



## **THE ROLE OF CHARACTER EDUCATION IN IMPROVING STUDENTS LEARNING DISCIPLINE AT SDN 7 LINGE CENTRAL ACEH**

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### **ABSTRACT**

Character education and learning discipline are integral aspects in the context of basic education, having an important role in shaping the character and quality of students. Both are not just elements of formal education, but form the foundation for the formation of individuals with integrity and character. Character education and learning discipline complement each other, creating a holistic learning environment that has a positive impact on the development of students in the increasingly complex era of modern education. This research aims to describe the role of character education in improving students' learning discipline. This research uses descriptive qualitative methods. Based on the results of research that has been conducted, SDN 7 Linge applies a comprehensive approach in integrating character education into the curriculum. This approach involves character values as an integral part of education, not just as a separate lesson. Character education at SDN 7 Linge shows that character development is not a separate goal from formal education, but is an inseparable part. By creating a learning environment that supports character values, this school aims to form students who are academically intelligent and have strong character, are ethical and responsible in society.

***Keywords:*** *Character education, learning discipline*

### **INTRODUCTION**

Character education and learning discipline are not just part of the basic education process; both are essential elements that have a crucial role in shaping the character and quality of students (Character & Education, n.d.). More than just formal education, both form the foundation for the formation of individuals

with integrity and character (Dharmayana et al., 2021). As two inseparable aspects, character education and learning discipline complement each other, creating a holistic learning environment that has a positive impact on student development (School, 2020). In the increasingly complex era of modern education, the purpose of education is no longer limited to just transferring knowledge. Education is now directed at forming individuals who are not only academically intelligent but also have strong character (Lazar et al., 2022). Therefore, character education and learning discipline are the main foundations for achieving optimal educational results that are relevant to the demands of the times (Rohmah et al., 2021). The importance of character education lies in its ability to shape students' values, morals and ethics. Good character is not only related to academic knowledge, but also to how a person interacts with their environment, responds to challenges, and faces the complexities of everyday life (Rizkita & Saputra, 2020). Thus, character education is not an end goal, but rather an ongoing process that supports the holistic development of the individual. Study discipline, on the other hand, is a determining factor in forming good study habits. When students have strong learning discipline, they are able to manage time, overcome challenges, and achieve learning goals more effectively. Learning discipline also includes aspects of responsibility for academic tasks, developing efficient learning methods, and managing distractions in this digital era.

SDN 7 Linge in Central Aceh has emerged as an educational institution that recognizes and emphasizes the important role of character education in improving the learning discipline of its students. Changes in the concept of modern education encourage schools to go beyond conventional limits in transferring academic knowledge. Now, schools are expected to become agents for the formation of children's morals, ethics and character, making them more than just places to convey information, but also as figures that shape students' personalities as a whole. In this context, SDN 7 Linge in Central Aceh not only plays a role as a provider of formal education, but also as a pillar of character formation for children in that environment. Character education at this school is not just conceptual, but is actively integrated into daily practice, creating a holistic and in-depth learning environment. Facing the dynamics of changing times, SDN 7 Linge is faced with the challenge of combining local values with global concepts in character education. Located in a remote area, this school must strike a balance between maintaining local identity and opening up to universal values. This process reflects the awareness that students need to have depth in their local values while still being able to compete and adapt globally. Learning discipline is the main focus of SDN 7 Linge, realizing its important role in forming good study habits in students. This school not only strives to teach effectively, but also ensures that the learning process provides relevant and interesting experiences for students. SDN 7 Linge understands that education is not only about what is taught, but also how students learn and how they can apply this knowledge in everyday life.

Central Aceh, as a remote region, has its own challenges in bringing educational innovation to the community. Located in an environment that may be isolated from educational centers, SDN 7 Linge is faced with the need to create a learning environment that is conducive and focuses on developing the character of students. In facing the dynamics of changing times, this school is also faced with the complex task of combining local values with global concepts. Limited resources and accessibility can be obstacles, but SDN 7 Linge is committed to providing quality and relevant education for its students. Character education at SDN 7 Linge is not only considered as an additional element, but as the core of the educational approach. This school understands that good character is the main foundation in the formation of quality individuals. Therefore, character education at SDN 7 Linge is not only limited to imparting moral values, but also includes the development of positive attitudes, behavior and personality. However, implementing character education at SDN 7 Linge is not without challenges. Differences between local and global values, as well as changes in social dynamics, can be obstacles that need to be overcome. Schools are faced with the complex task of keeping local values relevant while providing students with a global perspective. Along with that, a deep understanding of how character education can improve learning discipline is important to understand and implement effectively.

Learning discipline has a crucial role in forming quality students (Dahlan, 2020). In this context, learning discipline is not only seen as rules that must be followed, but more than that, as a mental attitude and behavior that allows students to achieve their maximum potential in learning. Good learning discipline includes aspects of perseverance, responsibility, focus and independence in the learning process (Hanik et al., 2021). It is hoped that the findings from this research will provide in-depth insight into the practice of character education and its implementation in improving learning discipline at SDN 7 Linge. In addition, it is hoped that the results of this research can contribute to improving the character education approach and increasing learning discipline in the school. Through further understanding of the practice of character education, this research can also provide inspiration and reference for developing character education models in various schools in Indonesia.

## **METHODS**

### **1. Approach and Type of Research**

This research approach is a qualitative approach. Sugiyono (2018:15) said, "Qualitative research methods are research methods based on the philosophy of postpositivism, used to research the natural conditions of objects, as opposed to experiments where the researcher is the key instrument." Qualitative methods are used to obtain in-depth data, data that contains meaning. Therefore, qualitative research does not emphasize generalization,

but places more emphasis on meaning. The type of research used in this research is descriptive. According to Herdani, et al (2020:54) descriptive research is research that is directed at providing symptoms systematically and accurately, regarding the characteristics of a particular population or area, in descriptive research there tends to be no need search for or explain interrelationships and test hypotheses. Researchers use this type of research because researchers want to describe a phenomenon according to the conditions actually experienced by research subjects and present the data in the form of words.

## 2. Research Subjects

Research Subject is an attribute or trait, or value of a person, object or activity that has certain variables that are determined to be studied and conclusions drawn (Sugiyono, 2016: 19). The subjects in this research were all students and teachers at SDN 7 Linge.

## 3. Research Instruments

Research instruments are tools used to measure observed natural and social phenomena (Sugiyono 2016: 92). The instrument in qualitative research is the researcher himself, but after the focus of the research becomes clear, it is possible that the research instrument will be developed in a simple way which is expected to be able to complete the data and compare the data that has been found through tests. The instruments here are direct observation and interviews.

## 4. Data Analysis Techniques

Data analysis in qualitative research is carried out to process data in the form of words. According to Moleong (2017: 280-281) data analysis is the process of organizing and sorting data into patterns, categories and basic units of description so that themes can be found and working hypotheses can be formulated as suggested by the data. The data analysis technique used by the research uses the Miles and Huberman model (Sugiyono, 2018: 246), namely:

### a. Data reduction

Data reduction is summarizing, selecting the main things, focusing on important things that are appropriate to the research topic, looking for themes and patterns, ultimately providing a clearer picture and making it easier to carry out further data collection (Sugiyono, 2018: 247 ). At this stage, the required data can be seen based on interviews that have been prepared previously.

b. Data presentation

After reducing the data, the next step is to present the data. Data presentation can be done in the form of brief descriptions and relationships between categories. The most frequently used way to present data in qualitative research is with narrative text. Through this presentation, the data is organized and structured so that it is easier to understand.

c. Draw a conclusion

The final step in analyzing qualitative research is drawing conclusions. Problems and problem formulation in qualitative research are still temporary and will develop after the research is in the field (Sugiyono, 2018: 252).

## **RESULTS AND DISCUSSION**

### **1. Research Results**

To find out the role of character education in improving students' learning discipline at SDN 7 Linge Central Aceh, researchers conducted interviews. Following are the results of the interview:

#### **1. How is the concept of character education integrated into the curriculum at SDN 7 Linge?**

Answer:

The concept of character education at SDN 7 Linge is thoroughly integrated into the curriculum as an inseparable part of the educational approach. In this process, the school has designed a curriculum that not only emphasizes the transfer of academic knowledge, but also the formation of students' character. Special subjects on character education are given to convey moral, ethical and personality values that are considered important. Apart from that, character education is also integrated into the content of other subjects, such as mathematics, science and language, through the introduction of real life cases and situations that give rise to moral and ethical considerations. Thus, character education at SDN 7 Linge not only functions as a separate lesson, but also becomes an integral part of students' daily learning experience, creating an environment that supports holistic character formation.

#### **2. What local values are prioritized in character education at SDN 7 Linge?**

Answer :

SDN 7 Linge in Central Aceh prioritizes a number of local values which are at the core of students' character education. These values not only reflect the cultural identity of Central Aceh but also create a strong basis for the formation of quality character. Some of the local values that are prioritized involve aspects of social diversity and tolerance between individuals, which are reflected in the

spirit of mutual cooperation and community solidarity. Honesty, courage and perseverance are also focus points in character education at SDN 7 Linge. Apart from that, values such as respect for others, discipline and responsibility for the environment are also emphasized as an integral part of the character education process. The importance of maintaining and respecting local values, while providing students with openness to global values. Thus, character education at SDN 7 Linge creates harmony between rich local values and global concepts, providing a solid foundation for the development of students' character in this remote environment.

3. What concrete policies or programs does the school implement to improve students' character education?

Answer :

At SDN 7 Linge, a number of concrete policies and programs are implemented to improve the character education of its students. One of the main policies implemented in schools is the integration of character values into the entire curriculum. Each subject is designed taking into account the aspects of character that you want to instill in students. The school holds an extracurricular program focused on character development which aims to involve students in positive activities that strengthen character values. The existence of fostering discussion groups or dialogue forums in schools is also one of the programs implemented to provide space for students to share thoughts and experiences related to character development. Schools also introduce a system of rewards and sanctions related to student behavior and character. This aims to provide clear consequences for actions that are or are not in accordance with the character values advocated by the school. Through this approach the school tries to create an environment that supports and encourages the development of positive character in its students. The importance of involving parents in the formation of students' character is also reflected in school policies. All of these policies and programs are implemented with the aim of creating a holistic learning environment, where character education is not just a separate part, but becomes a kind of network that involves all aspects of school life. With these concrete policies and programs, schools strive to systematically improve the character education of their students.

4. What local values are prioritized in character education at SDN 7 Linge?

Answer:

At SDN 7 Linge there is a strong focus on instilling local values in the character education of its students. In this context, several local values that are prioritized in this school include the values of mutual cooperation, honesty, simplicity and tolerance. These values reflect the culture and traditions of the people of Central Aceh, which are considered an important foundation in forming the character of students. The mutual cooperation lifestyle is highly emphasized as a local value that is integrated into the character education program at SDN 7 Linge.

Students are invited to participate in mutual cooperation activities at school, such as cleaning the school environment or helping in community projects. Through the practice of mutual cooperation, students are invited to internalize the values of togetherness, caring and social responsibility, which are important foundations for quality character. Honesty is considered the main pillar in character education at SDN 7 Linge. Students are encouraged to always speak honestly, admit mistakes, and take responsibility for their actions. The importance of honesty in relationships between students and with the school environment is the main focus for creating an atmosphere of trust and integrity. Apart from that, the value of simplicity is considered a local value which plays an important role in character education at SDN 7 Linge. Students are invited to appreciate simple values, such as gratitude and happiness in small things. By prioritizing simple values, the school tries to avoid character formation that is consumeristic and materialistic. A sense of tolerance or a spirit of mutual respect and respect for differences is also a local value that is emphasized at SDN 7 Linge. Students are invited to understand and respect diversity in all aspects, including culture, religion and social background. This approach aims to create an inclusive and friendly school environment, where every student feels welcome and valued. Overall, character education at SDN 7 Linge seeks to consistently integrate local Central Aceh values into students' daily lives. By prioritizing these values, this school hopes to form students who are not only academically intelligent but also have strong character and are connected to local values that enrich their identity.

5. What is a practical approach in the learning process to develop the character of students at SDN 7 Linge?

Answer :

The practical approach in the learning process at SDN 7 Linge aims to actively develop the character of students. One of the main approaches is the application of integrative thematic learning methods that combine academic aspects with character values. Teachers at SDN 7 Linge design a thematic curriculum that not only includes subject matter, but also pays attention to the character values they want to instill in students. The learning process at SDN 7 Linge is not limited to the classroom, but involves activities outside the classroom that support character formation. For example, students are often involved in mutual cooperation activities, visits to historical places, and participation in community projects. Through this direct experience, students can apply character values in real situations, hone social skills, responsibility and a sense of togetherness. Teachers at SDN 7 Linge also use a dialogical and interactive approach in teaching character values. Group discussions, role plays, and moral stories become an integral part of learning, providing opportunities for students to think critically, share views, and reflect on the application of character values in everyday life. In addition, the character education approach at SDN 7 Linge includes fostering positive attitudes and behavior through a personality

development program. Teachers act as mentors who provide encouragement, praise and direction to shape students' character. This coaching includes developing self-confidence, adaptability, and understanding of the importance of ethics in social interactions. The use of technology in learning is also part of the practical approach at SDN 7 Linge. By utilizing interactive learning media and technology-based character education applications, teachers can create learning experiences that are more interesting and relevant to the world of today's students. In general, the practical approach to the learning process at SDN 7 Linge does not only focus on transferring academic knowledge, but also actively builds the character of students. Through a combination of integrative thematic methods, activities outside the classroom, a dialogical approach, personality development, and the use of technology, this school is committed to creating a holistic learning environment that has a positive impact on the character development of students.

6. What is the role of teachers in integrating character values into daily activities in the classroom?

Answer :

The role of teachers at SDN 7 Linge in integrating character values into daily activities in the classroom is very important and structured. The teachers at this school play a central role as facilitators of student character formation. One way teachers integrate character values is through integrative thematic learning, where they consciously design learning activities that not only emphasize academic aspects but also moral and ethical values. Teachers at SDN 7 Linge actively adopt the group discussion method in class to discuss and understand the character values they want to instill. In an open and interactive atmosphere, students are invited to participate actively, express their views, and detail personal experiences related to certain values. This process helps students not only understand character concepts but also internalize and apply them in the context of everyday life. Teachers also play an important role in providing role models and examples of character. By demonstrating positive attitudes, integrity, and responsibility, teachers create an environment in the classroom that motivates students to imitate positive behavior. Teachers are not only academic instructors, but also mentors and role models who provide inspiration for students. Apart from that, teachers at SDN 7 Linge integrate character values into personal development of students. They pay special attention to students' individual character development, provide positive feedback, and provide support in overcoming moral or ethical challenges that students may face. This approach involves open communication between teachers and students, creating relationships that build trust and strengthen bonds between members of the learning community. Apart from that, extracurricular activities and class projects at SDN 7 Linge are also designed to integrate character values. Teachers organize activities outside the classroom that include values such as teamwork, leadership, and a sense of responsibility. It provides



opportunities for students to develop character through real-life experiences outside the classroom environment, connecting learning with practical application. Thus, the role of teachers at SDN 7 Linge in integrating character values into daily activities in the classroom is very holistic. They not only teach character, but also apply it through a structured approach, self-example, personal development, and extracurricular activities. Teachers at SDN 7 Linge act as active and involved agents of character formation in guiding students towards positive holistic development.

7. How does character education at SDN 7 Linge create an inclusive school environment and support student development?

Answer :

Character education at SDN 7 Linge creates an environment that supports student development with a variety of holistic approaches. One of the main methods adopted by this school is to incorporate character values into all aspects of school life. A school environment that creates an atmosphere where every student feels accepted, valued and supported in their development. First, at SDN 7 Linge emphasizes the importance of open dialogue and respect for diversity. Teachers and school staff actively encourage students to respect differences, be they cultural, social or individual differences. Through activities such as group discussions, group projects, and extracurricular activities, students are given the opportunity to share their experiences and views, creating a better understanding of the diversity among them. Furthermore, character education at SDN 7 Linge is integrated into the curriculum and daily learning. Aspects such as responsibility, cooperation, integrity and empathy are an integral part of the subject matter. Teachers actively create an atmosphere in the classroom that supports character development, provide assignments and projects that stimulate critical thinking, and invite students to reflect on the values they apply in their daily lives. The inclusive environment at SDN 7 Linge is also reflected in the school's efforts to create a safe space where every student feels welcome without discrimination. Anti-bullying and conflict coaching programs are implemented to ensure that each student can thrive without unnecessary fear or pressure. Through this holistic approach, SDN 7 Linge is committed to being a place where every student can grow and develop positively, feel valued, and have the space to actualize their potential. This approach reflects the school's vision to create a learning environment that not only excels academically but also builds strong character and supports student development in all aspects of life.

8. How does the implementation of character education at SDN 7 Linge help shape quality personalities in students?

Answer :

The implementation of character education at SDN 7 Linge has a central role in forming quality personalities in students. This approach does not only focus

on the theoretical transfer of moral values, but rather on the integration of these values into students' daily learning experiences. First, through a curriculum that is integrated with character education, students are invited to imbibe values such as integrity, responsibility, cooperation and empathy in the context of everyday life. The teachers at SDN 7 Linge are not only transmitters of information, but also role models who demonstrate the application of character values in real action. This practical learning helps students to understand and internalize these values in their daily lives. Furthermore, SDN 7 Linge creates an environment that supports character development by adopting an active and collaborative learning approach. Through group discussions, collaborative projects, and extracurricular activities, students are given the opportunity to develop social skills, teamwork, and effective communication. This approach not only shapes individual character, but also creates positive relationships between students. Apart from that, character education at SDN 7 Linge creates moments of self-reflection for students. They are invited to reflect on the values they apply in various situations, both at school and outside school. This approach helps students to understand the impact of their actions and decisions on themselves and the environment around them. The importance of consistency in implementing character education is also a focus at SDN 7 Linge. By maintaining consistency in practicing character values throughout the curriculum, this school creates a holistic learning experience. Students not only receive character education as a separate topic but also as an integral part of the broader learning process. Through this approach, schools are able to help students to form quality personalities. Students not only become academically intelligent, but also have a strong moral and ethical foundation. They become individuals who have integrity, are competitive, and are able to contribute positively to society. In this way, the implementation of character education at SDN 7 Linge has a profound positive impact on the personality development of students, equipping them with the qualities needed to face future challenges with confidence and high responsibility.

9. What concrete efforts has SDN 7 Linge taken to overcome challenges in combining local values with global concepts in character education?

Answer :

At SDN 7 Linge faces complex challenges in combining local values with global concepts in character education. To overcome these challenges, the school took a number of concrete efforts that illustrate their commitment to holistic and relevant character education. First, SDN 7 Linge is actively involved in collaborative activities with the local community. This school establishes partnerships with community leaders, religious leaders and parents of students. Through open dialogue and close collaboration with local stakeholders, the school seeks to understand and explore the values held by the surrounding community. This approach helps SDN 7 Linge to develop a character education curriculum that reflects local values without sacrificing

relevant global concepts. Second, at SDN 7 Linge, an extracurricular program has been developed that combines local and global elements. This approach helps students to understand that their local values can synergize with global values, creating a broader understanding of their global environment. Furthermore, at SDN 7 Linge utilizes technology as a tool to open students' access to global information without losing local cultural roots. An emphasis on digital literacy and the use of online resources helps students participate actively in an increasingly connected world. Through these concrete efforts, SDN 7 Linge seeks to bridge the gap between local and global values in character education.

10. How does SDN 7 Linge measure and evaluate the effectiveness of the character education program in improving students' learning discipline?

Answer :

At SDN 7 Linge applies a series of measurement and evaluation methods to assess the effectiveness of the character education program in improving students' learning discipline. First, the school uses an observational approach, where teachers and school staff actively observe students' behavior during learning activities and outside class hours. This observation includes aspects such as active participation in class, responsibility for academic assignments, and social interaction with fellow students. Furthermore, at SDN 7 Linge adopted a formative assessment approach through open dialogue between teachers and students. Teachers provide structured feedback regarding students' character development and learning discipline. This process not only focuses on aspects that need to be improved, but also identifies students' successes and positive achievements in internalizing character values. In addition, this school uses a specially developed character assessment instrument, covering aspects such as integrity, responsibility, cooperation, honesty and initiative. This instrument helps teachers measure the extent to which students are able to apply character values in the context of daily life and the learning environment. Furthermore, SDN 7 Linge also involves parent participation in evaluating the character education program. Through special meetings, presentations, or discussion forums, schools seek to obtain feedback from parents regarding the changes they observe in their children's learning behavior and discipline. Parental involvement is considered important as partners in achieving character education goals. All data collected from various evaluation methods is then analyzed comprehensively by the curriculum development team and school evaluation team. The results of this analysis are used to design program improvements, identify areas that need strengthening, and accommodate individual student needs. This holistic approach ensures that the evaluation focuses not only on the end result, but also on the ongoing process of character development. With this multi-method approach, SDN 7 Linge ensures that measuring and evaluating the effectiveness of the character education program is not static, but is dynamic and responsive to student development. Thus, this

school can continue to improve and perfect their efforts in achieving the goal of improving learning discipline through character education.

## 2. Discussion

Based on the results of field research which was carried out through direct observation and interviews, the researcher analyzed and conducted discussions related to the role of character education in improving students' learning discipline at SDN 7 Linge, Central Aceh.

SDN 7 Linge integrates the concept of character education into the curriculum with a comprehensive approach, where character values are considered an inseparable part of education. The curriculum is designed not only to transfer academic knowledge, but also to shape the character of students. Special subjects on character education are included to convey moral, ethical and personality values that are considered important. This approach not only includes separate lessons, but also becomes an integral part of students' daily learning experiences, creating an environment that supports holistic character formation. SDN 7 Linge emphasizes a number of local values in character education, reflecting the cultural identity of Central Aceh. Aspects of social diversity and tolerance between individuals are the focus, reflected in the spirit of mutual cooperation and community solidarity. Honesty, courage, perseverance, respect for others, discipline and responsibility for the environment are also prioritized as integral local values. Character education at SDN 7 Linge creates harmony between rich local values and global concepts, providing a solid foundation for the character development of students in this remote environment. This school implements concrete policies and programs to improve students' character education. The integration of character values into the entire curriculum is the main policy, while extracurricular programs are focused on character development. This program involves students in positive activities that strengthen character values. In addition, coaching discussion groups and dialogue forums are implemented to provide space for students to share thoughts and experiences related to character development. A system of rewards and sanctions is also implemented to provide consequences for behavior that is in accordance or not in accordance with character values. SDN 7 Linge uses observational methods, formative assessments, and character assessment instruments to measure the effectiveness of character education programs in improving learning discipline. Observations are carried out by teachers and school staff during learning activities and outside class hours. The formative assessment approach involves open dialogue between teachers and students, providing structured feedback on character development. The character assessment instrument includes aspects such as integrity, responsibility, cooperation, honesty and initiative. Parent participation is also included in the evaluation of character education programs through special meetings or discussion forums. The practical approach to learning at SDN 7 Linge involves integrative thematic methods, activities outside the classroom,

a dialogical approach, and personality development. Teachers act as facilitators of character formation, designing thematic curricula that combine character values with subject matter. Students are involved in mutual cooperation activities, visits to historical places, and community projects to apply character values in real situations. Dialogical and interactive approaches, as well as personality development, are also used to shape students' characters.

The role of teachers is very important in integrating character values into daily activities in the classroom. Teachers function as facilitators, role models and mentors in shaping the character of students. They design learning activities that not only emphasize academic aspects but also moral and ethical values. Teachers provide positive examples and exemplify character, creating an environment that motivates students to imitate positive behavior. Personal student development and extracurricular activities are also directed at integrating character values. Character education at SDN 7 Linge creates an inclusive school environment through open dialogue and respect for diversity. This school encourages the active participation of parents in supporting the character formation of their children. Involving parents in the character education process is considered an important step in ensuring consistency between the values taught at school and those implemented at home. School programs and extracurricular activities are also open to parent participation, building positive collaboration between schools and families. In facing the challenges of character building in a remote environment, SDN 7 Linge integrates creative and community-based approaches. Bringing local elements into character learning, involving the community in educational programs, and utilizing the potential of local resources are the main strategies. This school establishes partnerships with community leaders, non-government organizations and local institutions to support character education programs. Thus, SDN 7 Linge not only functions as an educational institution, but also as an agent of positive change in its community. Character education at SDN 7 Linge shows that character development is not a separate goal from formal education, but rather an inseparable part. By creating a learning environment that supports and strengthens character values, this school seeks to form students who are not only academically intelligent but also have strong character. This holistic approach views education as a means to form individuals who are not only successful in terms of knowledge and skills, but also as individuals who are ethical and responsible in society.



## **CONCLUSION**

Based on the results of the research that has been conducted, the researcher concludes that SDN 7 Linge applies a comprehensive approach in integrating character education into the curriculum. This approach involves character

values as an integral part of education, not just as a separate lesson. Focusing on local values, such as social diversity, tolerance, mutual cooperation, and Central Aceh values, creates harmony between local values and global concepts. This school uses observational methods, formative assessments, and character assessment instruments to measure the effectiveness of character education programs. Teachers have an important role as facilitators, role models and mentors in shaping the character of students. They design learning activities that not only emphasize academic aspects but also moral and ethical values. Parental participation is considered important to support children's character formation, and schools encourage the active involvement of parents in the character education process. Character education at SDN 7 Linge shows that character development is not a separate goal from formal education, but is an inseparable part. By creating a learning environment that supports character values, this school aims to form students who are academically intelligent and have strong character, are ethical and responsible in society.

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