

IMPLEMENTATION OF CHARACTER EDUCATION TO IMPROVE SOCIAL SKILLS AND EMOTIONAL INTELLIGENCE IN LEARNING IN ELEMENTARY SCHOOLS

Zainuddin

Universitas Almuslim

zaizifran@gmail.com

Cut Khairani

Universitas Almuslim

cutkhairani@umuslim.ac.id

Hamsidar

Universitas Almuslim

hamsidar15@gmail.com

Abstract

Character education is a fundamental aspect of learning in elementary school because it plays an important role in shaping students' social skills and emotional intelligence from an early age. Global developments and rapid technological advances require students to not only excel academically, but also have good social interaction skills, empathy, emotional control, and a responsible attitude. This study aims to describe and analyze the implementation of character education in learning and its contribution to improving the social skills and emotional intelligence of elementary school students. The research method used is a qualitative approach with a descriptive design. The research subjects include elementary school teachers and students, with data collection techniques through observation, and interviews. The results of the study show that the implementation of character education is carried out in an integrated manner in learning activities, school culture, and teacher examples through character values such as discipline, responsibility, cooperation, empathy, and honesty. The application of active, collaborative, and reflective learning strategies has been proven to be able to improve social interaction between students and their ability to recognize, manage, and express emotions positively. In addition, the support of the school environment and the role of teachers as character models make a significant contribution to the successful implementation of character education. The conclusion of this study confirms that character education implemented consistently and systematically can improve the social skills and emotional intelligence of elementary school students. Therefore, character education needs to continue to be developed as an integral part of learning to form students who are characterful, empathetic, and able to adapt in social life.

Keywords: Character Education, Social Skills, Emotional Intelligence, Elementary School



© Author(s) 2026

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

INTRODUCTION

Character education in elementary school has a high urgency because the early childhood phase is a golden period for the formation of children's personalities, social attitudes, and emotional management. At this stage, students begin to build the ability to interact, work together, and understand the feelings of themselves and others. Lickona emphasized that effective character education must begin from elementary school age because moral and social values are easier to instill through habituation and example.¹ Without systematic character reinforcement, risky learning is only oriented towards cognitive achievement and ignores the affective and social dimensions of students. Character education comes with a noble goal: to form a person who has noble ethics, integrity, and responsibility. Its function is more than just teaching what is right and wrong. Through character education, students are guided to really absorb and apply these good values in their daily lives.²

The urgency of character education is also strengthened by the phenomenon of declining social skills and emotional intelligence of students due to the dominance of the use of digital technology and reduced direct social interaction. Some studies show that elementary school students have difficulty managing emotions, empathy, and interpersonal communication in the school environment.³ This condition has an impact on the emergence of individualistic behavior, conflicts between students, and low ability to cooperate in learning. Therefore, character education is an urgent need to balance the intellectual and social-emotional development of students.

Although character education has become a national policy, there is a gap between its concept and its implementation in elementary schools. Many schools still implement character education in a normative and symbolic way, such as slogans or ceremonial activities, without strong integration in the learning process.⁴ As a result, character values have not been fully internalized in students' daily behavior. This gap shows the need for an in-depth study of how character education is implemented contextually to improve students' social skills and emotional intelligence.

¹ Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (New York: Bantam Books, 1991).

² Cut Kumala Sari, Winda Desvita Sari Siregar, and Riska Zahra, "Urgensi Dan Implementasi Pendidikan Karakter Di Sekolah Dasar Untuk Mewujudkan Generasi Berintegritas," *Global Research and Innovation Journal* 1, no. 2 (May 2025), <https://journaledutech.com/index.php/great/article/view/121>.

³ Maurice J. Elias et al., *Promoting Social and Emotional Learning: Guidelines for Educators* (Alexandria, VA: ASCD, 1997).

⁴ Faculty of Public Administration Science, Universitas Madura, Jl. Raya Panglegur No. Km 3.5, West, Panglegur, Kec. Tlanakan, Pamekasan Regency, East Java 69371, Indonesia et al., "Strengthening Character Education in Formal Education Units Based on Minister Regulation of Education and Culture Republic of Indonesia (Study at Public Elementary School Pakong 1, Pakong District, Pamekasan Regency, Indonesia)," *International Journal of Social Science And Human Research* 05, no. 11 (November 2022), <https://doi.org/10.47191/ijsshr/v5-i11-14>.

Conceptually, character education is understood as a planned effort to instill moral, social, and emotional values through the learning process and school culture. Emotional intelligence includes the ability to recognize one's emotions, manage emotions, motivate oneself, and build positive social relationships.⁵ Meanwhile, social skills include communication skills, cooperation, empathy, and conflict resolution. The integration of character education in learning is believed to be able to develop both aspects simultaneously and sustainably. Character is something very basic and crucial in every human being. In short, character is the inner essence that sets us apart from other beings. If a person loses his character, he is considered to have exceeded the limits of his humanity. A person who is considered to have a strong and good character, both in personal and social affairs, is one who has commendable morals, morals, and ethics.⁶

The Independent Curriculum, as the main guide for the teaching and learning process in schools, needs to include elements of Strengthening Character Education (PPK) or the Pancasila Student Profile in its entirety. This integration is not just a sticker program or additional activities, but must be a new way of thinking and way of acting for all parties in the school. That way, we can give birth to a generation that is intelligent and moral, who truly uphold the noble values of the nation and religion. Through this character education, the nation's collective consciousness is expected to rise, as well as build a solid national foundation.⁷

Previous research has shown that character education has a positive effect on the social and emotional development of elementary school students. A study by Berkowitz and Bier found that schools that implemented character education consistently experienced improvements in students' prosocial behavior and emotional control.⁸ Other research also revealed that value-based learning and teacher exemplars are able to create a conducive classroom climate and improve students' social skills.⁹ However, most studies still focus on general outcomes without examining in depth the process of their implementation in learning.

In addition, research in the Indonesian context is still limited to macro evaluation of character education policies. Few studies examined the practice of implementing character education in the classroom and its impact on the emotional intelligence of elementary school

⁵ Daniel Goleman, *Emotional Intelligence* (New York: Bantam Books, 1995).

⁶ Muhamad Nur, "Implementation of Character Values in Islamic Education at SMA Negeri 3 Takalar Regency" (Alauddin State Islamic University Makassar, 2022).

⁷ Mas Fierna Janvierna Lusie Putri, Denti Sulistiawati, and Kornelia Efriana Mumung, "Peran Pendidikan Karakter Dalam Mencegah Krisis Moral Di Kalangan Generasi Muda," *QISTINA: Jurnal Multidisiplin Indonesia* 4, no. 1 (June 2025), <https://doi.org/10.57235/qistina.v4i1.6417>.

⁸ Marvin W. Berkowitz and Melinda C. Bier, "What Works In Character Education," *Journal of Research in Character Education* 5, no. 1 (February 2007), <https://doi.org/10.1108/CE-02-2007-0002>.

⁹ Zubaedi, *Desain Pendidikan Karakter: Konsepsi Dan Aplikasinya Dalam Lembaga Pendidikan*, Edisi 1 (Jakarta: Kencana Prenada Media Group, 2011).

students.¹⁰ This shows that there are research gaps that need to be filled, especially in understanding effective learning strategies and the role of teachers in integrating character values into learning activities.

Thus, this research is relevant to answer the challenges of 21st century education that require students to have strong social and emotional competencies. The study on the implementation of character education in elementary school learning is expected to make a theoretical and practical contribution to the development of a holistic learning model. In addition, the results of this study can be a reference for teachers and schools in optimizing character education as a means of improving students' social skills and emotional intelligence. Based on the description above, the question of this research is how to implement character education in learning and its contribution to improving social skills and emotional intelligence of elementary school students of SDN Tugu Upah District, Bendahara District, Aceh Tamiang Regency.

RESEARCH METHODS

The purpose of this study is to analyze the application of character education in learning and its contribution to improving social skills and emotional intelligence of elementary school students of SDN Tugu Wabah, Bendahara District, Aceh Tamiang Regency. This research uses a qualitative method, which is a research approach aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups.¹¹

The determination of data sources in qualitative research is carried out purposively, which is determined by adjusting to certain research objectives or conditions. In qualitative research, we identify participants and places with *purposive sampling* that is based on the places and people that best help us understand our central phenomenon.¹² The sample used consisted of school principals and teachers as respondents. Data collection techniques with interview and observation guidelines. Interview guidelines are used as a guide when the interview is conducted, so that it is in accordance with the purpose and objectives to be achieved. Observations were made on the application of character education in learning and its contribution to improving students' social skills and emotional intelligence.

¹⁰ Nurliya Nimatul Rohmah and Endang Rahmawati, "Urgensi Pendidikan Karakter Dalam Membentuk Da'i Berkepribadian Positif Pada Mahasiswa Komunikasi Penyiaran Islam Universitas Muhammadiyah Mataram (Eksperimental Studi)," *Al-I'lam: Jurnal Komunikasi Dan Penyiaran Islam* 2, no. 2 (March 2019): 1, <https://doi.org/10.31764/jail.v2i1.1256>.

¹¹ Husaini Usman and Purnomo Setiady Akbar, *Metode Penelitian Kualitatif: Teori Dan Praktik* (Jakarta: Bumi Aksara, 2013).

¹² John W. Creswell, *Qualitative Research & Research Design* (Yogyakarta: Pustaka Pelajar, 2015).

In this study, the author presents the data obtained related to the values of character education that are integrated into the learning process, the values of character education that are integrated in extracurricular activities and the obstacles faced by teachers to apply the values of character education within the scope of how teachers' efforts in implementing character education at SDN Tugu Upah Kecamatan Bendahara Aceh Tamiang Regency. The brief description is used by the author in explaining the data that the author presents related to what the author gets in the field to be more detailed, such as the results of interviews and the results of observations obtained by the author. Qualitative data validity tests include credibility, transferability, dependability and confirmability tests. Data analysis was carried out using qualitative descriptive, namely data reduction, data presentation and conclusions.

RESULTS AND DISCUSSION

Based on the results of an interview conducted by the researcher with Mrs. Asrati, S.Pd, who is a Class I teacher as Informant 1, explained that the application of character education values such as Religious, Discipline, Independent, Democratic, Empathy and Responsibility in daily teaching and learning activities, is as follows:

"In class I, yes, I focus more on habituation first. Every morning we start with a prayer together, it is for religious values. For discipline, I make it a habit for children to queue when washing their hands or picking up stationery. I train independence from simple things, such as tidying up my own bags, wearing my own shoes. If it is democratic, I often ask what opinion they want to sing today. I teach empathy through illustrated stories, and we continue to discuss the characters' feelings. Responsibility starts from keeping educational toys from being lost."

According to Informant 1, in his interview he also explained the most effective strategies to cultivate basic social skills, as follows:

"I think it's through small group games. Grade I students still like to be selfish, so I make activities such as compiling puzzles together, playing simple roles. There they learn to share, wait for their turn, and communicate basicly. I also use the modeling method, so I first give an example of how to greet and how to ask for help politely. Children of this age learn it by imitation."

Informant 1 explained in his talk about developing the ability to manage emotions so that they can interact well, as follows:

"I first introduced the names of emotions through facial expressions. " It's sad, it's happy, it's angry." If there is a child who cries or is angry, I accompany him, I ask him how he feels. I also teach simple techniques such as breathing or hugging your favorite doll when you are upset. It is very important that we validate their feelings, not immediately scold."

Furthermore, Informant 1 explained the positive changes after the application of character education in learning, especially in the ability to understand and adjust emotions, as follows:

"Alhamdulillah, there is a change. Children are now able to say "I'm sad" instead of crying for no apparent reason. They also begin to be sensitive, for example, if a friend is crying, someone says "Why are you crying?" or gives you tissues. Although we still need continuous guidance, there has been progress."

Informant 1 also explained about the application of responsibility and empathy values that affect the ability to manage conflicts or social stress in the school environment, as follows:

"In class I, the conflict is usually a fight over toys or stationery. After I got used to responsibility and empathy, they began to learn to give in or bargain "take turns". If someone is still fighting, I remind you "What if you are the one whose toy is taken?" Slowly they began to understand."

According to Informant 1, in his interview he explained the improvement in the ability to communicate and cooperate after character-based learning activities, as follows:

"There is, although gradual. At first they only played individually, now they want to work in small groups. His communication has also improved, from what was screaming or crying, now he can say "Can I borrow?" or "I want to come too."

Next, an interview with Mrs. Yuliza, S.Pd, who is a Class II teacher as Informant 2. In his interview, he explained the application of character education values in daily teaching and learning activities, as follows:

"In class II, I have started to improve from class I. Religious still with prayer and I add with inspiring stories from religious leaders. My discipline is applied through the class picket schedule, they must be responsible according to the schedule. I encourage independence by letting them complete their own tasks first before asking for help. I practice democracy during the election of class leaders or decide the game during breaks. Empathize through the "share the story of the day" activity every Friday. Responsibility from picketing and gathering tasks on time."

Informant 2 also explained the most effective strategies for cultivating basic social skills, as follows:

"I use the circle time method, so the children sit in a circle and we discuss certain themes. For example, about friendship, how to apologize, or how to thank you. I also created a buddy system, so children who already understand are asked to help their friends. It trains their care and communication. Roleplay is also effective, for example, how to practice how to get acquainted or how to politely refuse."

Based on an interview with Mrs. Darmawati, S.Pd, who is a Class III teacher as Informant

3. In his interview, Informant 3 explained that the application of character education values in daily teaching and learning activities is as follows:

"In grade III, children have started to be critical, so I use a more discussional approach. Religious is not only prayer, but I invite them to understand the meaning of religious values in their daily lives. I emphasize discipline through clear consequences, for example, late collection of assignments there is a reduction in grades. I encourage independent with project-based learning, they do their own research with minimal guidance. Democratic through class deliberation to overcome common problems. I

developed empathy through simple social activities, such as collecting used books for children in need. Responsibility through the rotating class treasurer system."

Then according to Informant 3 in his interview explained how to develop the ability to manage emotions so that they can interact well, as follows:

"I use an emotion journal. Once a week they write down their feelings in a week and can share if they want. It trains self-reflection. I also teach problem solving steps: identify problems, think of solutions, choose the best solution, evaluate. So if there is a conflict, they already have a framework of thought to resolve it. I also teach deep breathing techniques for stress management."

Based on the results of the interview with Mrs. Ernawati, S.Pd, namely a Class IV teacher as Informant 4. In his interview, he explained the application of character education values in daily teaching and learning activities, as follows:

"Class IV is transitioning from the low class to the high class, so I am starting to demand that they be more mature. Religiously, I apply not only rituals, but also the understanding of universal moral values such as honesty, justice. Disciplined with time management, they learn to manage time between studying, playing, and resting. Independent of the responsibilities of more complex individual tasks. Democratically through monthly class meetings for learning evaluation. I encourage empathy through community service projects, for example visiting orphanages. Responsibility with a consistent reward and consequences system."

According to Informant 4 in his interview explained how to develop the ability to manage emotions in order to interact well, as follows:

"I use the RULER method: Recognize, Understand, Label, Express, and Regulate emotions. They learn to recognize the emotions of themselves and others, understand the causes, label them appropriately, express them in a healthy way, and regulate so they don't explode. I also create scenario-based learning, give them a case and they discuss how to respond. I also apply simple mindfulness like gratitude journals."

Based on the results of the interview with Mrs. Asri, S.Pd, namely a Class V teacher as Informant 5. In his interview, he explained how to apply the values of character education in daily teaching and learning activities, as follows:

"Class V is pre-teen, so they need a more mature approach. Religiously, I integrate it with moral dilemma discussions, they learn critical thinking about what is right. Disciplined with self-discipline, they themselves monitor their learning progress. Independent with independent projects that they execute from start to finish with minimal supervision. Democracy through student government is a real function, not just a formality. Empathy with social awareness activities such as anti-bullying campaigns or caring for the environment. Responsibility with peer accountability, they remind each other in the group."

The results of the interviews on the implementation of character education to improve social skills and emotional intelligence in Primary Schools showed that the main strategies focused on Group Learning for collaboration, the creation of a Conducive Classroom Atmosphere, the use of Reflective Journals for self-awareness, and the Application of Values

through Simple Habituation. However, this implementation faces significant challenges, namely Constraints in Academic Pressure, the strong influence of Peer Pressure and Influence, and the problem of Consistency in Its Implementation at Home, where the process of Making Joint Class Rules is also constrained by time constraints. To overcome this, emotion management is carried out with a special approach, namely Validation of Feelings, a key step to build students' emotional intelligence effectively.

Table 1. Observation Results

No	Aspects that Observed	Indicator Observations	Observation Results Notes
1	Religious Values	Students pray before and after studying, respecting friends of different faiths	It can be seen that most of the students follow the prayer solemnly. Teachers also exemplify a tolerant attitude by giving students of other religions the opportunity to adjust their worship.
2	Discipline in Learning	Show up on time, follow class rules, and complete assignments on time	The majority of students arrived on time and immediately prepared the study tools. Only a few students still need to be reminded to tidy up the table before The lesson begins.
3	Learning Independence	Ability to do assignments without relying too much on teachers or friends	Students begin to show independence, especially when working on individual exercises. Teachers give light guidance and motivate students who are still in doubt.
4	Democratic Attitude	Respect each other's opinions, active in group discussions	In discussion activities, students have begun to dare to express their opinions and listen to other friends. Teachers help keep the atmosphere conducive and appreciate every opinion.
5	Empathy for Friends	Show concern for friends who are struggling or are sad	Some students seem to spontaneously help their friends who have difficulty writing. Teacher gives small compliments to foster empathy in groups.
6	Responsibilities	Completing assignments well, keeping classrooms clean, and carrying out pickets	Students looked enthusiastic about carrying out the picket schedule. Some groups even have initiatives to clean up the

			board Write it down without the help of a teacher.
7	Basic Social Skills	Ability to interact, work together, and communicate positively	During group work, students share tasks with each other quite well. There is still a little bit of debate, but the teacher is able to direct it into a meaningful discussion productive.
8	Emotional Intelligence (Managing Emotions)	Controlling anger, calming down, and appreciating the feelings of others	When a student is disappointed because he lost an educational game, the teacher calms him down gently and invites his friends to encourage him. Students seem to learn to accept defeat by more spacious.
9	Adaptability and Cooperation	Adapt to the learning environment and be able to work together in Team	Students seem to be more and more compact in group projects. They support and respect each other their respective roles.
10	Character-Based Learning Innovation	Application of active learning methods, reflection of character values	Teachers use storytelling and role-playing activities to instill character values. Students seem enthusiastic and able to deduce moral values of each activity.

The results of direct observation of the implementation of character education show broad achievements in the personal and social aspects of students, as seen from the strengthening of Religious Values, Discipline in Learning, and increasing individual responsibility. Simultaneously, the main objectives of the research were achieved through the improvement of Emotional Intelligence, the ability to Empathize with Friends, the development of Democratic Attitudes, and the high Ability to Adapt and Work Together. This achievement of character also encourages students' Learning Independence and triggers the birth of Character-based Learning Innovation by teachers, which as a whole strengthens students' Basic Social Skills in the school environment.

Discussion

The implementation of character education in elementary school learning shows a strategic role in shaping students' social skills through a structured and meaningful interaction process. Teachers not only function as material presenters, but also as facilitators of character values through cooperative learning, group discussions, and reflective activities. This approach allows students to learn to appreciate differences, work together, and develop effective

interpersonal communication. According to Johnson and Johnson, cooperative learning is consistently able to improve social skills and positive relationships between students.¹³

In addition to social skills, character education also contributes significantly to the development of the emotional intelligence of elementary school students. Through learning activities that emphasize the recognition and management of emotions, students are trained to understand the feelings of themselves and others. This is in line with the view of Mayer, Salovey, and Caruso that emotional intelligence can be developed through planned and repetitive learning experiences.¹⁴ Character education provides space for students to express emotions in a healthy way and develop empathy in a social context.

The next discussion shows that the integration of character values in thematic learning has a more effective impact than a separate approach. When values such as responsibility, discipline, and cooperation are integrated in a variety of subjects, students are more likely to internalize them in their daily behavior. Research by Nucci confirms that contextual and real-life experience-based moral education is more meaningful for children's character development.¹⁵ Thus, thematic learning becomes a strategic means to instill character values holistically.

The role of teachers as moral and emotional role models is a key factor in the successful implementation of character education. The attitude, speech, and way teachers manage emotions in the classroom directly affect student behavior. Hattie emphasized that the quality of teacher-student interaction has a great influence on affective and social learning outcomes.¹⁶ Teacher exemplification helps students learn implicitly about emotional control, empathy, and social responsibility.

A supportive school environment also strengthens the implementation of character education in learning. A school culture that instills the values of mutual respect, positive discipline, and cooperation creates a learning climate that is conducive to students' social-emotional development. Cohen et al. state that a positive school climate contributes to the improvement of students' social skills and emotional well-being.¹⁷ This shows that character education cannot run optimally without the support of the school system as a whole.

¹³ David W. Johnson and Roger T. Johnson, *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning* (Boston: Allyn & Bacon, 2009).

¹⁴ John D. Mayer, Peter Salovey, and David R. Caruso, *Emotional Intelligence: New Ability or Eclectic Traits?* (New York: Psychology Press, 2004).

¹⁵ Larry P. Nucci, *Education in the Moral Domain* (Cambridge: Cambridge University Press, 2001).

¹⁶ John Hattie, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* (London: Routledge, 2009).

¹⁷ Jonathan Cohen et al., "School Climate: Research, Policy, Practice, and Teacher Education," *Teachers College Record: The Voice of Scholarship in Education* 111, no. 1 (January 2009), <https://doi.org/10.1177/016146810911100108>.

This approach is in line with Goleman's view that emotional intelligence is the ability to understand the feelings of others, motivate oneself, and manage emotions well in oneself and in social interactions.¹⁸ This means that the teacher's ability to help students recognize, express, and manage feelings is an important part of strengthening emotional intelligence, so that students can develop into more mature individuals in managing emotions and relating to others.

This is in line with the view that social skills have several characteristics, including interpersonal behavior, self-related behavior, and behavior related to academic success. By actively engaging in social service activities, students learn to interact and establish positive relationships with others, develop personal awareness and responsibility, and foster attitudes that support their success in the learning process.¹⁹

There are four aspects that affect social skills, namely family, environment, personality, and self-adjustment skills. With the opportunity to lead and interact in the school environment, students are encouraged to develop positive personalities, adapt to various situations, and improve their social skills through the support of a conducive classroom environment.²⁰

However, the implementation of character education still faces a number of challenges, such as limited teachers' understanding of character value integration strategies and the lack of evaluation of affective aspects in learning. Character education requires continuous commitment and pedagogical reflection so as not to be trapped in a purely normative approach. Therefore, teacher training and the development of assessment instruments that are able to comprehensively measure students' social skills and emotional intelligence are needed.

The application of character education has a positive impact on the learning atmosphere in the classroom. Students appear to be more orderly, respectful of each other, and rarely engage in arguments. Teachers no longer need to reprimand or remind often because students have understood the rules that are mutually agreed. The class becomes calmer and more focused, so the learning process goes smoother. When mistakes happen, peers tend to reprimand in a polite way. This conducive atmosphere helps teachers to convey material more easily and build fun interactions.

This finding is in line with the view that explains that the purpose of character education is for students to have moral action, that is, not just memorizing moral definitions, but applying them in daily behavior. In other words, character education encourages students to practice moral

¹⁸ Daniel Goleman, *Emotional Intelligence: Mencapai Puncak Prestasi*, ed. Tri Kantono Widodo (Jakarta: Gramedia Pustaka Utama, 2003).

¹⁹ Putri Admi Perdani, "Peningkatan Keterampilan Sosial Melalui Metode Bermain Permainan Tradisional Pada Anak TK B," *JPUD - Jurnal Pendidikan Usia Dini* 7, no. 2 (November 2013), <https://doi.org/10.21009/jpud.v7i2.3879>.

²⁰ Tita Rosita et al., "Students' Social Skills to Improve Social Inclusion in Schools," *Proceedings of Siliwangi Annual International Conference on Guidance and Counselling* 3, no. 1 (December 2024), <https://doi.org/10.64420/saicgc.v3i1.32>.

values in real life in interactions and school life, rather than just understanding moral concepts theoretically.²¹ Teachers see that students are more confident in expressing opinions and dare to make simple decisions. This development of independence arises because teachers provide space for students to take responsibility for their own activities, both inside and outside the classroom. This is in line with the goal of character education, which is to shape the character of students to become complete human beings with noble character. By providing students with the opportunity to manage responsibilities and make decisions, the character education process helps them grow into independent individuals, with integrity, and able to carry out moral values in daily life²²

CONCLUSION

The conclusion of the results of this study is that the application of character education in schools runs through various habituation activities, teacher examples, and the application of values such as honesty, responsibility, cooperation, and empathy in every learning activity. Teachers not only play the role of teachers, but also as figures who set an example and guide students in internalizing moral values. Through this process, students become accustomed to behaving politely, respecting others, and actively participating in class activities. The impact of the application of educational character is clearly seen in an increasingly conducive and harmonious learning atmosphere. Students show independence in doing tasks, have better social awareness, are able to recognize and manage their own feelings, and are able to resolve conflicts in a more mature way. In other words, character education not only shapes good behavior, but also helps students develop the ability to understand themselves and others in a more empathetic way.

BIBLIOGRAPHY

- Berkowitz, Marvin W., and Melinda C. Bier. "What Works In Character Education." *Journal of Research in Character Education* 5, no. 1 (February 2007). <https://doi.org/10.1108/CE-02-2007-0002>.
- Cohen, Jonathan, Elizabeth M. McCabe, Nicholas M. Michelli, and Terry Pickeral. "School Climate: Research, Policy, Practice, and Teacher Education." *Teachers College Record: The Voice of Scholarship in Education* 111, no. 1 (January 2009). <https://doi.org/10.1177/016146810911100108>.
- Creswell, John W. *Qualitative Research & Research Design*. Yogyakarta: Pustaka Pelajar, 2015.

²¹ Yalda Suvita, Mamat Supriatna, and Tati Kustiawati, "Personal-Social Guidance Based on Social Skills Profile of High School Students," *Indonesian Journal of Learning Education and Counseling* 6, no. 2 (March 2024), <https://doi.org/10.31960/ijolec.v6i2.2255>.

²² Zubaedi. *Conceptual Character Education Design and Its Application in Educational Institutions*, (Jakarta: Kencana, 2012.)

- Elias, Maurice J., Joseph E. Zins, Roger P. Weissberg, Karin S. Frey, and Mark T. Greenberg. *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, VA: ASCD, 1997.
- Faculty of Public Administration Science, Universitas Madura, Jl. Raya Panglegur No. Km 3.5, West, Panglegur, Kec. Tlanakan, Pamekasan Regency, East Java 69371, Indonesia, Nur Fathin Luaylik, Ach Resa Fachrizi, and Achmad Imam. "Strengthening Character Education in Formal Education Units Based on Minister Regulation of Education and Culture Republic of Indonesia (Study at Public Elementary School Pakong 1, Pakong District, Pamekasan Regency, Indonesia)." *International Journal of Social Science And Human Research* 05, no. 11 (November 2022). <https://doi.org/10.47191/ijsshr/v5-i11-14>.
- Goleman, Daniel. *Emotional Intelligence*. New York: Bantam Books, 1995.
- . *Emotional Intelligence: Mencapai Puncak Prestasi*. Edited by Tri Kantono Widodo. Jakarta: Gramedia Pustaka Utama, 2003.
- Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. London: Routledge, 2009.
- Johnson, David W., and Roger T. Johnson. *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Boston: Allyn & Bacon, 2009.
- Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books, 1991.
- Mayer, John D., Peter Salovey, and David R. Caruso. *Emotional Intelligence: New Ability or Eclectic Traits?* New York: Psychology Press, 2004.
- Nucci, Larry P. *Education in the Moral Domain*. Cambridge: Cambridge University Press, 2001.
- Nur, Muhamad. "Implementation of Character Values in Islamic Education at SMA Negeri 3 Takalar Regency." Alauddin State Islamic University Makassar, 2022.
- Perdani, Putri Admi. "Peningkatan Keterampilan Sosial Melalui Metode Bermain Permainan Tradisional Pada Anak TK B." *JPUUD - Jurnal Pendidikan Usia Dini* 7, no. 2 (November 2013). <https://doi.org/10.21009/jpud.v7i2.3879>.
- Putri, Mas Fierna Janvierna Lusie, Denti Sulistiawati, and Kornelia Efriana Mumung. "Peran Pendidikan Karakter Dalam Mencegah Krisis Moral Di Kalangan Generasi Muda." *QISTINA: Jurnal Multidisiplin Indonesia* 4, no. 1 (June 2025). <https://doi.org/10.57235/qistina.v4i1.6417>.
- Rohmah, Nurliya Nimatul, and Endang Rahmawati. "Urgensi Pendidikan Karakter Dalam Membentuk Da'i Berkepribadian Positif Pada Mahasiswa Komunikasi Penyiaran Islam Univeritas Muhammadiyah Mataram (Eksperimental Studi)." *Al-I'lam: Jurnal Komunikasi Dan Penyiaran Islam* 2, no. 2 (March 2019): 1. <https://doi.org/10.31764/jail.v2i1.1256>.
- Rosita, Tita, Dita Padiani Rahma, Raden Mutiara Puspa Wijaya³, and Ratih Widiastuti. "Students' Social Skills to Improve Social Inclusion in Schools." *Proceedings of Siliwangi Annual International Conference on Guidance and Counselling* 3, no. 1 (December 2024). <https://doi.org/10.64420/saicgc.v3i1.32>.
- Sari, Cut Kumala, Winda Desvita Sari Siregar, and Riska Zahra. "Urgensi Dan Implementasi Pendidikan Karakter Di Sekolah Dasar Untuk Mewujudkan Generasi Berinegritas." *Global Research and Innovation Journal* 1, no. 2 (May 2025). <https://journaledutech.com/index.php/great/article/view/121>.

Zainuddin, Cut Khairani, Hamsidar: Implementation of Character Education to Improve Social Skills and Emotional Intelligence in Learning in Elementary Schools

Suvita, Yalda, Mamat Supriatna, and Tati Kustiawati. "Personal-Social Guidance Based on Social Skills Profile of High School Students." *Indonesian Journal of Learning Education and Counseling* 6, no. 2 (March 2024). <https://doi.org/10.31960/ijolec.v6i2.2255>.

Usman, Husaini, and Purnomo Setiady Akbar. *Metode Penelitian Kualitatif: Teori Dan Praktik*. Jakarta: Bumi Aksara, 2013.

Zubaedi. *Desain Pendidikan Karakter: Konsepsi Dan Aplikasinya Dalam Lembaga Pendidikan*. Edisi 1. Jakarta: Kencana Prenada Media Group, 2011.