

The Role of Teachers in Developing Students' Character of Honesty and Hard Work at SDN 7 Cakranegara

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DOI : <https://doi.org/10.61796/ajoure.v4i1.417>

Sections Info

Article history:

Submitted: November 11, 2025
Final Revised: November 25, 2025
Accepted: December 02, 2025
Published: December 09, 2025

Keywords:

Teacher role
Character education
Honesty
Hard work
Elementary school

ABSTRACT

Objective: This study aims to analyze the role of teachers in developing students' character, particularly honesty and hard work, through a character and discipline guidance program at SDN 7 Cakranegara. **Method:** This research uses an *ex post facto* method with a descriptive qualitative approach involving interviews, observations, and documentation. **Results:** The findings show that teachers play a significant role through exemplary behavior, routine moral habituation, motivational strategies, and participatory learning methods. Although the program positively shapes students' honesty and work ethic, challenges remain, especially students' diverse backgrounds and low learning motivation. **Novelty:** Strengthening instructional strategies, parental involvement, and continuous character-building activities proved essential in internalizing honesty and hard work among students.

INTRODUCTION

Education occupies a highly strategic position in shaping the character of the younger generation [1], [2], [3], [4]. It is not only a process of transferring knowledge but also a means of cultivating values that prepare students to become responsible citizens [5], [6], [7], [8]. One of the main goals of national education is to produce individuals who have faith, devotion to God Almighty, noble character, competence, creativity, independence, and responsibility as democratic members of society [9], [10], [11], [12], [13], [14], [15]. Within this framework, teachers serve as the central actors in character formation, particularly in instilling the values of honesty and hard work [16]. Their role extends beyond academic instruction, as they are expected to guide students in developing moral integrity and perseverance, which are essential for both personal growth and social responsibility [17], [18].

Schools provide an important environment for moral and character development [19]. In this setting, students are introduced to values such as simplicity, ethics, sharing, compassion, and social responsibility. These values are not only taught through lessons but also practiced in daily interactions within the school community. Teachers play a crucial role as role models and moral guides who are present every day in the learning process [20], [21], [22]. Their behavior, attitudes, and consistency in applying rules become examples for students to follow. Honesty, in particular, is a central focus of character education. However, several studies show that cultivating honesty in schools has become increasingly challenging due to a lack of role models and weak social sanctions [23], [24]. This situation highlights the importance of teachers in demonstrating

honesty through their actions, as students often learn more from what they observe than from what they are told [25].

At the same time, the character of hard work is also essential for academic success and future life. Hard work is not only about completing tasks but also about perseverance, discipline, and the willingness to overcome difficulties. Teachers are responsible for motivating students, encouraging them to be diligent, and building a strong work ethic [26], [27], [28]. By integrating the value of hard work into classroom activities, assignments, and extracurricular programs, teachers help students understand that success requires effort and commitment [29], [30], [31], [32]. This process prepares students to face challenges in their academic journey and equips them with the resilience needed for future careers and social responsibilities.

Nevertheless, in practice, challenges remain in implementing character education. Students come from diverse backgrounds, each with different experiences, values, and expectations. Some students may have strong support from their families in practicing honesty and hard work, while others may lack such guidance [33], [34], [35]. Teachers must therefore adapt their strategies to meet the needs of different students, ensuring that character education is inclusive and effective [36]. This diversity also requires schools to create a supportive environment where values are consistently reinforced through policies, activities, and collaboration between teachers, parents, and the wider community.

Therefore, this study examines the role of teachers in developing the values of honesty and hard work through character-building programs at SDN 7 Cakranegara. The urgency of this research lies in the fact that honesty and hard work are fundamental values that directly influence students' academic achievement and their preparation for future social responsibilities. In the midst of challenges such as declining role models, weak sanctions, and diverse student backgrounds, understanding how teachers can effectively instill these values becomes crucial. This research is important because it not only contributes to the academic discourse on character education but also provides practical insights for schools and educators in strengthening moral and ethical foundations among students.

RESEARCH METHOD

This study employed an *ex post facto* method with a descriptive qualitative approach. This method was chosen because the researcher examined factors influencing the development of students' character after the implementation of the character-building program, without manipulating variables. The focus was on understanding how honesty and hard work were fostered through natural processes within the school environment.

Research Subjects

The subjects were selected using purposive sampling, meaning informants were deliberately chosen based on specific considerations relevant to the research objectives. The participants included the Head of the Violence Prevention and Handling Team (TPPK) at SDN 7 Cakranegara, who coordinated the character-building program, the Islamic Education teacher who provided direct moral guidance and advice, and

classroom teachers who monitored students' daily behavior. In addition, 22 students from grades III to VI were involved, selected because they required special assistance in discipline, honesty, and hard work. The inclusion of these diverse informants provided the researcher with a comprehensive perspective on how the program was implemented and how teachers contributed to character formation.

Data Collection Techniques

Data were collected through three main techniques: in-depth interviews, observation, and documentation. Semi-structured interviews were conducted with key informants, including teachers, program coordinators, and students. These interviews explored perceptions, experiences, and understandings related to the implementation of character-building activities, focusing on strategies for instilling honesty and hard work, forms of guidance beyond routine activities, and students' responses to moral instruction.

Observation was carried out to directly examine routine activities such as morning exercise, Qur'an memorization, midday prayer, and Imtaq sessions. The researcher observed students' discipline, honesty, cooperation, and perseverance, as well as teachers' guidance and role modeling during these activities. This allowed for a deeper understanding of school interactions and the effectiveness of character-building practices.

Documentation served as a complementary source to strengthen findings from interviews and observations. Collected documents included photographs of activities, daily program notes, attendance lists, reports on character-building implementation, and archives such as schedules for tahliz and Imtaq. These materials were used to verify consistency between program implementation and information obtained from other sources.

Data Analysis Techniques

Qualitative data were analyzed using Miles and Huberman's Interactive Model, consisting of data reduction, data display, and conclusion drawing. Data reduction involved summarizing and focusing on relevant information, grouped into themes such as teacher strategies, honesty, hard work, and student responses. Reduced data were then displayed in descriptive narratives, interview excerpts, and simple diagrams to illustrate relationships among findings. Finally, conclusions were drawn through repeated verification and triangulation, ensuring validity and consistency. This process produced a comprehensive understanding of how teachers foster honesty and hard work through character-building programs at SDN 7 Cakranegara.

RESULTS AND DISCUSSION

The implementation of the discipline and character guidance program at SDN 7 Cakranegara represents the school's effort to shape positive behavior, strengthen discipline, and instill the values of honesty, cooperation, and hard work. The program is coordinated by the Violence Prevention and Handling Team (TPPK) and involves the participation of all teachers. Based on interviews, observations, and documentation, four main findings emerged: (1) the implementation of the discipline and character guidance

program, (2) teachers' strategies in instilling honesty, (3) challenges faced by teachers in fostering hard work, and (4) the influence of teaching methods on students' character development.

1. The implementation of discipline and character

The implementation of the discipline and character guidance program at SDN 7 Cakranegara is coordinated by TPPK and supported by the entire teaching staff. The program involves 269 students, with 22 students from grades III to VI receiving special assistance because they still demonstrate low discipline, difficulty in following rules, and weaknesses in honesty and hard work. Routine activities such as morning exercise, Qur'an memorization (tahfiz), midday prayer in congregation, Imtaq sessions, and the delivery of character advice for 10–15 minutes after spiritual activities serve as the main instruments for character formation. These consistent practices that character education requires role modeling and moral reinforcement with [37], [38], [39]. Nevertheless, observations indicate that the program still needs stronger evaluation and specific follow-up for students receiving special guidance in order to achieve more optimal results [40], [41].

Table 1. Implementation of the Discipline and Character Guidance Program at SDN 7 Cakranegara.

Program Aspect	Implementation Description (Basic English)	Implementation Level
Teacher & TPPK Commitment	Teachers and TPPK show strong commitment to carrying out character development through daily routines.	High
Daily Habit Activities	Morning exercise, Qur'an memorization, prayer, and faith activities run regularly every day and have become a school culture.	High
Special Assistance for 22 Students	Guidance is given through individual mentoring, persuasive reminders, and behavior monitoring.	Medium
Daily Character Advice	Teachers give 10–15 minutes of advice after routine activities; consistent but not fully documented.	Medium
Parent Involvement	Communication with parents about student behavior is still limited.	Low
Behavior Evaluation	No specific evaluation tool yet; assessment is still based on teacher observation.	Low

2. Teachers' Strategies in Instilling the Value of Honesty

Teachers employ three main approaches to instill the value of honesty in students. The first approach is role modeling, in which teachers demonstrate honest behavior in their daily actions, such as keeping promises, admitting mistakes, and maintaining

consistency between words and deeds [42], [43], [44]. This strategy is considered the most effective because students tend to imitate what they observe from their teachers.

The second approach is the cultivation of moral habits through simple but repetitive activities. These include reporting attendance truthfully, carrying out classroom duties, queuing in an orderly manner, and reporting lost or found items. Such routines help students internalize honesty through concrete actions in their everyday school life [45].

The third approach is character reflection, conducted through short sermons, advice, and brief discussions after Imtaq sessions or congregational prayers [46], [47], [48], [49]. In these moments, students are invited to reflect on the importance of honesty in daily life. Together, these three strategies complement one another and gradually shape honest character within the students.

3. Challenges Faced by Teachers in Instilling the Value of Hard Work

In fostering the value of hard work, teachers encounter several significant challenges. Differences in family background are one of the main factors influencing students' discipline and behavioral patterns, particularly among the 22 students receiving special guidance who show low learning motivation and tend to give up easily when facing difficulties. In addition, parental support at home remains limited, which means that character-building practices are not consistently reinforced outside of school. A less supportive social environment also becomes an obstacle in shaping consistent hard-working behavior among students [50], [51].

To address these challenges, teachers apply various strategies such as providing verbal motivation, giving simple rewards for positive behavior, assigning tasks gradually so that students do not feel overwhelmed, and reinforcing good behavior through positive encouragement [52], [53], [54]. These efforts help stimulate students to be more diligent and enthusiastic in carrying out their responsibilities, thereby strengthening the value of hard work in their daily learning activities.

4. The Influence of Teaching Methods on Character Formation

The teaching methods applied by teachers have been shown to exert a significant influence on the development of students' character. Teachers employ a combination of approaches, including participatory methods in which students are actively involved in moral activities, routines, and group work, allowing them to learn through direct experience.

In addition, routine practices such as morning exercise, Qur'an memorization (tahfiz), midday prayer in congregation, and Imtaq sessions help shape discipline, responsibility, and positive behavioral patterns that are consistently reinforced each day [55], [56], [57], [58]. Teachers also adopt a reflective approach by asking students to evaluate their own behavior at the end of activities, enabling them to recognize shortcomings and make improvements.

The findings of this study indicate that these methods bring positive impacts, such as increased courage among students to admit mistakes, greater honesty in communication, disciplined behavior during queuing and classroom duties, and the emergence of a work ethic in some students. Furthermore, the relationship between

teachers and students becomes closer and warmer due to the routine moral interactions that take place. Nevertheless, the process of internalizing character values requires long-term consistency to ensure that behavioral changes are permanently embedded.

Table 2. Character Development of 22 Special Guidance Students.

Character Focus	Development Description (Basic English)	Category
Discipline	Some students have begun to improve, shown in queuing, doing duties, and following daily schedules.	Medium
Honesty	Students show basic honesty, but still need steady encouragement.	Medium
Cooperation	Cooperation improves in group work, but a few students are still passive.	Medium
Hard Work	Still weak; several students give up quickly when tasks become difficult.	Low
Responsibility	Some students can finish assignments with support, but the progress is uneven.	Medium-Low

CONCLUSION

Fundamental Finding : The findings of this study indicate that teachers play a crucial role in developing students' character of honesty and hard work through the application of role modeling, moral habituation, and reflective approaches within both classroom learning and routine school activities. The discipline and character guidance program implemented at SDN 7 Cakranegara has been proven to bring positive impacts on students' behavior, particularly in aspects of discipline, honesty, and work ethic.

Implication : However, the process of character formation still faces several challenges, such as low student motivation, the influence of social environments, and the limited role of families in supporting character habituation at home. **Limitation :** To overcome these obstacles, stronger collaboration between schools and parents is required, along with specialized training for teachers on character education strategies and the development of more structured and measurable character-building programs. **Future Research :** If these efforts are carried out consistently and sustainably, schools hold great potential to nurture students who are honest, disciplined, morally upright, and equipped with a strong work ethic.

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