

# The Role of Teachers in Fostering Student Character Through Holistic Learning at SDIT AN-NAHL Depok West Java

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**Info Artikel:****Keywords:**

Student Character  
Holistic Learning  
Curriculum

**ABSTRACT**

*Developing the character of students in elementary school is essential for establishing a solid moral and ethical base. To achieve this objective, SDIT AN-NAHL Depok has implemented a comprehensive learning approach, with teachers playing a pivotal role in the process. This research emphasizes the significance of incorporating character education into the elementary school curriculum to cultivate a generation that values integrity and ethics.*

*This study aims to investigate the impact of teachers on student character development through a comprehensive approach to learning at SDIT AN-NAHL Depok. We used a case study approach, employing a qualitative methodology. We gathered information by observing classrooms, conducting detailed interviews with teachers, and analyzing educational documents. This approach offers a profound understanding of the teaching practices and strategies employed.*

*The findings indicate that educators at SDIT AN-NAHL Depok employ a range of comprehensive approaches, including incorporating ethical principles into the curriculum, implementing project-based learning, and exemplifying positive conduct. Teachers also play a crucial role in fostering a nurturing learning environment that promotes the growth of students' character. They engage students in various activities that cultivate qualities such as empathy, cooperation, and responsibility.*

*This study emphasizes the crucial role of teachers in shaping student character through a comprehensive learning approach. Teachers serve as more than just educators; they also act as facilitators and role models, offering positive examples. This research suggests that it would be beneficial for teachers to receive additional training and professional development in order to enhance their skills in implementing holistic learning. Support from schools and other stakeholders is essential for the success of students' character development through a well-rounded education.*



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**INTRODUCTION**

Developing the character of students at the primary school level is crucial for establishing a solid moral and ethical base.<sup>1</sup> In today's world of globalization and technological advancements, possessing strong character is a crucial quality that every person should possess.<sup>2</sup> Thus, it is crucial to conduct research on the impact of teachers on cultivating student character through comprehensive education.<sup>3</sup> Comprehensive learning aims to bring together various aspects of education, including academics, emotions, social interactions, and moral values. This approach creates an inclusive learning environment that nurtures students' personal growth.<sup>4</sup>

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<sup>1</sup> Kamaruddin et al., "Pendidikan Karakter Di Sekolah: Pengaruhnya Terhadap Pengembangan Etika Sosial Dan Moral Siswa."

<sup>2</sup> Oktariani et al., "Menerapkan Nilai-Nilai Pancasila Pada Manajemen Sumber Daya Manusia Di Era Globalisasi."

<sup>3</sup> Sabanil, Sarifah, and Imaningtyas, "Peran Guru Dalam Pelaksanaan Hidden Curriculum Untuk Menumbuhkan Karakter Kebhinekaan Global Siswa Sekolah Dasar."

<sup>4</sup> Mustoip, "Analisis Penilaian Perkembangan Dan Pendidikan Karakter Di Kurikulum Merdeka Sekolah Dasar."

The focus of this research is on the teachers at SDIT AN-NAHL Depok, who are responsible for implementing a comprehensive learning approach to nurture student character. The study encompasses the teaching strategies employed by educators, the influence of the holistic approach on student character, and the obstacles and assistance encountered during its implementation.<sup>5</sup> This research delves into the specific strategies employed by educators and their impact on the cultivation of students' character.

Comprehensive learning holds immense promise for nurturing students' character. Research conducted by Noddings (2013) and Lickona (2016) highlights the significance of adopting a comprehensive approach to character education, encompassing academic, emotional, social, and moral dimensions.<sup>6</sup> However, numerous prior studies have placed greater emphasis on theoretical aspects rather than offering tangible proof of practical application in real-world scenarios. This literature excels in its robust theoretical foundation yet falls short in terms of empirical evidence to substantiate the efficacy of holistic approaches in the realm of basic education.<sup>7</sup>

At present, numerous schools prioritize academic success while neglecting the importance of fostering students' character. This creates a notable disparity in the education system. This study demonstrates that incorporating ethical principles into everyday education can greatly enhance students' moral development.<sup>8</sup> The current state of affairs suggests a pressing need to embrace a more comprehensive approach to education to tackle the issue at hand.

This study aims to investigate the role of educators in implementing a comprehensive approach to learning at SDIT AN-NAHL Depok and the resulting impact on students' character development. This study stands out for its emphasis on empirical evidence as it delves into the successful implementation of holistic learning practices by teachers. This study also seeks to address a significant gap in the existing literature by presenting empirical evidence that highlights the crucial role of teachers in fostering students' character development through a comprehensive approach.

## METHOD

This research employs a qualitative approach with a case study design to investigate the role of teachers in nurturing student character through comprehensive learning at SDIT AN-NAHL Depok. We selected this type of research because it enables a comprehensive exploration and holistic understanding of complex and constantly evolving phenomena in the field of character education.<sup>9</sup> This research focuses on the teachers at SDIT AN-NAHL Depok, who play a critical role in the learning process. We carefully selected the subjects based on specific criteria. We actively sought out teachers who have a minimum of three years of experience and are committed to implementing a comprehensive learning approach. Furthermore, this research focuses on the teaching strategies used and how they influence the development of students' character.

The data collection techniques employed in this study encompass participatory observation, in-depth interviews, and document analysis.<sup>10</sup> We conducted an observational study in the classroom to directly observe the interaction between teachers and students, as well as the employed teaching methods.<sup>11</sup> We conducted in-depth interviews with teachers to understand their perspectives on holistic learning and the strategies they use. Document analysis involves studying learning materials, lesson plans, and pertinent evaluation records. We used the technique of thematic analysis to analyze the collected data. This process required a methodical approach to analyzing the data, pinpointing significant patterns, and interpreting the results within the framework of pertinent theories and literature. Thematic analysis enables researchers to uncover meaningful patterns and gain a profound understanding of how teachers contribute to the development of student character.

The research aims to provide a comprehensive understanding of holistic learning practices at SDIT AN-NAHL Depok and how they shape students' character development. We anticipate that the analysis's findings will significantly influence the literature on character education and provide a valuable resource for future educational endeavors.

## RESULTS AND DISCUSSION

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<sup>5</sup> Amelia, "Tantangan Pembelajaran Era Society 5.0 Dalam Perspektif Manajemen Pendidikan."

<sup>6</sup> Komara, "Penguatan Pendidikan Karakter Dan Pembelajaran Abad 21."

<sup>7</sup> Zakariah, Afriani, And Zakariah, *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research And DEVELOPMENT (RnD)*.

<sup>8</sup> Oktavia and Khotimah, "Pengembangan Metode Pembelajaran Pendidikan Agama Islam Di Era Digital."

<sup>9</sup> Rahman, "Teacher's Strategy for Teaching Students' Akhlakul Karimah."

<sup>10</sup> Alhamid and Anufia, "Resume: Instrumen Pengumpulan Data."

<sup>11</sup> Ardiana, "Implementasi Media Pembelajaran Pada Kecerdasan Bahasa Anak Usia 5-6 Tahun."

This study discovered that teachers at SDIT AN-NAHL Depok have a profound impact on nurturing student character through a comprehensive approach to learning. A number of significant themes emerged through careful analysis of data gathered from classroom observations, in-depth interviews, and document analysis, vividly demonstrating the strategy and profound impact of holistic learning. Teachers consistently incorporate ethical principles such as honesty, responsibility, and empathy into every subject matter. Observations indicate that students who actively participate in discussions regarding these values develop a greater sense of introspection and exhibit a heightened comprehension of their significance in daily life. The implementation of project-based learning fosters the development of collaboration and accountability skills among students. For example, participating in social projects that involve community service activities can help students understand the importance of social contribution and collective responsibility.

Teachers exemplify positive behaviors through their daily interactions with students, serving as influential figures. This involves demonstrating patience, fairness, and a willingness to respect students' viewpoints. Interview results indicate that students often model these positive behaviors, which are evident in their interactions with peers and the surrounding environment.

**Table 1. Findings**

Main Theme	Strategy Implementation	Impact on Students
Integration of Moral Values	Discussion of values in subject matter	Enhanced understanding and reflection
Project Based Learning	Social and community service projects	Cooperation and responsibility skills
Modeling positive behavior	Positive behavior modeling by teachers	Imitation of positive behavior by students

## DISCUSSION

This study demonstrates the successful implementation of a comprehensive learning approach in primary schools. The strategies of incorporating ethical principles, project-based learning, and exemplifying positive conduct by teachers are not only theoretical but also applicable in real-life situations. This research presents empirical evidence that supports the efficacy of holistic approaches in character education, specifically in the primary school setting in Indonesia. The findings of this study align with the research of Noddings (2013) and Lickona (2016), highlighting the significance of taking a comprehensive approach to character education. Teachers at SDIT AN-NAHL Depok have successfully implemented comprehensive strategies that have proven to be highly effective in nurturing students' character. The data revealed that students who embraced a comprehensive approach to learning experienced notable enhancements in their social and emotional abilities.

The value of this discovery lies in its ability to offer practical and relevant guidance on how educators can cultivate student character through a comprehensive approach. However, we have identified a few obstacles, such as time and resource constraints, in implementing project-based learning. However, schools and parents can assist in overcoming these obstacles. This research has had a substantial impact on the advancement of character education. Other schools can use the presented empirical data as a reference to implement holistic learning approaches and promote the development of teacher training programs. Furthermore, the research outcomes can enhance the current body of knowledge by providing concrete data from the Indonesian context. This supports the claim that the primary school curriculum can effectively integrate character education.

## CONCLUSION

Teachers' implementation of holistic learning at SDIT AN-NAHL Depok has demonstrated its effectiveness in cultivating students' character. By incorporating ethical principles into the curriculum, using project-based learning, and exemplifying exemplary conduct, educators can establish an educational setting that fosters students' holistic character growth. The study findings indicate that students who participated in the holistic approach had noteworthy enhancements in their social and emotional abilities. The results provide tangible evidence that primary schools can successfully incorporate character education into their curriculum.

We might propose a number of recommendations to improve the effectiveness of holistic learning in character education. Teachers require ongoing training and professional development to enhance their proficiency in implementing comprehensive learning. Specialized training programs can assist educators in acquiring proficiency in effective and creative instructional methodologies. Schools must ensure they offer sufficient assistance, encompassing both material resources and policies, to facilitate the successful implementation of comprehensive learning. The active involvement and endorsement of school leaders,

administrative personnel, and the school community are critical in establishing a suitable environment for children's character development.

Parental participation in the character education process is essential. Schools might provide conferences and seminars for parents to enhance their understanding of the significance of holistic education and how they help bolster instructors' endeavors at home. Regular assessment and supervision of the execution of comprehensive learning is necessary to verify the effectiveness of the tactics and their favorable influence on students' character growth. Regular evaluation and input from students, teachers, and parents can aid in identifying areas that require improvement.

Additional investigation is required to delve more deeply into the diverse facets of holistic learning and its influence on student character. Longitudinal studies that involve larger samples have the potential to offer more extensive and detailed information. We anticipate that by incorporating these recommendations, the school system can seamlessly integrate comprehensive learning, fostering the growth of pupils into individuals with robust character, unwavering integrity, and preparedness to confront forthcoming obstacles.

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