Visual Campaign Strategies and Positive Narratives to Improve Student Character in Elementary Schools: Community Service Study in Mataram

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Abstract

The problem of students who tend to have negative narratives about themselves is a challenge in character development. This community service activity aims to create a visual campaign strategy and positive narrative to strengthen the character of students in elementary schools in Mataram. The methods used include workshops on creating positive narratives and visualizations, teacher training, and collaboration with parents. The results show that students are starting to be able to describe themselves as honest, disciplined and caring individuals. Teachers and parents also make significant contributions in supporting program implementation. The impact can be seen in changes in students' mindsets that are more positive and increased collaboration between the school and families. This activity provides a strategic model to be applied in various other educational institutions.

Keywords: student character, positive narrative, visualization, community service, elementary school.

INTRODUCTION

Challenges in developing student character are increasingly complex, especially with the influence of the social environment and media which often reinforce negative narratives. Students tend to see themselves as weak individuals in moral, social and emotional aspects. This is exacerbated by the lack of systematic strategies on the part of schools and teachers in building strong and good character.

Visual campaign programs and positive narratives are designed to overcome this problem through a participatory approach. This approach involves teachers, students and parents to create narratives and visualizations that inspire students to see good values as part of their identity. Previous research shows that character-based education that is integrated with local values has great potential in shaping students' positive behavior. Therefore, this service activity was carried out
to develop practical and applicable strategies that can be implemented widely.

A. Situation Analysis

The analysis of the situation that occurred with this partner was based on the results of research carried out the previous year at the same school. The research explores information regarding school strategies in developing student character and the role of teachers in developing student character. Based on the research results, the internal and external situation in partner schools can be described as follows:

Moral Condition of Knowing (Knowing about honest, good, bad and dirty)

Survey show that 80% of Hadi Sakti students were of the view that it was difficult to make moral decisions (right, good, clean, orderly) ; they stated that this was in accordance with their character. This means that most Hadi Sakti students know or perceive themselves as people who are slow to pick up morals. This is because they create negative narratives about themselves and visualize themselves as weak in making moral decisions, such as being an honest, good, clean, orderly child.

As many as 80% of students have doubts about their chances of becoming good children. This means that most of Hadi

Sakti's students have a negative narrative about themselves and visualize themselves as weak students to become strong and character Good.

As many as 50% of Hadi Sakti students believe that they face bad influences from family, friends, the environment and the media. Results interview with some teachers indicating that the school has been exposed to the influence of drugs. Several teachers explained that one of their students interacted with an area near the school that had been marked as a drug zone. This shows that Hadi Sakti students are threatened by bad influences from family, friends, the social environment and the media, and at the same time they have narrated themselves under threat and visualized themselves as weak students to become strong children in facing challenges and threats.

Moral Feeling Condition (Feeling Good, Happy, and Sincere)

As many as 30% of students hold the view that Doubt has a strong concern for other people who need help, suffer and grieve, this is in accordance with what they feel. This means that a small percentage of Hadi Sakti students are weak in caring for other people who need help, suffer and are sad. This is because a small number of students negatively narrate themselves and visualize themselves as weak people.

As many as 90% of Hadi Sakti students believe that it is difficult for them to control their emotions when under pressure and this is in accordance with what they feel. This means that most Hadi Sakti students feel unable to control their emotions when under pressure. This is because they negatively narrate themselves and visualize themselves as weak in controlling their emotions.

As many as 30% of students are of the view that they are doubtful about the opportunity to become a happy and successful person and 70% of students are of the view that being a happy and successful person is in accordance with their character. This means that a small percentage of Hadi Sakti students feel that they have the opportunity to become miserable people and fail. This is because they create negative narratives about themselves and visualize themselves as weak children to become happy and successful people.

Moral Acting Conditions (Doing Good)

As many as 90% of Hadi Sakti students believe that it is sometimes difficult for them to take action because they are afraid, embarrassed, and of the consequences, this is in accordance with their daily behavior. This means that almost all students are afraid and embarrassed to do the right and good thing. This is because their negative behavior has formed a negative narrative for themselves and visualized their actions as people who are weak in doing what is right and good.

As many as 60% of students have a doubtful view of obeying rules, obeying parents, obeying community rules, and being someone who is more mature and influential. This is in accordance with their daily actions. This means that most of Hadi Sakti's students violate the rules, school, environment, and disobey the orders of more mature and influential people. This is because their behavior has formed a negative narrative about themselves and they visualize themselves as a weak child run orders and rules.

As many as 99% of Hadi Sakti Elementary School students are of the view that Doubt is accepted by family, friends, groups/communities, the

environment and the media and this is not in accordance with their daily actions. This means that most of their behavior is not accepted by family, friends, groups/communities, the environment and the media. This is because the behavior has formed a negative narrative about oneself and visualizes oneself as a weak child who is in danger of being rejected by parents and society.

Spiritualizing Moral Conditions (Belief and confidence)

As many as 99% of Hadi Sakti students believe that they have a religious family background and strong beliefs, meaning that all students HADI SAKTI have a religious family background and have strong beliefs in religion. This shows that overall students have STRENGTH in the aspect of family background, namely religion.

However, as many as 60% of students find it difficult to understand and implement religious teachings and they believe this is in accordance with their character. As many as 40% are doubtful and have a look that is not in accordance with their character. Thus, most students are WEAK in understanding and implementing their religious teachings.

As many as 99% are of the view that they receive pressure from the environment and the media which encourages immoral behavior (behavior free sex, violence, fighting and drugs). This shows that external factors such as the social environment and media very STRONGLY threaten their character.

B. Partner Problems

Based on the situation analysis above, the problems found in partners can be explained, including:

1) Students create negative narratives about themselves and visualize themselves as weak in making moral decisions. such as being an honest, good, clean, orderly child.

2) Students create negative narratives about themselves and visualize themselves as weak students to become strong and character Good.

3) Students narrate themselves under threats and visualize themselves as weak students to become strong children in facing challenges and threats.

4) These students negatively narrate themselves and visualize themselves as weak people who need help, suffer and grieve

5) Negative students narrate themselves and visualize themselves as weak in controlling their emotions.

6) Students create negative narratives about themselves and visualize themselves as weak children in order to become happy and successful people.

7) Students form negative narratives for themselves and visualize their actions as people who are weak in doing what is right and good.

8) Students' behavior has formed a negative narrative about themselves and visualized themselves as weak children run orders and rules.

9) Behavior has formed a negative narrative about oneself and visualizes oneself as a weak child who is in danger of being rejected by parents and society.

10) Most students are WEAK in understanding and implementing their religious teachings.

11) External factors such as the social environment and media are very STRONG in threatening students' character.

12) Teachers do not yet have a strategy to develop strong and good student characters through narrative and visualization.

13) The school has not designed a strategic plan to build a strong and good school

14) The school does not yet have an action plan to campaign for a strong and good school using narrative and visualization

Implementation of character development strategies through Action Plans (*action Plan*) a strong and good school campaign is a program or movement that builds positive narratives and appropriate visualizations to change minds (*knowing*), feeling (*feeling*), act (*acting*), and negative spirituality in teachers and students, forming a visualization that teachers and students are morally strong and academically good. Overview of the implementation plan. Implementation of character development strategies through Action Plans (*action Plan*) strong and good school campaign as follows:

1. Providing awareness to teachers and students of the importance of narrative and visualization in building personality and strong and good institutions

2. Providing awareness of the real threats from the social environment and media in changing students' thoughts, feelings and behavior

3. Build awareness of opportunities for development personality and strong and good institutions

4. Building a collective action through a strong and good school visual & narrative campaign action plan.

5. Forming a strong and good school visual & narrative campaign action network

IMPLEMENTATION METHOD

A. **Location and Target:**
   1. Location: SDN 43 Mataram and SD Hadi Sakti.
   2. Target: Teachers, students and parents.

B. **Activity Steps:**
   1. Visual Campaign Presentation and Strong and Good School Narrative.
      Material Summary:
      - The campaign begins with an explanation of the students' situation, including the negative narratives they often have.
      - The material emphasizes the impact of negative narratives on character formation, such as low self-confidence and difficulty controlling emotions.
      - The importance of positive narratives such as "I am an honest, strong and good child" was also conveyed to change students' mindsets.
      - Positive visualization through supporting media, such as posters and infographics, is used to strengthen the narrative message.
      - Involve all parties, including teachers, students and parents, to create a sustainable campaign.
        Results: Participants understand the concept of positive narrative and visualization. All parties are aware of their role in supporting the campaign.
   2. Positive Narrative Workshop: Teachers and students are trained to create narratives such as "I am an honest, strong, and good child."
      Activity Stages:
      a. Introduction and Ice Breaking: 1) The moderator opens the session with a light discussion about

negative narrative experiences that are often encountered. 2) Participants are invited to reflect on the impact of the narrative on student behavior.

b. Explanation of the Concept of Positive Narrative: 1) The facilitator explains the importance of positive narrative in forming thought patterns. Examples of positive narratives are provided, such as "I am an honest, strong, and good child."

c. Narrative Making Exercise: 1) participants are divided into small groups. 2) Each group is asked to create a simple positive narrative according to the values identified, such as honesty, discipline, or caring.

d. Presentation of Exercise Results: 1) Each group presents the results of their narrative. 2) The facilitator provides feedback to improve the narrative.
Activity results: 1) participants were able to create relevant positive narratives. 2) Positive narratives begin to be implemented in the classroom as part of the daily routine.

3. Positive Visualization Training: Making posters and visual media that supports the campaign. Activity Stages:
a. Introduction to Positive Visualization: 1) The facilitator shows examples of posters, videos and other visual media that support positive narratives. 2) participants have an interactive discussion about how visual media can influence students' thinking patterns.

b. Poster Design Training: 1) Participants are taught to use simple design tools such as Canva or other applications. 2) Each group makes a poster with the theme "I am an honest, strong and good child."

c. Visual Media Production: 1) participants jointly create visual media, including posters, infographics and banners. 2) Media is made attractive with a combination of positive text, bright colors and inspirational images.

d. Results Assessment: 1) Visual works are displayed in the classroom or school area. 2) Other participants expressed appreciation for the work created. 3) Activity results: Posters and visual media that support positive narratives are available at school. Students feel proud of their visual work.

4. Compile *campaign action plans,* the visuals and narrative of the school are strong and good.
Activity Stages:
a. Target Identification: 1) participants determine the campaign target group (students, teachers, parents). 2) participants discuss the specific needs of each group.

b. Activity Planning: 1) Determine campaign activities such as poster installation, morning affirmation session, and narrative creation competition. 2) participants prepare a detailed activity implementation schedule.

c. Division of Roles: 1) The teacher is tasked with leading implementation in the classroom.

2) Parents support strengthening positive narratives at home. 3) Students are actively involved in creating campaign media.

d. Preparation of Success Indicators: 1) Determine indicators such as the number of posters installed, student participation, and changes in behavior. 2) Participants create an evaluation mechanism to measure the impact of the program. Activity results: 1) The campaign action plan is clearly structured and measurable. 2) All parties understand their role in implementation

5. *Action Plan* positive visual and narrative campaigns

Activity	Duration	Implementation date
Creating Positive Narratives	1 day	1st week
Visual Media Design and Production	2 weeks	Weeks 2 and 3
Digital Media Campaigns and Exhibitions	1 week	4th week
Initial Monitoring and Evaluation	1 week after	5th week

RESULTS AND DISCUSSION
Activity Results
1. Formed positive narratives: creating positive narratives such as "I am an honest, strong and good child." This narrative is repeated every morning in class as a collective affirmation. Teachers report significant changes in how students view themselves.
2. Visual Media Created: Posters and infographics with positive narrative

themes created by students with teacher guidance. This media is displayed in classrooms and school corridors, creating a visual environment that supports the campaign message.

3. Parent Collaboration: Parents are involved in supporting positive narratives at home through simple guidelines. A poster making competition at home is an activity that strengthens family relationships.

4. Success Indicators: Positive Narrative: 80% of students were able to say positive narratives with confidence. Visualization: Visual media is available in every classroom and is appreciated by the school community. Collaboration**:** The level of parent participation reached 90% during campaign activities.

Discussion
The visual campaign program and positive narratives carried out are in line with Doni Koesoema's (2010) views on the importance of character education as a strategy to face global challenges. Through positive narratives such as "I am an honest, strong and good child," students are given a strong moral foundation to face the pressures of the social environment. Thomas Lickona (2012) emphasized that character formation requires moral knowing, moral feeling, and moral action. This program integrates these three aspects by giving students an understanding (knowing) of good values, emotional experiences (feelings) through visualization, and opportunities to act (action) through daily affirmations.

Hafizallah (2024) emphasized the relevance of character education based on moral values to create a generation with integrity. In this context, collaboration with parents provides a new dimension in strengthening the values taught at school. As explained by Masnur Muslich (2013),

positive visualization through posters and other media is an effective tool in creating an environment that supports character learning. Posters displayed at school not only function as decoration, but also as a visual reminder for students to implement positive values in everyday life.

Sholeh et al. (2022) in their study of moral education emphasizes the importance of synthesis between classical moral theories such as Al-Ghazali and modern concepts such as Lickona. This integrative approach is relevant to positive visual and narrative campaigns that combine traditional moral education and modern media to influence student behavior effectively. Kuang (2023) highlights the importance of the interaction between moral reasoning and moral feeling in forming moral actions. This is relevant to the positive narrative approach, where students not only understand moral values but also feel their impact through visualization experiences. Intansari and Supriyadi (2021) emphasized that moral values conveyed through visual media, such as in films or posters, can strengthen students' character. These findings support the effectiveness of visual media as part of the campaign in this school.

Impact on Schools

This program has a significant positive impact on the school environment. Teachers report increased student motivation to behave well. Parents become more involved in their children's character education at home, creating a strong synergy between home and school. The school environment becomes more conducive to the development of strong and good student character. The visual campaign approach and positive narratives based on character education have proven to be relevant and effective. Through the integration of modern character education theory, moral feeling, and visual media, this program provides an applicable strategic

model for forming students who have strong and good character. Collaboration with parents strengthens the impact of the program, making it more sustainable and far-reaching.

CONCLUSION

This community service activity shows success in creating positive change through the implementation of visual campaign strategies and positive narratives. Narratives such as "I am an honest, strong and good child" become daily affirmations that help students build self-confidence and a positive identity. Visual media created by students and supported by teachers creates a school environment that is more inspiring and conducive to character learning.

Collaboration between teachers, students and parents has proven effective in strengthening positive narratives at school and at home. Active participation from parents through poster competitions and affirmation guides strengthens the results of this program. As a result, schools become models of character development that can be adapted by other institutions.

Recommendations for follow-up programs include expanding activities to more schools, integrating digital technology to strengthen campaign messages, and monitoring the sustainability of the program's impact in the long term.

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