established even though the character education program launched by the government is transferred through the curriculum, implemented by schools, taught by teachers, and accepted by students.

In 2016, the Indonesian Government emphasized character education by sparking a Character Education Strengthening Program or Program Penguatan Pendidikan Karakter/PPK (Kementerian Pendidikan dan Kebudayaan, 2016). This program focuses on character building but it mainly highlights five main inseparable characters which are religiosity, nationalism, integrity, independence, and cooperation (Kementerian Pendidikan dan Kebudayaan, 2013). This was an additional strengthening program for the previous character-building program stipulated in the 2013 curriculum by the Kementerian

Pendidikan Nasional/Ministry of National Education (Kementerian Pendidikan dan Kebudayaan, 2016)

From the previous matter, the problem to discuss here are: How is the implementation of Character Education Strengthening Program from the students, teacher, and school's perspective? Are those perspective in line with the Governments program? This research aimed to explore the implementation of Character Strengthening Program by Kementerian Pendidikan dan Kebudayaan of Indonesia from those perspective.

2. LITERATURE REVIEW

During their development, adolescents experience some distinctive biological, cognitive, and socio-emotional changes (Santrock, 2011). In early adolescence, they experience puberty which is characterized by hormonal changes so that they experience rapid physical development and maturation of the reproductive organs (Coon & Mitterer, 2010).

Cognitively, adolescents experience developments in their thinking ability, intelligence, and language (Santrock, 2011). At this stage, Piaget (in Santrock, 2011) stated that they had begun to enter the formal operational stage where they were able to process information that was more abstract in the concrete operational period. Piaget (in Santrock, 2011) also stated that adolescents build their own cognitive world, not only from the outpouring of information from the outside world. Teenagers organize their experiences to understand their world, and adjust their way of thinking to include new ideas because their understanding of various things increases with the knowledge they get.

Socio-emotional changes in adolescents include changes in terms of individual relationships with others, in terms of emotions, in terms of personality, and the role of social contexts in development (Santrock, 2011). Adolescence as a transition from childhood to adulthood involves major changes in the position of adolescents relative to others and is more likely to choose with peers when compared to parents (Baumrind, 1991). The identification of adolescents with peers generally tends to increase (Coon & Mitterer, 2010). It has a role to increase adolescent independence and provide experience for adolescents to join a wider social network (Coon & Mitterer, 2010). They also began to assume new responsibilities and roles in the family and the wider community (Baumrind, 1991). Charles Nelson (2003, in Santrock, 2011) states that although adolescents are able to feel very strong emotions, their prefrontal cortex that has not developed properly causes them to tend to not be able to control emotions perfectly. As if their brains did not have the brakes to control their emotions.

Character education in Indonesia began to receive attention since 2016 through the "Penguatan Pendidikan Karakter" (PPK) or Character Education Strengthening movement. There are five main character values that are the government's priority in this PPK program. The five main values of the nation's character include (Kementerian Pendidikan dan Kebudayaan, 2016)

1. *Religiosity*
   This value reflects the belief in God Almighty which is realized by implementing religious teachings that are embraced, respecting religious differences and beliefs, respecting religious differences, upholding a tolerant attitude towards the

implementation of religious worship and other beliefs, living in harmony and peace with adherents of other religions.

Religious sub-values include peace, tolerance, and respect for differences in religion and beliefs, firm stand, confidence, cooperation between followers of religion and beliefs, anti-bully and violence, friendship, sincerity, not forcing the will, loving the environment, protecting the small and marginalized.

2. *Nationalism*

The value of nationalist character is a way of thinking, behaving, and acting that shows loyalty, care and high respect for the language, physical environment, social, cultural, economic, and political of the nation, placing the interests of the nation and state above the self and group interests.

Nationalist sub-values include appreciation of the nation's own culture, safeguarding the nation's cultural wealth, willingness to sacrifice, excel and excel, love the motherland, protect the environment, obey the law, discipline, respect cultural diversity, ethnicity and religion.

3. *Independence*

Independence is an attitude and behavior that does not depend on others and uses all energy, thoughts, time to realize hopes, dreams and ideals.

Independent sub-values include work ethic (hard work), resilience, fighting spirit, professional, creative, courage, and become lifelong learners.

4. *Mutual cooperation*

The character value of mutual cooperation reflects the act of appreciating the spirit of cooperation and working hand in hand to solve common problems, establish communication and friendship, provide assistance / help to those in need.

The mutual cooperation sub-values include respect, cooperation, inclusion, commitment to joint decisions, consensus agreement, help, solidarity, empathy, anti-discrimination, anti-violence, and voluntary attitudes.

5. *Integrity*

Integrity character values are values that underlie behavior based on efforts to make themselves people who can always be trusted in words, actions, and work, have commitment and loyalty to human values and morals (moral integrity). The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistency of actions and words based on truth.

Sub-values of integrity include honesty, love for truth, loyalty, moral commitment, anti-corruption, justice, responsibility, example, and respect for the dignity of individuals (especially persons with disabilities).

3. RESEARCH METHODS
3.1 Data

The data are obtained from headmasters as the schools' representatives, teachers, and students in two junior high school/sekolah menengah pertama (SMP) and two senior high school/sekolah menengah atas (SMA) in Jember Regency, Indonesia. The students were asked to answer close-ended questionnaires. 1-5 range scored Likert-scale questionnaires are

employed to obtain the quantitative data. There are several criteria for the subjects involved in this study, which are (1) an active student at the designated school; (2) at least 12 years of age, and 18 years of age at most. The sample size in this analysis is 212 students, which include 89 males and 123 females.

There are 12 teachers and 4 headmasters participating as respondents in this research. The teachers will be asked to answer close-ended and open-ended questionnaires. 1-5 scored Likert-scale are employed to get basic summary data of teachers' perception of their understanding of the character education program. Open-ended questionnaires are the instrument aimed to explore teachers' knowledge and their practical problem or experience about character education. In-depth interviews are employed to obtain qualitative data from the headmasters as the representative of the schools. This type of data will explore what the schools have been done to transfer knowledge and values of character education programs held by the government of Indonesia.

3.2 Measures

This study contains qualitative data and quantitative data. The qualitative data in this study was collected using open-ended questionnaires and in-depth interview questions list. The quantitative data in this study measured using 1-5 range scored Likert-scale questionnaires. Descriptive statistics such as mean, deviation standard, minimum and maximum score are employed to describe the basic feature of data in this study. These measurements are employed both for teachers and students. For assessing students, the sum scores of each participant are used as variables, which are 1 dependent variable and 2 independent variables:

- Internalization of character education value (Y). The dependent variable of this study explains how students internalized the value of character education. This variable is measured by 25 items and using 1-5 range score Likert scale on each item. The analysis using the total sum score of each participant.
- Role of teacher (X1). The first independent variable of this study explains teachers' role in delivering the value of character education from the students' perspective. This variable is measured by 15 items and using 1-5 range score Likert scale on each item. The analysis using the total sum score of each participant.
- Role of school (X2). The second independent variable of this study explains the school's role in delivering the value of character education from the students' perspective. This variable is measured by 15 items and using 1-5 range score Likert scale on each item. The analysis using the total sum score of each participant.

All measurements above reported as a re-liable measurement instrument. Cronbach Alpha test score based on all items on variable Y, X1, and X2 are 0.7808, 0.8853, and 0.8360 consecutively.

3.3 Analysis

Multi-analysis is performed in this study. The analysis for qualitative data is including data coding, data cleansing, and data organizing into a manageable form, so that it can be concluded easily. This study employed multiple linear regression analyses to

conclude the quantitative data about the relations of teachers' role and schools' role towards student's internalization of character education value.

Statistical software packages provide F-statistic and R2 estimation to show how a linear regression model that has formed is good or not. P value of t statistic is used for testing the hypotheses in this study. To make the best linear and unbiased estimation in the regression analysis, this study performs the classical assumption linear regression model (CLRM) test. These series of tests involve residual normality assumption, constant error variance (homoscedastic), and no perfect correlation between independent variables (multicollinearity). The best model is obtained if the regression model has surpassed these tests.

4. FINDINGS

Table 1 provides a summary of schools' policies in building students' character based on in-depth interview result. In the table, we can see that every aspect of character education from government programs is "translated" as schools' policies and being break-downed into schools' programs. Most schools' programs following religiosity and nationalism aspect only follow the activities that already exist such as routine prayer, religious events celebration, and weekly national flag ceremony. Other aspects such as independence, cooperation, and integrity are mostly initiated and created by each school with a different name but generally have similarities in essence.

The assessment of teachers' perspectives about their understanding of character education program was firstly employed to capture their level of understanding based on their perspective. The result in table 2 shows the mean score of all questions is above 3.00 which indicates their understanding of character education based on their perspective is fairly high. It means that the participants are confident enough about their knowledge of character education aspects. All of the standard deviation scores on table 2 are under 1.00 which indicates that the variation of data is around its mean. Table 3 describes the summary from data reduction and organization on teachers' comprehension, implementations, and evaluations that attempt to internalize good character to their students.

Table 1. Schools' Policies in Building Students' Character

Aspect	Policy	Program
Religiosity	Designing and engrafting religious values	- Performing religious activities as a routine - Conducting Friday Charity - Celebrating Islamic Events - Hosting Quran recitation with parents and community
Nationalism	Designing and engrafting nationalism value	- Holding a flag ceremony - Singing national songs - Holding students' scout - Forming *Paskibraka*

Independence	Designing programs that arouse students' independence	- Involving students in students' organization - Opening students' practices or apprentices - Teaching and Training students' habit - Holding variety of extracurricular activities
Mutual Cooperation	Designing programs that arouse students' awareness to cooperate, work, and help each other	- Holding social charity - Building students' sensitivity and initiative to help other students in need - Cooperating in keeping the clean class and the surrounding
Integrity	Designing, engrafting and teaching the integrity values	- Keeping honesty among students - Involving schools' counselling teachers - Keeping good habits on students

Table 2. Summary Statistics of Teachers' Perspectives on Understanding Character Education Programs

	Questions*							
	I	II	III	IV	V	VI	VII	VIII
mean	3.83	4.00	4.33	3.92	4.08	3.83	3.50	3.92
st.dev	0.687	0.707	0.624	0.759	0.640	0.687	0.764	0.862
min	3	3	3	3	3	3	2	2
max	5	5	5	5	5	5	5	5

Table 3. Teachers' Comprehension, Implementations, and Evaluations Attempt to Internalize Good Character to Students

Aspect	Comprehension	Implementation	Evaluation
Religiosity	- Related to religious value and practice - The most basic and important value that students must have - Comply with their own religion/beliefs but also tolerance to others' religion/beliefs	- Routine prayer - Starting and ending learning activity with praying - Routine philanthropy and charity activity - Speech	- Observing - Personal approach
Nationalism	- Love and proud to be an Indonesian citizen - Patriotic	- Speech about a heroic and patriotic movement by the heroes of the country in class - Singing national songs - Enforce student to perform a weekly flag ceremony - Using local products or brands	- Observing - Personal approach

Independence	- Being independent - Completing students' task by them-self - Maximizing all self-resource to solve their (students) own problems independently	- Giving individual task/assignment/project - Monitoring students when examination if they cheating or not	- Observing - Monitoring - Task evaluations report
Mutual Cooperation	- An attitude that shows care and helpful - Ready to cooperate	- Provide group assignment - Conduct and monitor scheduled cleaning activity	- Observing - Task evaluations report
Integrity	- An attitude related to honesty, trustworthy, and consistency between words and deeds	- Monitoring students' assignments and examination if they are cheating or not	- Observing - Task evaluations report - ask them in the cafeteria staffs if the students pay them fairly

The school and teachers were in synergy in teaching religious values to their students. They designed programs mostly on the bases of Islamic values since the majority of the students' religion in the schools was Islam. Mostly they perform a daily religious routine at schools such as sholat dhuha or morning prayers. They also conducted weekly routine line Friday prayer and Friday charity, as well as celebrating religious events.

In fostering nationalism teachers develop some other method aside from the program applied by the school policies such as weekly flag ceremonies, singing national songs, and some extracurricular such as student's scout and flag raisers training. They encourage the students to use local brand/product and ask them to make some speech about a heroic and patriotic movement by the heroes of the country in class

In teaching the independence values to students, schools had a lot of programs. One of them is involving the students in the student council (OSIS). In this organization, students are trained to be independent in managing and organizing their needs as students, so they have experience in developing their independence as individuals. In class, some teachers seem to confuse cheating as a lack of independence rather than a lack of integrity. It might happen because the teachers thought that cheating shows the student's inability to do their work by themselves, while this is a problem of integrity. If students are unable to do their work by themselves, they actually could ask for help to their peers or teachers rather than cheat.

School's policies in instilling cooperation in their students are focused on arousing students' awareness in caring for others in need. One of them in by charity program. The schools are also focused on increasing students' cooperation in activities such as in scheduled group cleaning chores. The teachers also monitor and evaluate those activities. Besides, the teachers also provide group assignment in class to foster the students' cooperation with their peers

To foster integrity in their students, the school involve school counseling teachers and tried to maintain a good habit and culture in the school area. The teachers support this by monitoring

the student in a class to avoid cheating and observing them outside the class. One of the interesting ways of the teacher in evaluating the students' integrity is by asking the cafeteria staff whether the students are paying an adequate amount of money for the things they bought.

One of the headmasters of the school stated an interesting perspective on the implementation of character education in the context of PPK. He stated that the school has implemented character education since a long time ago before the PPK program was launched by the government in 2016

This research also examines the character education practice from the student's point of view. It explained the role of the school and teacher which affects the students' internalization of character education. Table 4 provides a summary statistic of the data which contains numbers of observation, mean or average value, standard deviation, minimum and maximum score of each variable. Table 5 provides regression analysis estimation. It can be seen and interpreted as follows**:**

- Intercept has a coefficient estimate ($\beta 0 = 29.379$) it means that the expected score of internalization of character education (Y) if there is no interruption (X1=X2=0) is 29.379.
- X1 has coefficient estimate ($\beta 1 = 0.442$) it means that every additional 1 score of Role of teacher (X1) will increase about 0.442 scores in the internalization of character education value (Y) while the other variable are constant
- X2 has a coefficient estimate ($\beta 2 = 0.472$) it means that every additional 1 score of Role of school (X2) will increase about 0.472 score in the internalization of character education value (Y) while the other variables are constant.

P value of F statistic in this regression model shown by table 5 is 0.000 means that the null hypothesis of F statistic is rejected, where the null hypothesis of this test is: X1 and X2 simultaneously have no significant relationship toward Y. Therefore, X1 and X2 simultaneously are good enough to predict the Y variable, so the model in this regression is good.

The R2 score in table 6 is 0.4353. It means that the model in this analysis can explain about 43.53% variability of the dependent variable and the rest (56.47%) are explained by other factors not included in the model. Closer scores to 100% are a better explanation of the model.

This study performs p value of t statistic to obtain the conclusion of hypothesis testing. P value of X1 = 0.000 means that reject null hypothesis where the null hypothesis of X1 is $\beta 1 = 0$, or there is no significant effect of the Role of a teacher (X1) to internalization of character education (Y). So, the conclusion of the test is that there is a significant effect of the Role of a teacher (X1) on the internalization of character education (Y). P value of X2 = 0.000 means that it rejects the null hypothesis where the null hypothesis of X2 is $\beta 2 = 0$, or there is no effect of the Role of school (X2) to internalization of character education (Y). So, the conclusion of the test is there is a significant effect of the Role of school (X1) on the internalization of character education (Y).

Table 6 provides a classical linear regression model (CLRM) assumption test. This table contained Shapiro Wilk for normality residual testing, Breusch-Pagan / Cook-Weisberg (sig.) for homoscedasticity testing, and Variance Inflation Factor (VIF) score for multicollinearity testing. For normality testing, p value (sig.) score of 0.21029 (p > 0.05) means the residuals in this regression model are normally distributed. For homoscedasticity testing, a score of 0.8755 (p > 0.05) means that error variances in this model are constant (homoscedastic). VIF score under 10

indicates that no multicollinearity is detected in this model. In other words, each independent variable is completely independent.

Table 4. Summary Statistic

Variable	Obs	Mean	Std. Dev	Min	Max
Y	212	75.23585	7.209856	53	91
X_1	212	51.49528	5.450769	33	60
X_2	212	48.83019	5.509959	30	60

Table 5. Multiple Regression Analysis Output

Coefficient	Estimate	SE	*P* value from *t* test
Intercept (β_0)	29.3796	3.653028	0.000*
$X_1(\beta_1)$	0.44231	0.114356	0.000*
$X_2(\beta_2)$	0.47264	0.113127	0.000*
P value (*F*-Statistics)	0.0000		
R^2	0.4353		

*using α=5%, p value below 5% or 0.05 indicates a significant effect of each independent variable to explain the dependent variable while the other variable is constant

Table 6. Classical Linear Regression Model (CLRM) Assumption Test

Variable	Shapiro Wilk (sig.)	Breusch-Pagan / Cook-Weisberg (sig.)	Multicollinearity (VIF)
X1	0.21029	0.8755	2.77
X2			2.77

5. DISCUSSION

Answering the challenges regarding the use of various analytical methods and techniques to provide strong empirical evidence about the importance of character education application, this study had explored character education from various interconnected perspectives using several methods and techniques appropriate for each perspective. This study, at the same time, complementing previous studies that discuss character education from the perspective of empirical evidence about the complete picture of the character education knowledge and values transfer among schools, teachers, and students

This article has tried to view character education practice in junior and senior high school in Indonesia. The character education practice was studied through the schools', teachers', and students' perspectives. In general, the school and the teachers have similar views in implementing character education. The teacher has developed some activities outside the mandatory school policy to foster the character education values in their students. While the students perceived that their school and teachers have a significant role in delivering character education to them.

The five core character values namely religiosity, nationalism, independence, mutual cooperation, and integrity have been implemented by each school in their respective ways. Even though most of the school and teachers implementation on those 5 core character values are similar, there are several differences in the details of implementation.

This study found that the schools' policies of character education were very firm and strong. They designed the schools' policies incomplete aspects of character which comprises those five core character values even though some of them did not use the government's terms such as religiosity, nationalism, independence, mutual cooperation, and integrity. Instead, some of the school use the term akhlaq mulia which have included all of those core character values in one term.

Akhlaq mulia is a concept from Islam that depicts a good character owned by individuals. Akhlaq could be described as human's act which differs the good from the bad, then the good is being favored and chosen to be practiced in their act, then the bad one is being abhorred and erased (Ainain, 1985 in Marzuki, 2009). Akhlaq itself has already consist of how individuals interact with their God (Allah swt.), with others, and with environments. Nur (2018) also found that religious values have already included all other values such as independence, nationalism, mutual cooperation, and integrity. Another research supported the notion that religiosity is negatively related to academic dishonesty (Khan et al., 2019) while positively related to moral behavior (Azizah, 2015), moral competence (Zubairu, Dauda, Paiko, & Sakariyau, 2017), and prosocial behavior (Safrilsyah, Zailani, Khairi, & Ibrahim, 2021).

The relationship between religiosity and the other values is still somewhat unclear. Hadjar (2017) stated that religiosity is not related to academic cheating behavior in students. This is inconsistent with the concept of integrity which spoke about honesty. Meanwhile, Mufida (2019) found that there is no relationship between religiosity and moral reasoning. So, further research is needed to say that religiosity include all other values like Nur's (2018) opinion.

The connection of Islamic values and the Character Education stretched out far from before Indonesian Independence Day, far before the Character Education Stregthening Program applied by the Governments (Nurhadi, 2017). Some religious figure in education such as K.H. Ahmad Dahlan and K.H. Hasyim Asy'ari both focus on the development of nationalism through Islamic moral education since around 19th century (Nurhadi, 2017). No wonder the term "*akhlaq mulia*" is inseparable from the implementation of modern Character Education.

The five core values brought by the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan) might be aimed to make the character education more inclusive to other religions in Indonesia, considering that Islam is the majority religion in the country. Instead of having special terms such as akhlaq mulia in public school, the terms used in character education are changed into more common terms such as religiosity to accommodate students coming from various religious backgrounds such as Christianity, Hindu, Buddhism, etc.

Regardless of the difference in the use of phrases, the 5 core character values included in PPK has been implemented well enough to the students. The assessment to the student shown a strong correlation in the role of teachers and schools toward the internalization of five core character education values. Their perception of their character is strongly determined by their teacher and schools. The positive correlation shown by statistics results indicates that the better the role of teachers and schools the better students internalization of the 5 core character values. This finding was also supported by previous studies (Berliani &

Sudrajat, 2018; Nur, 2018). Berliani and Sudrajat's (2018) which stated that the school environment, the presence of teachers, and adequate infrastructure are factors that influence the implementation of character education. On the other hand, Nur (2018) believed that effective principals, teacher's roles, and teacher's commitment are the supporting factors that influence the effectiveness of PPK implementation.

Character education, as Berliani and Sudrajat (2018) stated before, can be integrated in learning that includes design, implementation, and assessment in learning. The schools still have a responsibility to build the five core character values outside the classroom environment, around the schools, and in the society which in line with PPK plan. Those five core characters have already integrated into the curriculum before it was established in 2016 with a different term. The ministry of education's attempt to develop character education strengthening programs needs further socialization and discussion if they are about to synchronize the concept and application of character strengthening program with the schools as the executor. This section should explore the significance of the results of the study. A combined Findings and Discussion section is also appropriate. This section allows you to offer your interpretation and explain the meaning of your results. Emphasize any theoretical or practical consequences of the results.

The Discussion section should be a reasoned and justifiable commentary on the importance of your findings. This section states why the problem is important; what larger issues and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

6. CONCLUSION

The analysis provided in this paper is an attempt to answer the criticism aimed at research about character education which lacks empirical evidence. Character education proved to be important and needs to be applied carefully since it can affect the students' internalization of good character values. Character education strengthening program (PPK) has been implemented by the schools even before the program is launched in 2016 under different terms such as developing akhlaq mulia. More socialization on the program is needed so that the school and teacher could have synchronized perspectives with this program in developing the student's good character. Despite the difference of the terms used, the school and teacher are in synergy in developing the students' good character whether it is inside or outside the class. Several unique advancements of the school program were made by the teacher to further develop the student's good character.

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