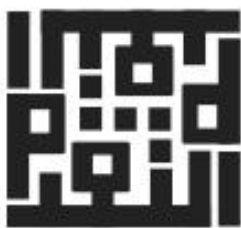


Literature Study: Analysis the Role of Teachers as Models in Strengthening Character in Primary School Learners

Siti Nurfebri Jumatullailah^{1*}, Arifin Maksum², and Nina Nurhasanah³

^{1 2 3} Department of Primary Education, Faculty of Education, Universitas Negeri Jakarta, Indonesia

*Correspondence email: sitnurfebjum07@gmail.com



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ABSTRACT

The development of character in primary school learners is a fundamental aspect of education that lays the groundwork for future moral and ethical behavior. Teachers, as the primary pillars in the learning process, hold a critical responsibility in shaping the character of primary school learners. The complexity of the teacher's role as a model in character education necessitates a comprehensive understanding and evaluation of their influence. This study aims to provide a new contribution by offering a more general and conceptual exploration of the role of teachers in strengthening character among primary school learners. The focus of this approach is to analyze the Role of Teachers according to (UU No. 14 Tahun 2005) concerning Teachers and Lecturers, the integration of character values in learning, teacher practices, and the impact of teacher behavior on students. This study employs qualitative methods through relevant literature review. Using a descriptive-holistic approach, the research aims to provide a comprehensive understanding of the topic. The results of the study are in the form of an analysis of the role of teachers as role models in strengthening positive character in elementary school students in accordance with Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers. How the role of teachers can be a model in strengthening positive character in elementary school students. The efforts that primary school teachers make in their roles reinforce positive character in students, both inside and outside the classroom.

Introduction

The development of character in primary school learners is a fundamental aspect of education that lays the groundwork for future moral and ethical behavior. Character education is a systematic effort aimed at guiding individuals, especially young students, in developing high moral standards, strengthening adherence to religious values, increasing social awareness, fostering a sense of responsibility, enhancing self-confidence, and becoming individuals of high moral integrity (Kollo et al., 2024). This holistic approach to education is

crucial in shaping the attitudes and behaviors of children at the primary school level, where the foundation for good character and behavior can be effectively established.

Teachers, as the primary pillars in the learning process, hold a critical responsibility in shaping the character of primary school learners. Their role extends beyond the delivery of academic content; they serve as role models who guide students in developing moral values and positive behavior (Nurhasanah et al., 2024). The complexity of the teacher's role as a model in character education necessitates a comprehensive understanding and evaluation of their influence.

Research by Kollo et al. (2024) emphasizes that character education involves efforts to improve an individual's morality through systematic guidance. For instance, at SD Inpres Letkole, the implementation of the Strengthening Character Education (PPK) approach aims to reinforce student character through activities that involve sports, emotional and spiritual exercises, and intellectual development, supported by the school, family, and community. The PPK program's objective is to equip students with moral, spiritual, religious, and academic values, preparing them to face future challenges. This program is implemented through classroom learning, extracurricular activities, and community involvement, with teachers serving as the primary models for character reinforcement.

Further supporting this view, Lian et al. (2020) conducted research at SD Negeri 2 Gelumbang, highlighting the significant role teachers play as role models for students in character formation. Teachers are not only educators but also mentors and researchers, from whom students learn not just academic knowledge but also valuable life experiences. The learning process aims to transform students' behavior through various experiences, making it essential for teachers to exemplify good behavior, speech, and interactions with the community. Teachers at SD Negeri 2 Gelumbang are acutely aware of their role as role models, emphasizing the importance of starting character formation early, even from the first grade. This is achieved through the habitual practice of positive values, both in theory and in direct actions with students, such as greeting teachers and respecting classmates regardless of differences.

Despite the widespread acknowledgment of character education's importance, issues persist, particularly among students who exhibit behaviors that fall short of expectations. Schools play a vital role in guiding and shaping students' character, ensuring they become morally strong individuals. At the primary education level, character formation is crucial, as students are at a developmental stage that can significantly influence their future behavior (Asih et al., 2024). Teachers are central to this process, making character education an essential aspect of their role.

Several researchers have focused on the implementation of specific character education

programs or projects, often employing qualitative descriptive methods. There are limited studies that discuss the broader and more conceptual approach to exploring the role of teachers as models in character reinforcement comprehensively. Therefore, this study aims to provide a new contribution by offering a more general and conceptual exploration of the role of teachers in strengthening character among primary school learners. The focus of this approach is to analyze the Role of Teachers according to UU No. 14 Tahun 2005 concerning Teachers and Lecturers, the integration of character values in learning, teacher practices, and the impact of teacher behavior on students.

The objectives of this study are: (1) To investigate the roles of teachers as models in strengthening positive character among primary school learners in accordance with UU RI NO. 14 Tahun 2005 about Teachers and Lecturers. (2) To analyze how teachers can become models in reinforcing positive character in primary school learners. (3) To document and describe the efforts made by primary school teachers in their role of strengthening positive character in students, both inside and outside the classroom.

By achieving these objectives, the study provides a solid foundation for a better understanding of how students' character is developed in primary school environments. This will not only enrich the understanding of character education but also lay the groundwork for further research to explore more effective strategies and methods for the role of teachers in strengthening student character in various primary school contexts.

Result and Discussion

1. The role of teachers as role models in strengthening positive character in primary school learners in accordance with Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers.

This section presents the findings from the literature review on the role of teachers as models in strengthening character among primary school learners, guided by the provisions of the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers (*Undang-Undang Republik Indonesia No. 14 Tahun 2005 Tentang Guru Dan Dosen*, n.d.).

“Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah.” (Chapter 1 General Terms; Article 1)

The results highlight the multifaceted roles that teachers play in both the educational and character development of students.

Role of Teachers According to Law No. 14 of 2005:

(1) Educator

Teachers are primarily responsible for delivering education in accordance with the curriculum. They are tasked with imparting knowledge and fostering the intellectual growth of students. The reviewed literature underscores that effective teaching goes beyond mere knowledge transmission; it involves engaging students in meaningful learning experiences that build their critical thinking and problem-solving skills (Nurhasanah et al., 2024).

(2) Mentor

Beyond educating, teachers act as mentors who guide students' holistic development, including intellectual, emotional, social, and spiritual aspects. Teachers are seen as key figures in shaping the overall personality of students, providing them with the support needed to navigate both academic and personal challenges (Nur et al., 2020).

(3) Evaluator and Assessor

Teachers are responsible for evaluating and assessing students' learning progress. The literature emphasizes the importance of constructive feedback, which helps students recognize their strengths and areas for improvement, thereby encouraging continuous personal and academic growth (Widyaprada Utama Direktorat Guru Pendidikan Dasar, 2022).

(4) Facilitator of Learning

As facilitators, teachers create a conducive learning environment and support students in understanding and applying their lessons. This role involves organizing classroom activities that foster collaborative learning and critical thinking (Yuniar et al., 2022).

(5) Researcher

Teachers are expected to engage in educational research to enhance teaching quality. The findings suggest that teachers who incorporate research findings into their practice can significantly improve their teaching strategies and student outcomes (Widyaprada Utama Direktorat Guru Pendidikan Dasar, 2022).

(6) Professional Development

Continuous professional development is crucial for teachers to stay updated with educational advancements. Participation in training and workshops is highlighted as essential for teachers to enhance their professional skills and knowledge (Maslani et al., 2023).

(7) Role Model and Inspirer

Teachers serve as role models, demonstrating positive attitudes, values, and behaviors. The literature consistently points out that students often emulate the conduct and principles exhibited by their teachers, making this role pivotal in character education (Nurbaiti et al., 2020).

2. How the role of teachers can be a model in strengthening positive character in primary school learners.

In Uge et al study, teachers are pivotal in their self-development and as models for character reinforcement among primary school learners. Teachers as Self-Developers: Teachers exemplify the integration of local wisdom into Social Studies teaching for fourth-grade students. They serve as role models by embodying these values in daily life, fostering student-centered learning, and designing culturally relevant lessons. This approach enhances Social Studies teaching quality, boosts student interest, and promotes the use of local wisdom in curricula. Teachers, as central figures, foster character development by creating supportive learning environments and bridging formal education with valuable local values. In essence, teachers' active involvement in embodying and promoting local wisdom values underscores their crucial role in cultivating positive character traits among primary school learners (Uge et al., 2019).

In Wijaya et al study, teachers assume the role of researchers in the endeavor to fortify character among primary school learners. Teachers as Researchers: The research highlights teachers' role

as researchers in character reinforcement efforts. Through differentiated learning approaches and the characteristics of independent learning, teachers aim to develop teaching strategies conducive to shaping character in line with the Pancasila student profile. However, there are challenges in understanding and implementing the characteristics of independent learning. Therefore, training, socialization, and support from various stakeholders are essential to enhance teachers' ability to manage differentiated learning. Teachers as researchers need to continually develop relevant teaching strategies, including method selection, media usage, and student learning assessment. This requires ongoing study and research to ensure that differentiated learning can positively impact shaping students' character in line with the goals of National Education. In summary, teachers' role as researchers underscores their importance in developing and implementing effective teaching strategies aimed at reinforcing positive character traits among primary school learners (Wijaya et al., 2022).

Nurhasanah et al. highlight the crucial role of primary school teachers in shaping the character of fourth-grade students at SDN 17 Woja. Teachers exemplify values such as discipline and honesty, guide students by offering appreciation and motivation, and aim to instill responsibility through assessment and feedback. Despite these efforts, challenges persist with students who have not fully internalized these values and those who remain unresponsive or unmotivated. Teachers strive to create an enjoyable and supportive learning environment, but some students do not fully grasp the significance of these values. Additionally, poor family environments and inadequacies in teachers' modeling of behavior present further challenges. Continuous efforts are needed to strengthen the role of teachers in character education at SDN 17 Woja (Nurhasanah et al., 2024).

Research by Uge et al., emphasizes the importance of teacher self-development in reinforcing student character by integrating local wisdom values into the social studies curriculum for fourth-grade students. This approach improves the quality of education, increases student engagement, and ensures cultural relevance. Teachers act as agents of change by exemplifying these values and creating student-centered, culturally relevant lessons that support character building (Uge et al., 2019).

Asih et al., examined the pivotal role of teachers in shaping the character of fifth-grade students at SDN Pasarbatang 03 Brebes. Teachers emphasize character formation through activities like prayers, traditional games, and storytelling, instilling values such as discipline, honesty, and sincerity. They guide students in understanding and internalizing moral lessons, aiming to prevent misbehavior. As evaluators and motivators, teachers assess learning and provide encouragement, cultivating responsible and resilient characters. They create conducive learning environments and organize character-building activities. Through their daily behaviors and inspirational stories, teachers serve as role models, fostering positive values in students and anticipating misbehavior through comprehensive character development (Asih et al., 2024).

In his study, Suharsono explored how religion teachers at SD Negeri 3 Purwodadi Tirtoyudo Malang contribute to instilling multicultural values in elementary students. Teachers plan lessons that promote diversity appreciation and integrate tolerance into learning objectives. They use various teaching methods to shape students' inclusive characters. Teachers help students understand and apply multicultural values in daily life. They encourage cooperation between students of different faiths and facilitate discussions to foster harmony. Teachers assess multicultural education effectiveness and motivate students to embody these values, providing positive feedback and real-life examples. Teachers organize in-class and extracurricular activities integrating multicultural values, guiding students through diverse situations. Teachers exemplify appreciation for diversity and interfaith harmony through their attitudes and behaviors, inspiring students to embrace multicultural values (Suharsono, 2024).

Kollo et al., explored how elementary school teachers contribute to character education and found that teachers play several key roles. As educators, they guide students in developing noble character traits, enhancing social awareness, fostering responsibility, and cultivating virtuous behavior. They act as guides by imparting character values through class activities, assignments, and extracurriculars, emphasizing the importance of these values and providing guidance on their application. Teachers also function as evaluators, assessing students' character development and offering positive feedback to motivate them toward

virtuous behavior. As learning facilitators, they integrate character values across subjects and activities using interactive and participatory teaching approaches to enhance student engagement. Additionally, teachers serve as inspirations and role models, demonstrating positive behaviors aligned with the taught character values and motivating students to develop strong character traits (Kollo et al., 2024).

Sabrina et al investigated how teachers contribute to realizing the Pancasila Student Profile focusing on religious character aspects. They found that teachers: Act as educators, understanding the learning objectives and integrating religious values into lessons using appropriate teaching methods and effective learning materials. Serve as guides, assisting students in understanding lesson content, and guiding them in carrying out the Pancasila Student Profile (P5) project and extracurricular activities such as Tahfidz. Function as evaluators, assessing student learning individually and in groups, while also motivating them through ice-breaking activities and providing positive feedback. Facilitate learning processes by providing necessary materials, teaching aids, and guidance for both regular and P5 project activities. Serve as inspirations and role models, demonstrating positive behavior and engaging students in various learning activities to inspire them to develop virtuous characters aligned with religious values (Sabrina et al., 2024).

Rahman et al, analyzed teacher strategies in strengthening character education for elementary students and found that teachers play multiple roles. As educators, they model positive behavior by arriving early, dressing neatly, and demonstrating good habits like praying before lessons, setting an example for students. As guides, they introduce character-strengthening activities such as class duties and discipline, helping students internalize these values. As evaluators and motivators, teachers monitor student behavior, provide positive feedback, and encourage ongoing character development. They also facilitate learning by creating supportive environments with positive routines like neat lining up and prayer time. Additionally, teachers serve as sources of inspiration, demonstrating exemplary behavior in cleanliness, discipline, and other positive habits, encouraging students to emulate them (Rahman et al., 2024).

In Wilsani et al study at SDN 1/IV Kota Jambi, highlighted the multifaceted role of teachers in character development: Teachers act as educators, guiding students through the Pancasila Student's Profile Strengthening Project by aligning curriculum content with school objectives. They also serve as mentors, providing continuous support to students from project planning to reporting, helping them overcome obstacles, and maintaining focus on learning goals. Additionally, teachers assume the roles of evaluators and motivators, processing assessments, offering constructive feedback, and encouraging students to strive for improvement. As facilitators of learning, teachers create an environment conducive to collaboration, providing guidance and materials essential for project completion. Finally, teachers inspire and model Pancasila values, demonstrating successful project implementation and practical application in daily life. Through these diverse roles, teachers effectively contribute to strengthening student character and fostering a culture of values-based learning (Wilsani et al., 2023).

Priastuti et al. highlighted the multifaceted role of teachers in instilling discipline in students through school habituation. Teachers act as educators, guiding and supervising students to instill discipline by conveying its importance through example and guidance. As mentors, they provide support and direction, helping students understand and adhere to school rules. As evaluators, they monitor and assess discipline, offering positive feedback to those who demonstrate it and encouraging others. As facilitators, they create supportive environments for practicing discipline. By inspiring and leading through example, teachers model disciplined behavior for students to emulate. Through these roles, teachers significantly contribute to effectively instilling discipline in elementary students (Priastuti et al., 2023).

In the research conducted by Aldila & Rini, the crucial role of teachers in developing practical values of the 5th Pancasila precepts through thematic learning in elementary schools is examined: Teachers play a crucial role as educators, using verbal and nonverbal strategies to instill Pancasila character values in students. They provide motivation, advice, and guidance while setting an example in practicing attitudes in line with Pancasila values. As mentors, teachers guide students in internalizing Pancasila values in their daily school

life, offering directions, advice, and reminders to always respect, work hard, and be kind to others. As evaluators, teachers monitor student behavior and provide constructive feedback on the application of Pancasila values, serving as motivators by praising and encouraging students who demonstrate positive attitudes and behaviors. As learning facilitators, teachers plan, implement, and evaluate learning activities that integrate Pancasila values, creating a conducive environment for students to learn and develop character. Additionally, teachers serve as a source of inspiration and role models for students through their daily behaviors and attitudes, creating conditions where students are inspired to emulate positive attitudes consistent with Pancasila values. Through their diverse roles, teachers are not only primary supporters in strengthening the character of elementary school students but also serve as inspirational models for students. With appropriate and consistent teaching strategies, teachers can help students internalize Pancasila values, becoming individuals with noble character and responsibility in society (Aldila & Rini, 2023).

The study conducted by Aningsih et al., emphasizes the pivotal role of teachers in implementing character education in Indonesian elementary schools: Teachers play a central role in instilling and developing various character values in students, such as religiosity, discipline, responsibility, cooperation, politeness, courage, honesty, and others. Through leading by example, habituation, and integration into learning, teachers create an environment conducive to fostering positive character growth in students. They also serve as guides, providing guidance, advice, and support to students in internalizing these character values. Additionally, teachers evaluate students' progress in adopting character values and provide constructive feedback while motivating them to continue developing their character. As learning facilitators, teachers design and implement activities that allow students to understand and internalize character values, creating a conducive learning atmosphere and integrating character education into all subjects. Moreover, teachers serve as a source of inspiration and role models for students through their attitudes, behaviors, and practices. Through exemplary behavior and habitual reinforcement of character values, teachers inspire students to emulate and develop good character in their lives. Through these comprehensive roles, teachers not only assist in

strengthening the character of elementary school students but also lay a solid moral foundation for their future personal development. Through diverse character education strategies, teachers have a significant positive impact on shaping a generation with strong character and responsibility in society (Aningsih et al., 2022).

Maslani et al., highlight the crucial role of teachers in character education within Islamic education. Teachers serve as guides (*murabbi*), educators (*muaddib*), and instructors (*mu'allim*), responsible for imparting knowledge and guiding students in internalizing Islamic values such as faith, honesty, trustworthiness, and intelligence. They mentor students in applying these values daily, strengthening their relationship with Allah (SWT). As evaluators, teachers assess students' progress in adopting Islamic values, providing feedback for continuous improvement. They create supportive learning environments by integrating Islamic values into the curriculum and facilitating discussions and reflections. Additionally, teachers serve as role models, demonstrating the practice of Islamic values in daily life. Through their holistic approach, teachers shape both the academic and moral development of students, laying a strong foundation for their spiritual and intellectual growth. (Maslani et al., 2023).

Juraidah and Hartoyo, emphasized the pivotal role of teachers in nurturing elementary school students' independence and critical thinking skills through the Pancasila Student Profile Strengthening Project: Teachers act as educators, guiding students in cultivating the Pancasila Student Profile by instilling values like independence, reflexivity, collaboration, innovation, and student-centeredness. In their mentoring capacity, teachers help students become self-reliant and critical thinkers by offering guidance and support throughout the project, aiding in their understanding of the values and their practical application. Furthermore, teachers evaluate students' progress, provide constructive feedback, and motivate them to excel, fostering an environment conducive to growth. As facilitators, teachers organize project activities, encourage collaboration, and create a supportive learning atmosphere conducive to fostering independence and critical thinking. Additionally, teachers serve as inspirational figures and role models, demonstrating the application of values in daily life,

inspiring students to emulate their behavior (Juraidah & Hartoyo, 2022).

In study, Rahayuningtyas et al. emphasize the crucial role of teachers at the Indonesian School in Kuala Lumpur in preserving Indonesia's cultural heritage and molding students' characters: Teachers educate students about the significance of preserving Indonesian culture through classroom teachings and extracurricular activities, integrating cultural values into the curriculum to foster national spirit and identity. As mentors, teachers guide students in understanding and appreciating Indonesian cultural heritage through activities like wearing batik uniforms and engaging in arts and cultural events, offering support to enrich students' cultural understanding. Teachers evaluate students' progress in preserving Indonesian culture, providing positive feedback and motivation to encourage active participation in cultural activities. Functioning as facilitators, teachers create a supportive learning environment that encourages exploration and appreciation of Indonesian culture, planning activities for direct engagement in cultural practices. Moreover, teachers serve as role models, actively participating in cultural activities and collaborating with the Indonesian Embassy to demonstrate the importance of valuing and preserving Indonesian culture, inspiring students to become cultural ambassadors. In summary, teachers at the Indonesian School in Kuala Lumpur play a pivotal role in fostering students' awareness and enthusiasm for preserving Indonesia's cultural heritage, helping develop nationalist and responsible characters while strengthening their cultural identity as part of the Indonesian nation (Rahayuningtyas et al., 2021).

Istiyono et al. highlight the significance of effective teachers' personalities in strengthening character education: Effective teachers, characterized by their ability to understand and master character education, play a vital role as educators. They impart deep understanding of character values to students and foster close relationships to facilitate character learning. In their role as mentors, effective teachers serve as role models by demonstrating discipline, respect, and fairness, setting a positive example for students to develop their characters. Moreover, effective teachers act as evaluators and motivators, providing constructive feedback and serving as a source of motivation for students to actively engage in character development. Functioning as

facilitators of learning, effective teachers create enjoyable and challenging learning environments, allowing students to explore and develop their characters effectively. Furthermore, effective teachers serve as sources of inspiration and exemplars for students, forming strong bonds and positively influencing students' character development (Istiyono et al., 2021).

In study Nur et al., emphasize the pivotal role of teachers in strengthening positive character development among primary school learners: Teachers serve as central figures in character development within elementary schools, exemplifying moral values and ethical principles while teaching students. As mentors, teachers guide students in understanding and internalizing character values by providing concrete examples and fostering supportive environments. In their capacity as evaluators, teachers must offer constructive feedback on students' character development, while also serving as motivators to encourage positive character growth. Acting as facilitators of character learning, teachers create supportive environments and opportunities for students to explore moral values using interactive and inspiring teaching methods. Furthermore, teachers act as sources of inspiration and exemplars for students, influencing them positively through their own positive and ethical behaviors. Through these roles, teachers play a crucial part in character development among primary school students. By setting good examples, providing appropriate guidance, and offering constructive support and encouragement, teachers help students develop good and positive characters (Nur et al., 2020).

In study Lian et al., highlight the significant role of teachers in serving as models to strengthen positive character development among primary school learners: Teachers at SD Negeri 2 Gelumbang play a pivotal role in shaping students' positive characters by serving as genuine role models. They not only teach theoretical concepts but also exemplify positive characters in their daily lives, providing concrete examples for students to emulate. As mentors, teachers offer guidance and encouragement to students in developing positive characters. They provide additional activities and serve as models of good behavior to help students understand and internalize character values. In their role as evaluators, teachers provide feedback on students' character development and motivate them

to continually improve themselves in cultivating positive characters. Acting as facilitators of character learning, teachers create supportive environments and opportunities for students to practice the taught values. They also employ various character education teaching models to reinforce students' understanding of these values. Furthermore, teachers at SD Negeri 2 Gelumbang serve as sources of inspiration and exemplars for students through their exemplary behavior, speech, and actions. They demonstrate character traits such as religiosity, discipline, democracy, nationalism, and environmental and social concern, serving as excellent examples for students to follow. Through consistent and continuous implementation of these roles, teachers at SD Negeri 2 Gelumbang successfully contribute to shaping students' positive characters and reinforce the belief that students are the primary focus of character development in schools. Through various applied models, teachers help students understand and practice essential character values in their daily lives (Lian et al., 2020).

Marini et al., emphasize the crucial role of teachers as models in strengthening positive character development among primary school learners: Teachers serve as primary agents in character building through the teaching-learning process. By exemplifying and teaching values-oriented lessons, they assist students in developing positive attitudes and behaviors. In their role as mentors, teachers guide students in identifying, understanding, and internalizing desired character values. They provide direction and encouragement for students to cultivate good character in their daily lives. As evaluators, teachers periodically assess students' character development and offer constructive feedback. Additionally, they act as motivators, providing support and encouragement for students to continuously enhance their character. Teachers facilitate a conducive learning environment for character formation through various extracurricular activities. They integrate character values into the curriculum and create situations where students can practice these values in real-life scenarios. Furthermore, teachers serve as sources of inspiration and exemplars for students through their consistent demonstration of desired character traits. By exhibiting behaviors aligned with desired character values, teachers set strong examples for students to emulate (Marini et al., 2019).

Suherman et al., underline the pivotal role of physical education teachers in nurturing positive character development among primary school students. They assert that these educators infuse spiritual values into their teaching practices, exemplified by collective prayers and enforcing student tidiness. Furthermore, they meticulously tailor their lesson plans to align with both student character growth and curriculum guidelines. These teachers serve as guides and facilitators, organizing lesson materials and activities according to the 5W1H principles while conducting reflection sessions to refine the quality of learning. Additionally, they diligently evaluate student progress, offering constructive feedback and motivation to foster positive character traits. By integrating character values into their lessons through storytelling and observation, these teachers play a crucial role in shaping students' character. Furthermore, they serve as inspirational role models, embodying professionalism, creativity, and innovation in their teaching methods. Through action research, they continually strive to enhance the quality of their teaching, ultimately contributing significantly to students' character development by incorporating innovative teaching techniques and fostering a heightened awareness of the importance of character in education (Suherman et al., 2019).

In study Suyitno et al., emphasize the significant role of teachers in Japanese elementary schools, particularly at SD Miyauchi Hiroshima, in integrating character values into the teaching-learning process of mathematics. Through their roles as educators, mentors, evaluators, facilitators of learning, and inspirations, these teachers embed character values such as discipline, honesty, and respect into mathematics education. By guiding students to understand and apply these values in both academic and real-life contexts, teachers serve as exemplary models for character development. Their implementation of character values in mathematics education is expected to have a positive impact on students' social interactions and the overall school environment (Suyitno et al., 2019).

- 3. The efforts made by primary school teachers in their role strengthen positive character in students, both inside and outside the classroom**

Strengthening Character Education:**a. Moral and Ethical Values**

Teachers play a critical role in instilling moral and ethical values in students, aligned with the principles of Pancasila. The literature review indicates that character education should be integrated into all aspects of the curriculum, with teachers actively promoting values such as honesty, discipline, cooperation, and responsibility (Nurafiaty et al., 2021).

b. Positive Influence

Teachers' positive influence extends beyond academic instruction. Their behavior, language, and interactions with students contribute significantly to shaping students' character. This influence is crucial in counteracting negative societal trends such as violence, disrespect, and lack of responsibility (Utami et al., 2020).

c. Holistic Development

The reviewed studies highlight the importance of addressing both cognitive and non-cognitive aspects of student development. Teachers are seen as central figures in promoting social-emotional learning and fostering a supportive and inclusive classroom environment (Arifuddin et al., 2021).

d. Challenges and Priorities

Despite the recognized importance of character education, there are concerns about the current emphasis on academic achievement over character formation. The literature calls for a balanced approach that equally values academic success and moral development (Widyapradha Utama Direktorat Guru Pendidikan Dasar, 2022).

The analysis of literature reveals that teachers hold a multifaceted role in the educational and character development of primary school learners. They are essential in fostering not only academic skills but also moral and ethical values. To effectively strengthen character education, teachers must integrate these values into their daily interactions and instructional practices. The findings underscore the necessity of supporting teachers through continuous professional development and providing a conducive environment for holistic student development.

The studies reviewed underscore the multifaceted role of primary school teachers in fostering positive

character traits among students, both within and beyond the classroom environment. Teachers serve as pivotal figures in character development through various roles including educators, mentors, evaluators, motivators, facilitators of learning, inspirations, and role models.

Inside the classroom, teachers play a crucial role in implementing character education initiatives and integrating values into academic subjects. They design lesson plans and activities that align with the desired character values, providing guidance and feedback to students on their progress. Through their actions and behaviors, teachers exemplify the character traits they seek to instill in their students, serving as models for emulation.

Outside the classroom, teachers continue to exert influence through their interactions with students in extracurricular activities, school events, and daily routines. They create a supportive and nurturing environment where students can practice and internalize positive character traits in real-life situations. Additionally, teachers collaborate with parents and the community to reinforce character education efforts beyond the school premises.

Overall, primary school teachers are instrumental in shaping the character development of students by embodying the values they teach, providing guidance and support, and fostering a culture of respect, responsibility, and integrity both inside and outside the classroom. Through their concerted efforts, teachers contribute significantly to the holistic growth and development of students, preparing them to become responsible citizens and ethical individuals in society.

The findings highlight the crucial role of teachers in character education for primary school learners, consistent with existing theories and literature. Teachers serve as educators, guides, evaluators, motivators, facilitators, researchers, self-developers, inspirers, and role models. These roles align with character education theories that emphasize the teacher's influence in developing students' values, attitudes, and social skills.

Previous studies affirm that teachers, by embodying the virtues they teach, significantly impact students' character development. Moreover, integrating local wisdom, religious values, and cultural contexts into teaching is essential. This integration helps strengthen students' identities and fosters a sense of

national pride, reinforcing the literature's emphasis on culturally relevant education.

Practically, these findings support the need for comprehensive teacher training programs. Such programs should include innovative and reflective teaching strategies and the incorporation of character values into the curriculum. This approach ensures teachers are well-equipped to cultivate responsible and competitive individuals.

So, the findings align with relevant theories and studies, underscoring the importance of teachers in character education. Implementing these insights can help teachers effectively shape students' character and societal contributions.

Conclusion

The analysis confirms that teachers play a vital role in shaping the character of primary school learners. They act not only as educators but also as guides, evaluators, motivators, facilitators, inspirers, and role models. These roles help students internalize positive character values, reinforce good behavior, and develop strong, positive character traits. Practically, this necessitates the development of training and support programs to enhance teachers' abilities in character formation. Teachers should be encouraged to adopt innovative, reflective, and sustainable teaching strategies. Collaboration among teachers, schools, and related parties is also crucial to integrate character values comprehensively into the curriculum and school activities. Theoretically, the findings contribute to understanding the essential role of teachers in character education at the primary level. They highlight the importance of a holistic approach that includes academic, moral, social, and spiritual aspects. Additionally, the research underscores the need to incorporate local wisdom and cultural values in teaching to strengthen students' identities and national pride. In summary, this research emphasizes the significant impact of teachers on character formation in primary school learners.

Recommendation

Based on the findings and comparison with relevant theories and literature, the following recommendations are proposed to strengthen the role of teachers in shaping the character of primary school students:

1. Development of Training Programs

Schools and stakeholders should develop comprehensive training programs to enhance teachers' abilities in character education. These programs should include innovative, reflective, and sustainable teaching strategies and the integration of character values into the curriculum and school activities.

2. Collaboration Among Teachers and Schools

Encourage collaboration among teachers and with school administration to share experiences, strategies, and best practices in character education. This can be facilitated through regular meetings, workshops, or discussion forums.

3. Integration of Local Wisdom and Culture

Teachers should incorporate students' social and cultural contexts into their teaching. Schools should develop curricula that integrate local wisdom and cultural values to strengthen students' identities and national pride.

4. Strengthening the Role of Role Models

Teachers should exemplify the character values they teach through their behavior and attitudes. Schools should recognize and support teachers who demonstrate positive role modeling.

5. Holistic Approach to Character Education

Character education should encompass academic, moral, social, and spiritual aspects holistically. Teachers should adopt this holistic approach in their teaching and interactions with students to ensure optimal character development.

6. Support from Relevant Parties

Government, educational institutions, and the community should provide greater support for character education efforts in primary schools. This includes adequate resource allocation, supportive policy development, and active participation in character education programs.

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