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Trends and Innovations in Character Building for Primary School Students in Indonesia

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Abstrak: Pendidikan karakter dan berbagai kejadian negatif menjadi fokus perbincangan dalam dunia pendidikan saat ini. Kondisi tersebut menegaskan perlunya pengembangan dan penguatan nilai-nilai karakter dalam pembelajaran. Kajian pustaka diperlukan untuk lebih memahami penelitian pembentukan karakter. Penelitian ini bertujuan untuk memberikan gambaran sebaran geografis publikasi, tren, dan inovasi pembelajaran dalam pembentukan karakter siswa di sekolah dasar. Penelitian ini menggunakan metode Systematic Literature Review (SLR) dengan model Preferred Reporting Items for Systematic Reviews And Meta-Analysis (PRISMA). Pencarian dilakukan melalui basis data Google Scholar dengan kata kunci “pembentukan karakter”, dan “pendidikan karakter” pada tanggal 10 Januari 2024. Hasil kajian menunjukkan belum meratanya penelitian tentang pembentukan karakter siswa sekolah dasar di Indonesia, dengan dominasi tren publikasi di Pulau Jawa. Meskipun tren publikasi meningkat sejak tahun 2020, 2022, namun terjadi penurunan. Selain itu, teridentifikasi inovasi pembelajaran karakter yang melibatkan pembiasaan/model/media pembelajaran dan kegiatan sekolah. Hasil ini berkontribusi pada penyusunan kebijakan pendidikan karakter yang lebih adil dan relevan di berbagai daerah

di Indonesia dan menawarkan landasan untuk mengembangkan inovasi pembelajaran karakter yang lebih efektif di sekolah dasar.

Keywords:

Character, Elementary school, Innovations, Systematic literature review, Research trends

Abstract: Character education and many negative events are the focus of conversation in education today. This condition emphasizes the need to develop and strengthen character values in learning. A literature review is needed to understand more about character-building research. This research aims to provide an overview of the geographical distribution of publications, trends and learning innovations in student character building in elementary schools. This research uses the Systematic Literature Review (SLR) method with the Preferred Reporting Items for Systematic Reviews And Meta-Analysis (PRISMA) model. The search was conducted through the Google Scholar database with the keywords "character building", and "character education" on January 10, 2024. The review results showed uneven research on character building for elementary school students in Indonesia, with the dominance of publication trends on the island of Java. Although the publication trend has increased since 2020, 2022, there has been a decline. In addition, innovations in character learning that involve habituation/models/learning media and school activities were identified. These results contribute to structuring more equitable and relevant character education policies across different regions in Indonesia and offer a foundation for developing more effective character learning innovations in primary schools.

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INTRODUCTION

Character education has become the focus of conversation in the world of education today, along with the many negative events such as corruption, bribery, violence, promiscuity, and the decline of noble attitudes such as politeness, honesty, and responsibility in recent years (Husni, 2020; Rosari et al., 2023). These cases are not only limited to adults but also involve children and adolescents, who are certainly the nation's future. In addition, globalization significantly impacts the emergence of a modern culture that tends towards liberalization, rationalization, and efficiency. (Iasha et al., 2022; Rachmadtullah et al., 2023). This condition emphasizes the need to develop and strengthen character values. A focus on character education is key to helping students form good character traits, develop judgments of right and wrong, and reduce cases of social norm violations.

Character-based education is closely related to morality, a crucial aspect in shaping the morality of a nation. Students need solid character and moral values to create a good character. Character education is the foundation for forming a moral nation (Izzati et al., 2019). The active role of the family, school and community is required to achieve this goal (Jhon et al., 2021). Children raised in a positive upbringing, education, and environment tend to develop into individuals with strength of character, noble character, and good manners (Izzati et al., 2019; Zulela et al., 2022). Students with strong character, noble character, and noble ethics also have an advantage in maintaining mental health and protecting themselves from stress and the negative effects of socialization, including bullying (Izzati et al., 2019; Liu & Wang, 2021). In character-based learning, students are taught six pillars: trust, respect, responsibility, justice, caring, and citizenship, becoming the basis for shaping student character.

There are several research publications related to character-based learning, such as addressing cyberbullying, social media, and character education (Hermino & Arifin, 2020; Waters et al., 2020), subject matter integrated with character values (Birhan et al., 2021; Zulela et al., 2022), learning media (Suartama & Salehudin, 2020; Trisiana et al., 2020), learning models, strategies and methods (Amri et al., 2020; Jamaluddin et al., 2021), character education based on local wisdom values (Hidayati et al., 2020), religiosity (Hayati & Susatya, 2020), self-character (Hsiao, 2021), school programs (Saputro & Murdiono, 2020), teacher role (Lukman et al., 2021), and the role of parents (Diana et al., 2022).

A literature review is needed to understand more about character-building research. Several literature reviews that discuss character-based learning have been published. In their literature review, Suciati et al. (2023), discuss character and moral education-based learning in developing student character. Miswari et al. (2021) in their literature review, discuss the analysis of character-based Arabic language learning planning analysis. Yeaman et al. (2022) also conducted a literature review on character-based learning approaches that are mostly student-centred and already commonly used by engineering educators. Dewi Ningsih (2022) in its literature review, describes and

analyzes the management of character education in Asian primary school students. In their literature review, Widodo & Hadi (2021) discuss the concept of character learning in the digital era. The last one is Jhon et al. (2021) who, in their literature review, identify the challenges that occur in implementing character education in primary schools in Indonesia.

From some of the information above, it can be seen that many studies have been published related to character-based learning and literature reviews related to student character building. However, from our information, no one has specifically discussed the geographical distribution of publications, trends and learning innovations in student character building in elementary schools. Therefore, this study aimed to provide an overview of the geographical distribution of publications, trends, and learning innovations in student character building. The research review question (RQ) is:

- (1) What is the geographical distribution of research related to innovation in character building of primary school students in Indonesia?
- (2) What are the publication trends related to innovations in character building of primary school students in Indonesia?
- (3) What are the innovations in character building of primary school students in Indonesia?

METHOD

This research used the Systematic Literature Review (SLR) method to explain and describe character-based learning in elementary schools. The SLR method provides a guideline that plays a role in identifying, selecting, finding, guiding, giving understanding, describing, analyzing and evaluating a topic. (Ahmad & Junaini, 2020). This study follows the SLR structure based on the Preferred Reporting Items for Systematic Reviews And Meta-Analysis (PRISMA) model, as described in Figure 1, which involves several stages: identification, screening, eligibility, and inclusion. (Kalogiannakis et al., 2021).

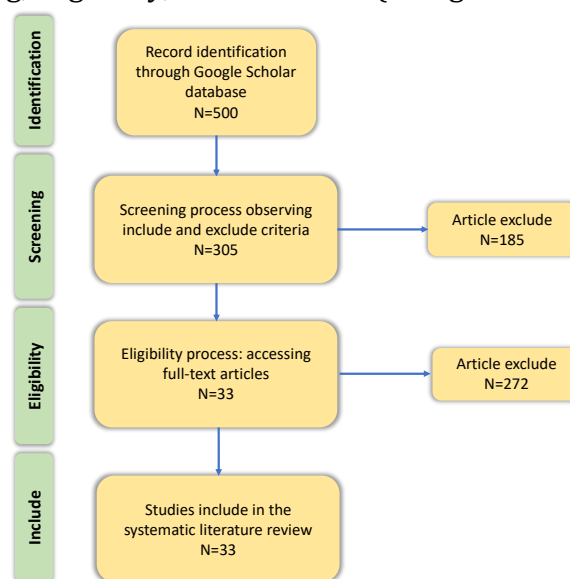


Figure 1. PRISMA Flowchart

2.1. Identification Stage

The identification process is a systematic or structured step in searching for articles. In this study, the search was conducted through the Google Scholar database with the keywords "character building", and "character education" on January 10, 2024. The selection of articles from the database aims to increase the integrity and credibility of the research. (Kalogiannakis et al., 2021).

2.3. Screening Stage

In the screening stage, duplicate articles and articles that did not meet the inclusion criteria were eliminated (Anthony et al., 2022). The inclusion criteria for the articles analyzed in this study are shown in Table 1. If an article did not meet the requirements, it was removed from consideration.

Table 1. Inclusion and Exclusion Criteria

No.	Category	Inclusion Criteria	Exclusion Criteria
1	Type of publication	Articles published in journals	Articles published in proceedings, book chapters, books, corrections, short surveys, reviews, and notes
2	Journal indexation	Sinta indexed journal (Indonesian journal accreditation) and Scopus (international accreditation)	Both do not index the journal
3	Year of Publication	2019 - December 2023	Articles published before 2019
4	Language	English language articles	Articles using languages other than English

2.4. Eligibility Stage

The feasibility evaluation stage involves an in-depth analysis of the screened articles, which aims to answer previously formulated review questions and prevent discussion errors (Anthony et al., 2022). These review questions form the basis for structuring the article review in a structured or systematic way (Altinpulluk & Kesim, 2021), focusing on aspects such as effectiveness, correlation, influence, comparison, significance and improvement. Articles were selected based on eligibility criteria related to learning innovations in shaping the character of elementary school students. A total of 33 articles passed the selection process and were carefully examined to ensure compliance with the established criteria. Articles that did not meet the eligibility standards were ignored to avoid possible bias in publication.

2.5. Inclusion Stage

The inclusion stage is where the selected articles are written and described. The findings form the basis for answering the review questions. In this study, data was analyzed using the Miles & Huberman interactive model (Yohannes & Chen, 2021): i) Data collection was carried out using the keywords "character building", and "character education"; ii) Data reduction was carried out by selecting articles according to the criteria and analyzing them thematically through summarizing, coding, tracing themes, and dividing groups according to the Research Question (RQ), such as geographical location, research trends, and learning innovations in character building of elementary school students. Thematic analysis was used to identify the themes related to (Ahmad & Junaini, 2020); iii) Presentation of data involved organizing data by groups with tabulation; and iv) Conclusions were drawn based on the findings obtained from the review questions.

RESULTS AND DISCUSSION

3.1. Geographical Distribution of Publications

In answering the first research question (RQ1), a geographical analysis was carried out on 33 articles, both indexed by Scopus and Sinta, to determine the distribution of research locations. Figure 2 shows a map of the distribution of research locations with significant variations in the geographical distribution of research. DKI Jakarta is the most frequent research location, with seven articles covering various aspects. This is followed by West Java and Central Java, with 6 and 4 articles showing the substantial contribution of Java in the context of the research conducted, respectively.

East Java and South Sumatra followed with 4 and 3 articles, respectively. Representatives from South Sulawesi, Bali, South Kalimantan, Lampung, East Nusa Tenggara, Central Sulawesi, Southeast Sulawesi, and Yogyakarta were also recorded in this study, although with a smaller proportion of 1.

The data obtained provides important insights regarding the uneven research on character building of elementary school students in Indonesia. This finding aligns with previous research conducted by Putera et al. (2021), which notes that Java still dominates the publication trend of character-building research. Consequently, this research disparity highlights the need for greater attention to regions outside Java to ensure that approaches to student character-building encompass the geographical and cultural diversity across Indonesia. Strategic steps need to be taken to encourage more equitable research across different regions so that the results can be more relevant and have a wider impact on children's character-building at the primary school level across Indonesia.

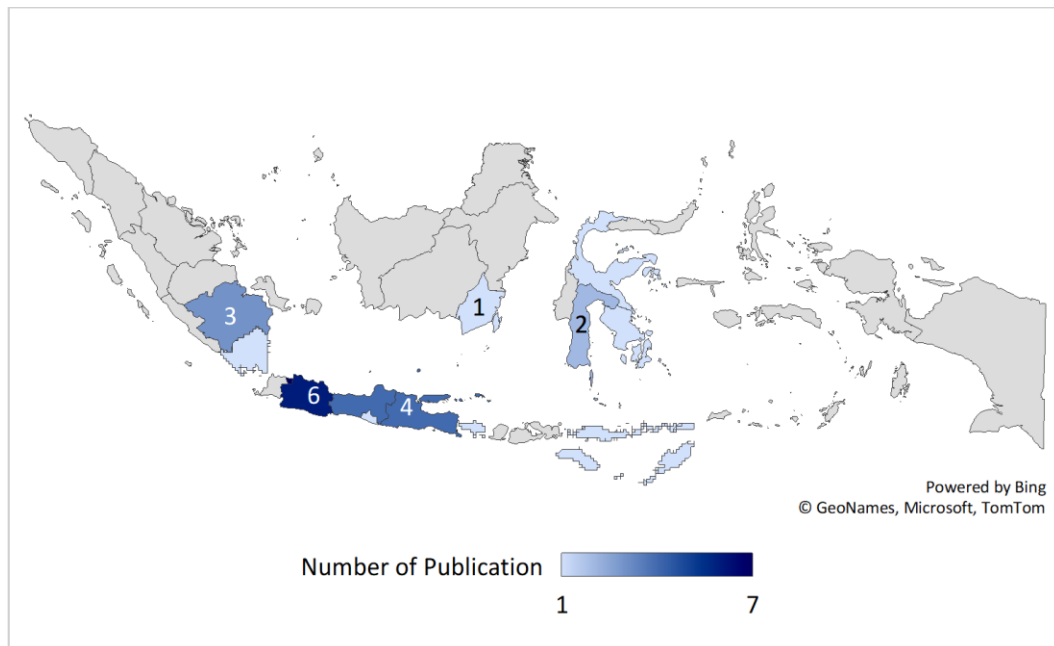


Figure 2. Geographical Distribution of Research Locations

3.2. Trends in Research Publications

In answering the second research question (RQ2), 33 articles were analyzed regarding the number of publications and citations from 2019 to 2023, as shown in Figure 3.

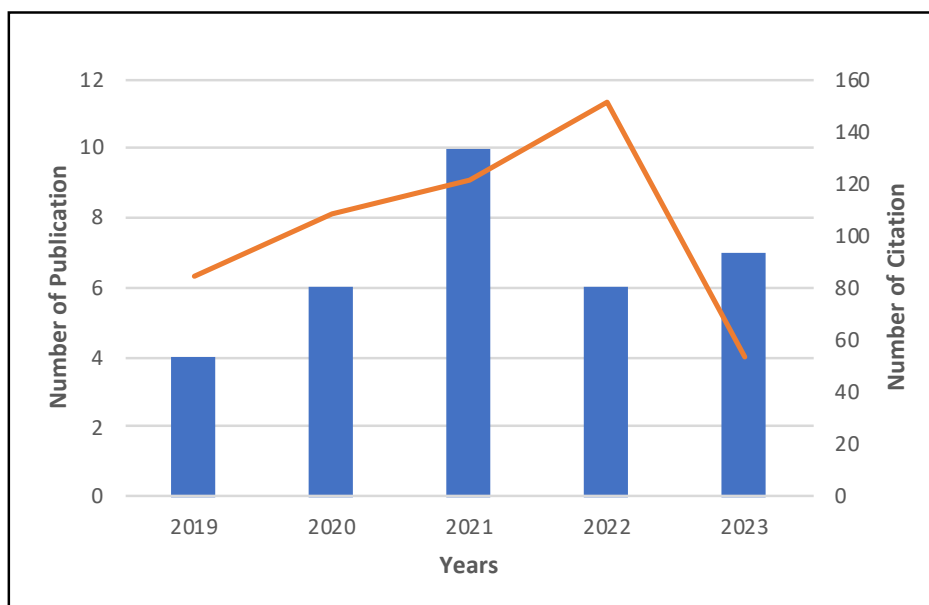


Figure 3. Publication and Citation Distribution (2019-2023)

In the context of the impact of globalization on student character, developing and strengthening character values is a must. The research focus on implementing character values formation through publications in the last five years (2019-2023) provides a

significant picture. The analysis shows an increase in the number of publications, reaching its peak in 2021 with eight publications, which may be related to the shift in the learning system from offline to online due to the COVID-19 pandemic. This increase indicates the need for research on character building in online-based learning.

Although there was a decrease in publications in 2022, this did not reduce the relevance of research trends related to student character building, especially at the elementary school level. The year 2023 saw a return to growth, indicating that the interest and urgency towards understanding and developing student character remains high. These findings contribute to our understanding of the dynamics of character formation in modern learning contexts, with potential implications for designing character-based learning approaches that are more responsive to the changing global education context. It is important to recognize this trend and encourage more future research and publications to understand better the impact and potential for character building of primary school students (Fuentes, 2021; Grech, 2022).

Data on article citations from the Google Scholar database provide a significant picture of the impact and positive reception of the research. Analysis of 33 articles retrieved from the database showed 517 citations, reflecting their high attractiveness and relevance in academic circles (Aksnes et al., 2019). The average citations per article of 15.67 indicates that each article is a significant reference source for other researchers. In the context of time, the average citations per year reached 86.17, indicating that the impact and recognition of the research continue to increase over time. The high average number of citations per year can be interpreted as a sustained and relevant contribution to the literature in that research area.

Table 2. Indexation Distribution of Research Publications

Year	Indexation					
	Scopus/ Sinta 1	Sinta 2	Sinta 3	Sinta 4	Sinta 5	Sinta 6
2023	1	4	2	-	-	-
2022	3	1	1	1	-	-
2021	4	4	1	1	-	-
2020	3	-	3	-	-	-
2019	1	1	1	1	-	-
Total	12	10	8	3	-	-

Information: Sinta is Indonesia's indexing accreditation. The most favorable accreditation order starts from 1 to 6

Based on Table 2, it can be seen that the selection of articles comes from reputable journals and has a good rating so that it can provide credibility and integrity to the research results (Kalogiannakis et al., 2021). Therefore, this research can make a quality

contribution and become a reference in providing information related to learning innovation in the character-building of elementary school students.

3.3. Student Character Building Innovation

Learning innovation is important to shape student character, especially in elementary schools. The innovation can be in habituation strategies, models, learning media, and school activities. In answering the second research question (RQ2), 33 articles related to innovations used to shape student character in elementary schools were analyzed. Table 3 shows research publications on learning innovations in elementary school student character building.

Table 3. Results of the Literature Review.

No.	Authors & Years	Title	Student Character Building Innovation
1	(Meliani, 2023)	Implementation Of Character-Building Education In Inclusive Schools	Student character-building is done through learning, modelling, reinforcement, and habituation. Teachers explain ideas, discuss moral dilemmas, tell a story, encourage active learning, and use a collaborative approach.
2	(Novianti & Ferianto, 2023)	The Position of Teachers in the Development of Early Childhood Character Education	Students' character building is done through habituation and providing varied learning models and strategies, such as by giving songs and repeating them.
3	(Anwar et al., 2023)	Folklore with Value Clarification Technique: Its Impact on Character Education of 8-9-Year-Old Students	Student character building is carried out by providing learning media in the form of the Tulung Naga Legend storybook. In addition, the Value Clarification Technique (VCT) learning model is used.
4	(Mu'min, 2023)	Construction of Islamic Character Education Values Based on Local Wisdom in Culture	Student character building is carried out through learning based on the culture of the Kasepuhan Palace and Kanoman Palace.

No.	Authors & Years	Title	Student Character Building Innovation
		Kasepuhan and Kanoman Palaces	
5	(Maisyaroh et al., 2023)	Strengthening character education planning based on Pancasila value in the international class program	Teachers in the learning and non-learning aspects carry out student character-building. Non-learning aspects are in the form of vision and mission, extracurricular development, and student activities. The learning aspect is given through character-based learning by combining English as a school advantage and Eastern culture as outlined in the student character-building program.
6	(Siruwa et al., 2023)	The Need for A Character Education Management Model to Increase Students' Adversity Quotient in Elementary Schools	Student character building is developed by developing an adversity quotient-based character education management model. The design of the character education management model is divided into three stages: 1) Planning is defined as the process of preparing syllabus, models, lesson plans, methods, media, approaches, methods, and assessments in the time allocation to be implemented at a certain time to achieve goals; 2) Learning implementation is defined as learning activities carried out using approaches, strategies, methods, and media. The implementation of core learning activities, namely (1) self-control, (2) focus, (3) critical thinking, (4) endurance, (5) independence, and 3) Learning evaluation aims to determine the completeness of students in mastering basic competencies. The implementation evaluation consists of (1) attitude evaluation, (2) knowledge evaluation, and (3) skills evaluation.

No.	Authors & Years	Title	Student Character Building Innovation
7	(Arif et al., 2023)	Character Education Management at Islamic Grassroot Education: The Integration of Local Social and Wisdom Values	Student character building is carried out by the Palu City Education and Culture Office by integrating culture and local wisdom through cultural Thursday parades, family involvement through the Association, and immersion of students into culture and local wisdom values.
8	(Zulela et al., 2022)	How is the Education Character Implemented? The Case Study in Indonesian Elementary School	Student character building is done through role modelling, habituation, school climate conditioning, integration of learning in all subjects, and integration through extracurricular activities. The characteristics taught are religion, discipline, responsibility, leadership, tolerance, cooperation, love of cleanliness, neatness, politeness, persistence, courage, confidence, economy, independence, honesty, diversity of acceptance, nationalism, justice, creativity, and respect for achievement.
9	(Yusnan, 2022)	Implementation Of Character Education In State Elementary School	Teachers build student character through activities to remind students of good things, give warnings, provide examples or role models, carry out routine or habituation activities, and increase student awareness.
10	(Ammatulloh et al., 2022)	Strengthening Character Education of Students Through Civics Caring Apps Based on M-Learning During the Covid-19 Pandemic	Student character building uses Civics Caring Apps Based on M-Learning learning media. This media provides customized types of text, graphics, audio, video, quizzes, animation, and interactivity so that everyone can access various forms of media.

No.	Authors & Years	Title	Student Character Building Innovation
11	(Hairul Huda et al., 2022)	The Community-based Character Education: Study of the 'Imaji Academy' Program in Madrasa	Student character building is done through the implementation of the Imaji Academy program. This program is manifested in three feature classes: the literacy feature class, the sociopreneur feature class, and the cultural arts feature class. The character values shown in the three classes consist of religious values, cooperation, and cultural arts that strengthen student character.
12	(Surmana et al., 2022)	The Implementation of Integrated Character Education Outcomes in Elementary Schools	Student character building is carried out through 3 processes, including 1. Implementation through the habituation process in teaching and learning, 2. Implementation through the routine activity process, 3. Implementation through the extracurricular activity process.
13	(Yuliani Nurani, 2022)	Digital Media Based on Pancasila Values to Stimulate Character Building in Early Childhood	Student character building uses digital learning media based on Pancasila values.
14	(Marini, Safitri, Zahari, et al., 2021)	Model of character building applied in physical education and sport class: Case in Indonesia	Student character building is carried out by providing a character integration model in physical education and sports. Character formation in this study was obtained in 3 activities, namely during physical activity, games, and sports.
15	(Nurafiati et al., 2021)	Strategy for Strengthening Character Education in Physical Education Learning at Makassar City	Student character building is done through intracurricular and extracurricular activities, integrating each subject or theme and local content, and providing habituation at school. Character formation in extracurricular activities such as scouts, paediatricians, and drum bands

No.	Authors & Years	Title	Student Character Building Innovation
		Elementary Education Level	is carried out by providing motivation, giving advice, giving gifts, sanctions and politeness; it produces rigour, routine activities, spontaneous activities, and conditioning.
16	(Diharja & Hadiwinarto, 2021)	Implementation of Character Education at The Elementary School Level	Student character building is carried out through cultivation or habituation, reminding students of good things, giving educational reprimands and punishments, teachers providing examples or role models, implementing habituation, and fostering students' awareness and desires.
17	(Marini, Safitri, Lestari, et al., 2021)	Mobile Web-Based Character Building for Enhancement of Student Character at Elementary Schools: An Empirical Evidence	Student character-building is carried out through mobile web-based character-building learning media. Mobile web-based character building integrates character values at the beginning, core, and end of the teaching and learning process.
18	(Manubey et al., 2021)	Peer tutoring analysis in inclusive classes using character education approach	Student character building is done through peer tutoring learning methods. Peer tutors used in learning cannot stand alone but must be implemented with various learning techniques such as games, demonstrations, recitations, simulations, socio-dramas, role-playing, and projects.
19	(Atika et al., 2021)	Integrated School Management-Character Education Affirmation: A Case Study In Muhammadiyah Wirobrajan 3 Elementary School Yogyakarta	Student character building is carried out through integrated school management with PPK. Implement an integrated PPK program through intracurricular activities, class-based co-curricular and extracurricular activities, and Islamic and community life culture.

No.	Authors & Years	Title	Student Character Building Innovation
20	(Dewantara & Dibia, 2021)	Distance Learning and Character Building in Rural Areas During the Covid-19 Pandemic	Student character building in distance learning during the COVID-19 pandemic is done through direct feedback through examples or narratives in the text. Examples are also given in the form of pictures and through daily and weekly activity lists.
21	(Wanti Janari et al., 2021)	Discipline-Based Character Education Management: A Case Study in Sindangwangi 02 Elementary School	Student character building is carried out through extracurricular activities in the form of scouting volleyball and through acculturation and habituation activities, namely exemplary, routine activities, including Asmaul Husna, flag ceremonies and gymnastics, and spontaneous activities.
22	(Pratama et al., 2021)	Character Values of Third-Grade Slow Learner in Character Education at the Inclusive Elementary School	Student character building is done through differentiated learning, especially for slow learners. There are several alternatives to instilling character values in slow learners. The first alternative is to give positive words so children do not feel different from other friends and can be more confident. The second alternative is to provide remedial teaching to slow learners. The third alternative is modelling with interesting media to instil character values in slow learners. The fourth alternative is to integrate slow learners with their classmates so that slow learners can understand the material taught by the teacher. The last alternative is that schools must have a consistent and fair discipline system that can be minimized in applying authority.
23	(Astuti et al., 2021)	Implementation and Reinforcement of Student	Student character building is carried out through strengthening and exemplary habituation. Furthermore,

No.	Authors & Years	Title	Student Character Building Innovation
		Character Education in Palembang City	learning character values is integrated through Civics and Islamic Religious Education subjects.
24	(Gunawan et al., 2020)	Implementation of Character Education for Elementary Students	Student character building is integrated into the learning process and school culture. The integration of character values in the learning process includes preparing character lesson plans, selecting learning methods, and using flipped classroom learning models. Character education is implemented for students through school culture, which includes discipline, love for the country, tolerance, religion, independence, cooperation, and reading hobbies.
25	(Nuraini et al., 2020)	Character Building Model In Extracurricular Activities Using Simulation Games For Elementary School Students	Student character building is carried out through simulation game learning media. In the media, several simulation game scripts are associated with the character values of discipline, independence, health, sportsmanship, nationalism, and self-confidence.
26	(Taufik Rihatno, 2020)	The Development of Character Education Model Using Stop Motion Animation for Elementary School Students in Indonesia	Student character-building is done by developing a character education model using Stop Motion Animation. The media created are four animations related to character education in the teaching and learning process, school culture, extracurricular activities, and community involvement.
27	(Marini et al., 2020)	Applying Model Of Mobile Web Based On Character Building In Teaching Learning Process To Improve Student Character	Student character building is done through mobile web-based learning media on character building. The application of the media was carried out using the action research method.

No.	Authors & Years	Title	Student Character Building Innovation
28	(Yuhanis et al., 2020)	Implementation of Character Education In Fostering Elementary School Students In Gelumbang, Indonesia	Student character building is carried out through internalising character values into compulsory subjects: Islamic Religious Education, Civic Education, Indonesian Language, Mathematics, Social Studies, Science, and Physical Health Education.
29	(Regina & Wijyaningputri, 2020)	Analysis of Parang Mask Batik Character Education as a Form of Character Building for Elementary School Children	Student character building is carried out through the medium of Parang Mask batik. The character values in Topeng Parang batik are religious values, nationalist values, and mutual cooperation values.
30	(Huri & Marwanto, 2019)	Implementation of Model Strengthening Religious Character Education and Nationalists at Muhammadiyah Plus Elementary School City of Salatiga Academic Year 2017/2018	Student character building is carried out through Strengthening Character Development (PPK) activities. The programs carried out are 1) Character-based programs as superior programs towards religious and nationalist habituation values. 2) School culture characterizes students through four things, namely routines, spontaneous activities, exemplary, and conditioning. 3) Character learning, or the Nobel character model for students, is holistic, integrated, and balanced according to graduate competency standards through simple habituation in the classroom. 4) Active community participation to build good communication with government and private institutions as well as the local community. 5) Involvement of parents as stakeholders to make parents play an active role in the implementation of Strengthening Character Development.

No.	Authors & Years	Title	Student Character Building Innovation
31	(Rofa, 2019)	Ideas Of Character Education At The Integrated Islamic Elementary School In Banjarmasin	Student character building is carried out through Strengthening Character Development (PPK) activities. The programs carried out are
32	(Widyasari, 2019)	Implementation Of School Culture Program In Character Education Strengthening	Student character building is carried out through the implementation of school culture. The characteristics developed are 1) polite, 2) clean and tidy, 3) prayer with full awareness, 4) birrul waalidain (good to both parents), 5) discipline, 6) honesty, 7) enthusiasm for reciting and memorizing the Koran, and 8) students. A
33	(Izzati et al., 2019)	Character Education: Gender Differences in Moral Knowing, Moral Feeling, and Moral Action in Elementary Schools in Indonesia	Student character building is done through habituation and providing models, varied learning strategies and the application of school culture. From this, it can be seen that there are differences in the results of character education between men and women.

Various innovations in character building for Indonesian school students have been proposed by researchers, as shown in Table 3, reflecting efforts to create a learning environment that focuses on moral development and character values. Through various habituation strategies, learning models and media, researchers are trying to develop effective and sustainable methods to shape students' character. In this literature review, innovations in student character building in primary schools are depicted using NVivo software, as shown in Figure 4.

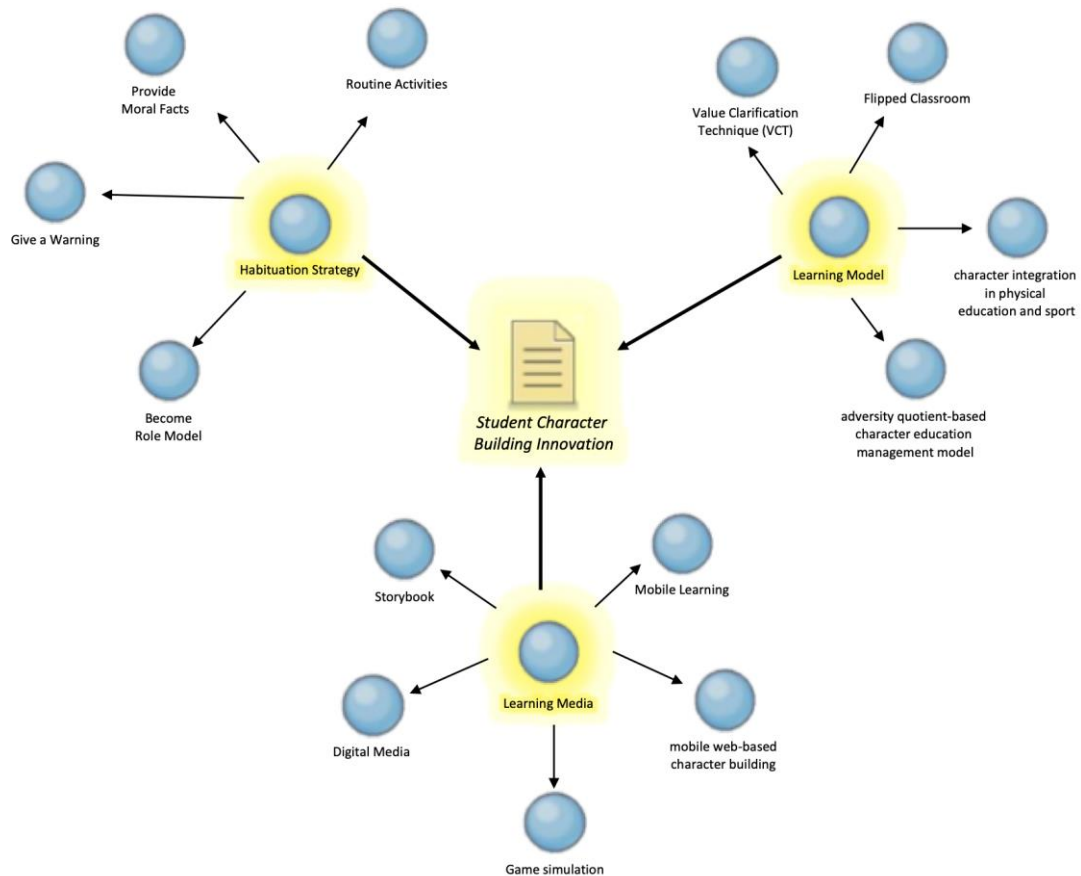


Figure 4. Innovations in Student Character Building in Elementary Schools

3.3.1. Habituation Strategy

From the available study data, it can be seen that one aspect of student character building in elementary schools is the result of the application of various habituation strategies. Habituation in this context refers to routine activities and repetition of positive behaviours aimed at fostering the desired character values. This habituation process marks the active involvement of teachers in efforts to shape student character and can be found in various studies such as those conducted by Nurafiaty et al. (2021), Wanti Janari et al. (2021), dan Zulela et al. (2022).

In an effort to provide examples or role models, some research such as that conducted by Yusnan (2022), Wanti Janari et al. (2021), dan Zulela et al. (2022) highlights the role of the teacher as a model who inspires and becomes a role model for students. In addition, giving warnings is a strategy applied to shape student character, as described by Astuti et al. (2021) and Surmana et al. (2022). Through warnings, students are given an understanding of moral and ethical values that are expected to shape positive character. Some research, such as that conducted by Meliani (2023) and Yusnan (2022), emphasizes providing moral facts as part of the habituation process. Teachers have an important role in conveying moral facts to students so that they can understand and internalize the desired character values.

The importance of involving students in routine activities that reinforce positive character traits is also emphasized by several studies, including Diharja & Hadiwinarto (2021), Novianti & Ferianto (2023), and Yusnan (2022). The active involvement of students in these activities not only strengthens character-building but also creates an interactive and positive learning environment. Overall, habituation strategies that are consistently applied in the learning environment at primary schools can be a strong foundation for shaping students' character. This approach creates an educational atmosphere that supports positive character and moral development at the primary level.

3.3.2. Use of Learning Model

In addition to implementing habituation strategies, student character building in primary schools also integrates a variety of learning models. Studies have shown that a variety of learning models contribute significantly to creating interesting and immersive learning experiences for students. In this context, a number of studies highlight the application of creative and innovative learning models.

For example, Anwar et al. (2023) explore the application of the Value Clarification Technique (VCT) learning model as an effort to shape student character. This model focuses on clarifying the values applied in student character education, providing a deep understanding of moral and ethical values. Furthermore, Siruwa et al. (2023) introduce an adversity quotient (AQ)-based character education management model as a student character-building strategy. By focusing on the development of resilience (adversity quotient), this model aims to increase students' resilience in facing challenges and obstacles.

Gunawan et al. (2020) discuss the Flipped Classroom model as a learning approach that can increase the effectiveness of student character building. In this model, the roles of teachers and students are reversed, where students acquire the previous material independently so that class time can be used for discussion and a deeper understanding of character values. In addition, Marini, Safitri, Zahari, et al. (2021) investigate the character integration model in physical education and sports. The application of this model aims to combine physical learning with student character formation, creating a holistic learning experience.

By implementing various innovative learning models, elementary schools can create a dynamic and relevant learning environment, supporting the overall character development of students. The integration of habituation strategies and varied learning models is an important foundation in shaping student character at the basic education level.

3.3.3. Use of Learning Media

Learning media plays a crucial role as an innovation in building student character in the elementary school environment. Various studies show that the use of learning media makes a significant contribution to creating interesting and in-depth learning

experiences for students. In this context, several types of learning media have been introduced as part of a character formation strategy.

Anwar et al. (2023) explored the use of storybook media entitled "Legend of Tulung Naga" as an approach to forming student characters. This storybook provides a strong narrative about desirable moral and ethical values. Implementation of Civics Caring Apps Based on M-Learning, as proposed by Ammatulloh et al. (2022), creating an interactive and accessible learning environment. This application is designed to provide a variety of media types, including text, graphics, audio, video, quizzes, animation, and interactivity, customized so that each student can access character learning flexibly.

Yuliani Nurani (2022) highlights the use of Digital Media based on Pancasila values as a tool to stimulate student character formation. This media is designed to present Pancasila values creatively and interactively, helping students understand and internalize these values through digital media. Marini, Safitri, Lestari, et al. (2021) investigating mobile web-based character building as an innovative learning medium. This approach utilizes the sophistication of mobile web technology to deliver character-building material effectively and in a fun way.

In addition, game simulations, such as those used by Nuraini et al. (2020), provide an additional dimension in the formation of student character. Through game simulations, students not only learn actively but also engage in interesting and educational experiences. Overall, the use of various learning media is a strategic choice in enriching the approach to building student character at the elementary school level. The integration of these media creates a learning environment that is interesting, interactive and in line with technological developments while supporting efforts to form positive character in students.

CONCLUSION

Based on an analysis of 33 research articles regarding the character formation of elementary school students in Indonesia, it can be concluded that the geographical distribution of research still tends to be uneven, with the island of Java dominating as the main centre of attention. However, there are efforts to increase research outside Java to cover the geographic and cultural diversity throughout Indonesia. In terms of publication trends, the number of studies on student character formation shows an increase, especially in 2021, when it reaches its peak, perhaps related to the shift to online learning due to the COVID-19 pandemic. There is also a high citation rate, reflecting the attractiveness and relevance of the research in academic settings.

In the context of innovation in student character formation, various habituation strategies, learning models, and learning media have been proposed by researchers. Habituation strategies, such as using examples, warnings, and providing moral facts, become an integral part of the character formation process. Meanwhile, the use of innovative learning models, such as the Value Clarification Technique (VCT), character education management based on adversity quotient (AQ), and Flipped Classroom, provides an effective alternative approach. The use of learning media, such as storybooks,

mobile web, stop motion animation, and game simulations, also makes a significant contribution to creating a dynamic and interesting learning environment for students.

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