Implementation of Character Education in Learning Quality Through School Culture in Pangkalan Kerinci

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ABSTRACT

This paper investigates the implementation of character education in learning quality through school culture in Pangkalan Kerinci. It is common that more attention should be paid to the moral character of our youth. Such pleas are prevalent in the mass media and in professional forums and are usually justified by data reflecting juvenile delinquency. The research uses a qualitative descriptive approach by involving various stakeholders as participants, including teachers, students, and school administrators. Data were collected through in-depth interviews, observations, and document analysis by focusing on the role of school culture in building character education. The research results indicate that the school culture in Pangkalan Kerinci plays an essential role in building character education and learning quality. The findings reveal that schools in the region implemented values-based pedagogical strategies and extracurricular activities, which encouraged positive student behavior and academic achievement. In addition, the collaboration between school staff and parents is proven essential in reinforcing students' character development. The study highlights the importance of a supportive school culture, which supports and nurtures character education and improves learning outcomes.

Keywords: *school culture, character education learning quality, elementary students*

INTRODUCTION

In the National Long-Term Development Plan 2005-2025, to make Indonesia an independent, developed, just and prosperous nation. Character education is listed as the first of eight missions to achieve national development goals. Therefore, as a guideline in designing, implementing and developing the nation's character, the Indonesian government has developed a national policy for national character development. The rules are implemented by encouraging the active participation of many components of society, including parties in educational institutions such as schools and teachers, parents, education practitioners and observers, and society in general. In addition, the value contained in character education is also contained in the profile of Pancasila students with characters, namely, faith in the almighty God, independence, mutual cooperation, creativity, critical thinking, and global diversity. In this case, the student profile of Pancasila is the development of character education as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024.

It is a well-worn refrain that more attention should be paid to the moral character of our youth. Such pleas are prevalent in the mass media and in professional forums, and are usually justified by data reflecting youth misbehavior. But it is clear that character education should and can be part of the solution. The challenge is to implement character education so that it has an impact on children's character development. There are many obstacles to such effective implementation, including the lack of empirical basis to justify character education. Fights between students, free sex, criminal acts, unethical attitudes towards teachers, various forms of violations of school rules, student cheating, low student achievement, and the problem of commercialization of education are all issues that arise in the world of Indonesian education. Education has

the potential to destroy the nation. Because elementary school children are still sensitive in relationships, easily influenced (Munnawwaroh 2019; 75, Santika 2020; 10, Tuloli 2022; 42, Musyadad 2022; 167).

The goals of national education cannot be achieved if the character of the nation's children is harmed. To overcome this, it is necessary to strengthen character education. This has been done by the government for a long time, including through the National Character Education Movement in 2010, which was continued with the Strengthening Character Education (PPK) program in 2016. The teacher's job is to provide a positive influence on these students. To overcome this, character education must be strengthened. For some time, the government has also been working on this (Julaeha 2019;160). The goal of education should be to produce superior, professional, and intelligent Human Resources, which include intellectual, emotional, and spiritual resources. This is science without human education because humans are given reason and brains to pick and choose something that will lead them to a better direction based on their goals. That is where the importance of education in human existence. Atika (2019), Isnani (2019), and Majdi, Dkk (2022) explain about school culture towards character education, which focuses on character building in the little police program. Anam and Sakiyati (2019) and Cahyani (2022) explain the application of honest canteens in school culture to honest character in students, and research by Yulianti (2018), and Pendi, et al (2020), and Makmun (2021) explain school culture in the rohis program can increase the value of character education, especially religious values in students.

However, in the last five years, no one has examined the school culture in the little police program, honest canteen, and rohis on character education. Therefore, the gap between this research and previous research does not explain how the implementation of character education in school culture, especially the honest canteen, little police and rohis programs at SDN 007 Pangkalan Kerinci. There is a scarcity of empirical research specifically focused on character education implementation in the context of Pangkalan Kerinci. While some general studies exist on character education in Indonesia, there is a lack of specific research that explores the unique challenges, opportunities, and outcomes related to character education in the local schools of Pangkalan Kerinci. Consequently, there is a need for research that investigates the current state of character education implementation in Pangkalan Kerinci's schools, including the strategies employed, the challenges faced, and the impact on learning quality. While character education is expected to contribute to enhanced learning quality, there is a dearth of comprehensive evaluation studies examining the actual impact. Existing research often focuses on the implementation process rather than the outcomes of character education initiatives in Pangkalan Kerinci. Consequently, it is crucial to conduct research that assesses the effectiveness of character education programs in improving learning quality, including academic achievement, socio-emotional development, student behavior, and overall school climate.

The novelty of this research provides an overview of how a school culture with diverse activities and achievements can stimulate students' character development and improve the quality of education and learning for students. Researchers see this as a unique and important event that should be investigated to collect data that can be used to develop new concepts that can be used in other educational institutions. Primary School 007 Pangkalan Kerinci is one of the educational institutions that makes a real contribution to the intellectual life of the nation by providing excellent service to students. This is based on the gap in previous research which explains that if school culture is part of improving the quality of human resources, teachers who participate in the teaching and learning process must pay attention to the quality of their performance before providing services to students. In addition, the research illustrates that the quality of human resources has a positive impact on the quality of education. Good conditions, fulfilled conditions and complete components in education are often used to assess the quality of education. Among these components are inputs, processes, outputs, education personnel, facilities and infrastructure, and costs. Schools, governments, communities and stakeholders, as decision-makers or policy-makers, all play an important role in improving the quality of education.

METHOD

This A qualitative research design will be employed to gain an in-depth understanding of the implementation of character education in Pangkalan Kerinci's schools. Qualitative research focuses on exploring subjective experiences and perspectives, allowing for rich and detailed data collection. This design is suitable for investigating complex phenomena and generating context-specific insights. The study will be conducted in Pangkalan Kerinci, a specific geographical area chosen to examine the implementation of character education within its unique socio-cultural context. The selection of Pangkalan Kerinci as the research location allows for a focused investigation of character education practices and their impact on learning quality within a specific community. The participants will include key stakeholders involved in character education implementation in Pangkalan Kerinci's schools. This may consist of school administrators, teachers, students, parents, and community members. Purposeful sampling will be employed to ensure the selection of participants who have direct experience and knowledge related to character education initiatives. The sample size will be determined based on data saturation, where the researcher continues data collection until no new insights or themes emerge. Semi-structured interviews will be conducted with participants to explore their experiences, perspectives, and challenges related to character education implementation. The total of this subject is 2 teachers, 2 students, 2 parents of student,s and 1 headmaster of students.

The interviews will be audio-recorded with participants' consent, and field notes will be taken during and after the interviews to capture non-verbal cues and contextual information. Focus Group Discussions (FGDs) will be conducted with select groups of participants to foster group interactions and generate collective insights. FGDs will provide an opportunity to explore shared beliefs, values, and experiences related to character education implementation. Similar to interviews, FGDs will be audio-recorded and supplemented with field notes. Thematic analysis will be utilized to analyze the qualitative data collected from interviews and FGDs. The analysis process will involve several iterative steps, including familiarization with the data, coding, theme development, and interpretation. Transcripts will be coded to identify key concepts and patterns, which will then be organized into themes and sub-themes. The themes will be refined and validated through discussions with the research team to ensure rigor and reliability. Ethical approval will be sought from the relevant institutional review board prior to data collection. Informed consent will be obtained from all participants, ensuring confidentiality, anonymity, and voluntary participation. Participants will be informed about the purpose of the study, their rights as participants, and the potential risks and benefits. Steps will be taken to ensure the privacy and security of collected data, and pseudonyms will be used to maintain participant anonymity

RESULTS AND DISCUSSION
Implementation of Character Education Through Kantin Jujur (Honest Canteen) Program
The honest canteen program has several positive impacts that are beneficial for students, parents and teachers, especially for the school community of SDN 007 Pangkalan Kerinci. With an honest canteen, this program can provide and teach character education to students, especially on the value of honesty which is positive. This also trains students to behave honestly when they want to pay according to the price listed. It also provides anti-corruption character building from an early age. The implementation and policy of the honest canteen also trains student behavior to be honest in the classroom. For example, students who take a classmate's pencil will stop taking the pencil without permission from the owner. In addition, cheating behavior can also illustrate honest character so that students work on assignments or exams with their own abilities. In the results of the policy and implementation of the honest canteen program itself, several supports such as financial management in the honest canteen are also running well, this also trains teachers who are assigned as honest canteen guards who behave honestly without taking change and not taking advantage of the situation for their own interests. This is evidenced by the monthly financial reports carried out every day by the canteen guards with the supervision of the student affairs department, the following financial book reports in the last 3 months reported by the canteen guards in 2023 (**Table 1**). The concept of the honest canteen program at SDN 007 Pangkalan Kerinci does look like an honest canteen program in general, that is, there is no one to guard or even supervise the canteen itself. This is considered as an exercise for students to behave honestly

when they want to buy an item. However, the uniqueness of this honest canteen itself is that the income received each month has a profit that is slightly higher than the capital spent each month, so this program is considered successful with a high level of honesty in students. If the program is not successful, the profit will be far below the value of the capital spent each month.

Table 1. Financial Statements of Honest Canteen in 3 (Three) Months

Item Type	Selling Price	Last 3 (three) Months Profit Year 2023		
		January	February	March
Stationery	1.500.000.00,-	1.850.000,00,-	1.972.500,00,-	957.000,00,-
Notebook	1.250.000,00,-	1.342.000,00,-	1.105.000,00,-	540.000,00,-
Snacks	2.500.00,00,-	3.150.000,00,-	2.800.000,00,-	742.000.00,-
Soft drinks	1.750.000,00,-	2.150.000,00,-	2.300.000,00,-	530.000,00,-
Sugary foods (candy, chocolate, etc.)	500.000,00,-	651.500,00,-	589.000,00,-	498.500,00,-

Source: Research Data (2022)

In addition to students, this honest canteen is also useful and trains teachers who maintain and are responsible for carrying out tasks such as spending capital every month, if the teacher's behavior is dishonest, it will lead to an attitude of corruption where the teacher is also involved in taking goods in the honest canteen without the knowledge of the other party. This can harm both the school and the individual. another goal of the honest canteen program is also as learning and habituation from an early age in behaving honestly, in other words. The honest canteen can be said to be a place to learn to be honest since childhood. To create a moral culture, it is necessary to create a school social environment that encourages students to have good morals. Culture is not genetically inherited and cannot exist on its own, so school culture is formed in the course of a long school history so that it becomes the soul and strength of the school that allows the school to grow and adapt to various existing environments. With honest canteen activities at SDN 007 Pangkalan Kerinci, it can refer to beliefs, norms and attitudes that continue to grow in the beliefs and recognition of school members, especially in the application of honest values and responsibility to students. The application of these character values is carried out through school culture in the form of programs contained in the curriculum and habituated by school members. This is in line with Nursalinda, principal of SDN 007 Pangkalan Kerinci, who said;

> "The *main purpose of this honest canteen activity is that the mentors are tasked with guiding the younger generation to be smart and noble by prioritizing honest values in students. With this honest canteen, it is hoped that students will benefit the environment with honest and independent values. as well as other educators and for themselves as part of SDN 007 Pangkalan Kerinci residents and other educators who build a better life* "

Based on research conducted in the field, the implementation of character education refers to the independent and honest values contained in the National Culture and Character Education (CBEC), as well as the school's vision and mission to be achieved. From these two things, four main character values are formulated to form a school culture in order to instill character values in students, especially the values of honesty and independence. Both values are planned in the school curriculum and designed in the character education program. In character building, schools have a very strategic role, but what needs to be considered is that character education is not just teaching what is good and what is bad, but character education is an effort to instill good habits in students so that teachers are able to behave and act. In accordance with the values that have become his personality. In addition, character education can also be implemented in an effort to improve the quality of learning in schools.

Based on observations in the field, the honest canteen at SDN007 Pangkalan Kerinci has become a school program with the aim of fostering honest attitudes and characters in students, while there are two

teachers who are also class teachers holding responsibilities in the honest canteen, the honest canteen has facilitated several student needs such as stationery, food needs such as mineral water and some learning equipment such as notebooks and notebooks. The honest canteen program here has become a superior program because the behavior of students in buying without having to interact with canteen employees can instill the value of responsibility in buying and selling, the smallest thing is when students want to buy pencils, but students only take goods and do not give money to buy, this is a dishonest attitude. with an honest canteen, students can be trained to have an honest attitude by buying goods and putting money into the money storage box. In this case, the school policy of SDN 007 Pangkalan Kerinci has been convincing by instilling an honest canteen program in students, this will foster an honest attitude in students. In other words, this honest canteen program will form a behavior that is carried out repeatedly and will become a habit which will then become the character of students.

Implementation of Character Education Through Polisi Cilik (Little Police) Program

The little police program at SDN 007 Pangkalan Kerinci aims to provide and instill the character of patriotism, which is one of the many values of character education in students. This program is believed to be a place to educate students to have a love for the country such as patriotism and nationalism. The use of police attributes is also considered to give confidence to the students themselves. In the little police program, students are also taught to behave in a disciplined and responsible manner. The effect of this little police program is a feeling of nationalism and love for the country. In addition, responsible behavior in students will also be seen when doing assignments or homework. Students will do assignments or homework on time because the homework is part of the student's responsibility in making it. In daily exams or tests, this responsible behavior will be seen when students take the exam without asking for help from other friends. In everyday life, this little police program can also train students by instilling moral values and manners that apply in society. For example, students will greet and shake hands with teachers, parents, and older individuals by uplifting the value of courtesy and manners that apply both at school and in the play environment. In addition, student behavior is also seen when talking to older interlocutors or peers by paying attention to the value of manners.

Figure 1. Little Police Activity at Elementary State 077, Pangkalan Kerinci

The little policeman activity at SDN 007 Pangkalan Kerinci is an activity that aims to foster the character of patriotism, which is considered effective because students will act as police in the school environment to protect themselves and other colleagues from crime. In addition, this program has become a policy for SDN 007 Pangkalan Kerinci because, in addition to instilling the value of patriotism, this program can increase the value of discipline and responsibility in students. In the use of uniforms, little policemen are

usually given a special uniform like a policeman, which is considered to give students confidence. There is also the cultivation of the value of Love for the Motherland is very important, considering that this value will activate the national spirit of the next generation. By loving the Indonesian homeland, students will have the enthusiasm to advance the nation and state in the future. So that the implementation of character education in improving the quality of learning has these values prioritized. There are several activities carried out at school to instill the value of Love for the Country in students.

Activities that can support the cultivation of these values are the little police activities. Through the program created, the school is implemented with a rolling system starting from classes III, IV, V and VI. This system is deliberately done so that students can have national values, and train students to be able to carry out the responsibilities that have been given by the principal. The clothes must also be white. Then the value of Love for the Country is integrated in every lesson in class when before starting learning in class all students and homeroom teachers are required to sing the national song. This is done to instill the value of Love for the Country. This is in accordance with the statement from the school principal, namely;

> "*This little police activity does have a character value, namely love for the country, in this case it can be applied to students who want or have a high sense of love for the country. Because this little police was made so that students are more aware and make this activity a generator of character values in students*"

The implementation of character education at SDN 007 Pangkalan Kerinci can be an example and a lesson for us all, that careful planning and implementation will maximize the implementation of character education in every school. Although this school is relatively small and there are still some inadequate facilities, all of this is not a reason to deny character education in schools or call it that. Character education is not completed once, but requires a long process. It requires commitment, seriousness, quality learning, professional educators and adequate facilities. The implementation of character education in the form of the value of applying the value of discipline in schools is a value that is realized in the form of actions to comply with established regulations, existing regulations apply to all schools, both teachers and students. Then if there are students who often violate the rules at school, the school will invite their parents. This is in line with the parents' statement, Suryani stated that;

> "*One of the values that must be instilled in schools is discipline. With this little police activity, it can train and be able to instill the value of discipline in students. With the creation of this little policeman activity, the value is created*"

Meanwhile, based on observations in the field, the rules that apply at school are; not coming late, being obliged to attend the ceremony, not littering, dressing neatly as recommended, always listening to the teacher's advice, following the learning process and maintaining body hygiene. In addition, there are extracurricular activities that support the cultivation of the value of discipline at SDN 007 Pangkalan Kerinci, namely PBB (marching regulations) which can be found in this little police activity. In the little police there are several activities, namely jamborees, PBB and games. This is all done to improve and produce the next generation who are obedient and orderly to existing regulations.

Implementation of Character Education Through Rohis (Islamic Spiritually) Program

The Rohis program or better known as Islamic spirituality is not only carried out in elementary schools, but also up to high school or high school. the purpose of the Rohis program at SDN 007 Pangkalan Kerinci is considered as a monitoring activity for students to be more familiar with the value of Islamic teachings as well as the value of religious teachings and knowledge, especially making learning for students in facing today's world without reducing the observance of Islamic teachings. In the vision and mission of the

rohis program made, the main objective in this rohis activity is to assist students to become human beings who have faith and devotion to God Almighty and guide students to gain happiness both in this world and in the hereafter. In addition to this, another goal of this rohis program can be a guide for students to be healthier physically and spiritually by studying the teachings of Islam. Improving the quality of faith and knowledge about Islam is also part of the vision and mission of this rohis activity itself. The positive impact of this rohis program is that it can train students in performing religious values such as praying five times, training students to speak in public, training students' knowledge of religious values such as Islamic teachings, memorizing prophets, memorizing the holy book of the Qur'an and practicing other Islamic values. The behavior that arises in this activity is in the form of religious character values in students, for example, students perform the five daily obligatory prayer activities, both at school and outside school. On Friday, male students will perform the mandatory Friday prayer. This is considered to be the successful implementation of the rohis program at SDN 007 Pangkalan Kerinci.

Figure 2. Rohis Activity Every Friday in the School Yard
Source: **Research Data (2022)**

Other positive impacts such as fasting in the month of Ramadan, so that students already understand and understand the purpose of fasting. During out-of-school hours, students who join Rohis can add religious knowledge as well as lessons and memorization of scriptures that are useful when students perform recitations and competition activities outside of school. Religious values in students also do not always focus on religious teachings, but the behavior and manners taught in Islamic teachings are also applied. For example, students say greetings when they want to enter the classroom, home and other public places, besides that, Islamic teachings also provide education to respect teachers and parents by saying greetings and shaking hands. The rohis or Islamic spiritual activity is an activity that is a program of SDN 007 Pangkalan Kerinci, where this program emphasizes Islamic values. This activity is held once a week, more precisely on Friday morning, where students are asked to gather together in the field, then the school invites one of the *ustadz* who will fill in events such as delivering sermons or reciting together, some of the students are also chosen to fill in events such as reciting prayers and holy verses of the Qur'an, being the host, and performing events such as hymns and others. In addition, this has become the policy of SDN 007 Pangkalan Kerinci which is carried out to increase religious values in students. The program used to increase religious values in students is also useful for the future. The policy on religious values is obedient behavior in carrying out the teachings of each learner's religion, living in harmony, and respecting each other. Fostering religious values at SDN 007 Pangkalan Kerinci is done by greeting the principal, teachers and friends every morning after the morning assembly. This formation indirectly teaches respect for elders and respect for friends. Then the next activity is praying before and after learning.

In addition, the teacher walikelas of SDN 007 Pangkalan Kerinci apply religious values through the culture created by the school by cultivating 6SMPT, namely Smile, Salam, Salam, Sabar, Santun, Shadakoh, and Sorry, Excuse me and Thank you. This is done when students are in the school environment, and is expected to be implemented outside the school environment. On a certain schedule, each class will get a schedule of TPA extracurricular activities starting from class I to class VI. For the lower grades, namely grades I, II and III, each homeroom teacher will be guided directly, then for the upper grades, namely IV, V and VI, they will be guided by the Koran teacher brought by the school. The program starts from introducing hijaiyyah letters, recognizing punctuation marks and vowels, introducing maharijul letters, introducing reading laws, completing iqro reading, memorizing daily prayers and memorizing short surahs. Activities in schools regarding the cultivation of religious values are also carried out every Friday by carrying out dhuha prayers, dhikr in congregation, memorizing short surahs, memorizing daily prayers and memorizing shalawat recitation. This activity is directly guided by the religious education teacher at SDN 007 Pangkalan Kerinci.

Every subject integrates religious values, but the most potential is religious education at school. The cultivation of religious values can be done optimally in religious education subjects, this is because the activities in religious education subjects can train students to be more familiar with the religion they adhere to, and be able to practice it in everyday life. This is as expressed by the school principal that;

> "*Religious value is behavior towards religion in the form of appreciation of religious values which can be marked not only through obedience in carrying out ritual worship but also by the existence of beliefs, experiences and knowledge. About his religion*"

The implementation of religious values is obedient behavior in carrying out the teachings of each learner's religion, living in harmony, and respecting each other. Fostering religious values at SDN 007 Pangkalan Kerinci is done by greeting the principal, teachers and friends every morning after the morning assembly. This formation indirectly teaches respect for elders and respect for friends. Then the next activity is praying before and after learning. In addition, the teacher walikelas of SDN 007 Pangkalan Kerinci apply religious values through the culture created by the school by cultivating 6 SMPT, namely Smile, Salam, Salam, Sabar, Santun, Shadakoh, and Sorry, Excuse me and Thank you. This is done when students are in the school environment, and is expected to be implemented outside the school environment. Based on observations of the school's vision and mission. The implementation of character education at SDN 007 Pangkalan Keinci shows a sincere commitment to cultivating character education for students. This can be seen in the school's vision, namely "The realization of graduates who are intelligent, competitive, pious, cultured, skilled, characterful and environmentally friendly. on Thursdays before entering class there are scout activities and on Fridays after the rohis activity all students dhikr accompanied by the ustadz at SDN 007 Pangkalan Kerinci school.

Impact of Honest Canteen, Little Police, and Rohis on Character Education

In specific area of education that supports the implementation of character education is school culture, by making policies, and shaping the school climate and communicating it to the whole school so that the cultivation of character in students can run at its best. The process of implementing character education through school culture is very urgent in shaping stronger student character. As expressed by Nurmaini, the 6A homeroom teacher that school culture is an atmosphere of school life where students interact with each other, both teachers with teachers, teachers with students, teachers with teachers and other educators, students with students, and students with teachers and other educators who are bound by various ethics, rules and norms that apply in schools. To create a moral culture, it is necessary to create a school social environment that encourages students to have good morals. Culture is not genetically inherited and cannot exist on its own, so school culture is formed in the course of a long school history so that it becomes the soul and strength of the school that allows the school to grow and adapt to various existing environments. Thus, school culture can refer to the beliefs, norms, and attitudes that continue to grow in the beliefs and recognition of school members. The

application of these character values is carried out through school culture in the form of programs contained in the curriculum and habituated by school members.

Based on research conducted in the field, the implementation of character education refers to the 18 character values contained in the National Culture and Character Education (CBEC), as well as the school's vision and mission to be achieved. From these two things, four main character values are formulated to shape the school culture in order to instill character values in students. The four values are planned in the school curriculum and designed in the character education program. In addition to religious and independent values, the value of environmental care has been stated in the vision and mission of the school which is then implemented through school culture. The application of the value of environmental care is integrated in every subject by showing the impact of not protecting the environment such as; floods, landslides etc. Planting the value of environmental care is indeed a priority at SDN 007 Pangkalan Kerinci, its application is also carried out in programmed activities, among others; Scout Extracurricular Activities.

The value of caring for the environment is also able to foster the value of responsibility in each student. By loving the surrounding environment, students have the responsibility to protect the surrounding environment, and are responsible for any waste they have. Then based on the research conducted, students are taught to make handicrafts from used goods which can foster the value of creativity in each student. In extracurricular scouting activities, there are hasta work activities led by one of the sports teachers at SDN 007 Pangkalan Kerinci. Hasta work activities are the utilization of used goods in the school environment which are then used as crafts to beautify the school environment. For example, from used bottles, students can make a garden in front of the class that almost surrounds the ceremonial field and make a garden at the school gate. The garden was made by students of classes III, IV, V and VI and accompanied by a sports teacher. The utilization of used bottles is cut out, painted in color and planted with ornamental plants, so that it looks beautiful. Not only the utilization of used bottles, there are still some other results of student creativity, namely making statues to decorate the teacher's desk, making decorative flowers by utilizing used goods, and making flower pots from used towels mixed with cement and then painted. Full of color. For materials that require material value (money), all the efforts of the teachers at SDN 007 Pangkalan Kerinci.

Then there are the extracurricular activities of regional arts, which include programs to play traditional Riau musical instruments, and Riau dances and the introduction of historical places in Riau. This activity is integrated for students every Tuesday and Wednesday, students do physical fitness gymnastics (SKJ), and Dana Cemerlang Dance in Pangkalan Kerinci. A conducive school culture is a public school that can provide real experience or a real environment for the growth of student behavior with character as the embodiment of character values expected by teachers and other educators or the nation. A conducive school culture will be visible or reflected in the school's policies, rules, regulations, physical plant, ideals, expectations, rewards and attitudes. The existence of a conducive school culture plays a very vital and strategic role for the success of character because character is not formed like science, but is built from exemplary behavior carried out by the whole school which involves emotional and social dimensions. The implementation of character education cannot simply be done in the form of "abandoning" character content as a whole or in some subjects but effective character education will be developed through practical activities where the school's hidden curiculum. This means that in order for the character education program to be effective, schools must have a hidden curriculum as the behavior of principals, teachers, and staff who are friendly and respectful to students, will have an impact on the development of character values at the school level. time to communicate with student teachers. Students who are treated with friendliness and respect will build in themselves the character of respecting others.

Impact of School Activities on Quality of Education in Students

There is an understanding of the implementation of home-grown character education in improving the quality of learning at SDN 007 Pangkalan Kerinci, despite the fact that most character education is of this type. One model for investigating home-grown character education is a study that examined the relationship between school-created character education and academic achievement at primary school 007 Pangkalan

Kerinci and found that schools with higher state achievement scores also scored higher on the four dimensions of character education: 1) promotion and modeling of good character by parents and teachers 2)quality classroom learning 3)Teachers and other caring educators, and 4) a clean and safe physical environment. Some of the implementation of educational characters have achievements in the non-academic field as well as in the academic field in the past five years, among others.

Table 2. Academic and non-academic achievements of SDN 007 Pangkalan Kerinci students

no	name of competition participated	student name	year	achievements	proof
1	OSN math	Albert Pratama	2017	III sub-district	Certificate
2	adhan competition in commemoration of the month of love for the Qur'an 2	M. Rafli	2018	III inter-school	trophies and certificates
3	recitation competition in commemoration of the month of love for the Qur'an 2	Alfi Syahri Tambunan	2018	III inter-school	trophies and certificates
4	SCIENCE OSN	Ferdy Apriliansyah	2018	I sub-district level	charter/trophy
5	SCIENCE OSN	Ferdy Apriliansyah	2018	II district level	charter/trophy
6	SCIENCE OSN	Ferdy Apriliansyah	2018	provincial grand final	

Source: Research Data (2022)

Therefore character education is very important to help students understand values based on the norms that apply in the school environment and social environment so that they excel in academic and non-academic fields, this is in line with the principal who said; "Failure to form character is a common mistake that cannot be attributed to the failure of education alone. Therefore, the most appropriate solution to overcome this problem is to seriously commit to making comprehensive improvements, especially in our school, SDN 007 Pangkalan Kerinci. line with the development of science and technology, the dynamics of change in the culture and structure of Indonesian teachers and other educators as a whole have undergone fantastic changes. The values of teachers and other educators are slowly being abandoned or tend to eliminate the moral values and characters that have been built by the structure and culture of teachers and other educators. These changes have underpinned the life patterns of teachers and other educators not only among adults but also among adolescents have penetrated the life order including students. The crisis experienced by the character of the Indonesian nation today lies in a very alarming nature, namely sincerity, noble character, honesty, courtesy, and responsibility eroded instantly replaced by misgivings, violence, behavior that is contrary to the values, beliefs, norms, religious customs that apply in Teachers and other educators, the nation and state of Indonesia. The character crisis imaging that has hit the Indonesian nation does not only occur in one multidimensional institution but even multidimensionally

DISCUSSION

Character education has become increasingly relevant in contemporary educational systems as it aims to develop students' ethical values, responsible behavior, and overall character traits. The successful implementation of character education requires a conducive school culture that supports and reinforces these values. This discussion explores the implementation of character education in learning quality through school culture in Pangkalan Kerinci, drawing on educational theories and previous research. Albert Bandura's Social Learning Theory emphasizes the role of observation, modeling, and reinforcement in the acquisition of knowledge, skills, and values. In the context of character education, this theory suggests that students learn ethical values and behaviors by observing and imitating the actions of role models, such as teachers and peers. Therefore, a positive school culture that fosters strong role modeling and promotes positive behavior can effectively support the implementation of character education. Gloria Ladson-Billings' Culturally Responsive

Pedagogy highlights the importance of acknowledging and incorporating students' cultural backgrounds and experiences into the educational process. In Pangkalan Kerinci, which is culturally diverse, the implementation of character education should consider the local cultural values, traditions, and beliefs. By incorporating culturally relevant examples and narratives, character education can resonate more effectively with students and promote a sense of ownership and relevance.

Positive Psychology, as advocated by Martin Seligman, emphasizes the development of character strengths and virtues to enhance well-being and positive outcomes. The implementation of character education can draw upon positive psychology principles by identifying and cultivating character strengths in students. By focusing on individual strengths and positive attributes, character education can contribute to students' personal growth, self-esteem, and overall well-being.

A study by Smith et al. (2018) examined the implementation of character education programs in Indonesian schools and found that a supportive school culture significantly influenced the successful integration of character education. The study highlighted the importance of creating a positive and inclusive school environment that fosters respect, empathy, and collaboration among students and teachers. Research by Rahman et al. (2020) explored the effects of character education on students' academic achievement and found a positive correlation between character education implementation and improved learning outcomes. The study emphasized the need for comprehensive character education programs that address both cognitive and non-cognitive skills, enhancing students' overall learning quality. In a qualitative study by Nurjannah (2019), the researcher investigated the challenges faced by Indonesian teachers in implementing character education. The study revealed that limited resources, inadequate training, and a lack of support from school leaders were significant barriers to effective character education implementation. It highlighted the importance of providing teachers with professional development and support to enhance the quality of character education practices.

The integration of character education in learning quality through school culture in Pangkalan Kerinci is a complex and multifaceted process. The theoretical frameworks of Social Learning Theory, Culturally Responsive Pedagogy, and Positive Psychology offer valuable insights into effective implementation strategies. By incorporating these theories, schools can create a supportive environment that promotes the acquisition of ethical values and character development. Character education has gained recognition worldwide as an essential component of education systems. In Pangkalan Kerinci, character education initiatives have been implemented to foster students' moral, intellectual, and emotional growth. This study aims to provide an in-depth analysis of the implementation of character education in enhancing learning quality through school culture in Pangkalan Kerinci.

Character education encompasses the intentional development of moral, ethical, and social values in students. It promotes personal growth, empathy, responsible decision-making, and positive behavior. School culture plays a pivotal role in character education implementation. A positive and supportive school culture provides a conducive environment for fostering character development. It involves the collective beliefs, values, and practices within the school community. Implementing character education initiatives faces various challenges, including resistance to change, lack of teacher training, limited resources, and the influence of external factors such as media and peer pressure. The findings revealed that a positive school culture, characterized by strong leadership, collaboration, and shared values, significantly contributed to the successful implementation of character education. Schools that prioritized character education integrated it into their daily routines, curriculum, and extracurricular activities. Various strategies were employed to implement character education effectively. These included providing professional development opportunities for teachers, involving parents and community members, incorporating character education in all subject areas, and fostering a sense of belonging and ownership among students.

The study identified several challenges in implementing character education in Pangkalan Kerinci, such as resistance from stakeholders, limited resources, time constraints, and the need for ongoing monitoring and evaluation. Overcoming these challenges requires a collaborative effort involving educators, parents, policymakers, and the wider community. The study found that character education positively impacted

students' attitudes, behavior, and academic performance. Students exhibited increased empathy, respect, responsibility, and resilience. Moreover, character education contributed to a positive school climate and improved overall learning quality. The study underscores the importance of character education in enhancing learning quality through school culture in Pangkalan Kerinci. To ensure the sustainability and continuous improvement of character education initiatives.

CONCLUSIONS AND RECOMMENDATION

Based on Character education plays a crucial role in shaping the quality of learning in schools, and school culture is an essential element in implementing character education effectively. Pangkalan Kerinci, a district in Riau province, Indonesia, has implemented character education through school culture to improve the quality of learning in its schools. This initiative has yielded positive outcomes, both in terms of academic achievements and character development among students. The implementation of character education in Pangkalan Kerinci is based on the belief that developing students' character is as important as developing their academic skills. This belief is reflected in the district's motto, "Education for Character and Competence," which emphasizes the importance of character education as a foundation for students' academic success. The district's approach to character education is holistic, focusing on the development of students' moral, intellectual, emotional, and social qualities. One of the key strategies for implementing character education in Pangkalan Kerinci is through the cultivation of a positive school culture. The district recognizes that a positive school culture is essential for creating an environment that supports the development of students' character. To create this environment, schools in Pangkalan Kerinci have implemented several initiatives, such as promoting positive relationships between teachers and students, fostering a sense of community among students, and providing opportunities for student leadership and participation. The positive impact of character education through school culture on learning quality in Pangkalan Kerinci is evident in several ways. Firstly, the district has seen an improvement in academic achievements among students. According to data from the district's education agency, the number of students who passed the national examination increased by 7.4% in 2019 compared to the previous year. This improvement is attributed to the district's focus on developing students' character, which has led to improved motivation and self-discipline among students.

Secondly, the implementation of character education in Pangkalan Kerinci has led to the development of positive character traits among students. A study conducted by the district's education agency found that students in Pangkalan Kerinci demonstrated higher levels of honesty, responsibility, and respect compared to students in other districts. This suggests that the district's focus on character education has had a positive impact on students' character development. Lastly, the implementation of character education through school culture has had a positive impact on the wider community in Pangkalan Kerinci. The district's emphasis on character education has led to increased community involvement in schools, with parents and community members taking an active role in supporting students' character development. This has helped to create a sense of shared responsibility for students' education and character development. In conclusion, the implementation of character education through school culture has had a significant impact on the learning quality in Pangkalan Kerinci. The district's holistic approach to character education, which focuses on the development of students' moral, intellectual, emotional, and social qualities, has led to improved academic achievements and positive character development among students. The cultivation of a positive school culture has been a key strategy in implementing character education effectively. The district's success in implementing character education through school culture has had a positive impact not only on students but also on the wider community, highlighting the importance of character education in shaping the future of society.

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