



## **A Holistic Approach to Character Education: Integration of Governance, Islamic Values, and School Culture**

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### **Abstract**

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This study investigates a comprehensive approach to strengthening character education by integrating governance, Islamic values, and school culture in primary education. Conducted over one year in nine public elementary schools in West Bandung Regency, West Java, Indonesia, this study employed a mixed-methods approach, combining qualitative descriptive and descriptive quantitative designs. Qualitative data were collected through interviews, observations, and document analysis, while quantitative data were obtained via questionnaires to evaluate the implementation of governance programs in character education. The study involved nine principals and 135 teachers as participants, with students observed during program implementation. Data analysis was conducted using thematic analysis for qualitative data, identifying recurring themes and patterns related to governance and school culture. Descriptive statistics, including scoring and average calculations, were used to assess the implementation of governance programs for quantitative data. The findings reveal that well-structured governance, characterized by clear policies and coherent program designs, is pivotal in fostering a school culture conducive to character development. The integration of Islamic values, including Shiddiq (truthfulness), Amanah (trustworthiness), Tabligh (effective communication), and Fathonah (wisdom), significantly enhances these efforts. Active community engagement and continuous evaluation were also identified as critical factors. This study underscores the necessity of a holistic governance framework that involves all stakeholders, providing actionable insights to enhance character education in elementary schools and develop students who excel academically while upholding strong moral integrity.

**Keywords:** character education, Islamic values, school culture

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## **A. Introduction**

This study investigates the strengthening of character education through the synergy between school governance and culture in Indonesia's context of basic education. Character education is a crucial aspect in developing a generation that is intellectually intelligent and morally responsible (Salaeh et al., 2023). According to the Indonesian Ministry of Education and Culture, the integration of character education into the national curriculum aims to instill values such as respect, responsibility, and integrity among students (Effendi, 2024; Katni, 2024).

One of the essential frameworks in character education in Indonesia is the Pancasila Student Profile (P5), which emphasizes six main dimensions: Faith and Fear of God Almighty, Noble Character, self-sufficiency, Cooperation, Global Diversity, creativity, and Critical Reasoning. This profile is designed to form students who are not only academically competent but also have a character that follows the values of Pancasila. These dimensions include spiritual, social, and intellectual aspects to create individuals who are resilient, adaptive, and ready to contribute positively to a diverse and complex society (Effendi, 2024; Fatimah et al., 2024; Ruwaidah et al., 2024; Utomo & Rilianti, 2024).

In addition, there is also a Rahmatan Lil'alamin Student Profile (PPRA) developed by the Ministry of Religious Affairs. PPRA focuses on building a character based on moderate Islamic values, prioritizing, for example, citizenship, balance, and tolerance. This profile aims to form students with noble morals who can respect diversity and act as a blessing to the universe. By instilling the values of religious moderation, PPRA is expected to create a generation that is not only academically competent but also has high moral and social integrity in religious and national life (Jannah, 2024; Kuswandi, 2024; Madum & Daimah, 2024).

By integrating P5 and PPRA, character education in Indonesia aims to cultivate a generation that is intelligent and creative, embodies moderate values, and respects differences (Muslim, 2020). The synergy of these two profiles, along with the internalization of religious values such as Shiddiq (truthfulness), Amanah (trustworthiness), Tabligh (communication), and Fathonah (wisdom), provides a robust foundation for shaping students' character. This holistic approach contributes significantly to fostering social harmony at the national and global levels (Madum & Daimah, 2024).

However, many schools in Indonesia still face challenges in implementing character education effectively. A National Assessment of Education Quality report shows that only 60% of schools have successfully integrated character education into their curriculum, with significant variation between regions. For example, schools in urban areas tend to have better resources and support for character education initiatives compared to their counterparts in rural areas, where community participation and awareness of the importance of character education are often lacking (Armini, 2024; Yuliani, Maftuh, Sapriya, et al., 2024).

Research shows that effective governance dramatically affects the success of character education programs. In a study conducted in West Java, schools with strong governance frameworks reported higher levels of community involvement and student participation in character-building activities. In addition, clear policies and programs promoting ethical values have been linked to improved student behavior and academic performance (Cholifah & Faelasup, 2024; Muslim, 2020).

Therefore, this study explores the steps needed to strengthen character education, including policy design, program structure, classroom culture, school

culture, community participation, and evaluation. By systematically examining the synergy between school governance and culture, this research is expected to provide implementable insights to create an educational environment that supports student character development in accordance with the Pancasila Student Profile throughout Indonesia.

## **B. Literature Review**

Character education is an essential component of the Indonesian education system, emphasizing academic achievement and the development of moral and ethical individuals. This aligns with national education goals as stated in Law No. 20 of 2003 on the National Education System. Recent studies have highlighted the critical role of governance, school culture, and integration of cultural and religious values in strengthening character education at the primary level.

### **1. Character Education in Basic Education**

Research over the last decade has increasingly recognized the importance of character education in primary schools to foster ethical behavior, discipline, and social responsibility among students (Birhan et al., 2021; Takiling, 2023). Studies indicate that integrating character education into the curriculum through storytelling, collaborative activities, and experiential learning effectively shapes students' behavior (Fatimah et al., 2024; Setiawan et al., 2024). The *Pancasila* Student Profile, with competencies like faith, creativity, and global diversity, provides a framework for implementation. However, studies have also revealed gaps in how these frameworks translate into practice, particularly in ensuring teacher preparedness and parental involvement (Birhan et al., 2021; Yuliani, Maftuh, Sujana, et al., 2024).

### **2. Islamic Values**

Islamic values, derived from the Qur'an and Hadith, are foundational to moral development in many Indonesian schools. Key values like *Shiddiq* (truthfulness), *Amanah* (trustworthiness), *Tabligh* (effective communication), and *Fathonah* (wisdom) are increasingly integrated into school curricula (Nadiyah & Ramdhani, 2024; Nurmela et al., 2024; Rusmita et al., 2024). Recent studies show that Islamic value-based education enhances students' ethical behavior and academic performance when supported by effective teaching methods and role modeling by educators (Umar, 2024; Taja et al., 2020). However, challenges such as stakeholder resistance and resource limitations persist, necessitating innovative approaches for broader implementation.

### **3. The Role of Governance in Character Education**

Governance is a critical enabler for successfully implementing character education in primary schools. Recent studies emphasize that governance frameworks should prioritize clear policies, structured program designs, and stakeholder collaboration to create an environment conducive to character-building (Aditama & Hendarman, 2023; Muslim, 2020). These governance principles ensure that character education addresses not only academic goals but also students' moral and social development.

Empirical research highlights the positive impact of good governance on character education outcomes. Supriyanto (2021) demonstrated that effective governance fosters active involvement from teachers, parents, and communities,

thereby enhancing the implementation of character education initiatives (Gumilar et al., 2024). Similarly, Raharjo et al. (2022) identified increased community participation and more consistent program execution in schools that adhere to governance principles aligned with ethical management (Aditama & Hendarman, 2023). Despite these successes, challenges persist, including limited resources, resistance to change, and inconsistent stakeholder engagement (Yuliani, Maftuh, Sujana et al., 2024).

Recent findings also underline gaps in how governance practices are integrated into existing educational frameworks. While many studies focus on operationalizing governance at a policy level, fewer address its adaptation to diverse cultural contexts and its role in countering globalization's negative impacts on morality. Furthermore, many schools' lack of robust evaluation mechanisms undermines the long-term sustainability of character education programs.

#### **4. School Culture as a Supporter of Character Education**

School culture plays an essential role in the successful implementation of character education. A positive school culture fosters a learning environment that nurtures students' morals and ethics (Cahyani et al., 2024; Cholifah & Faelasup, 2024). Integrating cultural values into school practices and curricula helps counteract the adverse effects of globalization and moral degradation by instilling noble values and positive habits in students. Congregational prayers, religious readings, and collaborative projects promote religious character and values like tolerance, empathy, and respect (Cahyani et al., 2024).

Empirical evidence supports the significant influence of school culture on character education outcomes. Anwar (2021) found that schools emphasizing moral and ethical values cultivate disciplined and high-achieving students (Tabassum et al., 2024a). The collaboration between school staff and parents and adequate facilities has been identified as critical for reinforcing students' character development and improving overall learning outcomes (Dena & Darmawan, 2024). Moreover, inclusive and supportive school environments motivate students to participate in activities shaping their character actively.

Despite these benefits, several challenges persist in implementing character education through school culture. Limited student awareness, varying abilities, and environmental constraints can hinder efforts to cultivate moral and ethical values (Anisah, 2023; Cahyani et al., 2024). Additionally, inconsistencies in cultural adaptation and engagement from stakeholders further complicate implementation.

While numerous studies emphasize the importance of character education, few provide comprehensive frameworks that synergize governance, Islamic values, and school culture in primary education. Most focus on isolated aspects, such as curriculum design or teacher training, without addressing the interconnectedness of these elements. Furthermore, there is a limited exploration of how these factors collectively contribute to sustainable character education practices in diverse cultural contexts.

This study seeks to fill these gaps by investigating the integration of governance, Islamic values, and school culture as a holistic approach to strengthening character education. The research contributes actionable insights for

developing effective and sustainable strategies in Indonesian primary education by addressing the interplay among these elements.

### **C. Method**

This section explains in detail how this research was conducted. A full description of the method allows the reader to evaluate its suitability.

#### **1. Research Design**

This study employed a mixed-methods approach, integrating qualitative descriptive and descriptive quantitative designs to explore strengthening character education through the synergy of governance, Islamic values, and school culture. The qualitative aspect focused on an in-depth exploration of policies, practices, and challenges in character education, using interviews, observations, and document analysis. Observations were conducted in classrooms and environments to examine school culture and teacher-student interactions. At the same time, document analysis reviewed policies, program designs, and supporting materials related to character education.

The quantitative component involved using questionnaires to evaluate the implementation of character education governance programs. Responses were scored and averaged, with results presented in tabular form to provide a numerical overview of program execution. By combining these methods, the study offered a comprehensive understanding of the depth and breadth of character education implementation.

#### **2. Participants of the Study**

The participants of this study consisted of nine public elementary schools located in West Bandung Regency, West Java, Indonesia. The study involved nine school principals as the primary respondents for in-depth interviews, 135 teachers who participated in a questionnaire-based assessment of character education programs, and students observed during program implementation. The research was conducted over one year, with ten observation and interview sessions in each school. Each session lasted approximately 30–45 minutes and focused on monitoring and supervising the implementation of character education programs.

Participants were selected purposively based on specific criteria, including their experience managing character education and active involvement in school activities supporting character development. The observations evaluated the school environment, teacher-student interactions, and adherence to character education frameworks, while interviews provided insights into policies, practices, and challenges related to character education.

#### **3. Instruments**

The instruments used in this study included interview guidelines, observation checklists, document checklists, and questionnaires. Interview guidelines were employed to gather qualitative data about policies, practices, and challenges in character education from school principals and teachers. Observation checklists assessed school culture and interactions within classrooms and school environments. Document checklists supported reviewing character education policies, program designs, teacher training materials, student activity records, and evaluation reports. Questionnaires were distributed to measure the implementation of governance programs, with scores calculated and averaged to provide a quantitative perspective.

#### **4. Data Analysis Techniques**

Data analysis was conducted using thematic analysis for qualitative data and descriptive quantitative analysis for questionnaire data. The thematic analysis involved transcribing interviews and categorizing recurring themes and patterns related to character education governance, practices, and challenges. Observational and document checklist data were qualitatively examined to enrich the findings. Meanwhile, questionnaire responses were analyzed by scoring and averaging results, offering a numerical summary of governance program implementation. This combined analysis provided a holistic understanding of how school governance, Islamic values, and culture contribute to strengthening character education.

#### **D. Findings and Discussions**

This section presents findings from research on strengthening character education through the synergy of school governance and culture. These findings are based on observations, interventions, and post-action monitoring in nine primary schools.

##### **1. Results of Observation and Initial Assessment**

The initial assessment of character education in the nine elementary schools was based on observations, interviews with school principals and teachers, and document analysis. The research team conducted ten observation sessions in each school, alongside interviews and review of relevant documents, to comprehensively assess the components of character education. The assessment focused on aspects such as the school community's participation, program design, and the socialization of character education to educational stakeholders.

The results revealed that the average score for strengthening character education across the nine schools was 0.9, which falls into category E. This score reflects areas that require significant improvement in the development and implementation of character education. The assessment was not based solely on observational data but included a broader evaluation of the school's efforts to integrate character education into its environment and curriculum. While the research team did not conduct continuous 24-hour observation, regular visits and interactions with the school community provided valuable insights into the overall implementation of the character education programs.

**Table 1. Recapitulation of Character Education Strengthening Assessment Scores**

Table of Score Recapitulation of Strengthening Character Education (PPK)											
NO	COMPONENT	#1	#2	#3	#4	#5	#6	#7	#8	#9	Average
1	INITIAL ASSESSMENT	1	1	1	1	1	1	1	1	1	1.00
2	PPK SOCIALIZATION TO EDUCATIONAL STAKEHOLDERS	1	1	1	1	1	1	1	1	1	1.00
3	VISION, MISSION AND FORMULATION	1	1	1	1	1	1	1	1	1	1.00
4	PPK POLICY DESIGN	1	1	1	1	1	1	1	1	1	1.00
5	PROGRAM DESIGN	0	0	0	0	0	0	0	0	0	0.00
6	CLASS-BASED PPK	1	1	1	1	1	1	1	1	1	1.00
7	SCHOOL CULTURE DEVELOPMENT	1	1	1	1	1	1	1	1	1	1.00
8	SOCIETY PARTICIPATION	1	1	1	1	1	1	1	1	1	1.00
9	IMPLEMENTATION OF KEY VALUES	1	1	1	1	1	1	1	1	1	1.00
10	PPK EVALUATION	1	1	1	1	1	1	1	1	1	1.00
TOTAL VALUE (Average summed divided by 10)											0.90
TOTAL VALUE :		0.90									
PREDICATE :		E									
DESCRIPTION OF PPK SCORE RESULTS:		There are many things that must be improved in the development of PPK in schools									
Information											
E	0 - 0.99 :	There are many things that must be improved in the development of PPK in schools									
D	1 - 1.99 :	There have been efforts to develop PPK in schools									
C	2 - 2.99 :	The practice of Strengthening Character Education has begun to be seen in the school environment									
B	3.0 - 3.5 :	The practice of Strengthening Character Education in schools has become a habit									
A	3.6 - 4.0 :	The practice of Strengthening Character Education is very special and has become a school culture									

Table 1 shows some of the key findings from the initial analysis are as follows:

- a. Policy Design: The schools did not yet have a strong and organized policy for the development of character education. This resulted in insufficient references in implementing school character education policies (Shin, 2023).
- b. Program Design: Existing character development programs had not been well structured, which impacted the implementation of inconsistent activities. Some schools had not developed programs that integrated activities that focused on strengthening students' character (Isroani & Huda, 2022; Syamsiah et al., 2023; Yusni et al., 2024).
- c. Classroom Culture: The classroom environment did not fully support character development. The teachers had not yet created a conducive and interactive classroom atmosphere essential for understanding character concepts (Giwangsa et al., 2023).
- d. School Culture: The findings show that these schools did not yet have a school culture that supported core values, such as compassion, tolerance, honesty, and fairness, systematically and comprehensively (Tabassum et al., 2024b).
- e. Community Participation: Community participation in character education programs remained minimal. This shows the lack of support from parents and the community to strengthen character education in schools (Cholifah & Faelasup, 2024).
- f. Implementation of Core Values: The implementation of core values in teaching and learning activities had also not gone well. Teachers did not consistently build a

culture that emphasized these values and facilitated student understanding (Jiang et al., 2023).

## **2. Implementation of Guidance and Training Interventions**

Guidance and training interventions. This program involves training teachers and principals regarding character education management with an integrated approach.

Implementation of Governance interventions consisting of:

- a. Governance: Research shows that good governance planning is essential for program success. Schools that implement effective governance show improvements in the involvement of all stakeholders (Sanjani et al., 2024; Sari et al., 2022). As for the Islamic religious education methods used in strengthening character education, the integration of Islamic values such as Shiddiq (honesty), Amanah (trustworthy), Tabligh (communication), and Fathonah (wisdom) can be taught effectively through the Tarbiyah approach. This method includes several pedagogical strategies such as Stories (stories), Amsal (parables), and Hiwar (dialogues) that are used in the learning process in the classroom. In addition, Riyadhoh (spiritual practice) can be applied in outdoor activities, providing students with practical experience to internalize those values in real-life situations. This approach helps to create a more engaging and meaningful character education process rooted in Islam's teachings.
- b. Education: The educational programs carried out help increase the awareness of teachers and students about the importance of character education (Watts & Kristjánsson, 2022).
- c. Training: Through training, teachers are trained to build the skills needed to apply the values of character education (Armini, 2024; Ilaltdinova et al., 2022; Surtini & Muhtar, 2024). In the context of Islamic religious education, this training can be focused on the Tarbiyah method, which includes techniques such as Saga (story), Amsal (parable), Hiwar (dialogue), and Riyadhoh (spiritual practice). By mastering these methods, teachers can more effectively instill Islamic values such as Shiddiq (honesty), Amanah (trustworthiness), Tabligh (communication), and Fathonah (wisdom) in students. Comprehensive training will ensure that teachers understand the theories and apply them in daily practice in the classroom so that character education can run effectively and sustainably.
- d. Accompanying: The mentoring process ensures that teachers and students receive ongoing support to apply character values in daily activities (Minas & Charles, 2020). This mentoring aims to provide practical guidance and continuous evaluation so that Islamic values can be applied consistently in school life. This support helps maintain the quality of character education and ensures that students genuinely internalize these values in their daily behavior.
- e. Monitoring: Monitoring is carried out to measure the effectiveness of the character-strengthening program that has been implemented and identify areas that need further improvement (Suparmanto et al., 2023).

## **3. Evaluation of Intervention Results**

The results of the intervention, conducted over one year, indicated a significant improvement in the management of character education in the schools studied. The schools' scores increased from an initial average of 0.9 (category E) to an average of 2.5 (category B) by the end of the intervention. This improvement reflects notable progress in various areas of character education, including the participation of



stakeholders, program design, and the socialization of character education across the school community.

This change was achieved through continuous support and monitoring throughout the intervention, which included ten observation sessions in each school, regular interviews with school principals and teachers, and ongoing document assessments. The results demonstrate that a structured intervention with consistent monitoring can yield meaningful improvements while improving character education management, which is a complex and long-term process.

**Table 2 Table of Score Recapitulation of Character Education Strengthening (CES) Post-Intervention Assistance and Training Actions**

NO	COMPONENT	#1	#2	#3	#4	#5	#6	#7	#8	#9	Average
1	INITIAL ASSESSMENT	3	3	3	4	3	3	3	3	3	3.11
2	PPK SOCIALIZATION TO EDUCATIONAL STAKEHOLDERS	3	3	3	3	3	3	3	3	3	3.00
3	VISION, MISSION AND FORMULATION	3	3	3	3	3	3	3	3	3	3.00
4	PPK POLICY DESIGN	3	3	4	3	3	3	4	3	3	3.22
5	PROGRAM DESIGN	4	3	4	3	3	3	4	3	4	3.44
6	CLASS-BASED PPK	3	3	4	3	3	3	4	3	4	3.33
7	SCHOOL CULTURE DEVELOPMENT	3	3	3	3	3	3	3	3	3	3.00
8	SOCIETY PARTICIPATION	3	2	3	2	2	2	3	2	3	2.44
9	IMPLEMENTATION OF KEY VALUES	3	3	3	3	3	3	3	3	3	3.00
10	PPK EVALUATION	2	3	3	2	2	2	3	2	3	2.44
<b>TOTAL VALUE (Average summed divided by 10)</b>											3.00
<b>TOTAL VALUE :</b>		<b>3.00</b>									
<b>PREDICATE :</b>		<b>B</b>									
<b>DESCRIPTION OF PPK SCORE RESULTS:</b>		The practice of Strengthening Character Education in schools has become a habit									

The following explanation refers to Table 2, which shows that the average score for the quality of governance in strengthening character education has increased to 3.0, with a predicate of B. This indicates that strengthening character education in these schools has begun to shape a better school culture, although there is still room for further improvement.

#### **4. Additional Findings from the Implementation of the Program**

The interventions implemented are not only limited to training and mentoring but also involve ongoing evaluations designed to improve the effectiveness of character-strengthening programs. Some of the key findings from the implementation of the program are as follows:

- a. **Community Involvement:** In some schools, efforts to increase community participation have increased parental support in character education activities. Schools that involve parents in school activities have recorded a significant increase in the acceptance of character values at home (Cholifah & Faelasup, 2024). Activities such as workshops for parents and seminars on the importance of character education have proven effective in building community awareness.
- b. **Positive School Culture:** Schools that implement mentorship and training programs show a change in school culture. Many students feel more valued and

motivated to engage in activities supporting their character development. This positive environment not only has an impact on students' behavior but also their academic performance (Utaminingtyas et al., 2024).

- c. **Implementation of Core Values:** During the implementation of the intervention, core values are attempted to be integrated into the curriculum. Research shows that schools that successfully implement Pancasila and moral values in daily activities have students who are more active in supporting others (Jiang et al., 2023). Activities such as study groups, class discussions, and value-based community projects increase students' understanding and application of these values. The approach of Islamic religious education in applying character values, such as Shiddiq (honesty), Amanah (trustworthiness), Tabligh (communication), and Fathonah (wisdom), has proven to be effective. These values are taught in the classroom and applied in daily activities, allowing students to internalize and apply Islamic values in their social interactions. Thus, this approach creates an environment that supports the development of the character.

## **5. Evaluation and Recommendations for Further Development**

Based on the findings, the evaluation shows that although there is a significant improvement in character education governance, many challenges still need to be overcome. Recommendations for further development include:

- a. **Policy Strengthening:** Schools need to develop stronger and integrated policies for strengthening character education that covers all aspects, from curriculum to extracurricular activities (Rohman & Mentari, 2024).
- b. **Ongoing Programs:** Implement ongoing training and mentoring programs for teachers and education staff to ensure that character values are taught and applied at all levels (Rohman & Mentari, 2024).
- c. **Routine Monitoring and Evaluation:** Implement a more systematic monitoring and evaluation system to assess character-strengthening programs' effectiveness regularly. This will help identify strengths and weaknesses and make necessary improvements (Suparmanto et al., 2023).
- d. **Community Development:** Increase community involvement by involving more parents and community members in character education programs so that character strengthening occurs in schools and the home environment (Cholifah & Faelasup, 2024).

The findings show that clear policies, suitable organizational structures, and a positive school culture significantly influence the successful implementation of character education. In this context, the approach to Islamic education is applied using the Tarbiyah method, which includes techniques such as Kisah, Amsal, and Hiwar, as well as the Riyadhoh method, which involves spiritual practice to strengthen the understanding and application of Islamic values. With this approach, students are taught character values and invited to internalize them in their daily lives, thus creating a learning environment that is more supportive of holistic character development.

## **6. Synergy between Governance and School Culture**

The study results confirm that good governance is the key to building a school culture that supports character education. Schools with strong and organized policies show significant progress in implementing character education programs. By applying the Islamic education approach through the Tarbiyah and Riyadhoh methods, these schools have succeeded in instilling character values in students

more effectively. Previous research has also underlined that the involvement of all stakeholders, including teachers, parents, and the community, is critical to creating an environment conducive to student character development (Cholifah & Faelasup, 2024).

## **7. Challenges Faced**

Despite the progress, challenges in the implementation of character education still exist. Data shows that the lack of structured policies and community involvement in some schools hinders the development of students' character. Research by Cholifah (2024) noted that in rural areas, limited resources and public awareness of the importance of character education are significant barriers. Therefore, it is essential to identify and address factors that hinder the strengthening of character education in the school environment.

## **8. Implications for Education Policy**

The implications of these findings are significant for education policy in Indonesia. Developing more integrated and comprehensive policies to strengthen character education is urgently needed. This policy should include teacher training, community engagement, and ongoing evaluation to ensure that character education is implemented effectively in all schools (Rohman & Mentari, 2024). In addition, the importance of integrating Islamic values in strengthening character education must also be considered, with appropriate methods and approaches in Islamic religious education. This will ensure that character education is based on universal values and reflects Islamic principles that can holistically shape students' morals and behavior.

## **9. Recommendations for Further Development**

Based on the findings and discussions, some recommendations for the development of character education in Indonesia include:

- a. **Strong Policy Development:** Schools should develop and implement clear and comprehensive policies regarding character education, which cover all aspects of the curriculum and extracurricular activities (Rohman & Mentari, 2024).
- b. **Continuing Training Programs:** Provide ongoing training and mentoring programs for teachers and staff to improve their understanding and skills in managing character education (Rohman & Mentari, 2024).
- c. **Increasing Community Engagement:** Encouraging the participation of parents and the community in character education programs through activities that involve the community so that character education can be applied consistently in the home and surrounding environment (Cholifah & Faelasup, 2024).
- d. **Routine Monitoring and Evaluation:** Implement a systematic monitoring and evaluation system to measure the effectiveness of character education programs so that improvements can be made based on the evaluation results (Suparmanto et al., 2023).
- e. **Integration of Islamic Values:** Including Islamic values in strengthening character education is essential, as well as using appropriate methods and approaches in Islamic religious education. This will help students understand and internalize moral values following Islamic teachings, thereby creating an academically superior and noble generation.

## E. Conclusion

This study highlights the critical role of effective governance and positive school culture in strengthening character education in Indonesian primary schools. Good governance, characterized by clear and structured policies, active stakeholder engagement, and integration of Islamic values, fosters a learning environment that supports moral and ethical development. Schools with well-defined policies and a collaborative culture can create an atmosphere that promotes noble character and ethical values among students. While there has been significant progress in implementing character education, challenges remain, such as limited community involvement and weaknesses in policy design. These findings suggest that stakeholders including principals, teachers, parents, and policymakers must collaborate to develop comprehensive education policies. Continuous training for teachers increases public participation, and robust monitoring and evaluation systems are needed to ensure the effectiveness and sustainability of these initiatives. This study acknowledges its limitations, mainly its focus on a limited number of schools in West Bandung Regency, which can affect the generalization of the findings. Future studies should expand the scope of research by including diverse regions throughout Indonesia and adopt a longitudinal approach to evaluate the long-term impact of character education programs. To address current challenges, further studies can explore innovative strategies to increase stakeholder engagement and integrate local cultural contexts into character education frameworks. Indonesia can significantly improve its character education strategy by addressing these gaps and strengthening the integration of Islamic values through the right approach to education. Ultimately, these efforts will foster a generation of students who excel academically and have strong moral integrity, contributing to a more inclusive and sustainable future.

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