

## Analysis of Youth Morality in Realizing Character-Based Education

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### ABSTRACT

Character education plays a crucial role in shaping a high-quality young generation with a strong national identity in the modern era. This article discusses the urgency of character education in the context of national development, with a focus on its implementation in the Indonesian education curriculum. Through literature review and conceptual analysis, this study reveals that character education not only helps prevent negative behaviors such as corruption and intolerance but also contributes to improving quality of life and developing students' potential. Character education must be systematically and comprehensively integrated into all aspects of education, whether in schools, families, or communities. Therefore, character education becomes a solid foundation in creating a young generation that is not only intellectually capable but also possesses integrity, responsibility, and the ability to contribute positively to society.

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The conclusion of this article emphasizes that character education is a top priority in national development and must be implemented with full commitment from all stakeholders.

**Keywords:** Youth ethics; Character education; Moral analysis; Character formation

## INTRODUCTION

In the midst of globalization and rapid technological advancements, the challenge of shaping an ethical and responsible young generation has become increasingly complex. Character education has emerged as a crucial issue within the modern education system. Moral and ethical values are often overlooked in the family, school, and community environments. This condition may negatively impact the character formation of young people, who should serve as the main pillars of a strong and high-integrity nation.

The current problem lies in the gap between academic knowledge and the practical application of character values in daily life. Many students achieve high academic performance but display weak ethics and responsibility because character education has not been fully integrated into the curriculum (Curren, 2017).

To address this issue, several steps can be taken. Character education must be integrated into the curriculum at all levels and implemented through the teaching of values such as honesty, responsibility, cooperation, and empathy in every subject (Singh, 2019). Teachers must also receive professional training to enable them to apply effective character education methods (Anggreni, n.d.). Schools must also create environments that support character development, such as extracurricular activities, mentoring programs, and school cultures that promote positive values.

Beyond the roles of schools and teachers, character education also requires the involvement of parents and the surrounding community, who serve as the closest influences on a child's character development. Therefore, collaboration between schools, parental guidance, and community groups is necessary to shape the character of children holistically (Megawati & Prahmana, 2025).

Based on the issues raised, this study formulates several key research questions. First, how is character education currently implemented in school curricula? Second, what challenges are encountered in integrating character education in schools? Third, what roles do teachers, parents, and communities play in supporting character education?

The purpose of this study is to analyze the implementation of character education within school curricula, identify the challenges faced in its implementation, evaluate the role of teachers, parents, and communities in supporting character education, and measure the impact of character education on ethical development and responsibility among youth. Thus, it is expected that this research will contribute significantly to addressing the issues discussed above, particularly in the effort to build national character through effective and sustainable character education. Well-integrated character education will produce young generations who are not only academically capable but also ethical and responsible, ready to face future challenges with strong integrity and morality.

## **METHOD**

This section the method employed in this study is a descriptive qualitative approach. Descriptive qualitative research presents findings in narrative form rather than numerical data. This approach is used to explore in depth the implementation and impact of character education on the development of young people. It was chosen because it is more suitable for examining experiences, perceptions, and complex educational contexts related to character formation.

The research relied on data obtained from scientific journals, academic articles, research reports, and other relevant sources. The study aims to uncover theories related to character education as a systematic effort to shape a young generation that is not only academically capable but also possesses moral integrity, a sense of responsibility, and the ability to contribute positively to society. Through the application of these theories, character education is expected to become a strong foundation for nation-building and the creation of a better future.

Using this descriptive qualitative approach, the study is expected to provide deep insights into the effectiveness and importance of character education in developing the character of young people, as well as offer a basis for improving character education practices at the school level.

For data collection, this research employs literature study techniques (Ashif Barchiya & Sri Suciarti, 2024). All data related to the research problem were collected and analyzed to serve as references in this study. The data sources include printed and online books, scientific journals, academic publications, and other literature relevant to this research.

## **RESULTS AND DISCUSSION**

### **I. Integration of Character Education into the Curriculum**

The integration of character education into the curriculum is an approach that positions moral values, ethics, and character development as an integral part of every learning component in schools. This concept seeks to bridge the traditional separation between academic learning and character formation, with the aim that students not only understand these values theoretically but also internalize them in daily life. (Khoiriyah et al., 2023)

Character education integrated into the curriculum recognizes that character formation cannot occur in isolation or separately from academic learning. Instead, moral and ethical values are embedded and strengthened through various subjects and school activities. For example, in history lessons, students do not merely study historical facts but also learn values such as justice and honesty that can be applied in historical contexts. Similarly, in

mathematics, students may be taught responsibility and cooperation in solving problems. (Nofrita et al., 2023)

**Overview Table I. of Value Implementation in School Subjects**

Subject	Values Developed	Forms of Implementation
History	Justice, honesty	Analyzing historical figures and events
Mathematics	Responsibility, teamwork	Solving problems in groups
Indonesian Language	Empathy, polite communication	Writing short stories and dialogues
Science	Discipline, curiosity	Conducting experiments using scientific steps
Civics (PPKN)	Nationalism, social responsibility	Discussions on citizens' rights and obligations

This approach also supports holistic character development, encompassing cognitive, emotional, and behavioral dimensions of students. By embedding character education into the curriculum, schools send a strong message that character development is a primary goal of education, rather than an optional addition.

Scholarly references such as "What Works in Character Education: A Research-Driven Guide for Educators" by Berkowitz and Bier (Jumatullailah et al., 2024) and the "Handbook of Moral and Character Education" edited by Nucci and Narvaez, provide a strong theoretical and practical foundation for this approach.

They present various strategies, case studies, and empirical evidence on how character education can be effectively integrated into the educational curriculum. This includes the use of character-focused teaching methods, teacher training, and support from the entire educational community to achieve improved character formation among the younger generation. (Subairi, n.d.)

## 2. The Role of Teachers and Educational Institutions

The role of teachers and educational institutions in character education is essential in understanding how moral and ethical values can be effectively instilled in the younger generation. Teachers hold a crucial role in shaping student character. They are not only providers of knowledge but also role models and facilitators who guide students in understanding, internalizing, and applying moral values in their daily lives (Khasanah et al., 2022). According to Nucci and Narvaez, character education should be integrated into all subjects and school activities, meaning that every teacher has the responsibility to teach and practice character values in the classroom. (Agung, 2018)

Educational institutions, including schools and other learning environments, also have a collective responsibility in creating conditions that support the development of national character. This includes developing curricula that integrate character learning, implementing positive discipline, and building a school culture that promotes moral and ethical values (Tiara Ramadhani et al., 2024). Furthermore, collaboration with families and the local community is a key factor in strengthening the effectiveness of character education in educational institutions (Sari, 2021)

## 3. Effective Approaches and Methods

To explain effective approaches and methods in character education, this study refers to various theories and practices that have been proven successful.

- a. **First, Project-Based Learning.** This approach integrates the teaching of character values into real projects that are relevant to students' lives. Through this method, students not only learn moral concepts theoretically but also apply them in practical contexts. (Adnyani & Landrawan, 2022)
- b. **Second, Moral Storytelling.** The use of moral stories or inspiring narratives can be

an effective method for teaching character values. These stories illustrate moral concepts concretely and provide examples of how such values can be applied in everyday life. (Firmansyah et al., 2025)

- c. **Third, Experiential Learning in the Community.** This method involves students' direct participation in real community settings, such as volunteering, visits to social institutions, or participation in social projects. Through these experiences, students develop a deeper understanding of moral and ethical values by interacting directly with others and real-life situations. (Rizal et al., 2025)

**Concrete Data Table 2. of Character Education Approaches and Methods**

No	Approach / Method	Character Values Developed	Concrete Forms of Implementation	Expected Outcomes
1	Project-Based Learning	Responsibility, teamwork, creativity	Students create projects such as a school cleanliness campaign or a showcase of their work	Students are able to apply moral values in real activities and work effectively in teams
2	Moral Stories	Empathy, honesty, role-modeling	Teachers deliver inspiring stories, historical figures' narratives, or fables containing moral messages	Students understand concrete examples of value application in daily life
3	Experiential Learning	Social awareness, empathy, mutual cooperation	Social service activities, visits to orphanages, community clean-up programs	Students learn character values through real experiences in society

The use of these approaches and methods not only enhances students' understanding of character values but also helps them internalize these values so that they can apply them meaningfully in their daily lives.

One of the commonly used approaches in character education is Project-Based Learning. In this method, students learn by working on projects that must be designed and completed individually or in groups. Through this process, students learn to value time, cooperate with others, take responsibility according to their respective roles, and enhance creativity in solving problems.

Character is not instilled forcibly, but grows naturally as students are placed in real situations that require hard work, communication, and decision-making skills. The projects assigned can also be socially oriented, such as environmental campaigns or school-cleaning programs, allowing students to directly see the positive impact of their actions.

Another method used in character education is through the telling of moral stories. Examples include stories of exemplary figures, fables, or historical narratives, which can serve as an effective way to build empathy and awareness of moral values. By analyzing the plot, the conflicts that arise, and how the story is resolved, students can understand the difference between good and bad actions, as well as the consequences that follow.

Moral stories also convey that every action carries moral meaning. When students are emotionally engaged in the story, the messages and values presented become easier to accept and remember for a long period of time.

In addition, there is an approach known as Experiential Learning, which directly involves students in real-life activities. In this approach, students are not only listening or observing, but they actively participate in actions, allowing them to experience firsthand how character values function in daily life. Examples of this include community visits, mutual cooperation activities, or other forms of social engagement.

Through these experiences, students are able to directly feel the meaning of empathy, care for others, and cooperation. Direct experience creates highly emotional learning, and this is often considered one of the most effective ways to shape character, because the values are not only understood but also felt deeply. These three approaches demonstrate that effective character education is not limited to theory, but must also involve real experience,

habituation, and moral reflection.

## CONCLUSION

Character education in shaping a high-quality young generation with strong national character must serve as a fundamental pillar of the national education system. By deeply integrating character education into the curriculum, students are encouraged not only to develop intellectual abilities but also to possess strong moral values.

Character education is not merely about teaching certain values to students; it is also about fostering behavior and identity that align with the principles of Pancasila and the norms of national and civic life. When implemented systematically, character education can minimize the risk of negative behaviors such as corruption, intolerance, and violence. Moreover, it contributes to creating a learning environment that is supportive, respectful, and conducive to optimal personal development.

Furthermore, character education plays a significant role in addressing various social and moral crises that Indonesia may face in the future. Strengthening national character through comprehensive education helps establish a solid foundation for the progress and sustainability of the nation in the era of globalization.

Thus, character education is not merely an option but a strategic necessity in shaping a young generation that excels not only in knowledge and skills but also in morality and ethics, forming individuals with integrity and responsibility.

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