

## Student Management in Character Building at SD Muhammadiyah Plus Semarang

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*Article received: October 2025, Revision: November 2025, Approval: November 2025*

**DOI: 10.17977/um025v10i12024p104**

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**Abstract:** Rapid social and technological developments have had an impact on the behavior of elementary school students, including the emergence of individualism, a decline in academic honesty, and a weakening of social awareness. These conditions indicate that character building cannot be achieved through normative learning alone, but requires planned, systematic, and continuous student management. This study aims to examine in depth student management in the formation of honest and socially caring character at SD Muhammadiyah Plus Semarang. The main issue of this study is the suboptimal internalization of the values of honesty and social caring in students' actual behavior even though these values have been integrated into the curriculum and school culture. This study uses a qualitative approach with a case study type. The research subjects include the principal, classroom teachers, Islamic Education teachers, and parents. Data collection techniques were conducted through in-depth interviews, observation, and documentation, while data analysis used the Miles and Huberman interactive model with triangulation of sources and time to maintain data validity. The research focus was directed at planning, implementation, the role of teachers and the school environment, as well as mechanisms for monitoring and evaluating student character. The results of the study show that student management at SD Muhammadiyah Plus Semarang is carried out in an integrated manner through planning based on the values of honesty and social awareness, daily habits such as character control books, cooperative learning, Friday infaq programs, and teacher role models. The school environment and parental involvement also strengthen the internalization of character values, so that students not only understand the values of honesty and social awareness cognitively, but also feel them affectively and practice them in their daily lives. This study concludes that consciously and consistently designed student management plays an important role in shaping honest and socially aware character in elementary school students. Therefore, it is recommended that schools strengthen the synergy between student management planning, teacher role modeling, and parental involvement, as well as develop reflective and continuous character evaluation to ensure that character values are fully internalized in students.

**Keywords:** Student Character, Honesty, Social Awareness, Elementary School.

Along with social, cultural, and technological developments, student management at the Elementary School (SD) level faces increasingly complex challenges. Social dynamics, cultural influences, the advancement of digital technology, the role of the family, and the school environment interact with one another and influence children's attitudes and behaviors in their daily lives (Kamelia,

2026). Although many schools have integrated religious values through the curriculum, habitual worship practices, and routine school activities, the reality in the field indicates that students' behavior does not yet fully reflect discipline, responsibility, honesty, and social empathy. This condition underscores that the cultivation of students' attitudes and behavior is insufficient if carried out solely through normative instruction, but instead requires planned, systematic, and sustainable student management from an early age.

From the perspective of Islamic educational management, the cultivation of students' attitudes and behavior aligns with the educational principles articulated in Surah Luqman verses 13–19. These verses emphasize the importance of instilling the values of tawhid, honesty, patience, self-control, and concern for others through wise and gradual counsel, Surah Luqman (Verses 13–19). This principle demonstrates that student development must be directed toward strengthening moral character through exemplary conduct, habituation, and consistent supervision. In this context, teachers and parents serve as the primary managers of student development, who not only convey advice but also act as role models in instilling values such as trustworthiness, discipline, and responsibility in daily life.

The instillation of the value of honesty through student management is also closely related to anti-corruption education from the elementary school level. Anti-corruption education is not merely understood as the prevention of corrupt behavior in a legal sense, but as the habituation of honest, fair, and responsible attitudes in daily life. Through structured student management ranging from activity planning and the implementation of instruction to the supervision of behavior schools can habituate students to act transparently, refrain from taking the rights of others, and have the courage to speak the truth (Rahayu, 2022). Without consistent management, anti-corruption education risks becoming a normative discourse that has no tangible impact on students' behavior. Therefore, schools bear a moral responsibility to prepare a generation with integrity through the reinforcement of honesty as a fundamental value in every educational activity.

In addition to honesty, student management also plays a crucial role in fostering social awareness amid the growing tendency toward individualism among students. The uncontrolled use of gadgets, as revealed by Cahyono (2025), has an impact on decreased compliance, weakened empathy, and disrupted internalization of moral and religious values in children. This condition has implications for the decline of cooperative attitudes, concern for peers, and social responsibility within the school environment. Through effective student management, schools can guide students to become accustomed to positive interaction, collaborative group work, and mutual assistance in both academic and non-academic activities. The habituation of collaborative activities, mutual help, and respect for differences becomes an essential means of cultivating students' social awareness.

Student management serves as an essential instrument in directing the process of cultivating students' attitudes and behavior, particularly in instilling the value of honesty as a moral foundation from an early age. Honesty is a fundamental value that underpins the formation of trust, responsibility, and ethical awareness within students, both in learning activities and in social interactions within the

school environment. Nevertheless, various findings indicate that dishonest behavior still frequently occurs, such as cheating, avoiding academic responsibility, or failing to openly admit mistakes. Research by Syarif (2025) reveals that although the values of honesty, cooperation, and discipline have been integrated into school routines, their implementation has not been evenly realized due to differences in teacher competence and the lack of consistent reinforcement of values across the school, family, and community environments. This indicates that the internalization of honesty has not yet proceeded optimally, thereby necessitating a more structured student management system oriented toward concrete habituation.

In contrast to most character education studies, which tend to emphasize classroom instructional methods or partial interpersonal relationships between teachers and students, this study shifts the focus toward a comprehensive and sustainable managerial systems approach. Imron (2023), in *School-Based Student Management*, asserts that all student-related activities—from the new student admission process to graduation—should be directed toward the holistic development of students' potential rather than merely administrative management. This approach aligns with international literature emphasizing the importance of system-wide student management in character formation, involving synergy among the curriculum, school culture, educational leadership, family partnerships, and policy support (Malik, 2025). Previous studies also indicate that many researchers have not explored in depth how students understand, experience, and internalize character values in their daily lived experiences, particularly within the dynamic social contexts of family and community environments (Salama, 2025). Therefore, this study seeks to fill this gap through a holistic approach that integrates the experiences of teachers and students, school routines, and social environmental influences as a unified ecosystem of character education.

The selection of SD Muhammadiyah Plus Semarang as the research site is based on its characteristics as a leading educational institution capable of systematically integrating the national curriculum with the values of Al-Islam and Kemuhammadiyahan through the "Plus" school concept. Ali (2020) explains that the distinctive feature of Muhammadiyah elementary school management lies in its orientation toward competitive excellence through the integration of religious values into policies, organizational culture, and educational practices. The findings of Janah (2024) further affirm that the excellence of Muhammadiyah schools is reflected not only in academic aspects but also in their ability to build a religious ecosystem that is professional, measurable, and consistent. International literature supports this perspective by demonstrating that schools that successfully integrate moral values into their organizational culture exert a significant impact on students' character development (Nasution, 2025). Thus, this school provides a relevant empirical model to be examined as a concrete example of value-based student management implementation.

The uniqueness of this study lies in its approach, which integrates managerial and psychosocial perspectives in character development. This research does not merely examine school policies or

programs from an administrative standpoint, but also investigates how students respond to, understand, and embody these character values in their daily lives. Furthermore, this study employs a multi-subject approach involving the principal, classroom teachers, Islamic Religious Education teachers, parents, and students as the primary data sources. This approach enables strong triangulation and produces a more comprehensive depiction of the character development process. The study also emphasizes the concept of character management as a process-driven system, namely a system that operates through planning, implementation, evaluation, and continuous reinforcement, rather than incidental activities or ceremonial programs (Sutomo, 2021).

The urgency of this study becomes increasingly evident when associated with various international findings highlighting the limited success of character education when it is solely curriculum-based without the support of a cohesive school organizational structure. The integration of school culture, instructional leadership, family participation, and the social environment has proven to be key factors in the success of students' character development (Azzahra, 2025). Therefore, the model examined in this study is expected to serve as both a conceptual and practical reference for other elementary schools in developing student management systems capable of shaping students' character in a holistic, sustainable, and contextual manner. Grounded in Lickona's (1991) character education theory, which emphasizes the integration of moral knowledge, moral feeling, and moral action, as well as Kohlberg's (1971) moral development theory, which asserts that moral values evolve through real experiences and social interaction, this study aims to comprehensively explore how the values of honesty and social awareness are cultivated through student management, thereby providing both academic and practical contributions to strengthening students' moral development in elementary schools.

## **METHOD**

This study employs a qualitative approach with a case study method to gain an in-depth understanding of student management in shaping students' attitudes and behavior based on Islamic values, such as honesty, responsibility, and social awareness, emphasizing the comprehension of experiences, behaviors, and social interactions in everyday educational life without focusing on numerical data or hypothesis testing (Creswell, 2018). The case study approach was selected because it enables the researcher to examine the phenomenon holistically and to capture the complexity of character development practices within the school environment in a concrete manner. The research was conducted at SD Muhammadiyah Plus Semarang, which is distinguished by its integration of Islamic values into school culture as well as academic and non-academic activities, over a two-week period beginning on 28 September 2025 through direct observation, in-depth interviews, and documentation to obtain a clear, authentic, and contextual depiction of the student management process. The research subjects included the principal, classroom teachers, Islamic Religious Education (PAI) teachers, and representatives of students' parents, as each plays a significant role in the planning, implementation, supervision, and reinforcement of students' character values both at school and at home. Their

involvement contributed to presenting a comprehensive portrayal of the student management process from the perspectives of policy, implementation, and its impact on students' behavior. Data collection techniques were carried out through interviews to explore informants' experiences and perspectives, observations to directly examine habituation practices and students' behavior, and documentation such as schedules of religious activities, school regulations, and student monitoring records as supporting data. Data validity was tested through source triangulation by comparing information from various informants and time triangulation by collecting data at different points during the research period. Data analysis employed the interactive model of Miles and Huberman, which includes the stages of data reduction, data display, and conclusion drawing (Miles & Huberman, 1984), and was supported by thematic analysis to identify patterns and main themes related to student management and the cultivation of students' attitudes and behavior.

## **RESULTS AND DISCUSSION**

### **RESULTS**

#### **Student Management Planning at SD Muhammadiyah Plus Semarang**

Based on the research findings, student management planning at SD Muhammadiyah Plus Semarang demonstrates that character reinforcement is positioned as the primary foundation of every strategic school policy. The school does not regard moral education as a complement to instruction, but rather as the core of the entire educational process. This is reflected in the curriculum design, which deliberately integrates general subjects with Islamic values and Kemuhammadiyahan as a unified learning system. The principal emphasized that the integration of character values has been designed from the initial stage of annual program formulation and budget planning, ensuring that its implementation is neither spontaneous nor supplementary. He stated that the values of honesty and social awareness have been established as key indicators in the school activity plan since the quarterly planning forum. This statement indicates that student management at the school is consciously designed, systematic, and long-term oriented in shaping students' behavior through measurable and structured indicators.

The strategic plan is subsequently manifested in the form of school regulations that function as instruments of character education rather than as tools of punishment. The rules in place are designed to guide students in understanding the moral consequences of every action, rather than merely complying out of fear of sanctions. One of the primary focuses of the regulations is the prevention of dishonest behavior in the academic context. A classroom teacher explained that the school explicitly incorporates provisions on academic honesty so that students understand from the outset that cheating constitutes a form of dishonesty that must be avoided. Through this approach, students not only become aware of the rules but also comprehend the moral reasoning underlying them. The school instills the awareness that honesty is a life principle that must be upheld in every activity, whether when completing assignments, taking examinations, or engaging in daily social interactions.

In addition to regulatory measures, the school intentionally designs a collaborative learning environment to reduce tendencies toward egoism and individualism that often emerge at the elementary school level. Classroom organization is arranged by grouping students with diverse backgrounds, academic abilities, and personal characteristics within the same learning teams. The objective of this strategy is to habituate students to interact with diverse peers and to learn cooperation without discrimination based on ability. A classroom teacher explained that the scheduling of activities and assignments is structured to ensure that students work in teams more frequently, so that they understand that collective success holds greater value than individual achievement attained selfishly. Through consistent group learning practices, students not only comprehend the concept of social awareness theoretically, but also experience it directly through collaboration, mutual assistance, and appreciation of their peers' contributions.

The cultivation of the values of social awareness and honesty is also realized through the Infaq Jumat program, which is designed as a medium for practical learning experiences. In this program, students are not merely asked to set aside a portion of their pocket money, but are also directly involved in the transparent recording and management of the funds. This involvement aims to instill a sense of trustworthiness and responsibility from an early age. By actively participating, students experience inner satisfaction when they witness that the assistance they help manage genuinely benefits peers in need. Through this experience, students learn that social awareness must always be accompanied by honesty and responsibility in managing trust.

The effectiveness of this character-building program is supported by close collaboration between the school and parents. The school recognizes that character development will not be optimal if the values taught at school are not aligned with habits at home. Therefore, the school provides monitoring books and learning contracts as communication media between teachers and parents. The principal emphasized that mutual understanding between both parties is essential to ensure that the value of honesty instilled at school is maintained when students are in the family environment. Through this two-way monitoring system, students' character development can be consistently observed, enabling the habituation of positive behavior to be sustained across all areas of their lives.

### **The Implementation of Student Management in Habituating Honest and Socially Responsible Behavior**

The implementation of character formation at SD Muhammadiyah Plus Semarang begins with the habituation of discipline and honesty through the use of the *Buku Kendali* (Monitoring Book), which functions as a medium for students' self-reflection. This book does not merely serve as a formal recording tool, but is designed as a learning instrument to cultivate students' honesty toward themselves. Students are required to independently record their worship activities and daily behaviors, so that the motivation to behave well emerges from internal awareness rather than from teacher supervision. The principal explained that the book is used as a daily reflection tool that trains students to document their activities honestly and responsibly. Collaboration between teachers and parents in monitoring the

contents of the monitoring book ensures that this habituation is consistently maintained both at school and at home. As a result, students understand that honesty constitutes a form of personal responsibility, both to themselves and to God.

In the classroom, student management is carried out by creating an inclusive learning atmosphere through group work methods. Teachers deliberately organize learning groups to ensure that each student has the opportunity to cooperate and assist one another. Students who have mastered the material are encouraged to help peers who are still experiencing difficulties. Teachers explained that this approach aims to reduce selfish attitudes and unhealthy competition while instilling the awareness that true success is collective success. In this way, the value of social awareness is not conveyed merely through theory, but is manifested in concrete practice as a learning culture that fosters empathy, solidarity, and a sense of fellowship.

In addition, the value of amanah (trustworthiness) is taught through the integration of the Infaq Jumat program and teachers' exemplary conduct. The infaq program is managed transparently so that students clearly understand the process of managing social funds. The principal explained that students are intentionally involved to help them comprehend the importance of honesty in managing trust. Direct participation in fund management provides students with concrete experience regarding moral responsibility when entrusted with a mandate. This demonstrates that the school does not only emphasize personal worship, but also instills social integrity as an essential component of students' character.

The success of the entire process largely depends on the role of teachers as primary role models. Teachers are positioned as figures who embody the values being taught, so that their every action becomes a concrete example for students. Observational findings indicate that the character formation system functions effectively when teachers consistently demonstrate honesty, discipline, and responsibility in their daily conduct. The school emphasizes that educators must be capable of serving as authentic role models so that students have behavioral models to emulate. Through the integration of a clear evaluation system, collaborative learning practices, the management of social programs, and teachers' exemplary conduct, the school has succeeded in establishing an educational environment conducive to the sustainable development of students' character.

### **The Role of Teachers and the School Environment in Supporting Character Management**

At SD Muhammadiyah Plus Semarang, teachers hold a strategic position as central figures in students' character formation. Teachers do not merely function as conveyors of subject matter, but also as living role models whose every word and action are observed by students. Consistency between teachers' words and actions is a crucial factor in ensuring that the value of honesty does not remain limited to verbal advice, but becomes a tangible practice that can be emulated. The principal emphasized that teachers are a "living curriculum," as their behavior determines the strength or weakness of moral messages in the eyes of students. When teachers demonstrate punctuality and integrity in their conduct,

students naturally learn to understand the meaning of fairness and responsibility through direct experience.

Beyond teachers' exemplary conduct, the school also creates a safe, religious, and supportive environment to reinforce character formation. This atmosphere is cultivated through daily practices, such as the use of a self-recorded worship monitoring book as an exercise in honesty. The principle of togetherness is further instilled through the spirit of "Satu Hati" (One Heart), which emphasizes that success is achieved collectively and that a peer's difficulties become a shared responsibility. Teachers consistently instill the understanding that no student progresses alone in the learning process. In this way, the school environment functions as a social space that naturally nurtures noble character through positive interactions among students.

The group learning strategies implemented by teachers further strengthen students' social dynamics. This method is designed to transform individual competition into mutually supportive cooperation. Assessment is often based on overall group achievement so that students understand the importance of empathy and social responsibility. Teachers explained that group projects are intentionally structured so that more capable students feel responsible for assisting their peers. This approach allows a sense of social awareness to develop organically, as students learn that the most meaningful success is success achieved together.

The success of character formation is also supported by intensive communication between teachers and parents as educational partners. Teachers regularly coordinate with parents to ensure that the positive habits developed at school continue at home. This communication helps prevent discrepancies in values that could confuse children. One homeroom teacher stated that such cooperation is essential to ensure that children continue to practice honesty and social awareness within the family environment. This collaboration ensures that character formation proceeds consistently across various contexts of students' lives.

The school's physical environment is also utilized as a medium for character education through the display of inspirational quotations in various corners of the building. These visible moral messages serve as subtle yet effective reminders of the expected behavior. The principal explained that every corner of the school is intentionally designed to remind students that honesty and social awareness are core values that must be upheld. The integration of teachers' exemplary conduct, collaborative learning methods, family support, and an educative physical environment creates a strong educational ecosystem for the comprehensive development of students' character.

### **Mechanisms for Monitoring and Evaluating Students' Character**

At SD Muhammadiyah Plus Semarang, the evaluation of students' character places greater emphasis on observable behavioral change rather than merely on academic numerical achievement. Assessment is viewed as a guiding instrument that helps students remain on the path of integrity, rather than as a means of judgment. The principal explained that character evaluation functions as a compass

to ensure that students continue to grow in honesty. To obtain accurate data, the school utilizes both monitoring books and digital applications that record students' daily habits at school and at home. Teachers stated that these instruments assist in detecting behavioral inconsistencies, enabling the school and parents to promptly engage in discussions to determine the most appropriate solutions.

In addition to written records, teachers conduct direct observations of students' behavior in daily interactions. In practice, honesty in the learning process is valued more highly than final results achieved through dishonest means. Teachers even provide open appreciation to students who demonstrate independent effort, even when the outcomes are not yet perfect. This approach aims to instill the understanding that integrity holds greater value than superficial achievement. Regarding social awareness, the school employs specific rubrics to assess students' ability to collaborate and assist their peers. Students who actively demonstrate caring attitudes receive positive remarks in their character reports, enabling them to understand that social awareness is part of a lived culture rather than merely a theoretical concept.

Character reinforcement is further extended to the family environment through the Parenting Class program, which provides parents with guidance on how to support their children at home. Parents reported feeling supported, as they receive clear direction regarding behavioral aspects that require monitoring. As a form of final reporting, students' character development is presented in narrative descriptions in the semester report cards. The principal explained that narrative reports allow parents to understand the unique aspects of their child's character development more comprehensively than numerical scores. This humane, reflective, and continuous evaluation approach demonstrates that the school has established a character monitoring system that not only assesses but also guides the holistic moral growth of students.

## **DISCUSSION**

### **Student Management Planning at SD Muhammadiyah Plus Semarang**

Student management at SD Muhammadiyah Plus Semarang demonstrates significant development, evolving from a merely administrative function into a value-based management system that positions character as the core of educational policy. From the stage of school budget planning (RKAS), the values of honesty and social awareness have been established as key performance indicators that must be reflected in all school programs (Yusuf, 2019). This indicates that planning is no longer oriented solely toward academic targets, but also toward the structured and sustainable formation of students' personalities. This approach aligns with theories of educational goal effectiveness that emphasize the importance of clarity of value direction within school organizational systems, as well as the view that an ideological vision must be translated into operational practice in order not to remain merely a slogan (Wempi, 2025). In other words, character values at this school are not confined to normative concepts, but have been embodied in a structured and concrete system of practice.

Furthermore, the implementation of school regulations adopts a restorative discipline approach aimed at fostering students' moral awareness rather than merely imposing punishment. This approach positions mistakes as opportunities for learning, encouraging students to understand the consequences of their actions and to correct them through self-awareness (Rudi, 2025). This practice reflects a progressive educational paradigm that views the school as an institution for cultivating integrity, where rules function not merely as instruments of control but as media for moral dialogue between teachers and students (Anam, 2025). In this way, school regulations are no longer perceived as external pressure, but as ethical guidelines that assist students in developing into responsible individuals.

In an effort to reduce individualistic attitudes, the school designs cooperative and heterogeneous classroom environments, where students with diverse abilities and backgrounds are placed within the same learning groups. This instructional design encourages students to depend positively on one another to achieve collective success, thereby learning to appreciate differences while developing empathy (Nafilata, 2025). Through group projects, students not only learn academic content, but also directly experience collaboration, mutual assistance, and shared responsibility. Such social experiences play a crucial role in fostering solidarity, as students realize that personal success cannot be separated from group success (Fadil, 2025).

On the other hand, the value of honesty is not taught solely in theory, but is also practiced through the *Infaq Jumat* program, which directly involves students in the management of social funds (Abdillah, 2025). This program is designed as a practical learning medium to help students understand the meaning of *amanah* (trustworthiness), transparency, and responsibility. By recording and openly reporting the use of funds, students learn that trust is a value that must be upheld through honest behavior. This direct involvement transforms social activities from mere charitable acts into a character laboratory that cultivates integrity from an early age (Auliya, 2025).

The effectiveness of character management is further strengthened by close collaboration between the school and families. The use of character monitoring books and learning contracts serves as a two-way communication medium that enables parents to continuously monitor their children's development (Habib, 2024). This system demonstrates that character education cannot function optimally if implemented solely at school without support from the home environment. When the values taught at school align with parenting practices at home, students receive consistent moral messages, thereby strengthening the process of character internalization. The entire process culminates in an evaluation system that employs a qualitative narrative approach, in which students' development reports are presented in detailed descriptions illustrating observable behavioral changes (Rarasati, 2025). This approach provides parents with a more comprehensive understanding of the development of their children's honesty and social awareness as meaningful educational outcomes.

### **The Implementation of Student Management in Habituating Honest and Socially Responsible Behavior**

From the perspective of educational management, the implementation of character development in this school reflects a fundamental shift in orientation, namely from a rule-compliance approach toward the formation of moral awareness emerging from within the students themselves. The use of a self-monitoring system constitutes a key strategy in this process, as students are given space to assess and regulate their own behavior (Mukhlis, 2024). Through this mechanism, students learn to take responsibility for their actions, both spiritually and personally. This approach aligns with intrinsic motivation theory, which emphasizes that moral values are more deeply internalized when individuals feel a sense of autonomy and internal awareness in choosing to act accordingly (Lubis, 2024). Thus, discipline no longer depends solely on teacher supervision, but grows as a personal necessity within the students.

Group learning strategies and the *Infaq Jumat* program also function as effective means of reducing selfish attitudes that often emerge within competitive academic cultures. By eliminating the emphasis on individual ranking and replacing it with collective achievement, the school instills the understanding that collaboration holds greater value than competition (Saputri, 2025). The habit of assisting peers who experience difficulties has proven to strengthen empathy and social awareness, as students learn to directly perceive and respond to the needs of others. Meanwhile, transparency in the management of social funds provides concrete experience regarding the importance of honesty in upholding *amanah* (trust) (Bhoki, 2025). Through this process, students not only understand the concept of integrity, but also witness its practical application, thereby internalizing the value more profoundly.

The success of this management system is strongly influenced by teachers' exemplary conduct as figures observed and emulated by students. Consistency between teachers' words and actions becomes a determining factor in the effectiveness of value education, as students tend to assess the validity of moral teachings based on the concrete examples they observe daily (Sulistiyo, 2025). When teachers demonstrate discipline, honesty, and responsibility in their everyday activities, students acquire tangible models of how moral values are translated into action. Analyzed from the perspective of educational quality management, this practice reflects the principle of continuous improvement, whereby character formation is consistently monitored through collaboration between the school and parents (Mulyasa, 2022). This synergy ensures that the moral values taught do not diminish when students transition between environments, but remain sustained across various life contexts.

### **The Role of Teachers and the School Environment in Supporting Character Management**

Character formation at SD Muhammadiyah Plus Semarang relies heavily on the role of teachers as moral exemplars as well as learning managers. Teachers function not only as conveyors of subject matter, but also as living representations of the values embodied before students (Biantoro, 2025). When teachers are able to align their words with their actions, the moral advice they deliver becomes more meaningful because it is supported by concrete examples. This process of emulating role models constitutes a highly effective mechanism of social learning in children's character development

(Mufarrohah, 2025). Therefore, teachers' personal integrity may be regarded as an unwritten curriculum that exerts substantial influence on the formation of students' attitudes.

Beyond exemplary conduct, a warm, religious, and harmonious school climate also plays a significant role in transforming abstract values into lived habits. The use of worship monitoring books, for instance, trains students to engage in self-reflection and to independently evaluate their behavior (Kholilah, 2021). This practice shifts the pattern of external supervision toward internal discipline, allowing honesty to develop from personal awareness rather than from fear of punishment (Ernawati, 2025). Such a learning environment helps students understand that virtuous behavior is a personal necessity rather than merely an imposed obligation.

To reduce selfish tendencies, the school implements a group learning design that emphasizes productive collaboration. Within this system, success is regarded as collective, encouraging students to assist one another so that all group members can progress (Sipayung, 2025). Students with stronger abilities no longer perceive their peers as competitors, but as partners who must be supported. This culture of mutual guidance gradually diminishes individualistic attitudes and replaces them with strong social solidarity (Bhoki, 2025).

The organization of the school's physical environment is also utilized as a medium for character education through the display of moral quotations and inspirational messages in various corners of the campus. These visual messages serve as subtle reminders that continuously stimulate students' awareness without the need for direct reprimand (Kamaruddin, 2023). Such a deliberately designed environment can provide positive psychological reinforcement, encouraging students to behave honestly and compassionately in a spontaneous manner. In other words, the school teaches values not only through words, but also through an atmosphere that supports the formation of good habits (Ramadhan, 2025).

The entire system is further strengthened by close collaboration between the school and families. Parental involvement in parenting classes and the validation of monitoring books ensures that the values taught at school are consistently reinforced at home (Rostiana, 2024). This alignment is essential so that positive character traits do not emerge solely within the school setting, but become enduring qualities embedded in students' daily lives.

### **Mechanisms for Monitoring and Evaluating Students' Character**

From the perspective of educational management, the evaluation system at SD Muhammadiyah Plus Semarang views character as a continuously developing process rather than as a rigid final outcome. Therefore, assessment is not focused on numerical scores, but on comprehensive observation of students' attitudes and habits (Armini, 2024). This approach enables teachers to record moral development on an ongoing basis so that the guidance provided can be adjusted to the needs of each child (Anam, 2025). Such evaluation reflects the understanding that character growth is individual in nature and requires personal attention.

The monitoring book functions as an essential tool for aligning values between home and school. Through the recording of daily activities, teachers and parents can detect behavioral inconsistencies at an early stage, for example when students display different attitudes in the two environments (Buan, 2021). This information then serves as the basis for collaborative dialogue to determine the most appropriate solutions, preventing children from experiencing value confusion. This system demonstrates that evaluation is not merely a process of assessment, but also a constructive medium of educational communication (Sudarman, 2025).

In the classroom, providing immediate feedback when students demonstrate honesty becomes a highly meaningful evaluation strategy. Teachers emphasize appreciation for honest effort, even when the results are not yet perfect (Elvira, 2025). Such recognition strengthens students' self-confidence and simultaneously serves as an example for their peers that integrity is more valuable than achievement obtained through dishonest means (Alia, 2024). In this way, the classroom transforms into an environment that regards character as the primary indicator of success.

In the social domain, the school employs cooperation assessment rubrics based on observable behavioral evidence to evaluate students' contributions within groups. Clear indicators assist teachers in delivering objective assessments while monitoring the extent to which students are able to restrain personal ego in order to help their peers (Rivi, 2024). Through this system, social awareness is not merely understood as a theoretical concept, but becomes a behavior that can be observed and measured.

Evaluation synergy is further strengthened through the parenting class program, which positions families as primary partners in moral development. Parents are guided to understand character indicators so that they can conduct observations at home according to the same standards applied at school. This shared perspective creates a unified and solid educational vision between teachers and families (Maroeti, 2025). As a final stage, students' character development is reported in descriptive narrative form in the semester report cards (Lestari, F., 2020). These narrative reports are capable of portraying subtle yet meaningful changes that cannot be represented by numbers, thereby providing parents with a profound understanding of the unique aspects of their child's personality development. Thus, the report card no longer functions merely as an administrative document, but as a portrait of the journey of character formation that can serve as a foundation for further guidance.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

It can be concluded that reflective school habituation practices, such as the independent completion of character monitoring books, exert a stronger influence on fostering students' honesty than the mere inculcation of values through advice or written rules. Students demonstrate higher moral awareness when they are actively involved in reflecting on their daily behavior. Furthermore, it was found that teachers' exemplary conduct in providing concrete examples to students—such as keeping

promises and being punctual—has a greater impact on students' character formation than formal character programs. This indicates that students' character is shaped more significantly through real interactions and the observable behavior of those around them than through written regulations alone.

Based on the research findings, it is recommended that the school continue to strengthen student management oriented toward character development by ensuring consistency among the planning, implementation, and evaluation of the values of honesty and social awareness. The school should maintain and further develop reflective habituation programs such as the character monitoring book, while also expanding students' involvement in environmental and social activities.

Teachers are expected to continuously enhance their moral exemplarity in every interaction with students, both inside and outside the classroom. In addition, collaboration with parents should be sustained and intensified to ensure that the character values instilled at school do not experience dissonance with practices at home. Character evaluation is also recommended to maintain a reflective approach, enabling a deeper understanding of students' attitudinal development.

## SUGGESTION

Future research is recommended to examine student management in character formation using different approaches, such as longitudinal studies, in order to observe the long-term impact of character development initiatives on students' behavior. In addition, comparative studies across schools with diverse characteristics may be conducted to assess the effectiveness of student management models within varied social and cultural contexts.

Subsequent research may also employ quantitative or mixed-methods designs to broaden perspectives more comprehensively, particularly regarding students' subjective experiences in understanding, experiencing, and interpreting the values of honesty and social awareness in their daily lives. In this way, studies on character education will not focus solely on school policies and practices, but also on students' moral experiences.

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