

## Meeting Point Of Values And Character Education In General Education

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### Abstract

*Value and character education Value and character education is the main foundation in forming a moral and responsible generation. This study aims to explain the meeting point between value education and character education, especially in general education. The type of research used is descriptive qualitative research and uses a literature study research method carried out by processing data obtained from reviewing articles, journals and other sources related to the research. The results of the study show that the meeting point of value and character education in education can be found in various aspects such as: 1) application of values in students' daily lives; 2) Integration of value and character education in all subjects 3) education based on experience and exemplary behavior. In the development of value and character education, of course, there are various challenges in it so that effective strategies are needed to improve value and character education in general education such as training for educators, schools and parents need to work together and the curriculum must be well designed.*

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## 1. INTRODUCTION

The development of morals and character is a crucial concern in education. Students' morals and ethics have declined drastically, as evidenced by the increasing number of reported and observed cases of deviant behavior by both the public and students. The diminishing values of politeness among students are fueled by the impact of globalization.

This phenomenon illustrates the fact that the young generation who are the successors of the nation are currently losing their identity as a society that upholds the morals and ethics that are the characteristics of the Indonesian nation (Wahidin 2017).

In overcoming the moral and character crisis, character education and value education are needed which can act as a bulwark that prevents the younger generation from falling into behavior that is detrimental to themselves and others. Character education is defined as a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values. Lickona also explains that character education is a deliberate effort to develop virtue, namely the main human traits that are good for himself and good for his environment (Muhammad Mustari 2014)

By instilling strong moral values and character, schools help create a generation capable of becoming agents of positive change in society and are able to help the younger generation have a strong foundation of what is right and wrong, how to behave with integrity, and appreciate positive social values (Tri Sukimatman 2016). This includes honesty, responsibility, empathy, and discipline, which are important in everyday life. In addition, values education aims to improve social conditions. Kirschenbaum's (1992) comprehensive thinking states that values

education aims to improve the nation's morals because the content of values education is aimed at preventing juvenile delinquency, moral degradation and others (Qiqi Yulianti & Rusdiana 2014). This is so that students are able to determine their own values so they are able to filter negative values into positive values that are beneficial not only for themselves but also for others.

In today's era of global technological advancement, the role of values and character education is crucial to maintain a balance between technological development and human development. As discussed by the Ministry of Research, Technology, and Higher Education (Ristekdikti), scientific and technological advancements in the industrial revolution must be based on a revolution in thinking. This technological revolution has not guaranteed the refinement of one's intellect and morality in the public sphere, enabling one to utilize technology. This indicates an imbalance between technological and scientific advancements and one's social mental attitudes (Faiz, A., & Kurniawaty, I. 2022). This shows that values education and character education must go hand in hand.

## **2. RESEARCH METHOD**

This research on the intersection of values and character education in general education uses descriptive qualitative research. The method used in this study is a literature study. This literature study is conducted by processing data obtained from reviewing articles, journals, and other sources related to the research, then concluding and providing a clear, systematic overview and critically identifying the intersection of values and character education in general education.. The sources in this research are quoted from books, journals, and completed research.

## **3. RESULTS AND DISCUSSION**

### **A. Basic Concepts**

#### **1. Definition of Values Education**

In general, Values Education is intended to help students understand, recognize, and experience values and integrate them into their lives. To achieve this goal, educators need to introduce educational actions that lead to good and correct behavior (Sukitman 2016).

According to Mulyana (2004), values education is teaching or guidance to students so that they realize the truth, goodness, and beauty through the process of proper value consideration and consistent habituation of action. Values education aims to help students understand, realize, and experience values and be able to place them integrally in everyday life. Humans have reason, feelings, conscience, compassion, morals, character, and ethics are the unique characteristics of humans compared to other creatures, and this character is inherent in humans as a form of value itself.

#### **2. Definition of Character Education**

Character education can be simply defined as shaping a person's nature, temperament, disposition, and personality by instilling noble values, so that these values become ingrained, integrated in the heart, mind, speech, and actions, and show their influence in the reality of life easily, of one's own volition, original, and because of sincerity solely for the sake of Allah SWT (Mualif, A 2022). In addition, character education can also be defined as a conscious and planned human effort to educate and empower the potential of students to build their personal character so that they can

become individuals who are beneficial to themselves and their environment. It can be said that character education is very closely related to moral education where the goal is to form and train individual abilities continuously for self-improvement towards a better life. The definition of Character Education according to experts is:

- a) T. Ramli (2003): The definition of character education is education that prioritizes the essence and meaning of morals and ethics so that it will be able to shape the character of good students (Annur, Y. Yuriska, R & Arditasari, S.T 2021)
- b) Thomas Lickona Character education is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values. Lickona also explains that character education is a deliberate effort to develop virtue, namely the main human traits that are good for himself and also good for his environment (Mohammad Mustari, 2014).

### 3. Similarities and Differences Between Character and Value Education

Values education and character education share the same essence and meaning in terms of goals and approaches. Here are the similarities between the two:

#### a) Moral and Ethical Goals

Both types of education aim to develop individuals with strong moral and ethical qualities. Values and character education both strive to educate students to become responsible, honest, and just individuals, possessing positive values accepted by society.

#### b) Development of Attitudes and Behavior

Values education and character education both focus on developing positive attitudes and behaviors. Values education teaches students specific values such as honesty, discipline, and responsibility, while character education focuses more on developing personal character that encompasses these values.

#### c) Continuous Process

Both approaches require a continuous process of educating and guiding students. Values and character education is not solely based on theory, but rather on examples provided by educators and their application in everyday life.

#### d) Application in Daily Life

Both values education and character education emphasize the importance of applying values and character in everyday life. Students are taught to internalize and embody these positive values in their behavior, both at school, at home, and in the community.

#### e) Improving Social Quality

Both aim to improve the quality of students' social lives. By possessing good values and character, it is hoped that individuals will be able to interact with others. Others harmoniously and contribute positively to their social environment.

The difference between values education and character education is that values education focuses on teaching moral and ethical values that shape individual attitudes and behavior. Meanwhile, character education emphasizes developing positive traits and characteristics, such as honesty, responsibility, and discipline.

## B. Integration of Values and Character Education in General Education

### 1. Values and Character Based Curriculum

According to Iskandar and Usman Mulyadi, the curriculum is an educational program provided by the school for students, through the planned program students carry out various learning activities so as to encourage their development and growth in accordance with the education that has been determined (Bahri, S. 2017).

Wynne says that there are two meanings of character. First, the term character indicates how to behave. If someone behaves dishonestly, cruelly, or greedily, then that person manifests a bad character. Conversely, if someone behaves honestly and likes to help, then that person manifests a noble character. Based on the results of Ratna Megawati's research, which states that Second, the term character is closely related to "personality." A person can be called a "person of character" if their behavior is in accordance with moral rules.

The curriculum development strategy based on values and character education must be implemented for students, the following strategies can be implemented through three (3) things, namely: 1) integrating character value points into all subjects, local content and self-development activities, 2) habituation in daily life at school (service, management and teaching), and 3) increasing cooperation between schools, parents of students, and the community in terms of cultivating/habituating character values in the school environment, household environment and community environment (Sukerejo Sitonondo 2019).

## 2. Learning Methods That Instill Values and Character

The purpose of implementing learning methods is to ensure that the information teachers convey to students is accurately and effectively conveyed as expected. Methods are a tool for achieving these goals. Through the appropriate application of methods, teachers can achieve educational goals.

The methods used by teachers to instill values and character include three types. First, understanding. Students are taught to understand the intent and purpose of the values being studied. Understanding is the initial foundation for behavioral change, because without understanding the meaning of a character value, an individual cannot achieve the goals of the values being taught. The method of instilling values using an understanding approach aligns with cognitive learning theory, namely learning accompanied by understanding, as proposed by Wolfgang Kohler (Swann, W. 2013).

Second, repetition or habituation. Teachers accustom students to applying certain values based on a pre-established agreement. For example, teachers and students might practice discipline and cleanliness for a week, and so on. This method aligns with the classical conditioning theory of behavior change, advocated by behaviorists Ivan Pavlov and Edward Lee Thorndike (Abidin, A. M. 2018).

Third, role modeling. The third model is instilling character values through role modeling. Based on the data obtained, teachers not only ask students to practice positive character values, but teachers must also practice them. The role modeling demonstrated by teachers has a positive impact on strengthening the instillation of positive values in students. Modeling fosters students' trust in teachers, and trust is the initial foundation for students to accept the materials taught by teachers. This finding is evidence of the effectiveness of the social learning theory pioneered by Albert Bandura (Prasetyo, D., Marzuki, M., & Riyanti, D. 2019)

## 3. The Role of Teachers in Guiding Values and Character Education

Schools have a big role in educating students' morals when many students receive little moral education from their family environment (Lickona, T. (2012). Of course, the role of teachers is very fundamental and vital in instilling moral values in students, teachers are the driving force behind the implementation of values and character education in schools. The role of teachers in building relationships with students to provide moral input, one of which is through interactions built between teachers and students.

A teacher must treat students with love and respect, acting as a good role model to help them improve their bad behavior. The education of values and character will be more effective if teachers can act as role models for their students (Koesoema, D 2012).. Besides being a role model for students, teachers must also be consistent in upholding the moral values they believe in. Moral values won't be important to students if they aren't recognized by their role models, the teachers. Therefore, two crucial elements in instilling moral values are role modeling and consistency in practicing those moral values.

#### 4. The Influence of School and Community Environment on Character Formation

The school environment encompasses not only physical infrastructure such as classrooms and sports facilities, but also the school's culture, leadership, and interactions between individuals within the school. Understanding how the school environment influences student character development provides valuable insights for improving the effectiveness of character education at the school level. Therefore, examining the influence of the school environment is crucial for developing educational strategies that focus on positive and sustainable character development.

Character education at school age must be consciously designed and managed so that the learning process also includes the formation of good attitudes and behaviors. This can support the implementation of character education through learning activities in and outside of school. School is the place where the teaching and learning process takes place, and it takes place within the school environment itself. Good activities and habits can be practiced every day, as they have a significant influence on a child's personality. (Khofifah, S. 2022).

### C. The Meeting Point of Values and Character Education

#### 1. Application of Values in Students' Daily Lives

According to Law No. 20 of 2003 concerning the National Education System, Article 13 Paragraph 1 states that the educational pathway consists of formal, non-formal, and informal education, which can complement and enrich each other. Informal education is the educational pathway of the family and the environment. Informal education actually has a very large role and contribution to educational success. Students attend school for only about 7 hours per day, or less than 30%. The remaining 70% of students are within their families and their surrounding environment. When viewed from the aspect of time quantity, education in schools contributes only 30% to students' educational outcomes.

Character education can be integrated into every subject. Learning materials related to norms and values in each subject need to be developed, made explicit, and linked to everyday life contexts. Thus, learning character values is not only cognitive but also touches on internalization and real-life application in students' daily lives in society.

Character education requires humanistic education, meaning that the learning process carried out in educational institutions must be able to direct, develop and instill good values in students which can then be implemented in everyday life (Lestari, Afdhal and Mustika, Dea). In line with the opinion of Cinda and Jacobus, value education is directed to put emphasis on certain values such as respect, responsibility, honesty, caring, and justice and help students to understand, pay attention to, and carry out these values in their own lives to achieve success in life. Character education in schools can be implemented through exemplary behavior by teachers and can also be instilled through continuous habituation (Cinda, Evinna Hendriana and Jacobus Arnold. 2016)

## 2. Integration of values and character education in all subjects

The integration of values and character education in all subjects is one of the meeting points between the two. In essence, the integration of values and character is through all subjects, meaning that values and character education does not have to be explicitly taught as a special subject but implicitly in all subjects or fields of science. This is important considering that all subject matter, whether related to exact sciences such as mathematics, social studies, or related to humanities such as literature and language, will not be separated from values related to human life (Intan Kumalasari, Luciana, Candra, 2019).

## 3. Experience-Based Education and Role Model

H. M. Arifin, education is a conscious effort by adults to guide and develop the personality and basic abilities of students, both in formal and non-formal education. According to Ahmad D. Marimba in his research, education is conscious guidance or leadership by educators towards the physical and spiritual development of students towards the formation of their primary personality (Ahmad D. Marimba, 1989).

Experience has the meaning of knowing events, feelings, emotions, suffering, incidents, states of consciousness, a person's senses obtain the exemplary method is an effective Islamic education method in forming children's habits, behavior, and attitudes. According to Abu Bakar Baraja, the educational pattern is the most important center of attention and is an education that leads to the process of self-development (Amri Azhari, Endin Mujahidin, D. H. 2020).

Experience-based and role-modeling education emphasizes the belief that learning will be achieved when illustrated with real-life events and through comprehensive involvement that aligns with the child's own activities. Building students' own initiative is the most effective way to guide them toward success in adulthood, exploring their potential, responding to change, fostering positive attitudes, and so on. Learning involves thinking, doing, moving, and enriching experiences.

## D. Challenges in Values and Character Education

While values and character education offers significant benefits, its implementation is not without challenges. Indonesia must address several challenges in implementing values and character education. Syafitri and Prasetyo explain that collaboration between schools, parents, and families is crucial to ensure consistent and sustainable implementation of character education. Without this collaboration, instilling values and character in students is less effective (Syafitri & Prasetyo, 2021). This statement aligns with research conducted by Kartika Putri Sagala, Lomhot Laibano, and Annake Rantung (2024), which found that active collaboration involving parents and educators provides a

strong foundation for shaping student character, particularly in the digital era, to produce a generation with integrity and ethics.

Fitri and Yefteson also explained that the limited time allocation in a dense curriculum also limits educators from incorporating values and character education into their daily learning (Fitri, V. S., & Yefteson, R. B. 2021). This time constraint often results in values and character education being merely additional lessons that are not effectively integrated into the teaching and learning process, resulting in suboptimal results. This situation indicates the need for more flexible and strategic time management in the curriculum so that character education can be implemented better. This opinion is supported by the results of research conducted by Dinda Dwi Magfirah, Sukarno, Desy Eka Citra Dewi (2022) that the main challenge often experienced by teachers is the lack of time allocation in instilling character values, sometimes making it impossible for teachers to strengthen character and provide material at the same time.

Another challenge is the lack of specific training for educators related to the implementation of values and character education. Putri noted that the lack of specific training for educators regarding character education methods and strategies is a significant factor resulting in suboptimal implementation in schools. Without adequate training, educators may lack the skills necessary to integrate character education into their teaching (Putri, Q. L. 2023). This issue is crucial given the crucial role of educators in character formation and the introduction of social values to students.

This opinion is supported by research by Fitri and Yefteson (2021), which explains that developing learning modules that integrate character values is crucial to support the implementation of character education in the curriculum. However, if educators are not equipped with the appropriate knowledge and skills, the development of these modules will be ineffective, and their implementation in the classroom will not achieve the desired results (Fitri, V. S., & Yefteson, R. B. 2021). Given this, it can be concluded that oversight of the teaching of values and character in schools is crucial. Values and character education must become a part of the school culture, not just a supplementary subject. Synergy is needed from various parties, including school leaders, educators, and families or parents.

#### **E. Strategies to Increase the Effectiveness of Values and Character Education**

To address these challenges, we need an appropriate and coordinated strategy. First, training for educators must be strengthened to equip them with the skills and knowledge necessary to effectively teach values and character education. This training must include innovative techniques and the use of technology to assist educators in inserting or integrating character values into their learning. This is supported by Anggraini and Suyanto, who point to the importance of regular training and workshops for educators on innovative character education teaching methods to help educators better understand how to incorporate character values into various subjects. (Anggraini & Suyanto. 2021) Second, schools and families or parents need to work more closely together. For example, through partnership programs that involve parents in the character education process, both inside and outside of school. This statement is supported by Tabroni et al., who stated that the success of values and character education depends not only on the efforts made by schools, but also on the support received from families and the community (Tabroni, I., Nurhasanah, A. S., & Maulidina, V. 2021). Third, the curriculum must be designed in such a way that there is sufficient time allocated for character values education, with a flexible but structured approach.

#### 4. CONCLUSION

Values and character education are the primary foundation for developing a moral and responsible generation. This process must be ongoing and involve various stakeholders, including families, schools, and communities. With strong character education, individuals will be able to face the challenges of the times without losing sight of the noble values that guide their lives.

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