

Implementation of Building Character : Case Study at Madrasah Tsanawiyah Negeri 6 Sragen

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ABSTRACT

This study aims to examine the implementation of character building at MTsN 6 Sragen, as well as the supporting and inhibiting factors in the process. The background of this research stems from the importance of character education in shaping students with integrity, honesty, discipline, and responsibility. In an era of globalization filled with moral challenges, character education becomes a vital aspect that must be implemented in schools. This research employed a qualitative method with a descriptive approach. Data were collected through interviews, observations, and documentation involving teachers, students, and school staff at MTsN 6 Sragen. The research findings indicate that the implementation of character building at MTsN 6 Sragen has been effective, although some challenges remain, such as limited teaching time and minimal parental involvement. Other findings show that students participating in this program tend to exhibit better discipline and responsibility. The main supporting factors include the commitment of teachers in running the program and a conducive school environment. However, social media influence and lack of family engagement present the primary challenges. The study implies that the success of character education in schools requires strong collaboration between schools, families, and communities.

Keywords: *Character Building, Education Character, Shaping Education Character*

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INTRODUCTION

Character formation or *character building* is an important component in the world of education, especially in facing the challenges of globalization and rapid social change. Education is not just a transfer of knowledge, but also a means of forming students' personalities. In Indonesia, character formation is starting to be emphasized in the curriculum to create a generation that is not only intellectually intelligent, but also moral and ethical (Harahap, 2019).

State Tsanawiyah Madrasah (MTsN) 6 Sragen, as one of the state Tsanawiyah madrasahs in Indonesia, has a very important role in producing a generation of character. This educational institution seeks to implement character formation programs as part of a holistic educational process that integrates moral and spiritual

aspects in every learning activity. However, implementing this program certainly faces various challenges, both from an internal school perspective and from external factors.

One of the problems faced in implementation *character building* at MTsN 6 Sragen is the lack of comprehensive understanding of this concept among teachers and students. Some teachers still think that their job is only limited to teaching subjects, so that character aspects are often neglected. In addition, some students do not fully understand the importance of having strong character in everyday life, both at school and in society.

Another obstacle that arises is the lack of support from parents and the surrounding environment. Character formation does not only occur at school, but also at home and in the community. Disharmony between what is taught at school and the external environment can hinder students' character development. Therefore, it is important to involve all parties, including parents, in supporting the implementation of character building in schools.

Apart from internal factors, another problem is the limited facilities and resources that support program implementation *character building*. This program requires support from various aspects, starting from teacher training, the availability of character building modules, to a conducive school environment. If the available facilities are inadequate, then the implementation of the program will be less than optimal (Sukiyat, 2020).

MTsN 6 Sragen has attempted to overcome these challenges by implementing various innovations in the learning process and extracurricular activities. One of them is by integrating character values in subjects and holding various activities that focus on developing students' attitudes and behavior, such as religious activities, social service and student organizations. However, the effectiveness of this program still needs to be further evaluated to ensure that the goals of character formation are truly achieved.

Program *character building* at MTsN 6 Sragen is also inseparable from the influence of government policies regarding character education. The government through the Ministry of Education and Culture has issued various regulations that support the implementation of character education in schools. However, the implementation of this policy needs to be adjusted to the conditions and needs of each school so that it can run effectively.

This research aims to examine more deeply how the program is implemented *character building* at MTsN 6 Sragen, including the challenges faced and the efforts that have been made to overcome these obstacles. Apart from that, this research will also analyze the impact of implementation *character building* towards the development of student character, both in terms of academics and behavior. It is hoped that with this research, other schools can learn from the experience of MTsN 6 Sragen in implementing character education, so that efforts to form a generation with strong character can be better achieved throughout Indonesia.

Although the program *character building* has been implemented at MTsN 6 Sragen, there are a number of issues and gaps that hinder the full success of this program. One prominent issue is the gap between theory and practice. Many teachers understand the importance of character formation in theory, but in practice the application of character values is still limited to formal activities such as flag ceremonies or routine coaching (Shofwan, 2022). Character formation should be an integral part of every school subject and activity, not only delivered at certain moments.

The second issue is the lack of consistency in the implementation of this program. Some teachers and school staff have tried hard to integrate character building in learning, but there are also those who still think this is not a priority. This gap results in an imbalance in instilling character values in students. Students in certain classes may get better character education compared to students in other classes, depending on the commitment of the teacher teaching.

Apart from that, the participation of parents and the community in supporting the program *character building* still low. Many parents think that character education is entirely the school's responsibility. In fact, character education ideally involves collaboration between school, family and community. This gap causes students not to receive strengthening of character values outside the school environment, which in the end can reduce the effectiveness of the program.

Even though there are regulations and policies from the government that support character education, implementation at the madrasah level is still hampered by a lack of training and technical support for teachers. Lack of resources, both in the form of training modules and funding for program development, is one of the factors causing the program to fail *character building* at MTsN 6 Sragen it is not running optimally.

This research offers novelty with a specific approach to implementation *character building* in the madrasa environment, namely MTsN 6 Sragen. In contrast to previous research which focused more on public schools, this research highlights how strong religious values in madrasas can be a solid foundation for the formation of students' character. As a case study, this research shows that the integration of religious values and character can provide more comprehensive results in forming students with character compared to public schools which may have a different approach.

The novelty of this research lies in the in-depth analysis of the challenges faced in implementation *character building* and solutions that have been tried by MTsN 6 Sragen. Previously, research related to character education often only discussed theories or ideal models without highlighting practical aspects and real obstacles in the field. This research is relevant because it provides practical insight into how *character building* can be implemented in the madrasa context with all existing resource limitations.

Character formation or *character building* is one of the important concepts in education which is based on holistic education theory. This theory emphasizes that the educational process does not only focus on students' intellectual development, but also on emotional, social, moral and spiritual aspects. According to Lickona (1991), character education aims to develop values such as responsibility, honesty, caring and respect. Character education can be implemented through various methods, including integration in subjects, extracurricular activities, and daily interaction patterns between teachers and students (Lickona, 2019).

In the context of education in Indonesia, the theoretical basis of character education is strengthened by national policies such as the 2013 Curriculum, which emphasizes the importance of character formation as part of educational goals. This curriculum adopts the concept of character education formulated by Ki Hajar Dewantara, namely education that aims to produce people who are faithful, devout, have noble character, and have social and intellectual skills (Nasution, Nasution, & Fauzi, 2022). Thus, this theory becomes an important basis for application *character building* in educational institutions, including at MTsN 6 Sragen, where religious values are used as the main basis for forming students' character.

Based on the background that has been explained, this research has several problem formulations as follows: *First*, how to implement *character building* at MTsN 6 Sragen? *Second*, what are the challenges faced in implementation *character building* the madrasa? *Third*, what is the impact of implementation *character building* on the character development of students at MTsN 6 Sragen, both in academic and behavioral aspects?

METHOD

This research uses a qualitative approach with descriptive methods to analyze implementation *character building* at MTsN 6 Sragen. Qualitative research aims to understand social phenomena in depth through collecting non-numerical data. The descriptive method in this research is used to describe how the program works *character building* implemented, as well as the challenges and impact on students (Darmalaksana, 2020). Through this approach, researchers can gain a more detailed and comprehensive understanding of real conditions in the field.

The first stage in this research is data collection. The data collection techniques used were in-depth interviews, participant observation and documentation. Interviews were conducted with principals, teachers, students, and parents to gain different perspectives regarding implementation *character building*. Participatory observation is carried out to directly observe the implementation of the program, both in the classroom and in extracurricular activities that support the formation of student character. Documentation is used to complete data, such as school reports, learning modules, and policies related to character education (Achjar et al., 2023).

The second stage is data analysis. Data that has been collected through interviews, observation and documentation is then analyzed using thematic analysis techniques. This process involves coding the data, identifying the main themes that emerge from the data, and compiling a narrative that explains the research findings (Iskandar, 2022). This analysis allows researchers to uncover emerging patterns related to challenges and supporting factors in implementation *character building* at MTsN 6 Sragen.

The final stage is the presentation of the research results. The results of data analysis are presented in descriptive form, with emphasis on how *character building* implemented and what impact it will have on students. Apart from that, this research also provides recommendations based on field findings for improvement and further development in the program *character building* at school. It is hoped that the resulting conclusions can provide new and useful insights for schools, teachers and policy makers in increasing the effectiveness of character formation programs.

RESULTS AND DISCUSSION

1. Findings

Based on the results of research at MTsN 6 Sragen, it was found that implementation *character building* has been carried out through various activities, both inside and outside the classroom. Learning activities in class do not only focus on academic achievement, but also on forming attitudes of discipline, responsibility and cooperation. Extracurricular activities such as scouting, arts and sports also provide a platform for students to hone character values such as honesty, leadership and solidarity. Apart from that, MTsN 6 Sragen also regularly holds religious activities such as recitations and congregational prayers which support the formation of religious character.

However, the findings also show that there are challenges in implementing this program. One of the main challenges is the lack of consistency among teachers in integrating character education into learning materials. Some teachers have succeeded in integrating character values well, while others still focus on students' cognitive achievements. This causes differences in character education experiences between students in different classes. Apart from that, limited time and a busy curriculum are obstacles for teachers in developing programs *character building* in more depth.

Other findings show that despite good efforts from schools, parental involvement in supporting student character formation is still minimal. Many parents tend to hand over the responsibility for character formation entirely to the school, so that the values taught at school are not reinforced at home. Students who receive more support from their parents show better character development than students who do not receive similar support. These findings emphasize the importance of collaboration between schools and parents in programs *character building*.

2. Implementation of Character Building at MTsN 6 Sragen

Implementation *character building* at MTsN 6 Sragen is a process of implementing character education in a structured and sustainable manner in every aspect of school life. This character education aims to form students who not only excel academically, but also have strong personalities, good ethics and high integrity (Karolina, 2018). Through various learning activities in class, extracurricular activities, and a supportive school environment, students are invited to understand and internalize moral values, such as discipline, responsibility, cooperation, and mutual respect.

In its implementation, *character building* at MTsN 6 Sragen this is realized through the integration of character values into subjects, especially through a contextual and interactive approach. Teachers not only deliver academic material, but also instill noble values through example and daily guidance. Apart from that, programs such as mentoring, religious activities and community service work are a means of strengthening students' character through direct experience (Judrah, Arjum, Haeruddin, & Mustabsyirah, 2024). This is done with the hope that students not only understand theory, but also practice these values in everyday life.

Importance *character building* at MTsN 6 Sragen lies in its contribution to the formation of a generation that not only excels in education, but also has good morality and responsible leadership attitudes. By incorporating character education into all aspects of school life, MTsN 6 Sragen strives to produce graduates who are able to contribute positively to society, have high social sensitivity, and are able to be good role models in their environment.

Based on the findings, implementation *character building* at MTsN 6 Sragen this has been done through various activities involving formal learning, extracurricular activities, as well as strengthening religious character through religious activities. This is in line with the basic principles of character education, which emphasize the importance of integrating character values into all aspects of school life. In general, schools have tried to make character education an integral part of the curriculum and daily activities.

In formal learning activities, teachers try to integrate character values such as discipline, responsibility and cooperation into the subject matter. For example, Indonesian language teachers teach the value of tolerance through analysis of folklore, while science teachers teach the value of environmental responsibility through discussions about climate change. This implementation is in accordance with the

character education policy which emphasizes the importance of character education not only in one subject, but must be integrated into all subjects.

Apart from classroom learning, extracurricular activities also play an important role in implementation *character building* at MTsN 6 Sragen. Scout activities, for example, are an effective forum for training students in leadership, discipline and teamwork. Students are encouraged to be actively involved in these activities, which not only hone their social skills but also help them develop a strong and independent character. Likewise, arts and sports activities give students the opportunity to express themselves positively and build self-confidence (Masnawati, Darmawan, & Masfufah, 2023).

According to the results of an interview with Muh. Fahrudin, one of the teachers at MTs Negeri 6 Sragen, said that the implementation of character building at this madrasa is very focused on religious activities which are an important foundation in forming students' character. Fahrudin explained that activities such as regular recitations, congregational prayers, and commemoration of Islamic holidays are not just rituals, but are also the main means of instilling religious values in students. In each of these activities, students are invited to understand the essence of religious teachings, such as devotion to Allah SWT, the importance of honesty, and respect for teachers, parents and each other. This, according to him, is the essence of character education in madrasas.

Furthermore, Fahrudin emphasized that this religious activity has become an inherent culture at MTsN 6 Sragen. Through applied religious teaching, students not only hear lectures or take part in formal activities, but they are also directly involved in real religious activities. For example, in congregational prayer activities, students are trained to become imams or muezzins, giving them the opportunity to practice the values of leadership and responsibility. "This is all part of our efforts to ensure that students are not only intellectually intelligent, but also have a strong religious character," said Fahrudin. However, although various activities have been held to support the implementation *character building* there are several challenges faced. One of them is the gap in the consistency of teaching character values between teachers. Some teachers have succeeded in integrating character education well in their learning, while other teachers still prioritize it less. This shows that further guidance and training is still needed for teachers so that they are better prepared to integrate character education in learning activities.

Another challenge found was the dense curriculum which caused teachers to feel burdened to adjust the time between delivering academic material and character education. On the one hand, teachers want to ensure students achieve academic targets, but on the other hand, they are also required to develop students' character. This conflict between academic demands and character development becomes an obstacle to the smooth implementation of the program *character building*.

Nevertheless, the program *character building* at MTsN 6 Sragen showed positive results, especially in shaping students' daily behavior. Observation results show that students who are actively involved in religious and extracurricular activities tend to have better attitudes in terms of discipline, cooperation and respect for teachers and fellow students. This proves that this program has a significant impact, although there are several aspects that need improvement.

One aspect that also needs to be considered in implementation *character building* is support from parents. The research results show that parental involvement in developing students' character at home is still minimal. Most parents hand over the

responsibility for character education entirely to the school, so that the values taught at school are not always reinforced at home. In fact, effective character education requires good cooperation between schools and families.

To improve implementation *character building* At MTsN 6 Sragen, one of the recommendations that can be given is to increase training for teachers regarding effective strategies for integrating character education into learning. Apart from that, schools need to improve communication and collaboration with parents so that the values taught at school are also applied at home. That way, character education can be more effective and consistent in all aspects of students' lives.

Based on the results of interviews with Muh. Fahrudin and direct observation at MTsN 6 Sragen, the implementation of character building at this school has been running effectively and has had a positive impact on the formation of student character. Fahrudin emphasized that this program has become an integral part of teaching and learning activities and school culture, especially through familiarization with religious activities and instilling moral values. However, he also said that the biggest challenge lies in consistency between teachers in implementing these values on an ongoing basis. From the observations, it appears that some teachers are very committed to guiding students, while there are also those who still need to strengthen their role in character education, especially outside formal lesson hours.

Apart from that, observations also show that parental involvement still needs to be increased to support this program. Fahrudin noted that support from the family environment is very important in strengthening the values instilled at school. Through observing activities in the classroom and outside the classroom, it can be seen that students who receive active support from their parents in their daily lives find it easier to internalize character values. For this reason, increasing synergy between schools and parents, as well as making more optimal use of time to strengthen character education, is expected to make the character building program at MTsN 6 Sragen more effective in producing students with integrity, religion and responsibility.

3. Supporting and Inhibiting Factors for Implementing Character Building at MTsN 6 Sragen

Based on the findings, implementation *character building* in this school is influenced by various factors, both supporting and hindering the implementation process. These factors can be divided into internal and external aspects, and involve the roles of teachers, students, the school environment, and parental involvement.

One of the main supporting factors found in this research is teacher commitment. The teachers at MTsN 6 Sragen show high dedication in implementing *character building* especially in the teaching and learning process. Many teachers actively integrate moral and ethical values into their teaching. For example, in religious lessons, teachers emphasize the importance of honesty and responsibility, while in other subjects, teachers teach the values of discipline and cooperation through group assignments. This teacher's dedication is the main pillar in the success of character education in schools.

Another supporting factor is the curriculum which is designed to accommodate *character building*. Based on research findings, the curriculum at MTsN 6 Sragen contains elements of character education, both through formal subjects and extracurricular activities. Programs such as scouts, arts and sports, which are specifically designed to shape student character, are an important part of implementing character education at this school. Apart from that, religious activities

such as recitations and congregational prayers also support the process of forming students' character.

Apart from internal factors, a supportive school environment is also a supporting factor for implementation *character building*. Observation results show that a religious school atmosphere with activities that emphasize moral and religious values is very helpful in the character education process. A conducive school environment, where teachers, students and staff support each other in building positive values, creates a good atmosphere for the development of student character. This can be seen from the findings which show that students feel comfortable and motivated to carry out the values taught at school.

However, this research also found a number of inhibiting factors in implementation *character building* at MTsN 6 Sragen. One of the main obstacles is the lack of time available for teachers to teach character education optimally. With a dense curriculum, many teachers find it difficult to integrate character education in every subject. A high focus on academic achievement often causes character education to become a second priority, so that it is not fully internalized in students' daily lives.

The lack of parental involvement is also an obstacle to implementation *character building*. Based on research findings, many parents tend to hand over the responsibility for character education entirely to the school, without providing adequate support at home. In fact, character education requires close collaboration between schools and families. Without parental involvement, the efforts made by the school will not be optimal. These findings indicate that students who receive support from their parents in implementing character values at home tend to show better character development than students who do not receive this support.

Apart from the lack of parental involvement, the influence of social media and technology is also an inhibiting factor in implementation *character building*. In the current digital era, many students are exposed to content that is not in accordance with the moral and ethical values taught at school. The research results show that students who spend too much time on social media tend to have difficulty implementing the values of discipline and responsibility. This negative influence is a big challenge for schools in teaching character education, especially because control over the use of technology is more in the hands of parents (Ramadhan, 2023).

To overcome these inhibiting factors, several strategies can be implemented. One way is to provide additional training to teachers to integrate character education in learning, even with limited time. Teachers need to be given a deeper understanding and skills on how to teach moral values in an academic context without having to sacrifice academic achievement. This approach can help overcome time constraints and ensure that character education remains a priority in the teaching and learning process.

Apart from that, schools need to increase collaboration with parents through parenting programs that provide an understanding of the importance of the role of parents in character education. Parents need to be actively involved in the program *character building* so that the values taught at school are also applied at home. Parental involvement will be very helpful in strengthening the character education that is already taking place at school, as well as ensuring consistent application of moral values in students' daily lives.

Supervision of the use of social media and technology also needs to be improved, both by schools and parents. Schools can provide education to students about healthy and responsible use of social media, while parents need to limit the time they use

technology at home and provide alternative activities that better support children's character development, such as sports or social activities.

Based on an interview with Fandholin, M.Pd.I., Head of MTs Negeri 6 Sragen, he admitted that although there were several inhibiting factors in implementing character building, the school had shown positive results in shaping student character. According to Fandholin, one of the challenges faced is that parental involvement still varies. Most parents really support this program, but there are also those who are not optimally involved in the process of nurturing their children's character at home. To overcome this, Fandholin said that the school is planning a more structured parenting program, with the hope of increasing synergy between school and family. He believes that with more active parental involvement, the positive impact of this program will be increasingly felt.

Apart from that, Fandholin also highlighted the importance of training and coaching teachers so that they can consistently apply character values in daily learning. He emphasized that teachers are not only teachers, but also character models for students. In the interview, Fandholin also noted that supervision of students' use of technology, especially outside of school, needs to be tightened. With increasing access to technology among students, new challenges in forming character arise, such as the potential for misuse of technology. Therefore, the school plans to provide digital literacy training for students and parents so that technology can be used wisely and responsibly.

4. Effectiveness of Character-Building Implementation at MTsN 6 Sragen

Based on the findings, implementation effectiveness *character building* in schools this can be seen from various aspects, including changes in student behavior, teacher involvement, and support from the school environment. Effectiveness is also assessed by the school's ability to face challenges and the sustainability of the character education program in the future.

According to the results of an interview with Sri Isniyati Rahayu, a teacher at MTsN 6 Sragen, one indicator of the effectiveness of implementing character building at this school is the positive behavioral changes seen in students. Isniyati noted that many students experienced improvements in terms of discipline, responsibility and tolerance towards others. Students involved in these character development programs become more disciplined in obeying school rules and show greater responsibility for their assignments. This change in behavior, according to Sri Isniyati, is proof that the character building program has succeeded in instilling important values in the majority of students.

Sri Isniyati also emphasized that the effectiveness of the character building program is greatly influenced by the active participation of teachers in its implementation. Teachers at MTsN 6 Sragen not only act as subject teachers, but also act as moral and ethical role models for students. Based on observations, many teachers consistently provide examples of discipline and responsibility in daily activities at school, so that students can imitate and internalize this behavior. The presence of teachers as role models in developing student character is considered an important factor in the success of this program.

Furthermore, Sri Isniyati emphasized that the successful implementation of character building is also supported by a conducive school atmosphere and structured programs. Activities such as recitation, congregational prayer, and other social activities provide space for students to practice the values taught in class in everyday life. With a combination of support from teachers, a positive school environment, and

student involvement in these programs, character building at MTsN 6 Sragen is able to create significant changes in the formation of student character.

Based on the results of interviews with Fandholin, M.Pd.I. as Head of Madrasah and teacher Sri Isniyati Rahayu, although the character building program at MTsN 6 Sragen has run well and shown a positive impact, the findings also show that the effectiveness of this program varies between classes. Fandholin highlighted that there are classes that have shown significant progress in terms of student discipline and responsibility, while in other classes the implementation of character values still faces challenges. This difference is largely caused by different teaching methods between teachers, as well as varying student motivation, and uneven levels of support from parents. These factors influence the level of success of character building in each class.

From the results of this interview, both Fandholin and Sri Isniyati agreed that although this program was running well, there was still room for improvement. One of the important steps suggested is to provide additional training to teachers, especially related to character education teaching methods that are more effective and appropriate to the needs of students in each class. Apart from that, regular evaluation is needed to measure the extent to which this program has succeeded in achieving its goals. This evaluation, according to them, will help ensure that the character building program remains relevant and adaptive to the challenges and character needs of students, so that it can be implemented more evenly across schools.

The implications of this effective implementation are very broad, especially in terms of sustainable student character development. If implementation *character building* can be improved and applied consistently, it will have an impact on the formation of a generation of students who have strong morals and ethics (Kasingku & Sanger, 2023). This not only benefits the individual development of students, but also society as a whole. Students who have strong character will become individuals who are responsible, honest and have integrity, which will ultimately make a positive contribution to their social environment.

Implementation effectiveness *character building* at MTsN 6 Sragen also has implications for student academic achievement. Based on the findings, students who have a disciplined and responsible character tend to have better academic achievements compared to students who do not apply character values. This shows that character education is not only beneficial for moral development, but also has a positive effect on academic achievement (Abbas, Rochmawan, Fathurrohman, & Ulfah, 2024). Therefore, this program has a significant double impact on student development.

However, another implication that needs to be considered is the challenge in facing rapid social change, especially related to technology and globalization. Students today live in a digital era that is full of moral challenges, such as the negative influence of social media and easy access to information that is not always educational. Implementation *character building* Schools must be able to answer this challenge in a relevant way, for example through digital education and the formation of a critical attitude towards online content. Without an adaptive approach to changing times, effectiveness *character building* may decline in the future (Abbas, Subando, & Tamami, 2023).

Apart from that, program sustainability *character building* also relies heavily on support from all parties, including parents, teachers and the community. Schools cannot run alone in implementing character education, especially considering that external influences such as the family environment and social interactions greatly

influence the development of students' character (Agustin, Abbas, Khasanah, & Sari, 2024). Therefore, synergy between schools, families and communities is an important key in maintaining the effectiveness and sustainability of this program.

In the long term, the effectiveness of implementation *character building* at MTsN 6 Sragen can also make a positive contribution to the quality of national education. If this character education program is successfully implemented in many other schools, it is hoped that Indonesia's young generation will have strong character and be able to face global challenges with integrity. This will certainly contribute to the creation of a better society, where moral and ethical values are the basis of everyday life.

Implementation *character building* at MTsN 6 Sragen has shown positive results, although there are still several challenges that need to be overcome. The implications of the success of this program are enormous, both for the development of student character, academic achievement, and contributions to society at large. With continuous improvements and good cooperation between all parties, it is hoped that implementation will be implemented *character building*. This can continue to run effectively and produce a generation with strong character.

CONCLUSION

Based on the results of research regarding implementation *character building* at MTsN 6 Sragen, it can be concluded that the character education program implemented has had a positive impact on the formation of student character. The findings show a significant increase in discipline, responsibility and social attitudes among students. With the active involvement of teachers as role models and program implementers, students can internalize character values through direct examples that they see every day in the school environment. Implementation effectiveness *character building* is also determined by support from various parties, including family and the school environment. Although there are several challenges in implementation, especially differences in effectiveness between classes and parental involvement, in general the program has run well. These challenges require ongoing efforts to evaluate and adjust methods to make them more relevant to student needs and current developments. Successful implementation *character building* also has positive implications not only on the moral and social aspects of students, but also on their academic performance. Students who have strong character tend to be more responsible in learning and more disciplined in carrying out school assignments, which ultimately has an impact on increasing academic achievement. Thus, character education has an important role in supporting overall student success. This emphasizes the importance of implementing effective and sustainable character education in schools. With strong support from all elements of the school, program *character building* can continue to make a positive contribution to the formation of a young generation who not only excel academically, but also have strong morals and ethics. It is hoped that the implementation of this program will become an example for other schools in building student character that is competitive at the global level, but still upholds the nation's noble values.

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