

## Values and Character Education in the Context of National Education

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### Abstract

*The problem of moral decline of the younger generation is currently increasingly concerning. Reality shows that many young generations have lost their national cultural identity, are involved in brawls, drugs, free sex, are involved in motorcycle gangs, bullying and the degradation of student morality which ultimately leads to juvenile delinquency. One effort to overcome this problem is to implement national values and character education in national education. This study aims to analyze the implementation of values and character education as an important foundation in the Indonesian national education system and to analyze the challenges in implementing national values and character education. Using a descriptive qualitative method through literature studies and research results show that values and character education in the context of national education is implemented through intracurricular, extracurricular, co-curricular learning, and habituation activities. The challenges in implementing values and character education are the lack of understanding and awareness among educators and parents, the inconsistency of the curriculum with the objectives of character education, dependence on academic assessments, limited human resources and infrastructure, negative influences from the social and technological environment, and the integration of character values that are less coherent.*

**Keywords:** Moral decline, Values and character education, National

### INTRODUCTION

The problem of moral decline of the younger generation is currently increasingly concerning. Reality shows that many young people have lost their national cultural identity, are involved in brawls, drugs, free sex, are involved in motorcycle gangs, bullying and the degradation of student morality which ultimately leads to juvenile delinquency [1]. The ethical and moral problems of the younger generation are serious social problems and must be resolved immediately. One effort to overcome this is to implement national value and character education in national education.

National values and character education is one of the most important components in the context of national education in Indonesia. Through character education, it is hoped that the younger generation can become intelligent, responsible, noble, and integrity individuals. National values and character education is the basis for creating a just, prosperous, and harmonious society. The education system in Indonesia seeks to integrate character education into the curriculum so that every student has an understanding and application of the noble values contained in Pancasila as the foundation of the Indonesian state.

Education of values and character also supports the goals of national education, namely based on Law Number 20 of 2003 concerning the National Education System, Article 3 explains that the goal of national education is to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens, ethical, cultured, and civilized based on the philosophy of Pancasila.

Several previous studies, namely the work of Arif Amin and Vinesha Fitri (2020) on "The Contribution of Character Education in the National Education System" stated that Islamic religious education is interpreted as substantial value education, touching on cognitive, affective and psychomotor aspects that must be integrated into each subject and can be realized in school culture as a means of education. Further research conducted by Ramli [2] on "The Importance of Character Education in the World of Education" stated that character education plays a role in shaping students' personalities, preventing adolescent social problems, preparing a responsible generation, providing provisions for

living in society and supporting students' academic achievement.

Although there have been many studies examining values and character education, specific studies on the implementation and challenges of values and character education in the context of national education are still limited. This study provides a novel contribution by examining in depth the implementation of values and character education in the context of national education, especially in its application in schools and the challenges faced in implementing values and character education.

## **METHOD**

The method used in writing this article is a literature review that focuses on the implementation of value and character education and its challenges in the context of national education. The literature review aims to provide a deep understanding of the problem or topic being studied. The data collection technique is carried out by analyzing the literature that has been obtained such as through journals, books and even the internet, then the literature is reviewed and adjusted to the previously determined topic, namely the implementation and challenges of value and character education in the context of national education.

## **RESULTS AND DISCUSSION**

### **Implementation of National Values and Character Education in the Context of National Education**

The education of national values and character in the context of current national education can be seen in its application in the independent curriculum. In the independent curriculum, strengthening character education is carried out through the development of Pancasila student profiles that include the character and competencies needed to become good world citizens [3]. The improvement of national character and value education makes the profile of Pancasila students one of the visions and missions of the Ministry of Education and Culture as stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

The profile of Pancasila students is the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, namely being devoted to God Almighty, having noble morals, being globally diverse, working together, being independent, thinking critically and creatively (Habibullah, 2023). The existence of the Pancasila student profile is expected to produce Indonesian students who have noble morals, national and global quality, are able to collaborate, are independent in carrying out their duties, have critical reasoning and have creative ideas to develop.

There are several ways to implement values and character education in the context of national education, namely:

#### **1. Values and Character Education in the Intracurricular Learning Process**

Character education in the classroom learning process needs to be designed in advance, namely by including character values in the syllabus and teaching modules. The implementation of the character education curriculum in intracurricular activities is the strengthening of character values through strengthening learning materials, learning methods in accordance with the curriculum content (Muslims, 2023). The strategy that can be used in realizing character education in the learning process is to use an approach that combines general education, citizenship education and religious education in a curriculum. All subjects and all school activities are inseparable from the framework of moral and religious teachings and values (Williandani et al., 2016). The school can also form an educational unit team, the team that has been formed can prepare a design for strengthening P5 characters that is integrated with learning activities at school, both those carried out during the learning process and outside of class hours [4].

Character building of students can be done by maximizing the function of the subject, namely educators must be able to design each learning process in the classroom by integrating value and character education in it, creating a positive learning atmosphere,

facilitating collaboration and encouraging student involvement that is adjusted to their respective learning styles. Strengthening the profile of Pancasila students during face-to-face (intracurricular) can be done by using an inquiry approach that is integrated into each subject so that critical, independent, creative and mutual cooperation abilities can be built more maturely. The dimensions of the Pancasila student profile are not limited to certain subjects but are integrated with the learning content while still paying attention to the conditions and achievement standards of a subject (Habibullah, 2023).

## 2. Values and Character Education in Co-curricular Activities

Co-curricular activities are activities carried out outside of class hours, which can support intra-curricular activities and are one of the ways to develop student behavior, especially in the field of religious appreciation and train students to carry out tasks responsibly (Muslims, 2023). Extracurricular activities aim to improve the values and character of Pancasila students which can be done through project-based activities. The Pancasila Student Profile Strengthening Project (P5) aims to be a forum for students to learn, observe, and think about solutions to problems in their environment [5].

P5 is a cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment. The implementation of P5 is based on the needs of the community or problems in the educational unit environment, meaning that students are invited to learn from their surroundings ((2023). P5 is implemented flexibly, meaning it is designed independently and does not have to be linked to intracurricular objectives and materials. In project activities, schools are given the freedom to organize the content, activities, and time of the project implementation [6]. The P5 program encourages students to contribute to the surrounding environment, become lifelong learners, competent, intelligent, and have character in accordance with the Pancasila student profile.

There are several P5 themes that can be applied at various levels of education units, namely sustainable lifestyle, entrepreneurship, local wisdom, Bhinneka Tunggal Ika, the voice of democracy, engineering and technology, and climate change and culture. An example of its application in co-curricular activities is by carrying out entrepreneurial activities. Students produce products and work independently from the manufacturing process to marketing. Entrepreneurial activities can increase the dimensions of independence, creativity, collaboration and foster the entrepreneurial spirit of students [7].

## 3. Education of Values and Character in Extracurricular Activities

Extracurricular activities are activities held outside of compulsory school hours with the aim of deepening and expanding students' knowledge related to the chosen extracurricular material. Through extracurricular activities, students are expected to develop their interests, talents, personality and abilities in various non-academic fields. Every extracurricular activity in schools must contain character and Pancasila values such as the flag-raising team, religion and arts. Schools and teachers need to provide support to students to develop their interests and talents according to the conditions and culture of the school. Examples of extracurricular activities that can strengthen the character of Pancasila student profiles are scouts, mentoring, flag-raising, painting, dancing, wall magazines, reading and writing the Quran and many more [8].

## 4. Character Education in Habitual Activities

Habitual activities are one of the efforts to instill positive values and characters in accordance with the profile of Pancasila students. Habitual programs can be divided into routine habituation, programmed habituation, exemplary habituation, and student creativity week. The following is an explanation of the habituation programs that can be carried out:

- a. Routine habits are activities carried out regularly at school which aim to accustom students to doing things well, examples of routine habits that can be carried out are morning prayers in the field, morning exercise, and reading books.
- b. Programmed habituation is an activity that is programmed and planned at both class and school level which aims to provide children with additional insight into new elements in community life which are important for children's development, examples of activities are sports and arts weeks (*porseni*), visits to historical places, and *market day*.
- c. Exemplary behavior is a role model that can be imitated by students such as instilling a culture of cleanliness, holding inter-class cleanliness competitions and community service, conducting discipline coaching such as attendance, completeness of school attributes and discipline in doing assignments. This activity aims to provide a good role model regarding the values of discipline, caring for the environment and caring for God's creation.
- d. Creativity week is an activity that aims to increase students' creativity as a means to actualize themselves according to their respective abilities. Examples of creativity week activities can be exhibitions or *expo products* or technologies produced and performing arts activities (*pensi*).

### Challenges of Implementing Character Value Education in the Context of National Education

One of the challenges of implementing value and character education, especially in schools, is that both teachers and students feel tired and exhausted in carrying out teaching and learning activities because long learning hours from morning to evening certainly drain energy and mind. The next inhibiting factor is the difference in competency of each student. Teachers sometimes have difficulty in conditioning students to learn and manage learning [9]. Some of the challenges in

implementing value and character education in the context of national education include:

1. Lack of Understanding and Awareness among Educators and Parents  
Many educators and parents do not fully understand the importance of character education. Character education is not only about moral learning, but also about how to apply these values in everyday life. If educators or parents do not have the same awareness, the application of character values can be hampered.
2. Mismatch of Curriculum with Character Education Objectives  
The education curriculum in Indonesia, although integrating character values, often focuses more on academic or cognitive aspects. This makes the implementation of character education often neglected in practice because it is not made a structured part of daily lessons.
3. Reliance on Academic Assessment  
National education in Indonesia still places great emphasis on academic assessment as the primary measure of success. The examination system that focuses on mastery of material tends to ignore assessment of students' attitudes, morals, and ethics. This leads to an imbalance between the development of cognitive and character aspects.
4. Limited Human Resources and Infrastructure  
Educators trained in teaching character may not be widely available, and most educators are more focused on teaching subject matter. In addition, not all schools have the facilities and infrastructure to support the teaching of character values, such as extracurricular activities that explore ethics and morals.
5. Negative Influences of Social Environment and Technology  
Social environments that often reflect negative behavior and the influence of uncontrolled technology are major challenges in character education. Children are often exposed to information that does not support positive values that can affect the formation of their character.
6. Integration of Character Values that are Less Coherent



Character education is not always well integrated into all aspects of learning. Character values are often taught separately from the main subject matter, so that it does not form a deep understanding of how these values are applied in everyday life [10].

The implementation of the Pancasila student profile is less than optimal because there are various obstacles that cause a lack of information provided by educators, including limited time provided by educators, limited time for teaching and learning activities, little lesson substance, limited technological knowledge tried by educators, very little student attention to subjects and so on. Alternative solutions to the obstacles experienced in implementing the Pancasila student profile are as follows: 1) involving driving subject teachers; 2) implementing habituation programs, role models, tutorials and mentoring by BK or subject teachers; and 3) trying cooperation and coordination programs with other subject teachers (Habibullah, 2023).

## CONCLUSION

Based on the results of research on value and character education in the context of national education, it can be seen that value and character education in the context of national education is implemented through intracurricular, extracurricular, co-curricular learning, and habituation activities. The challenges in implementing value and character education are the lack of understanding and awareness among educators and parents, the inconsistency of the curriculum with the objectives of character education, dependence on academic assessments, limited human resources and facilities, negative influences from the social and technological environment, and the integration of character values that are less coherent.

## SUGGESTION

As for the suggestions in this research, the government and stakeholder need to hold workshops and training for teachers to improve their ability in teaching and implementing value and character education in intracurricular, extracurricular, and cocurricular activities. Furthermore, suggestions for schools to create an

environment that supports character formation through programs such as social and humanitarian-based activities, anti-bullying campaign bullying and awards for students who show positive attitudes in everyday life, conducting periodic evaluations and monitoring of the implementation of value and character education to determine its success. Furthermore, suggestions for parents and the community to continue to support the implementation of value and character education by carrying out positive activities in the community such as social services to clean up the residential environment.

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