

Trends in Character Education for Elementary, Middle and High School Students in Indonesia: Systematic Literature Review

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Abstrak

Pendidikan karakter merupakan upaya multifaset untuk mengembangkan individu yang bermoral dan beretika agar mampu memberikan kontribusi positif kepada masyarakat. Penelitian ini bertujuan untuk menganalisis tren pendidikan karakter di kalangan siswa di tingkat sekolah menengah, menengah, dan menengah atas di Indonesia. Penelitian ini menggunakan metode Systematic Literature Review (SLR) untuk mengetahui tren pendidikan karakter pada siswa sekolah dasar, dasar, dan menengah atas di Indonesia (systematic literatur review). Penelitian ini dipandu oleh protokol PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analyses) dan menggunakan platform Covidence untuk memfasilitasi proses peninjauan. Sumber data dilakukan melalui database Google Scholar dan Crosreef dengan sumber artikel di jurnal internasional bereputasi, menggunakan aplikasi Harzing's Publish or Perish. Dari 1.200 artikel yang ditemukan, 69 jurnal dipilih untuk direview melalui proses eksklusi dan inklusi sistematis. Artikel-artikel terkait Pendidikan karakter yang dipilih dalam penelitian ini dianalisis menggunakan studi bibliometrik kuantitatif untuk memetakan struktur pengetahuan. Hasil penelitian menunjukkan bahwa tren pendidikan karakter di Indonesia mengalami peningkatan perhatian dan upaya yang intensif di setiap jenjang pendidikan. Setiap jenjang menerapkan pendekatan yang berbeda-beda sesuai dengan karakteristik dan kebutuhan perkembangan siswa namun tetap mempunyai tujuan yang sama yaitu membentuk kepribadian positif dan akhlak yang baik. Secara keseluruhan, kajian ini memberikan gambaran menyeluruh mengenai upaya penerapan pendidikan karakter di Indonesia yang bertujuan untuk melahirkan generasi muda yang tidak hanya berprestasi secara akademis namun juga berkepribadian dan berakhlak mulia.

Kata kunci: Pendidikan Karakter, SD, SMP, SMA, Tinjauan Pustaka Sistematis

Abstract

Character education is a multifaceted effort to develop moral and ethical individuals so that they can make a positive contribution to society. The study aims to analyze character education trends among students at the secondary, secondary, and high school levels in Indonesia. The study uses the Systematic Literature Review (SLR) method to investigate character education trends in elementary, primary, and upper secondary school students in Indonesia (systematic literature review). The study is guided by the PRISMA protocol and uses the Covidence platform to facilitate the review process. The sourcing of data was done through the Google Scholar and Crosreef databases with the sources of articles in reputable international journals, using Harzing's Publish or Perish application. Of the 1,200 articles found, 69 journals were selected to be reviewed through a systematic exclusion and inclusion process. Articles related to character education selected in this research were analyzed using quantitative bibliometric studies to map the structure of knowledge. The research results show that the trend of character education in Indonesia is experiencing increased attention and intensive efforts at every level of education. Each extension applies a different approach according to the characteristics and developmental needs of students but still has the same goal, namely forming a positive personality and good morals. Overall, this study provides a comprehensive picture of efforts to implement character education in Indonesia, which aims to produce a young generation who not only excels academically but also has a good personality and noble character.

Keywords: Character Education, Elementary School, Middle School, High School, Systematic Literature Review

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1. INTRODUCTION

Character education has been a major concern in today's education system. The character education landscape in schools in Indonesia has become a subject of academic attention in the context of primary school (SD), primary secondary (SMP), and upper secondary school (SMA). Since the 1990s, the terminology of character education has become widely spoken in the Western world (Harahap, 2019; Yatim et al., 2023; Zurqoni et al., 2018). Character education is a means of cultivating democratic coexistence and a moral

commitment to coexistent life, such as mutual respect and concern for the well-being of the people (Lampropoulos et al., 2019; Sokip et al., 2019). The character itself is a character, habit, morality, or personality formed by the internalization of various virtues used as the basis for thinking, acting, seeing, and then acting (Astuti et al., 2019; Kim et al., 2021).

Character education, or character education from the beginning of its appearance in education, has been regarded as something that experts do. In the midst of rapid technological developments and globalization, the challenges to character education are becoming more complex (Priamantono et al., 2020; Saputro & Murdiono, 2020). The primary purpose of character education is to help individuals become moral, responsible, integrity, and positive contributions to society (Dewantara et al., 2019; Herawann & Sudarsana, 2017). Amidst rapid social, technological, and cultural change, the importance of strengthening moral and ethical values in education is increasingly recognized.

Education plays a vital role in shaping the character of future generations. Students are not only expected to master academic knowledge but also to develop as individuals who have good moral, ethical, and personality values. However, although the importance of character education has been widely acknowledged, a comprehensive understanding of how character education can be effectively integrated into the school curriculum remains a growing focus of research (Abdul et al., 2020; Veronika & Febrina, 2022). This introduction prepares the stage for a deeper exploration of trends and outcomes related to character education in schools in Indonesia. A trend is a term that refers to a popular direction or change in a particular period, often in the context of fashion or design. Therefore, research on trends in character education for students at each level of education is becoming increasingly important. In an effort to understand the dynamics, challenges, and potential solutions in character education, observing the literature systematically is very important (Alawamleh et al., 2022; Wibisono et al., 2020).

Character education, in particular, is an integral part of this educational process, with a focus on instilling moral and ethical values. The literature states that character education is not just an addition to the curriculum but is important for shaping students' personalities and behaviors, thereby overcoming societal problems such as consumerism, materialism, and moral degradation (Kusumawardani et al., 2021; Prastowo, 2018). The Indonesian government has realized the importance of character education, as evidenced by regulations such as Minister of Education and Culture Regulation No. 20 of 2018, which underlines the need for character formation in formal education units (Muhdi et al., 2020; Solekhah, 2020). The urgency of character education is increasingly affirmed by the need to prepare the younger generation to face regional and global challenges, not only cognitively but also emotionally and morally (Morrar et al., 2017; Nurhaliza et al., 2022).

In this context, this article aims to analyze a systematic overview of literature about character education trends among elementary, primary, and upper secondary students in Indonesia. Through a careful analysis of the latest research set, the novelty of this study will explore the latest trends or developments in character education, highlighting the diverse approaches that have been applied at various levels of education. Thus, it is hoped that this article will provide valuable insights for educational practitioners, researchers, and policymakers in their efforts to strengthen character values in educational curricula.

2. METHODS

This research uses the method of systematic literature review with quantitative research of bibliometric studies, which is an approach to identifying, evaluating, and interpreting a whole study related to a question, topic, or research phenomenon with bibliometrical analysis to be able to provide a map of the structure of knowledge (Faruq et

al., 2021). Systematic Literature Review (SLR) is a rigorous and structured approach to reviewing existing literature on a particular research topic or question. It involves a comprehensive search for relevant studies, a critical assessment of the quality of the studies included, and a synthesis of findings to draw conclusions and inform further practice or research.

The selection criteria in a systematic literature survey (SLR) are essential to determining the scope and ensuring the validity of the evidence synthesized to answer a particular research question. These criteria, often referred to as the inclusion and exclusion criteria, have been previously defined in the review protocol and are important to maintain the systematic nature of the review process. Previously, the inclusion and exclusion criteria were determined to ensure the selection of relevant major studies. Selection criteria are a basic component of SLR, which ensures that the evidence collected is relevant and reliable. However, the application of these criteria may result in inconsistencies, which may affect the quality of the survey. To increase the credibility and strength of SLR, stricter monitoring and compliance with methodological standards are required, as well as consideration of innovative approaches to perfect and implement selection criteria more consistently. The criteria of included and exclusive is show in [Table 1](#).

Table 1. Included and Exclusive

Type	Included	Exclusive
Article Type	Study in the form of research journal articles	Studies other than research journal articles
Scope of Discussion	Study that deals with character education in students of SD, SMP, SMA	Study in addition to discussing character education in students of SD, SMP, SMA
Participant	Students, SMPs, SMAs, Teachers, Education	Non-SD Students, SMPs, SMAs, Teachers, Education
Indeks	Sinta 1-5	Non Sinta 1-5
Year-on-year	Year 2016-2024	Except for the years 2016-2024
Research variable	Character Education (Y): Elementary School Students, Primary High School, and High School (X)	In addition to character education (Y), Elementary school students, Primary secondary schools, and High schools (X)
Language	England and Indonesia	Non- England and Indonesia

Several types of analysis are performed, such as citation analysis to visualize citation relationships between documents, bibliography coupling to show the proximity of study between documents with the same reference, and co-authorship analysis to see the collaboration of authors. VOSViewer's output consists of three visualization views, namely network, overlay, and density visualization. Here are the results of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) using the Covidence website to guide research on character education in SD, SMP, and high school students. Search and selection process study using prisma flowchart is show in [Figure 1](#).

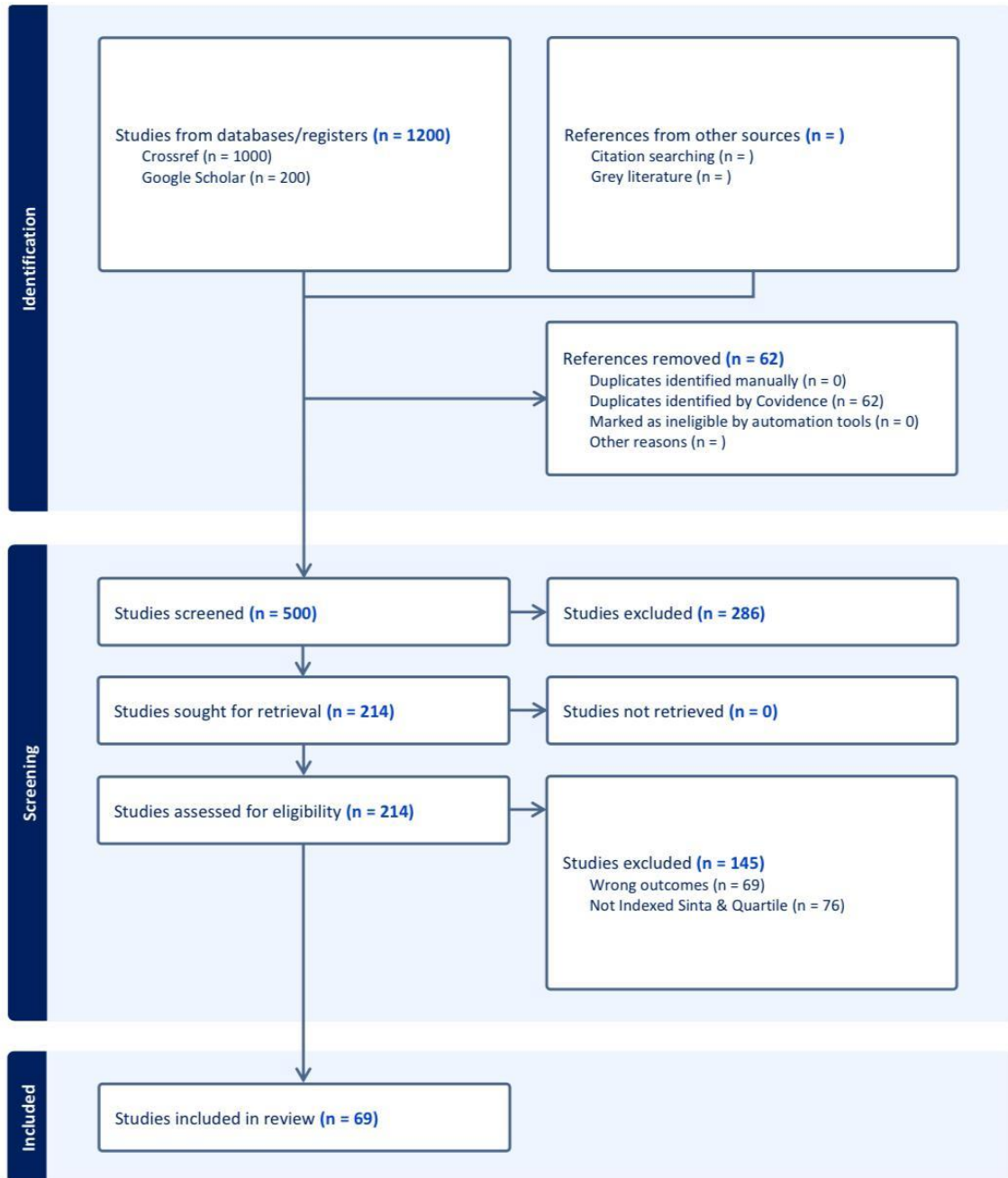


Figure 1. Search and Selection Process Study Using PRISMA Flowchart with Covidence Website

3. RESULTS AND DISCUSSION

Results

The initial process of understanding the trends in character education among students in high school begins with the implementation of a systematic literature review. The results of the analysis using VOSviewer are described later in this article. Through metadata from Harzing's Publish or Perish application with Google Scholar and Crossref as dedicated databases, 1,200 articles were found, including from Google's dedicated database Scholar 200 and from Crossref 1000. After going through the selection process with the inclusion criteria,

69 articles were finally selected as the final result that met the criteria. Here are some of the articles that are included in the inclusion criteria to be studied:

Table 2. Character Education Article Finds

Category	Index	Source	Amount
Elementary school	SINTA 2	(K. E. Wijayanti et al., 2017)	1
	SINTA 3	(Arisma, 2023; Hidayani, 2021; Muflihah et al., 2021; Nugroho et al., 2020; Rofiah, 2019; Uyun et al., 2023)	6
	SINTA 4	(Akhyar, M., M, I., & Gusli, 2023; Fithriyaani et al., 2021; Gentala & Dasar, 2016; Irzal Anderson, 2016; Iskandar & Narimo, 2019; Jannah, 2020; Maharani et al., 2023; Maulida, 2018; Mufarizuddin, 2017; Nurjani, 2022; Pardede et al., 2022; Putri, 2019; Rahmawati & Purwandari, 2021; Samsudin & Darmiyanti, 2022; Wati, M. P., Surachmi, S., & Utaminingsih, 2021; D. Wijayanti & Pratomo, 2019)	18
	SINTA 5	(Andani & Selvi, 2022; Hijrah, 2022; Khoiriyah et al., 2022; Khosyiatun, 2021; Mundilarno, 2020; Rejo, 2022; Supeni et al., 2023)	7
Junior High School	SINTA 3	(Julistiaty et al., 2018; Miftakhu Rosyad et al., 2018; Susanto, 2016; Wahyuningtyas et al., 2017)	4
	SINTA 4	(Saryadi, S. et al., 2020; Solihah et al., 2022; Sukoco, 2018)	4
	SINTA 5	(Fahmesvi & Atmazaki, 2020; Lusiana, 2022; Pangestika & Sabardila, 2021; Septiani, 2018)	4
Senior High School	SINTA 6	(Syamsuddin, 2019)	1
	SINTA 2	(Leasa & Batlolona, 2017; Ningsih, 2017)	2
	SINTA 3	(Dina Nailatur Rohmah, 2022)	1
	SINTA 4	(Febrianti et al., 2022; Nadhrah et al., 2022; Rusadi, 2020; Sayekti & Darmawati, 2020; Zulkifli, Z., & Wirdanengsih, 2020)	8

After collecting metadata from Harzing's Publish or Perish application with Google Scholar and Crossref specialized databases, the metadata is stored in the RIS file format. The RIS format is then uploaded to the covidence website to compile PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) with the results of the final article 69 files that have been evaluated through quality assessment using the Mendeley application, then performed analysis using the VOSviewer application with the data visualization results presented in [Figure 2](#).

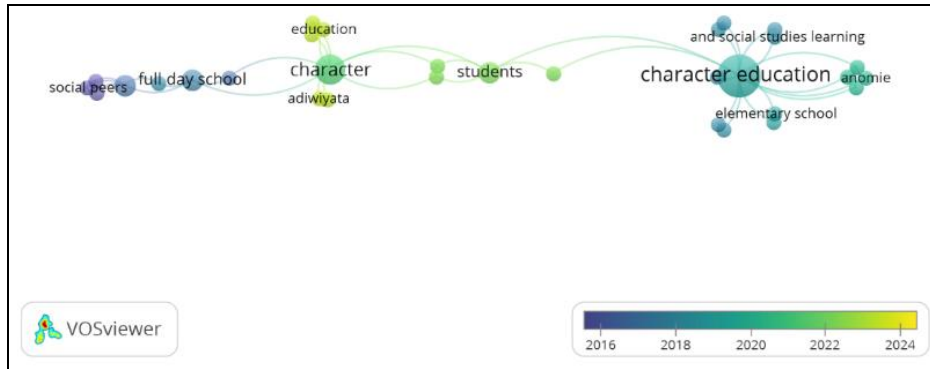


Figure 2. Overlay Visualization Results from VOSviewer

Figure 2 shows the overlay visualization result that categorizes the year of publication of the article. VOSviewer can display the latest trends through tabsheet overlay visualization. The latest research trend is marked in yellow. The latest trend of the last nine years of research on character education in students of SD, secondary, and high school can be seen in Figure 3.

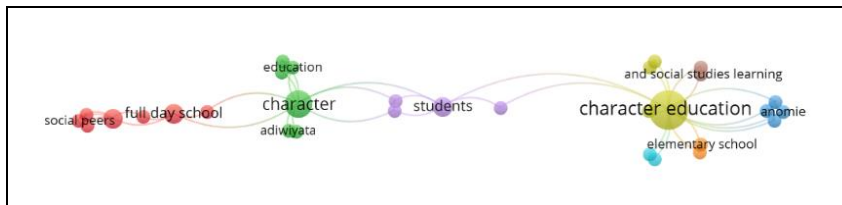


Figure 3. Network Visualization Results from VOSviewer

Figure 3 shows the results of visualizations using VOSviewer after entering metadata from the Publish or Perish application with special databases, namely Google Scholar and Crossref. The author performs the inclusion by sorting keywords that are relevant to high school, high school, and high school character education and then excluding data that does not match the keyword. The analysis resulted in a mapping of a keyword cluster of eight groups, marked with red, old green, old blue, yellow, old oak, young blue, orange, and brown. Each major cluster forms a relationship with the other major clusters. The same is true of the main cluster itself, in which it relates to one another. It shows that character education studies in high school, upper secondary school, and high school students have a correlation between one and the other. Detailed explanations for each cluster can be found in Table 3.

Table 3. Cluster Themes Related to Character Education in Students

Cluster	Indicators Contained Therein
1 (Red)	Full-Day School, Management, Parenthood, Peer-To-Peer Gathering, Students, Student Character, Television
2 (Dark green)	Adiwiyata, Character, Education, Environmental Care, Leaders, Visionaries
3 (Dark blue)	Anomie, Conformity, Deviant Behavior, School
4 (Yellow)	Character Education, E-Learning, Implementation, Morals
5 (Dark Purple)	Al-Quran Values, Competence, Religious Tolerance, Student Affairs
6 (Light blue)	Islamic Education, Film Sunan Kalijaga
7 (Orange)	Elementary School, Learning Model
8 (Chocolate)	Social Studies Learning, School Culture

Then, [Figure 4](#) located below, is a density visualization. This density visualization describes clusters in a way that can be explained by the fact that yellow keywords with large circles indicate items that have been extensively researched by scientists and scholars, while green ones with small inclinations indicate subjects that have not been much studied.

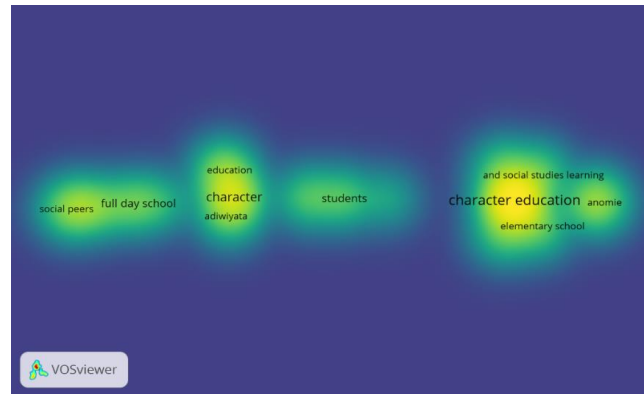


Figure 4. Density Visualization Results from VOSviewer

[Figure 4](#), a research gap or a study that is still limited. The green themes indicate areas of research that are still open and can be explored and developed by subsequent researchers. VOSviewer can display keyword density as indicated by density visualization. The higher the density of keywords describing research topics in that field, the more it has been heavily studied. On the contrary, if there's a little bit of coherence, it could be an opportunity to do new research.

Discussion

Character education is an educational process aimed at developing moral and ethical values in individuals, which includes the formation of good qualities and positive habits. It reflects an ethical approach to goodness that emphasizes the importance of the moral nature of agents ([Fahmesvi & Atmazaki, 2020](#); [Lusiana, 2022](#)). Character education is often associated with concepts such as virtue, morality, and good personal formation, which are integral parts of moral education. Interestingly, character education is not only limited to individual development but also considers social contexts. For example, an approach that combines Pierre Bourdieu's habitat theory with Aristotelian ethics of virtue suggests character education critical of the individual and his social context ([Ningsih, 2017](#); [Syamsuddin, 2019](#)).

The implementation of character education in the school environment at the elementary, middle, and high school levels has shown positive results, both in terms of students' personal and academic development. At the elementary school level, the implementation of character education through various activities and habits in the school environment has helped to form the characteristics of students who have basic character values. Students at the elementary school level show improvements in terms of discipline, responsibility, and concern for the environment. Their involvement in extracurricular activities, such as scouting and literacy, has also developed important character aspects such as cooperation, leadership, and independence ([Fahmesvi & Atmazaki, 2020](#); [Saryadi, S. et al., 2020](#)). The formation of such character is not apart from the ingenuity of the extra-curricular builder of the scout, who gives a good example to his students, as well as the role of other teachers who are in the school. In addition, the skill and consistency of teachers and the school culture that supports character education have helped the process of internalizing

positive values in the students of elementary school. As an example, the results of the research revealed that the influence of Application 5S behavior on the character of the student of SD Muhammadiyah Ambarbinangun is that the student's character becomes even better than before, and the student follows the rules that have already been applied in SD Muhammadiyah Ambarbinangun well (Iskandar & Narimo, 2019).

At the junior high school level, strengthening character education through extracurricular activities has formed the characteristics of students who are more disciplined and responsible. Apart from that, the integration of character values in the learning process in the classroom has also helped students to understand and practice positive character in everyday life (Saryadi, S. et al., 2020; Septiani, 2018). One study state that the learning process through fantasy stories in the book Indonesian Language SMP/MTs Class VII edition revision 2017 identified that the intrinsic elements, namely the theme and trust in fantasy stories, can be used as the main means for the formation of positive character education in students (Julistiaty et al., 2018). Furthermore, in other research the use of learning media proves that learning media supporting character education, such as film media in the learning of Islamic religion, has facilitated the process of internalization of character values in students themselves (Sukoco, 2018).

Meanwhile, at the senior high school level, student character formation based on arts and culture education has developed aspects of creative character and appreciation of culture, one of which is the results of research which states that cultural art becomes an important component in building character because, in addition to instilling love for the cultural art that it has, love for art will also nurture a person who has gentle feelings, sensitivity, and a high sense of empathy towards others and their surroundings (Zulkifli, Z., & Wirdanengsih, 2020). Collaboration between the school and parents, as well as fostering students' social environments, has also helped strengthen the character of high school students outside of the school environment. Other research states that there is an influence of character education, parenting patterns, and peer interactions on the learning outcomes of SMA Negeri 1 Baturraden students (Ningsih, 2017). Academically, the application of character education at these three levels also shows positive results. Students who are accustomed to good character values tend to have higher learning motivation, better social skills, and superior academic achievement compared to students who receive less character education.

Character education involves various interrelated aspects, such as the school environment, family, peers, religious values, learning methods, and school culture. A holistic and integrated approach is needed to achieve the expected character formation goals. The most researched topics related to character education are character education itself, students, learning, and related issues such as Adiwiyata and full-day school. However, there are still several aspects that have not been studied much, such as competency development, Al-Qur'an values, e-learning, and religious tolerance. Differences in character education approaches at each level of education are caused by adjustments to the characteristics and developmental needs of students. However, the main goal remains the same, namely to form a positive personality and good character in students. The application of character education at all three levels of education has shown positive results, both in terms of students' personal and academic development. Students show improvements in terms of discipline, responsibility, caring, creativity, and academic achievement.

4. CONCLUSION

This research provides a comprehensive picture of character education trends in Indonesia at three levels of education, namely elementary school, middle school, and high school. Based on the analysis carried out, the trend in character education in Indonesia shows

increased attention and increasingly intensive efforts at every level of education. Each level applies a different approach according to the characteristics and development needs of students, but still has the same goal, namely forming a positive personality and noble morals. Overall, the study provides a comprehensive overview of character education efforts in Indonesia, aimed at developing a young generation that is not only academically superior but also has a noble personality and morality.

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