

Integration of Character Education in Subjects at MTsN 1 Pidie Jaya

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ABSTRACT

This research aims to analyze the integration of character education into subject lessons at MTsN 1 Pidie Jaya. The study uses a descriptive qualitative method, with data collected through interviews, observations, and documentation. The results show that teachers integrate character values according to the characteristics of their respective subjects. Science teachers instill honesty and teamwork through collaborative projects, Islamic Education (PAI) teachers emphasize tolerance and religious moderation, and Civics (PPKn) teachers promote empathy and adherence to legal norms. Meanwhile, counseling (BK) and physical education teachers foster empathy, discipline, and sportsmanship through practical approaches. This integration process has a positive impact on students' character development. Supporting factors include school policies, teacher commitment, and active participation from parents and the community. However, challenges include limited time allocation, inadequate facilities, and a heavy workload for teachers.

INTRODUCTION

The Merdeka Curriculum has become the main focus in Indonesia's education landscape today. In other words, the importance of character education has received significant attention since the introduction of the 2013 Curriculum, which emphasizes the formation of students' character. Although these two curricula have different focuses, character education remains a crucial element in shaping a generation that is ethical and responsible.¹

On the other hand, the essence of the 2013 Curriculum, which incorporated character education as an integral part of learning, created a need for an in-depth evaluation of its successful implementation. Therefore, a comprehensive assessment is necessary to evaluate the extent to which character education has succeeded in shaping students' character prior to the adoption of the Merdeka Curriculum. In other words, this

¹ Alwazir Abdusshomad, (2018). "Pentingnya Penerapan Pendidikan Karakter dalam Pembelajaran". *Jurnal Asy-Syukriyyah*, Vol. 19, No.1, hlm.31-49.



evaluation is essential to understand the impacts, successes, and challenges of previous character education efforts. This way, Indonesia can map out necessary improvements and development steps to achieve more effective and sustainable character-building efforts amidst the dynamic changes in educational curricula.

Curriculum change is not the only trigger for concern about character education; it is also an integral part of learning itself. The moral situation of students, which still falls short of expectations, especially in Aceh, has become a major focus for all parties involved in education. The moral decay among Acehnese students has become a concern for everyone at present.² The occurrence of student brawls has cast a dark shadow over the educational journey in Aceh.

This problem is not confined to a single location, as it occurs in almost every region. Such incidents involving students, who should be seeking knowledge, should never become a reality. In schools, they should be nurtured through various forms of guidance, be it through academic materials, advice, or the exemplary conduct of their teachers. Unfortunately, the absence and failure of the system have made brawls easy to occur.³

Beyond brawls, various other negative behaviors such as immoral acts, drug abuse, and criminal activities continue to plague Acehnese youth. Violations of moral norms, such as fornication, methamphetamine and marijuana use, and even theft cases, have become increasingly prominent. Sadly, some schools' efforts to address these damaging behaviors remain limited, creating an inability to adequately tackle these problems. Furthermore, the loss of respect for elders and the culture of cheating/plagiarism during exams reflect the erosion of honesty in the world of education. Worse yet, allegations of collusion between teachers and students to provide answer keys and ensure student graduation further challenge the integrity of the education system. Such incidents show that honesty has become a rare commodity, reflecting a broader societal phenomenon in Indonesia, such as the prevalence of corruption and collusion.

The facts presented above illustrate the presence of serious problems affecting the younger generation, particularly students, with the potential to destroy their futures. In this context, issues such as brawls, drug abuse, fornication, and other negative behaviors can harm the development and formation of the younger generation's character. Attention to these issues should be a priority, given the vital role of education in shaping the nation's character. In the National Education System Law Number 20 of 2003, Article 3 explains the goal of national education. This goal is to develop capabilities, shape noble character, and provide dignified roles for students. Education is directed at enlightening the life of the nation with the ultimate aim of nurturing students to become people who are faithful and devoted to God Almighty, noble in character, healthy, knowledgeable, capable, creative, independent, and democratic citizens who are responsible.⁴

However, the problematic realities that have emerged indicate that actual conditions in the field have not fully achieved these goals. The discrepancy between educational goals and the reality of student behavior points to a gap that needs to be

² Maida Raudhatinur (2019), "Implementasi Budaya Sekolah Islami dalam Pembinaan Akhlak Siswa SMP Negeri 19 Percontohan Banda Aceh", *DAYAH: Journal of Islamic Education*, Vol. 2, No. 1, hlm.131-150

³ Data tentang dekadensi moral dan tawuran dapat disimak melalui pemberitaan media, dapat diakses misalnya di <https://aceh.tribunnews.com/tag/tawuran> diakses tanggal 28 Januari 2024

⁴ Saifullah, *Konsep Pendidikan Dalam Perspektif Zakiah Daradjat*. (Banda Aceh: ArRaniry Press, 2012), hlm.58

addressed immediately. Therefore, concrete efforts are necessary to improve the effectiveness of the education system in achieving these goals.

The importance of understanding and responding to the problems of the younger generation within the context of education creates a complex stage. Therefore, a holistic and integrated approach is needed in designing character education strategies that can shape positive attitudes and behaviors in the younger generation. Thus, education is not only focused on academic aspects but also on developing strong character, high moral standards, and readiness to play a role in building a democratic and responsible nation.⁵

Therefore, character education has become increasingly urgent to be integrated into the education system, not just as part of the curriculum but as a holistic approach that includes the values and norms that build positive character and behavior in students. This becomes relevant in efforts to combat moral decay and ensure a safe, dignified, and productive educational environment in Aceh and other regions.

The President of the Republic of Indonesia has highlighted this concern by emphasizing the urgency of character building in his speeches. Character development is crucial to creating Indonesians who are moral, virtuous, and well-behaved. The hope is that by building a good society, Indonesia can achieve a superior and noble civilization. The awareness of the importance of character as the most valuable “pearl of life” becomes the foundation for addressing and resolving the moral decline that threatens the continuity of education in Aceh.

Thomas Lickona, a professor at Cortland University, identified ten signs of the times that must be watched out for, as they have the potential to lead a nation into ruin.⁶ These signs include the rise of violence among youth and in society, the use of inappropriate language and speech, the strengthening influence of groups or gangs in violent acts, the increase in self-destructive behaviors such as drug, alcohol, and sexual abuse, the decline of work ethic, the lack of respect for parents and teachers, the lack of individual and group responsibility, the increasingly blurred boundaries of moral right and wrong, the tendency to normalize lying and dishonesty, and the growth of suspicion and hatred among people.

When examining the situation in Indonesia, all these signs have already occurred, and at a troubling level. The moral decline among the younger generation reflects a crisis of character in the nation’s children. Therefore, strengthening the commitment to building the character of the younger generation becomes extremely important.

The importance of character education has become increasingly evident, and the growing awareness of its implementation demonstrates the government’s concern for the future generation. In some schools, character education is not only accommodated in the curriculum (syllabus and lesson plans) but is also seen practically in the school environment. Programs such as commemorating national and religious holidays, the “Smile, Greet, Salute” culture, and initiatives like the Honest Canteen are concrete steps in shaping students’ character.

Some schools have succeeded in implementing character education within their curriculum. However, this success is not only determined by the strength of the learning process but also by school management. This means that the quality of a school’s character education will be reflected in the character of its graduates. Therefore, a holistic approach involving school management, teachers, and the school environment is key to

⁵ Aisyah M. Ali, *Pendidikan Karakter: Konsep dan Implementasinya*. (Jakarta: KENCANA, 2018), hlm.61

⁶ Thomas Lickona, *Character Development in the Family*, (New York: Praeger, 2001), hlm.60

producing graduates with good and strong character. Below is Figure 1.1, which explains the importance of character education:

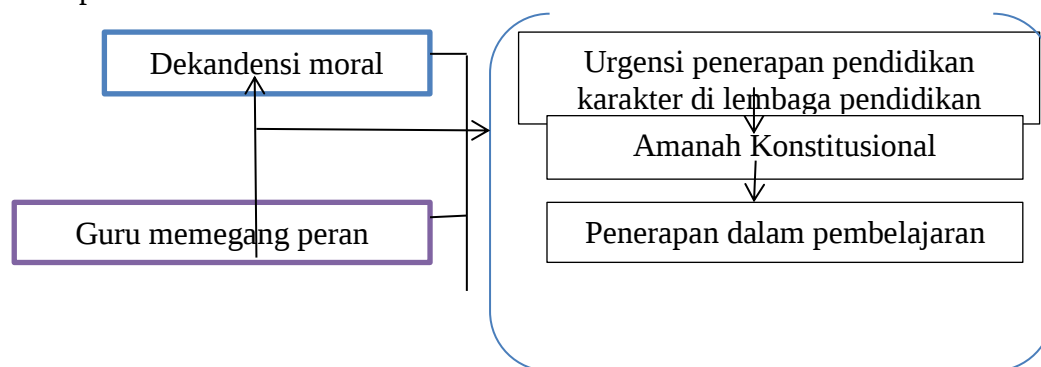


Fig 1. *Circulation of the importance of character education*

In the implementation of character education in schools, teachers play a key role. Teachers are extremely important in education because they act as educators, guides, and motivators for students. As conveyors of knowledge, teachers deliver information and concepts to students. They also serve as drivers, motivating students to reach their full potential. The saying “teachers are to be trusted and emulated” reflects the vital role of teachers as role models for students. By being good role models, teachers can provide positive examples for students, influence their character formation, and help them grow into good and valuable individuals in society. Therefore, the teacher’s role as a role model is extremely important in the character education of students.⁷

Teachers are the cornerstone of character education implementation in schools through the learning process. According to Law No. 20 of 2003 on the National Education System, Article 1 Paragraph (6), educators are education personnel who qualify as teachers, lecturers, counselors, tutors, instructors, facilitators, and other titles as appropriate to their specializations and who participate in providing education. In the implementation of education, especially in schools, teachers are the most crucial component for learning to occur. Without teachers, there can be no teaching and learning activities in schools. In line with Law No. 14 of 2005 on Teachers and Lecturers, Article 1 Paragraph (1) states that teachers are educators.

Integrated character education within the learning process involves introducing values, facilitating the awareness of the importance of these values, and internalizing these values into students’ daily behavior through the learning process, both inside and outside the classroom, in all subjects. Thus, learning activities not only aim to help students master the targeted competencies (subject matter) but also to make them recognize, become aware of, and internalize values and turn them into behavior.

By choosing MTsN 1 Pidie Jaya as the research site, the author seeks to investigate in depth how teachers integrate character education into their teaching processes. As the focal point of this study, MTsN 1 Pidie Jaya is expected to provide a comprehensive picture of the character values, practices of implementation, and challenges faced by teachers in their efforts to shape students’ character. In this way, this study aims to provide a deeper understanding of the implementation of character education at the school.

⁷ D. Zuchdi, *Pendidikan Karakter dalam Prespektif Teori dan Praktik*. (Yogyakarta: UNY Press, 2011), hlm. 43

METHODOLOGY

This research employs a qualitative approach with a descriptive method. The qualitative approach was chosen to provide a detailed and in-depth picture of character education integration at MTsN 1 Pidie Jaya. This method not only collects and organizes data but also analyzes and interprets the data's meaning to understand the processes, relationships, and situations studied.⁸

The research was conducted in the environment of MTsN 1 Pidie Jaya, Aceh. The primary data sources were interviews, observations, and documentation. The main informants included the principal, the vice principal of curriculum, the guidance and counseling teacher, and subject teachers of Islamic Religious Education (PAI), Pancasila and Civic Education (PPKn), Science, and Physical Education and Health (Penjasorkes). These subjects were chosen for their relevance in shaping students' character morally, socially, and physically. Secondary data sources came from various literature related to the concepts and models of character education.

Data collection techniques consisted of structured interviews to obtain directed information from informants, participatory observation to directly observe learning processes and activities that support character education, and documentation studies that involved analyzing school records, learning programs, and other supporting materials.⁹ Data analysis was conducted based on the Miles & Huberman model, which includes stages of data collection, data reduction, data presentation, and drawing and verifying conclusions.¹⁰ The collected data were reduced by filtering out relevant information, then displayed in the form of tables or diagrams to facilitate interpretation. Conclusions were drawn by validating data accuracy through repeated processes. This model ensures that the research provides accurate and accountable results.

RESULTS

Description of the Research Location at MTsN 1 Pidie Jaya

Madrasah Tsanawiyah Negeri 1 Pidie Jaya was established in 1963 under the initial name Sekolah Menengah Islam (SMI). After several name and location changes, the school officially became MTsN 1 Pidie Jaya in 2010, located at Jalan Ulee Gle – Jangka Buya, Bandar Dua Subdistrict, Pidie Jaya District. MTsN 1 Pidie Jaya has produced many successful figures and is recognized as one of the leading educational institutions in the region.

Since its founding, the madrasah has been led by 11 principals, with Zaunal Abidin, S.Pd.I., M.Pd., as the current head. The school's vision is to become an excellent institution in both academic and non-academic achievements, based on Islamic values. To achieve this vision, the school's mission includes providing equitable education,

⁸Sumadi Suryabrata, *Metodelogi Penelitian*, (Jakarta: Rajawali Pers, 2011), hlm. 78

⁹Juliansyah Noor, *Metodologi Penelitian*, (Jakarta: Kencana Prenadamedia Group, 2011), hlm. 138

¹⁰Suharsimi Arikunto, *Prosedur Penelitian*, (Revisi. II: Jakarta: Rineka Cipta, 1993), hlm 102

developing student competencies, implementing quality management, and creating a comfortable and Islamic learning environment.

Regarding teaching and non-teaching staff, MTsN 1 Pidie Jaya has a total of 80 personnel, consisting of 33 permanent teachers, 16 PPPK (contract) teachers, and 21 non-permanent teachers. In addition, the administrative staff includes one permanent employee, six non-permanent employees, two contracted service staff, and one security guard. This composition reflects the diversity of human resources supporting the school's operations.

As of 2024, the total number of students at MTsN 1 Pidie Jaya is 496, distributed across three grade levels with 23 learning groups in total. Grade I has 7 groups with 157 students, Grade II has 8 groups with 169 students, and Grade III has 8 groups with 170 students. The proportion of male students (258) is slightly higher than that of female students (238), indicating a balanced environment to support the learning process.

The Process of Character Education Integration at MTsN 1 Pidie Jaya

The process of integrating character education at MTsN 1 Pidie Jaya is carried out systematically through steps involving all elements of the madrasah, from the head of the madrasah, teachers, to the surrounding community. The principal emphasizes that all subjects play an active role in instilling character values, both through daily routines and special programs such as greeting students in the morning and holding muhadzarah (speech practice) activities. Other routines like reciting Asmaul Husna and conducting flag ceremonies also contribute to building students' discipline and sense of togetherness.

Teachers play a central role in implementing character education in the classroom. For instance, the science teacher uses collaborative project methods to instill values of cooperation, honesty, and self-reflection. The Islamic Religious Education (PAI) teacher instills character values through teaching materials that are rich in moral teachings and ethics. Meanwhile, the Pancasila and Civic Education (PPKn) teacher teaches social norms, tolerance, and respect for the law to help students become good citizens.

The physical education teacher integrates character education through physical activities that emphasize sportsmanship, teamwork, and discipline. They highlight that balancing physical and mental health is the foundation of student character. Through field activities, students learn to respect rules and collaborate important values for life in society.

Beyond internal school efforts, the principal also involves the community and police officers in supporting character education. The community is expected to actively monitor students outside of school, while the police are involved in conducting patrols to prevent students from skipping school. This aims to create a conducive learning environment for character development through synergy between the madrasah, community, and law enforcement. With this integrated approach, MTsN 1 Pidie Jaya strives to ensure that character education is not merely theoretical but becomes an integral part of daily practice in students' school life. The following is the research result regarding the model of character education integration carried out by teachers of various subjects at MTsN 1 Pidie Jaya:

- a. **Science Teacher:** Character integration is done through active learning methods such as collaborative projects, group discussions, and self-reflection. Values such as honesty, responsibility, and teamwork are taught to encourage students to learn in a participatory manner.
- b. **PAI (Islamic Religious Education) Teacher:** Integration is based on teaching content, as almost all PAI material contains character values like honesty, trustworthiness, tolerance, and religious moderation. These values are directly explained within the context of Islamic teachings to build students' morality.
- c. **PPKn (Pancasila and Civic Education) Teacher:** Character integration is carried out through lessons that instill practical awareness of rules and social norms. The teacher emphasizes values like tolerance, respect for norms, and living in diversity to shape students into good citizens.
- d. **Guidance and Counseling (BK) Teacher:** The BK teacher instills values such as honesty, empathy, responsibility, and discipline through individual counseling, social activities, and cooperation with other teachers and parents. This approach aims to help students manage emotions and build positive social relationships.
- e. **Physical Education Teacher:** Values like sportsmanship, cooperation, discipline, and respect for rules are instilled through practical activities on the field.

Based on the above data presentation, the following is Figure 1, showing the process of character education integration in the subjects at MTsN 1 Pidie Jaya.

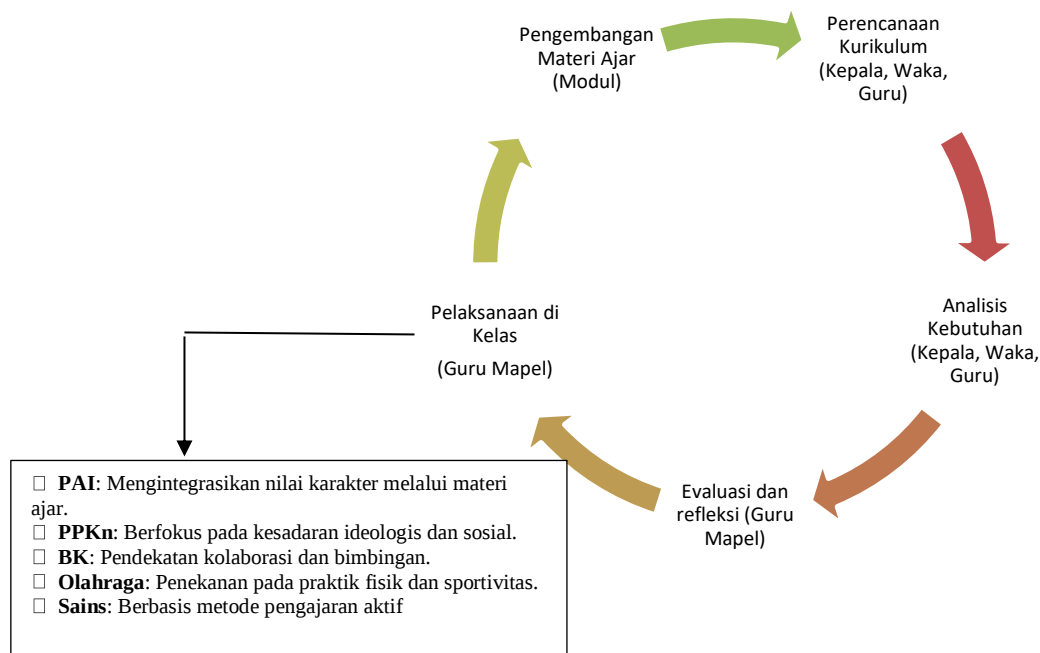


Fig 2: The process of character education integration in learning

The Impact of Character Education Integration on Character Formation of Students at MTsN 1 Pidie Jaya

The integration of character education at MTsN 1 Pidie Jaya has had a significant positive impact on the etiquette, discipline, and behavior of the students. The Head of Madrasah has noted changes in students' attitudes, such as a decrease in tardiness and truancy. Daily practices, such as the morning greeting and muhadzarah activities, help instill politeness, respect, and discipline. Strict supervision and collaboration with the community further strengthen the gradual behavioral change of the students.

The Deputy Head of Madrasah added that character education has improved discipline and reduced violations of school rules, including incidents of fighting and smoking. The Guidance and Counseling (BK) teacher also contributes through personalized counseling services focusing on emotion management and strengthening students' sense of responsibility, supported by collaboration with parents.

Teachers' approaches in the classroom also play a crucial role. The Science teacher, through collaborative projects, encourages students to develop teamwork, tolerance, and self-reflection. As a result, students learn to evaluate their actions and apply character values in their daily lives. The Islamic Religious Education (PAI) teacher instills character values through materials based on Islamic teachings, which are evident in students' more polite, religious, and harmonious social behaviors. The integration of

character education at MTsN 1 Pidie Jaya not only improves student behavior in school but also fosters their awareness of the importance of moral values in life. Collaboration between teachers, staff, parents, and the community is the key to the success of this process.

Specifically, the PAI teacher researcher has shown a module document that outlines the impact of character education integration in learning by creating a rubric scale, as shown in Table 1 below.

Table 1: Character Assessment Form for PAI Subject Students at MTsN 1 Pidie Jaya

Aspect	Indicator	Needs Guidance	Sufficient	Good	Very Good
Decorum and Ethics	- Use of polite language- Respect for teachers and peers	Students often use impolite language and show little respect for teachers and peers.	Students sometimes use polite language and show respect for teachers and peers.	Students consistently use polite language and respect teachers and peers.	Students always use polite language and set an example in respecting teachers and peers.
Discipline	- Punctuality at school- Compliance with school rules	Students are often late and break school rules.	Students are sometimes on time and comply with school rules.	Students consistently arrive on time and comply with school rules.	Students are always punctual, comply with rules, and encourage others to be disciplined.
Cooperation and Tolerance	- Ability to work in a team- Appreciating differences in peers' backgrounds	Students struggle to work in a team and show little appreciation for differences.	Students sometimes can work in a team and appreciate differences.	Students consistently work effectively in a team and appreciate differences.	Students always work effectively in a team, appreciate differences, and promote tolerance in the school environment.
Social Responsibility	- Participation in social activities- Concern for the school	Students rarely participate in social activities and show	Students sometimes participate in social activities and show concern	Students actively participate in social activities and care	Students are very active in social activities, show initiative, and

Aspect	Indicator	Needs Guidance	Sufficient	Good	Very Good
	and community environment	little care for the environment	for the environment.	about the environment .	inspire others to care about the environment.
Self-Control	- Ability to manage emotions- Constructive conflict resolution	Students often struggle to manage emotions and resolve conflicts negatively.	Students sometimes can manage emotions and resolve conflicts constructively .	Students consistently manage emotions well and resolve conflicts positively.	Students always manage emotions well, resolve conflicts constructively , and help others in the process.

Supporting and Inhibiting Factors in the Integration of Character Education at MTsN 1 Pidie Jaya

a. Supporting Factors

The implementation of character education at MTsN 1 Pidie Jaya is supported by several key factors. Clear and well-directed madrasah policies encourage teachers to integrate character values into every subject. The high commitment of teachers in preparing and delivering character-oriented lesson materials is also a crucial element of success. In addition, extracurricular activities such as muhadzarah, community service, and environmental campaigns provide students with direct experiences to apply character values. Synergy with parents and the community strengthens supervision of students outside of school, creating an environment that holistically supports character development.

b. Inhibiting Factors

The main obstacles in implementing character education include time constraints due to the packed learning schedule, as well as a lack of supporting facilities and resources. Science teachers, for example, have reported difficulties focusing on character development because of limited time. In addition, some students show resistance to the habituation of character values, particularly in areas like discipline and responsibility, which requires a more intensive approach.

Support from parents also varies; some parents are less active in supporting character education programs at home, leading to a disconnect between character

formation at school and in the home environment. The head of the madrasah also noted that community support is not always consistent, so student supervision outside of school is less effective, especially for students who live in socially less conducive environments.

These obstacles including resource limitations, student resistance, lack of parental involvement, and uneven community support indicate that the integration of character education requires a more comprehensive strategy. By addressing these obstacles, the implementation of character education at MTsN 1 Pidie Jaya can be more effective and sustainable. These barriers can influence both the intrinsic and extrinsic motivation of students in internalizing character values. Specifically, based on the researcher's field findings, the supporting and inhibiting factors for the integration of character education in subjects can be summarized in Table 2 below.

Table 2. Factors that support and hinder the implementation of character education in madrasahs.

Factor	Supporting	Inhibiting
Madrasah Policy	- Policies that emphasize the integration of character education in all subjects.	- Lack of policies that support flexible time for character development.
Teacher Commitment	- Teachers actively develop teaching materials that integrate character values.	- High teacher workloads reduce focus on character development.
Extracurricular and Social Activities	- Programs such as <i>muhadzarah</i> , community service, and environmental campaigns support character formation.	- Limited resources for the effective implementation of extracurricular activities.
Parental and Community Support	- Active participation of parents and the community in character education programs.	- Lack of involvement and support from some parents and the community.
Resources	- Availability of supporting facilities such as counseling rooms and character-based teaching materials.	- Limited time and adequate facilities for character development.
Student Response	- Students show enthusiasm in activities that develop character.	- Student resistance to character education programs, especially regarding discipline and responsibility.

DISCUSSION

As a general theoretical perspective, the integration of character education into the school curriculum is a strategic effort to restore and strengthen the noble values of the Indonesian nation.¹¹ As a country rich in culture and tradition, Indonesia has experienced a decline in the application of these values. Awareness of this degradation has encouraged the government and educational institutions to implement policies that integrate character education into the formal education system.

This approach emphasizes that character education should not be treated as a separate subject but should be integrated into every subject taught in schools.¹² The goal is for students to understand the importance of character values in various learning contexts. Research findings mention programs implemented to integrate character values, such as extracurricular activities, school programs, and daily activities like class duty, which also play an important role in shaping students' character. Therefore, character education becomes an integral part of the entire educational process, not just an addition or supplement.

According to Mulyasa, integrating character education through the learning process of all subjects in schools has become one of the widely applied models. This model is based on the paradigm that every teacher has a role as a character educator.¹³ In this model, it is assumed that each subject has a mission and contribution in shaping students' noble character. At MTsN 1 Pidie Jaya, subjects such as Islamic Religious Education (PAI) and Civics Education (PKn) directly teach essential moral and ethical values for character development. However, other subjects like Mathematics, Science, and Languages can also be integrated with character values such as precision, honesty, cooperation, and responsibility. Thus, every subject contributes to shaping students' character holistically.

The implementation of character education integration at MTsN 1 Pidie Jaya involves thorough planning, consistent execution, and continuous evaluation. Theoretically, it is explained that teachers must be able to design learning that not only

¹¹M. Furqon. Hidayatullah, *Pendidikan Karakter; Membangun Peradaban Bangsa*, (Surakarta: Yuma Pustaka, 2010), hlm.9

¹²Zubaidi, *Desain Pendidikan Karakter; Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*, (Jakarta: Prenada Media Group, 2011), hlm.74-76

¹³ E. Mulyasa, *Manajemen Pendidikan Karakter*. (Jakarta: Bumi Aksara, 2011), hlm.50

focuses on academic achievement but also on the development of students' character.¹⁴ Moreover, support from the entire school community, including parents and the wider community, is crucial to create a conducive environment for character formation.

Based on the above description, it is clear that the integration of character education in learning at MTsN 1 Pidie Jaya aligns with the theories put forward by Sanusi, Mulyasa, and Hidayatillah.¹⁵ According to Sanusi, integration reflects a condition in which various components come together into a unified and harmonious whole.¹⁶ At MTsN 1 Pidie Jaya, this integration is reflected in the effort to embed character values into every subject, creating a close connection between academic aspects and students' character development.

Mulyasa emphasizes that every teacher plays a role as a character educator, and every subject has a contribution to shaping students' noble character.¹⁷ The findings at MTsN 1 Pidie Jaya support this view, where teachers actively integrate values such as honesty, discipline, and responsibility into the learning process. For example, PAI teachers not only teach religious content but also instill character values through discussions and daily practices.

Hidayatillah outlines the steps for integrating character education into subjects, starting from describing basic competencies to determining learning resources. At MTsN 1 Pidie Jaya, this process can be seen in learning planning that includes analysis of standards of competence/basic competencies (SK/KD), development of character-based syllabi, and preparation of lesson plans (RPP) that integrate character values. Teachers also choose appropriate learning methods to instill these values, such as group work to develop cooperation and tolerance.

The evaluation of learning at MTsN 1 Pidie Jaya is also in line with existing theories, where assessment does not only focus on cognitive aspects but also includes affective and psychomotor aspects related to student character. Teachers use various assessment instruments, such as observation and attitude assessment sheets, to objectively measure students' character development.

¹⁴Aisyah M. Ali, *Pendidikan Karakter: Konsep dan Implementasinya*. (Jakarta: KENCANA, 2018), hlm.61

¹⁵M. Furqon. Hidayatullah, *Pendidikan Karakter; Membangun Peradaban Bangsa*, (Surakarta: Yuma Pustaka, 2010), hlm.9

¹⁶S. Sanusi, *Integrasi Umat Islam*, (Bandung: Iqomatuddin, 1987), hlm.11

¹⁷E. Mulyasa, *Manajemen Pendidikan Karakter*. (Jakarta: Bumi Aksara, 2011), hlm.51.

The implementation of character education at MTsN 1 Pidie Jaya demonstrates compatibility with existing theories, emphasizing the integration of character values in all aspects of learning, the active role of teachers as character educators, and comprehensive evaluation of students' character development. The research results underscore that the implementation of character education integration requires careful planning, consistent execution, and continuous evaluation. Teachers must be able to design learning that not only focuses on academic achievement but also on character development. In addition, support from the entire school community, including parents and the broader society, is very important to create a conducive environment for character formation.

This study's findings affirm that integrating character values into various subjects at MTsN Pidie Jaya has a significant impact on shaping student character. This integrative approach not only instills moral values but also enhances students' social, emotional, and cognitive abilities. Each subject plays a unique role in building student character, such as Islamic Religious Education, which fosters religious moderation and morality, as well as Pancasila and Civic Education, which strengthens national consciousness and respect for diversity.

Other impacts are seen in Counseling Guidance, which, through personal counseling and social activities, helps increase students' empathy and conflict management skills. Physical Education also contributes by instilling discipline, sportsmanship, and teamwork through practical activities. Meanwhile, the project-based and reflective discussion approach in Science provides opportunities for students to develop honesty, cooperation, and self-reflection. Through diverse integration methods such as teaching materials, habits, field practice, and collaborative projects, the madrasah has successfully created synergy between academic education and character building. These findings indicate that a comprehensive and contextual approach is very effective in building a generation with strong character, moral values, and adaptability to social challenges. Based on the research findings at MTsN 1 Pidie Jaya, here is a summary of the integration of character education in subjects:

1. **Structured Needs Analysis:** At the start of each semester, the madrasah conducts a needs analysis to determine which character values need to be instilled, adjusted to students' and local community's needs.
2. **Character-Based Curriculum Development:** The curriculum is developed by integrating character values into teaching materials, ensuring their relevance and application in students' daily lives.
3. **Regular Teacher Training:** Teachers receive routine training and workshops to enhance understanding and ability in implementing character education in the classroom.
4. **Active Role of Counseling Guidance (BK) Teachers:** BK teachers proactively handle students' behavioral cases, collaborating with homeroom and subject teachers, and involving parents if needed.
5. **Integration of Character Values in Subjects:** Each subject, including science and sports, integrates values such as cooperation, respect, discipline, and responsibility into the learning process.
6. **Collaborative Learning Approach:** Teachers encourage cooperation among students without discrimination, creating an inclusive and harmonious learning environment.
7. **Emphasis on Etiquette and Ethics:** Teachers emphasize the importance of etiquette, such as polite speech, respect for teachers, and positive peer interactions, through direct teaching and modeling.
8. **Character-Based Extracurricular Activities:** The madrasah organizes activities like public speaking (muhadzarah) and Qur'an recitation to strengthen students' religious and moral values.
9. **Discipline through Firm Rules:** Sports teachers, for instance, enforce strict rules on attendance and participation, instilling discipline and responsibility.
10. **Development of Social Awareness:** Through learning and social activities, students are encouraged to make positive contributions to society, enhancing their empathy and social responsibility.

These findings show that character education integration at MTsN 1 Pidie Jaya is carried out comprehensively, involving various aspects of learning and school activities, supported by the commitment of all teachers and school management.

The integration of character education in MTsN 1 Pidie Jaya's school curriculum has significant implications for shaping students' personalities. By internalizing values such as honesty, discipline, responsibility, and empathy in each subject, students not only gain academic knowledge but also develop strong moral character. This approach ensures that learning processes focus not just on cognitive aspects but also on holistic character development.¹⁸

For educators, this integration requires an active role as role models in applying character values. Teachers must be able to link subject material to real-life contexts that reflect those values.¹⁹ This requires creativity in designing effective learning strategies, as well as commitment to continuously develop themselves in understanding and teaching character education. At MTsN 1 Pidie Jaya, the school creates an environment that supports students' character development. This includes adjustments to school policies, the development of relevant extracurricular programs, and community involvement in the education process. Thus, character education integration does not only happen inside the classroom but also becomes an integral part of the school culture as a whole.

CONCLUSION

This research concludes that teachers at MTsN 1 Pidie Jaya apply various models of character education integration according to their respective subjects. Science teachers use collaborative project methods to instill cooperation, honesty, and responsibility. Islamic Education teachers integrate character values through lesson materials, while Civic Education teachers instill awareness of social norms and national ideology. Counseling Guidance teachers use counseling to build students' empathy and discipline, and sports teachers promote sportsmanship and teamwork through physical activities. This integration process positively impacts students' character. Students become more tolerant, disciplined, and responsible, and show greater awareness of legal and social norms. Supporting factors for this program's success include clear madrasah policies, teacher commitment, parent and community involvement, and student enthusiasm. However, obstacles include limited time, supporting facilities, and

¹⁸Thomas Lickona *Religion and Character Education*, Phi Delta Kappa, 00317217, Sep.1999, Vol. 81. Issue 1

¹⁹Unwanul Hubbi, dlk. "Integrasi Pendidikan Karakter kedalam Pembelajaran Pendidikan Agama Islam dan Pendidikan Kewarganegaraan di Era Milenial" Vol. 4. No. 3 Juli 2020, hlm.228-239

student resistance to discipline. Thus, the integration of character education at MTsN 1 Pidie Jaya has been running well, creating a conducive learning environment for holistic character development.

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