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Strengthening Student Character and SDGs Alignment via School Security Patrols: An Islamic Primary School Perspective

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Abstract

Objective: This study aims to analyze the implementation of the School Security Patrol (PKS: Patroli Keamanan Sekolah) as a means of strengthening character education, the character values developed through its activities, and the supporting and inhibiting factors at Muhammadiyah Sapen Elementary School in Yogyakarta. **Theoretical framework:** This study draws on Lickona's character education theory and Kolb's Experiential Learning Theory to understand PKS as an experience-based co-curricular activity that facilitates the internalization and practice of character values. **Literature review:** Previous studies have shown that PKS contributes to the development of discipline, responsibility, social awareness, cooperation, and leadership. However, existing research has primarily focused on the secondary school level. Studies examining PKS in Islamic elementary schools and its contribution to the eight dimensions of the Graduate Profile and the Sustainable Development Goals (SDGs) remain limited. **Methods:** This study employed a qualitative approach using a case study design. Data were collected through non-participant observation, in-depth interviews, and documentation involving the school principal, PKS coordinator, teachers, and purposively selected fourth- and fifth-grade students. Data were analyzed thematically using NVivo and validated through source and method triangulation. **Results:** The findings show that PKS functions not only to support school safety and order but also as a contextual and experiential platform for character education. PKS activities strengthen discipline, responsibility, cooperation, leadership, social awareness, independence, communication, and faith-related values, contributing to all eight dimensions of the Graduate Profile. Implementation is supported by school culture, parental and community support, teacher commitment, and police collaboration, while challenges include student numbers, attendance, coordination, and time management. PKS is also relevant to SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). **Implications:** PKS can serve as an experiential co-curricular model for strengthening character and Graduate Profile development while supporting SDG 4 and SDG 16. **Novelty:** This study highlights PKS in an Islamic elementary school as an integrated model of character education, Graduate Profile development, and SDG-oriented learning.

Keywords: school security patrol, character education, graduate profile, experiential learning, sdgs

INTRODUCTION

This phenomenon demonstrates that educational challenges in the digital age are not limited to academic achievement but also extend to character development; thus, the need for character education at the elementary school level has become increasingly urgent and

cannot be postponed. Character education is essentially a vital foundation that shapes children's personalities so they possess noble moral values, are responsible, and are able to interact healthily with their environment. Good character can be instilled if the learning process at school not only emphasizes cognitive aspects but also integrates affective and psychomotor dimensions in a balanced manner [1]. Therefore, education does not merely produce intellectually gifted students, but also those who possess integrity, are socially conscious, and demonstrate a high degree of empathy.

The importance of character education is also emphasized in Law No. 20 of 2003 on the National Education System; education serves not only to enlighten the nation but also to shape character and a dignified civilization [2]. The government launched the Character Education Strengthening Program in 2016, which is part of the National Movement for Character Education that was initiated in 2010 [3]. This character-building program is one of the top priorities in the Nawacita, which promises a revolution in the nation's character.

Character development from an Islamic perspective is an integral part of education. Islamic education is not only oriented toward the transfer of knowledge but also toward the instillation of moral values, which are manifested in daily behavior. Values such as discipline, trustworthiness, responsibility, cooperation (ta'awun), and social awareness are Islamic teachings that need to be instilled from an early age through the process of habit formation and real-life experiences. Therefore, the success of Islamic education is measured not only by students' academic achievements but also by their ability to internalize Islamic values in both their personal and social behavior.

The urgency of character building in Islamic education is also closely linked to the global development agenda as outlined in the Sustainable Development Goals (SDGs). Education is viewed as a key instrument in achieving sustainable development because it plays a role in shaping the knowledge, skills, values, and attitudes needed to address various global challenges. Through education, students not only acquire academic competencies but also develop social and moral awareness and a sense of responsibility as global citizens who contribute to sustainable development [4]. Specifically, SDG 4 (Quality Education) emphasizes the importance of providing quality, inclusive, and equitable education for all, while SDG 16 (Peace, Justice, and Strong Institutions) promotes the creation of peaceful, responsible, and ethical societies [5]. The values embodied in these two objectives are closely linked to the goals of Islamic education, which seeks to shape individuals who are faithful, possess noble character, and are capable of making positive contributions to society.

Therefore, character education based on Islamic values can be understood as one way in which Islamic educational institutions contribute to achieving the SDGs. Through the process of internalizing moral, social, and spiritual values, Islamic education not only contributes to the achievement of SDG 4 through the provision of quality education but also supports SDG 16 by fostering individuals who uphold peace, social responsibility, and adherence to moral values in community life.

In line with the Co-Curricular Guidelines for Early Childhood Education, Elementary Education, and Secondary Education issued by the Ministry of Elementary and Secondary Education, educational institutions must provide diverse and meaningful learning experiences through intracurricular, co-curricular, and extracurricular activities as an integrated whole. Co-curricular activities are positioned as a vehicle for reinforcing and deepening intracurricular learning, particularly in the development of students' character and social competencies through contextual learning experiences. Through contextual and meaningful learning experiences, co-curricular activities serve as a strategic space for educational institutions to foster students' competencies holistically [6].

Based on this policy, co-curricular activities are designed to support the achievement of the eight dimensions of the graduate profile, including faith and piety toward God Almighty, citizenship, critical thinking, creativity and collaboration, independence, health,

and communication, as outlined in the Competency Development Pathway for Elementary School Students [7]. Strengthening these dimensions is not only relevant to national educational goals but also aligns with the spirit of the SDGs, which emphasize high-quality, competitive, and socially responsible human development.

Nevertheless, the institutional position of School Security Patrol (PKS: *Patroli Keamanan Sekolah*) activities requires clarification. Previous studies have commonly examined PKS as an extracurricular activity, particularly at the secondary education level, with emphasis on discipline, responsibility, traffic safety, and social awareness [8]. However, PKS has also been implemented at the elementary school level and shown to contribute to the development of students' discipline and responsibility [9]. These findings demonstrate that PKS has educational potential beyond its conventional function as a school safety activity.

In the context of current curriculum policy, the distinction between curricular, co-curricular, and extracurricular activities should therefore be considered not only from an organizational perspective but also from their educational functions. Co-curricular activities provide structured opportunities for students to reinforce competencies and character through meaningful and contextual learning experiences. Recent studies have shown that co-curricular programs at the elementary school level can systematically strengthen character through contextual, participatory, and experiential activities [10]. Therefore, this study positions PKS as a co-curricular practice based on its educational function rather than merely its organizational classification.

This positioning is particularly relevant because PKS activities involve students directly in concrete practices such as assemblies, marching drills, traffic control, school security duties, and character guidance. Through these activities, students have opportunities to practice discipline, responsibility, cooperation, communication, leadership, and social awareness in real-life situations. Such practices are consistent with the principles of experiential learning, in which students develop understanding through concrete experience, reflection, conceptualization, and active experimentation [11]. Recent studies also demonstrate that experiential learning can facilitate character formation among elementary school students through direct participation, collaboration, and reflection [12]. Thus, PKS provides a potentially meaningful context for examining how character values are not only taught but also experienced and practiced by students.

The connection between character building and the SDGs becomes increasingly apparent when education is understood as a means of shaping citizens who are capable of living peacefully, acting responsibly, and contributing to society. The character values developed through PKS activities such as discipline, responsibility, cooperation, and social awareness align with the eight dimensions of the graduate profile. Furthermore, these values also support the achievement of SDG 4 (Quality Education) by strengthening students' character, as well as SDG 16 (Peace, Justice, and Strong Institutions) by fostering a culture of order, social responsibility, and respect for rules. Therefore, PKS can be positioned as a relevant and strategic form of co-curricular activity that supports the strengthening of character education while contributing to the achievement of the SDGs.

Various previous studies have demonstrated the potential of PKS activities to strengthen students' character. At the elementary school level, Fuad, Amin, and Mariana found that the implementation of PKS at SDN Tenggilis Mejoyo I Surabaya effectively strengthened students' discipline and responsibility [13]. Meanwhile, research at the secondary education level has generally positioned PKS as an extracurricular activity. Hidayati et al examined PKS as an extracurricular program at the SMA/SMK level and demonstrated its potential to integrate traffic-safety character education into school activities [14]. Similarly, Putri and Muhibbin found that PKS extracurricular activities contributed to the development of students' independence and social concern at SMK Negeri 1 Karanganyar [15]. Previous

studies at the secondary level have therefore emphasized discipline, responsibility, traffic safety, independence, and social awareness as important outcomes of PKS activities [16].

Nevertheless, studies examining PKS specifically at the elementary school level remain relatively limited, particularly studies that analyze PKS through the combined perspectives of Islamic character education, experiential learning, Graduate Profile dimensions, and the SDGs. Recent research has increasingly demonstrated the value of co-curricular activities in strengthening character at the elementary school level through cultural practices, project-based activities, and contextual learning [17]. However, these studies do not specifically examine PKS as a co-curricular form of Islamic character education connected to the Graduate Profile and SDGs. This gap is significant because elementary school is a crucial stage for the formation of moral habits, social responsibility, and students' attitudes toward rules and community life.

Muhammadiyah Sapen Elementary School is a relevant site for this study because it is one of the Islamic-based elementary schools with an active and structured PKS program. Unlike similar activities often known as "junior police" that are more focused on physical training and discipline, the School Security Patrol (PKS) at Muhammadiyah Sapen Elementary School integrates religious values, responsibility, social awareness, and leadership into students' daily practices. These characteristics make the PKS not only a school safety program but also a medium for contextual Islamic character education.

Based on this description, this study aims to analyze the implementation of the School Security Patrol (PKS) program at Muhammadiyah Sapen Elementary School in Yogyakarta as a means of strengthening character education. Furthermore, this study seeks to demonstrate how PKS activities can serve as a model for experiential Islamic character education that supports the achievement of the Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions), by reinforcing the values of discipline, responsibility, leadership, and social concern among students.

LITERATURE REVIEW

Character education has become a central issue in elementary education amid the challenges of globalization, the development of digital technology, and increasingly complex social changes. As the foundation of formal education, elementary schools play a strategic role in instilling moral, social, and spiritual values from an early age. Various studies confirm that character education cannot be effectively conveyed through a purely cognitive approach alone; rather, it must be realized through contextual and meaningful learning experiences so that these values can be internalized in students' daily behavior [18].

Character education, from the perspective of Islamic education, is an integral part of the process of moral development. The goal of Islamic education is not only to develop students' intellectual abilities but also to shape individuals who are faithful, God-fearing, of noble character, and capable of fulfilling their social responsibilities as stewards of the earth [19]. Values such as trustworthiness, discipline, responsibility, cooperation (*ta'awun*), and social concern are essential components of the Islamic character education process, which is realized through consistent practice and setting a good example in daily life. Therefore, character education from an Islamic perspective is not only focused on the acquisition of knowledge but also on shaping students' behavior and morality.

Meanwhile, character education in the context of global development is closely linked to the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions). UNESCO emphasizes that education is the primary instrument for shaping the knowledge, skills, values, and attitudes necessary to achieve sustainable development [20]. Education aims not only to improve students' academic abilities but also to foster social responsibility, a culture of peace, respect for

diversity, and active participation in community life. Therefore, character building through Islamic education can be understood as a form of contribution to achieving the SDGs by shaping a generation that is principled, responsible, and oriented toward the common good.

In line with the above, education within the context of national policy has become an integral part of educational objectives as mandated by Law No. 20 of 2003 on the National Education System. This emphasis is further clarified through the Character Education Strengthening () policy, which prioritizes the development of religious values, nationalism, independence, cooperation, and integrity [21]. Along with the implementation of the Merdeka Curriculum and the latest policy on Graduate Profiles, character strengthening is directed toward achieving the eight dimensions of the graduate profile, which include faith and piety toward God Almighty, citizenship, critical thinking, creativity and collaboration, independence, health, and communication.

These dimensions are relevant to the SDGs because they are focused on developing high-quality, competitive human resources who demonstrate social responsibility toward the environment and society. A number of studies indicate that character development is more effective when integrated into hands-on activities. Kolb asserts that learning occurs through a process of experiential transformation involving the stages of concrete experience, reflection, concept formation, and active experimentation. Recent studies in elementary education also demonstrate that experiential learning can facilitate character formation by allowing students to learn through direct participation, reflection, and practice [22].

The experiential learning approach is closely linked to the SDGs agenda because it enables students to develop social competencies, leadership skills, collaboration, and a sense of responsibility toward their social environment. Experiential and contextual learning can therefore serve as a bridge between the development of individual character and the broader competencies required for sustainable development [23]. UNESCO states that Education for Sustainable Development (ESD) requires students not only to understand sustainability issues conceptually but also to develop behaviors and concrete actions that support the creation of a sustainable society [24]. Therefore, experience-based activities play a strategic role in supporting the implementation of the SDGs in educational settings.

Co-curricular and extracurricular activities serve as strategic spaces for implementing such experience-based learning. One type of activity with strong potential for character building is the School Security Patrol (PKS). Various previous studies have shown that the School Security Patrol plays a role in instilling values of discipline, responsibility, social awareness, cooperation, and leadership through practical activities such as traffic control, marching drills, and securing the school environment [25]. Through direct involvement in social tasks, students learn to understand their roles and responsibilities as part of the school community.

The distinction between curricular, co-curricular, and extracurricular activities is important in understanding the educational function of PKS. While extracurricular activities are generally organized as activities outside the core instructional structure, co-curricular activities are designed to reinforce and deepen learning objectives through contextual experiences. Research on elementary education has demonstrated that co-curricular programs can provide systematic opportunities for students to practice character values through participation, collaboration, cultural activities, and project-based learning [26]. This perspective supports the positioning of PKS not merely according to its organizational label but according to its educational function within the school curriculum.

The values fostered through PKS activities are closely linked to the SDG goals. Discipline and responsibility support the development of a quality learning culture, as emphasized in SDG 4 (Quality Education), while social awareness, adherence to rules, and the ability to collaborate support the creation of a safe, orderly, and peaceful school environment, in line with the spirit of SDG 16 (Peace, Justice, and Strong Institutions) [27]. Therefore, PKS not only serves as a means of maintaining school order but also functions

as a vehicle for character education that contributes to the achievement of the Sustainable Development Goals.

Nevertheless, most research on PKS has focused on secondary education, particularly senior high schools (SMA) and vocational high schools (SMK), with emphasis on discipline, responsibility, traffic safety, independence, and social awareness [28]. Although Fuad et al. (2019) demonstrated the contribution of PKS to discipline and responsibility at the elementary school level, research examining PKS within a broader framework of Islamic character education, experiential learning, Graduate Profile dimensions, and the SDGs remains limited.

Several studies at Muhammadiyah Sape Elementary School in Yogyakarta indicate that this school fosters a strong character-building culture through the integration of religious values, the cultivation of discipline, and collaboration between the school and parents [29]. However, to date, no study identified in the reviewed literature has specifically examined the implementation of PKS activities at Muhammadiyah Sape Elementary School as a co-curricular practice for strengthening Islamic character and supporting the Graduate Profile dimensions and SDGs. This gap is particularly important because existing studies on co-curricular character education generally focus on cultural, project-based, environmental, or other contextual activities rather than PKS [30].

Based on this literature review, PKS activities have strategic potential as a vehicle for character education based on direct experience and habituation, particularly when understood within the broader framework of co-curricular learning [31]. Existing studies provide evidence of the contribution of PKS to discipline, responsibility, social awareness, independence, and traffic-safety awareness, while research on co-curricular education demonstrates the potential of contextual and experiential activities to strengthen students' character and competencies [32]. However, the intersection of PKS, Islamic character education, experiential learning, Graduate Profile dimensions, and the SDGs at the elementary school level remains insufficiently explored. Therefore, this study addresses this gap by examining the implementation of PKS activities at SD Muhammadiyah Sape Yogyakarta as a form of experiential Islamic character education that supports the development of the Graduate Profile and contributes to SDG 4 and SDG 16.

METHODOLOGY

This study employs a qualitative approach using a case study design. The qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of the processes, meanings, and social dynamics involved in the implementation of the School Security Patrol (PKS) program as a means of strengthening character education at Muhammadiyah Sape Elementary School in Yogyakarta.

This study employs a qualitative approach using a case study design. A qualitative approach was selected because it enables the researcher to explore processes, meanings, experiences, and social interactions within their natural context. A case study design was employed to obtain an in-depth and contextual understanding of the implementation of the School Security Patrol (PKS) program as a means of strengthening character education at Muhammadiyah Sape Elementary School in Yogyakarta.

The case study design was used to gain a comprehensive and contextual understanding of character education practices, the values being developed, and the interactions among the actors involved in PKS activities as part of the educational system within the school environment.

Research participants were selected using purposive sampling, which involves intentionally selecting informants based on considerations of relevance, direct involvement, and knowledge regarding the research subject. The research informants consisted of the principal of SD Muhammadiyah Sape Yogyakarta, the PKS activity coordinator, and PKS

student members in grades 4 and 5. The selection of these informants aimed to obtain a comprehensive perspective from the administrators, coordinators, and participants of PKS activities.

Data Sources and Data Collection Techniques

This study utilized primary data and supporting data obtained through several data collection techniques. First, non-participant observation was conducted by directly observing the implementation of PKS activities without the researcher's active involvement in those activities. This technique was used to understand the coaching process, interaction patterns, and the implementation of character values in the practice of PKS activities.

Second, in-depth interviews were conducted openly and flexibly with research informants to explore their experiences, views, and perceptions regarding the role of PKS activities in strengthening character education. The interviews aimed to obtain rich qualitative data on the subjective meanings constructed by each informant regarding their experiences in PKS activities.

Third, documentation was used as a supporting data source, including activity archives, photographs, program reports, organizational structures, and other school documents related to the implementation of PKS activities. The documentary data was used to reinforce and supplement the findings obtained through observation and interviews.

Data Analysis Methods

Data analysis was conducted using thematic analysis with the assistance of NVivo software to facilitate the processes of coding, grouping, and organizing the data. Data analysis was conducted using thematic analysis with the assistance of NVivo software to facilitate coding, categorization, and organization of the qualitative data. Thematic analysis was selected because it provides a systematic procedure for identifying, organizing, analyzing, and interpreting recurring patterns within qualitative data.

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Data Validity

Data validity in this study was ensured through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the school principal, the PKS advisor, and student members of PKS. Meanwhile, methodological triangulation was conducted by comparing the results of observations, interviews, and documentation. This strategy was used to ensure the consistency, credibility, and validity of the research findings so that the data obtained could accurately reflect the actual conditions.

RESULTS AND DISCUSSION

Based on observations, in-depth interviews, and documentation conducted at Muhammadiyah Sopen Elementary School in Yogyakarta, this study found that the School Security Patrol (PKS) program serves not only to maintain safety and order within the school environment but also as a medium for strengthening students' character. Through structured and regularly implemented activities, students are provided with direct learning

experiences that enable them to practice and internalize character values in their daily school life.

Data analysis yielded three main themes illustrating the role of PKS in strengthening students' character: (1) the implementation of PKS activities as a medium for experiential character education, (2) the contribution of PKS activities to strengthening the eight dimensions of the Graduate Profile, and (3) the supporting factors and barriers in implementing PKS for character development. These themes are interconnected and provide a basis for examining PKS as a character-building practice within the school's educational environment.

The findings are further discussed by connecting the empirical data with character education theory, experiential learning, national education policies on character strengthening and Graduate Profile development, and previous studies on PKS and co-curricular activities. Accordingly, the discussion examines not only how PKS is implemented at SD Muhammadiyah Sapen in Yogyakarta but also how these practices contribute to character formation, the development of Graduate Profile dimensions, and the broader goals of Islamic character education and the Sustainable Development Goals (SDGs).

Implementation of School Security Patrol Activities to Strengthen Character Education

Based on observations, interviews, and documentation, School Security Patrol (PKS) activities at Muhammadiyah Sapen Elementary School in Yogyakarta are conducted regularly twice a week under the guidance of teachers and police mentors. These activities include morning assemblies, marching drills (PBB), traffic control training (PJR), basic self-defense, and discipline training for students. These findings indicate that PKS not only serves as a means of maintaining school safety and order but also functions as a character-building program that provides students with hands-on experience.

Table 1. PKS Activities and Character Values Developed

PKS Activity	Character Values Developed	Experiential Learning Process	Islamic Character Dimension
Morning assembly	Discipline, responsibility	Concrete experience and habituation	Responsibility and obedience
Marching drills (PBB)	Discipline, cooperation, self-control	Concrete experience and active experimentation	Discipline and self-discipline
Traffic control (PJR)	Responsibility, social awareness, communication	Concrete experience and reflection	Social responsibility and <i>ta'awun</i>
Basic self-defense	Independence, courage, self-control	Concrete experience and active experimentation	Self-discipline and resilience
School security duty	Responsibility, leadership, communication	Experience, reflection, and practice	Trustworthiness (<i>amanah</i>)
Discipline training	Discipline, independence, responsibility	Habituation and reflection	Commitment to rules and responsibility

Interviews with the school principal revealed that the PKS is viewed as part of the school's strategy to shape students' character from an early age. Through these activities, students are encouraged to arrive on time, follow rules, carry out their duties responsibly,

and serve as role models for their peers. Observations also showed that students participate in the activities with discipline, from preparing their uniforms to carrying out their duties in the field. The repeated nature of these practices indicates that character formation within PKS does not occur through a single instructional session but through continuous habituation and direct participation.

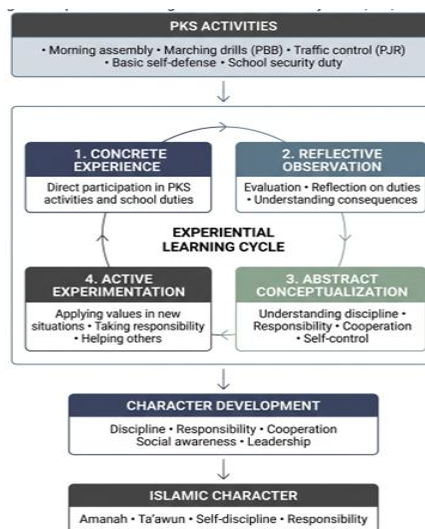


Figure 1 Experiential Learning Model in School Security Patrol (PKS) Activities

These findings align with Lickona's view that character education cannot be achieved through the transfer of knowledge alone but must be realized through habit formation and real-life experiences that enable students to practice moral values in their daily lives [33]. From the perspective of experiential learning, PKS activities provide concrete experiences that allow students to learn through direct action, reflection, and habit formation, as outlined by Kolb. Additionally, the implementation of PKS at SD Muhammadiyah Sapeen exhibits distinct characteristics compared to its implementation at the secondary education level. At the elementary school level, PKS activities are more focused on character building and social socialization tailored to the students' developmental stage. Therefore, PKS serves not only as a school safety initiative but also as a means of character education integrated with school culture and Islamic values.

These findings also align with Lickona's view that character education cannot be achieved through the transfer of knowledge alone but must be realized through habituation, modeling, and opportunities for students to practice moral values in their daily lives [34]. The PKS activities observed in this study reflect these principles because students repeatedly practice discipline, responsibility, cooperation, and self-control through concrete tasks and social interactions. Character values are therefore developed through students' actual involvement rather than merely through verbal instruction.

From the perspective of experiential learning, PKS activities provide concrete experiences that allow students to learn through direct action, reflection, and repeated practice, consistent with Kolb's experiential learning cycle. The activities involve students in real situations that require them to perform tasks, respond to circumstances, interact with others, and evaluate their actions. Recent studies also indicate that experiential learning can strengthen students' character by engaging them directly in meaningful and contextual activities [35]. Thus, the implementation of PKS demonstrates how character education can be embedded within practical experiences rather than separated from students' everyday learning environment.

The implementation of PKS at SD Muhammadiyah Sapeen also reflects characteristics that are consistent with the developmental needs of elementary school students. Rather than

emphasizing technical skills alone, the activities observed in this study were oriented toward habituating discipline, responsibility, cooperation, self-control, and social interaction. This finding is consistent with previous research at the elementary school level, which demonstrates that PKS can contribute to strengthening discipline and responsibility among students [36]. At the same time, studies at the secondary level have generally emphasized traffic safety, independence, and social responsibility as outcomes of PKS participation.

From an Islamic character education perspective, the practices observed in PKS can be interpreted as forms of habituation that cultivate responsibility, discipline, cooperation (*ta'awun*), and trustworthiness (*amanah*). The emphasis on practicing these values through concrete responsibilities demonstrates that Islamic character education is not limited to verbal instruction but can be embedded in students' everyday activities and social interactions. The integration of these values is particularly relevant in an Islamic-based elementary school, where character development is expected to be connected with religious values and school culture.

Overall, the findings demonstrate that PKS activities at SD Muhammadiyah Sopen function beyond their conventional role in maintaining school safety and order. Through regular participation, direct responsibility, habituation, and social interaction, PKS provides a contextual learning environment for strengthening students' character. The combination of concrete experience and repeated practice also provides a basis for understanding PKS as a co-curricular practice that contributes to character education at the elementary school level.

Strengthening the Eight Dimensions of Graduate Profiles through PKS Activities

Interviews with the school principal revealed that PKS is viewed as part of the school's strategy to shape students' character from an early age. Through these activities, students are encouraged to arrive on time, follow rules, carry out tasks responsibly, and serve as role models for their peers. Observations further showed that students participated actively and consistently in PKS activities, from preparing their equipment and uniforms to carrying out assigned duties in the field. These practices indicate that PKS provides a structured context in which character values are not only communicated but also practiced through students' daily responsibilities.

The research findings indicate that PKS activities contribute to the strengthening of the eight Graduate Profile dimensions through direct participation, habituation, and responsibility in school-based activities. The dimension of faith and piety toward God Almighty is developed through group prayer before activities and through the internalization of the understanding that discipline, responsibility, and service to others are consistent with religious values. This finding illustrates how religious character can be integrated into routine school activities rather than being limited to formal religious instruction.

The citizenship dimension is reflected in students' habits of obeying rules, maintaining order, and showing concern for the safety and comfort of the school community. Through activities such as directing school traffic and assisting in maintaining school security, students learn to understand their rights and responsibilities as members of the school community. The critical thinking dimension develops when students encounter practical situations that require them to assess conditions, determine appropriate responses, and make responsible decisions. These findings demonstrate that PKS provides students with contextual situations in which responsible decision-making can be practiced.

The creativity dimension is reflected in students' ability to respond flexibly to situations encountered during PKS duties and to find appropriate ways to carry out assigned responsibilities. Although PKS activities are structured by established procedures, students

may encounter varying situations that require them to adapt their actions to particular circumstances. Meanwhile, the collaboration dimension is strengthened through team-based assignments, division of responsibilities, marching drills, and joint efforts to maintain school order. Students learn to coordinate with peers, respect different roles, and complete collective tasks.

The communication dimension develops through students' direct interactions with teachers, PKS mentors, peers, and members of the school community while carrying out their duties. Students are required to communicate instructions, respond to questions, and convey information appropriately. The independence dimension is reflected in students' ability to prepare their own equipment, manage their time, and complete assigned duties with limited supervision. Meanwhile, the health dimension is developed through physical activities such as marching drills and basic self-defense, which contribute to physical fitness while simultaneously encouraging self-control and resilience.

The relationship between PKS practices and the eight Graduate Profile dimensions is summarized in Table 2. The table demonstrates that each PKS activity provides opportunities for students to develop more than one competency or character dimension. Thus, the contribution of PKS should not be understood as being limited to discipline and responsibility, but rather as a multidimensional educational process.

Table 2. Alignment of PKS Activities with the Eight Graduate Profile Dimensions and SDGs

PKS Activity/Practice	Character Value	Graduate Profile Dimension	Evidence/Practice
Group prayer before activities	Faith, discipline	Faith and piety toward God Almighty	Praying before activities and internalizing discipline as a religious value
Obedying PKS rules and procedures	Discipline, responsibility	Citizenship	Following rules and maintaining school order
Responding to school situations	Responsibility, decision-making	Critical thinking	Assessing situations and determining appropriate responses
Adapting to field situations	Creativity, adaptability	Creativity	Finding appropriate ways to respond to varying situations
Team-based assignments	Cooperation, leadership	Collaboration	Dividing tasks and completing duties collectively
Preparing equipment independently	Independence, responsibility	Independence	Preparing uniforms and equipment with limited supervision
Marching and self-defense	Self-control, physical fitness	Health	Physical training, self-control, and resilience
Interaction with teachers, peers, and community	Communication, social awareness	Communication	Giving instructions, responding, and conveying information

The mapping presented in Table 2 demonstrates that the contribution of PKS extends beyond the development of discipline and responsibility. The activities create opportunities for students to practice citizenship, critical thinking, creativity, collaboration, independence, health, and communication within authentic school situations. This finding suggests that the educational value of PKS lies not merely in the activities themselves but

in the learning experiences generated through students' active participation in meaningful responsibilities.

This finding is consistent with recent research demonstrating that co-curricular activities at the elementary school level can strengthen character and student competencies through contextual, participatory, and experiential learning experiences. Yulianto found that co-curricular activities can be systematically integrated into character education within the elementary school context [37]. Similarly, Aulia demonstrated that co-curricular programs provide opportunities for the cultivation of character through students' participation in meaningful school activities. Detuage also emphasized the potential of co-curricular programs to foster students' moral character through structured and participatory learning experiences [38].

The findings further indicate that PKS provides opportunities for students to develop leadership and social responsibility through collective tasks. Students are required to coordinate with peers, perform assigned roles, communicate with others, and take responsibility for the consequences of their actions. This is consistent with Herdianti, who showed that curricular, co-curricular, and extracurricular activities can provide important spaces for the development of elementary school students' competencies and interests. Research on co-curricular activities has likewise highlighted their potential to strengthen leadership, civic engagement, and social responsibility among students [39].

From the perspective of experiential learning, the development of the Graduate Profile dimensions occurs because students encounter concrete situations, reflect on their experiences, and apply what they have learned in subsequent activities. PKS therefore provides a learning context in which competencies are developed through repeated practice and interaction rather than through theoretical instruction alone. Faslia demonstrated that experiential learning can contribute to character formation among elementary school students, while Pangesthi showed that experiential learning can be used to strengthen Graduate Profile dimensions through contextual learning experiences. These findings reinforce the interpretation that PKS functions as an experiential learning context in which character and competency development take place simultaneously.

The integration between PKS activities, the Graduate Profile dimensions, Islamic character, and the SDGs is presented in Figure 2. The figure synthesizes the empirical findings by illustrating how concrete PKS practices become a context for developing character values, strengthening the Graduate Profile, and internalizing Islamic character values, while ultimately contributing to the achievement of relevant SDG targets.

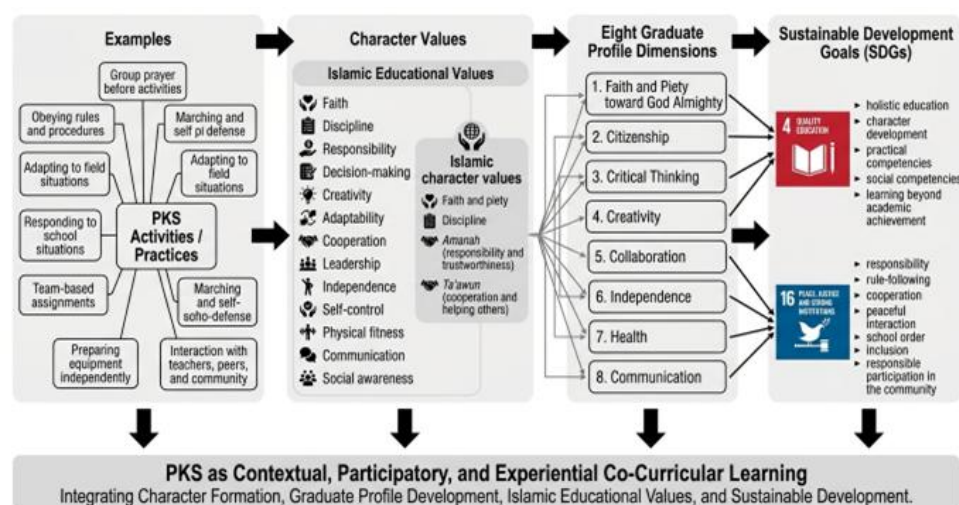


Figure 2. Integration of PKS Activities, Islamic Character Values, Graduate Profile Dimensions, and Sustainable Development Goals

Figure 2 illustrates that PKS functions as a practical learning context in which students have opportunities to develop both general competencies and Islamic character values. Discipline and responsibility, for example, are simultaneously related to the Graduate Profile dimensions of citizenship and independence and to Islamic values of self-discipline and *amanah*. Similarly, cooperation and social awareness are reflected in the dimensions of collaboration and communication and are consistent with the Islamic principle of *ta'awun*. This integration demonstrates that the development of the Graduate Profile at SD Muhammadiyah Sapen is not separated from the school's Islamic educational culture.

The integration of the Graduate Profile and Islamic character is particularly important because the PKS activities observed in this study do not merely train students to comply with technical procedures. Students are also encouraged to understand the moral meaning behind their responsibilities. Following rules, completing duties, helping others, and maintaining school order are treated as forms of responsible behavior that are compatible with Islamic values. Consequently, PKS becomes a contextual space in which students can connect practical responsibilities with moral and religious principles.

The relationship between these dimensions also demonstrates the relevance of PKS to the Sustainable Development Goals. The development of students' competencies and character through meaningful learning experiences contributes to SDG 4 (Quality Education) by supporting an educational process that extends beyond academic achievement and encompasses social, moral, and practical competencies. At the same time, students' habituation to following rules, cooperating with others, taking responsibility, and maintaining a safe and orderly school environment is relevant to SDG 16 (Peace, Justice, and Strong Institutions), particularly its emphasis on peaceful, inclusive, and responsible social life.

This interpretation is supported by research showing that co-curricular activities can function as an important context for character development and responsible participation in school communities. Yunazar and Liestyasari highlight the role of co-curricular learning in character formation through habituation, while Abdullah demonstrates that co-curricular activities can strengthen character values through structured participation in school activities. Therefore, the contribution of PKS to the SDGs can be understood indirectly through the development of students' character, competencies, social responsibility, and capacity to participate constructively in their community.

Overall, the findings demonstrate that PKS activities at SD Muhammadiyah Sapen contribute to the strengthening of all eight Graduate Profile dimensions through contextual, participatory, and experiential learning. The activities simultaneously provide a space for the internalization of Islamic character values such as *amanah*, *ta'awun*, discipline, and responsibility. This integration strengthens the position of PKS as more than a school safety activity; it functions as a co-curricular educational practice that connects character formation, competency development, Islamic educational values, and the broader goals of sustainable development, particularly SDG 4 and SDG 16.

Supporting and Inhibiting Factors in the Implementation of PKS in Character Building

The implementation of PKS activities at Muhammadiyah Sapen Elementary School is supported by various interrelated factors. Based on interviews with the principal and the PKS coordinator, the main supporting factor is the community's high level of trust in the school, particularly regarding the school's commitment to building students' character. This trust encourages parental support for various character-building programs, including PKS.

In addition, the school's religious and character-oriented culture further strengthens the implementation of PKS activities. A school environment that fosters discipline, responsibility, and social awareness facilitates the internalization of the values developed through PKS activities. Another supporting factor is the strong collaboration between the

school and the police in the student guidance process. Recent research also emphasizes that character education at the elementary level is more effective when schools establish structured and continuous collaboration with families and communities. Such collaboration enables the reinforcement of shared values across educational environments and strengthens students' character development [40].

However, this study identified not only supporting factors but also several obstacles in the implementation of PKS. The large number of students poses a unique challenge in the guidance and supervision process. Furthermore, some students remain inconsistent in attending training sessions and completing assigned tasks. The school's busy academic schedule also occasionally affects the effectiveness of activity coordination. These challenges indicate that the implementation of character-building activities requires not only well-designed programs but also adequate coordination, consistent participation, and effective communication among educational stakeholders.

However, these various obstacles can be minimized through ongoing guidance, intensive communication with parents, and strengthening student motivation. This is consistent with recent findings indicating that school–parent collaboration, routine-based character activities, and continuous communication can reinforce students' responsibility, honesty, and religiosity [41]. Thus, parental involvement should not be understood merely as administrative support but as an integral component of the character-building ecosystem.

These findings indicate that the success of character education is determined not only by the programs designed by the school but also by the support of the educational ecosystem involving the school, family, and community. In the context of PKS, this ecosystem is particularly important because students are expected to consistently demonstrate discipline, responsibility, cooperation, and social awareness not only during PKS activities but also in their everyday interactions.

The findings of this study reinforce the results of previous research by Herawati, which show that the PKS program is effective in fostering discipline and responsibility among students. However, this study offers a new contribution by demonstrating that PKS at the elementary school level is also capable of developing various other dimensions of character more comprehensively, including leadership, communication, social concern, and the reinforcement of religious values. Overall, the PKS activities at SD Muhammadiyah Sopen can be understood as a best practice model for co-curricular activities that not only support school discipline but also serve as a means of strengthening character education in line with national educational goals, the Graduate Profile policy, and the Sustainable Development Goals (SDGs) agenda.

CONCLUSION

This study demonstrates that School Security Patrol (PKS) activities at Muhammadiyah Sopen Elementary School in Yogyakarta function not only as a mechanism for maintaining school safety and order but also as a contextual and experiential form of co-curricular learning that strengthens students' character. Through activities such as assemblies, marching drills, school traffic control, equipment preparation, team-based assignments, and guidance from teachers and police officers, students are provided with opportunities to practice discipline, responsibility, cooperation, social awareness, leadership, communication, independence, and self-control in authentic situations.

The findings further demonstrate that PKS activities contribute to strengthening all eight dimensions of the Graduate Profile: faith and piety toward God Almighty, citizenship, critical thinking, creativity, collaboration, independence, health, and communication. This contribution is strengthened by the integration of PKS practices with the Islamic educational culture of the school. Values such as amanah, ta'awun, discipline, responsibility, and social concern are not taught merely as abstract concepts but are experienced and practiced through students' participation in PKS activities. Thus, PKS

provides a contextual space for connecting practical competencies with Islamic character formation.

The implementation of PKS is supported by several factors, including the school's strong commitment to character education, a religious and character-oriented school culture, parental trust and support, and collaboration between the school and law enforcement. At the same time, the implementation faces challenges related to the large number of students, inconsistent participation among some PKS members, and the demands of the academic schedule. These challenges can be addressed through continuous guidance, stronger communication with parents, consistent supervision, and efforts to strengthen students' motivation and commitment.

Theoretically, this study contributes to the understanding of co-curricular education by demonstrating that school-based safety activities can function as a broader character-building context rather than being limited to technical training or school security. Practically, the findings suggest that schools can utilize PKS as an integrated educational practice that connects character formation, competency development, Islamic values, and students' participation in the school community. In this regard, PKS also contributes indirectly to the Sustainable Development Goals, particularly SDG 4 (Quality Education) through holistic character and competency development, and SDG 16 (Peace, Justice, and Strong Institutions) through the cultivation of responsibility, rule-following, cooperation, peaceful interaction, and social awareness.

Overall, PKS at Muhammadiyah Sapen Elementary School can be regarded as a potential best-practice model for co-curricular character education in Islamic-based elementary schools. However, the findings are situated within a single school context and therefore should not be generalized to all educational settings. Future research could examine PKS implementation across different schools and educational levels, compare different models of school–police collaboration, and investigate the long-term effects of sustained PKS participation on students' character development and Graduate Profile achievement.

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Author Contribution

All authors contributed equally to this manuscript. Contributions included research design, data collection, data analysis, manuscript writing, translation, funding support, and final editing. All authors have read and approved the final version of the paper.

Conflicts of Interest

The authors declare that there are no known financial or non-financial conflicts of interest related to this study. This research was conducted solely for academic purposes, with full independence in data interpretation and analysis.

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