



Building of Student Character and Teachers' Creativity in the Use of Environment-Based Learning Media at SMA Negeri 2 Soyo Jaya, North Morowali Regency Utara

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Abstract

The purpose of writing this article is to discuss how to building student character or morals and teacher creativity in using environmental media in social studies learning as well as looking at the supporting and inhibiting factors for teachers in using the environment as a learning medium at SMA Negeri 2 Soyo Jaya, North Morowali. The environment as a learning medium can make it easier for teachers to convey material and can be easily understood by students because it is something that is familiar to students. The type of research used is descriptive qualitative. Data collection was carried out using observation, interview and documentation techniques. The results of this research show that the environment as a learning medium can shape students' character or morals well, students can learn from the surrounding environment directly so that students can do positive things in the community environment, students can easily understand the material being taught because the environment is something that is not unfamiliar to students. Supporting and inhibiting factors in forming student character are influenced by two factors, namely internal factors and external factors. Based on research results, the environment as a learning medium benefits teachers and students, students can easily understand the material and teachers can also easily explain the material.

Keywords: Character; Teacher Creativity; Learning Media

Abstrak

Tujuan penulisan artikel ini adalah membahas bagaimana membentuk karakter atau akhlak siswa dan kreativitas guru dalam penggunaan media lingkungan pada pembelajaran serta melihat faktor pendukung dan penghambat guru dalam menggunakan lingkungan sebagai media pembelajaran di SMA Negeri 2 Soyo Jaya Kab. Morowali Utara. Lingkungan sebagai media pembelajaran dapat memberikan kemudahan bagi guru dalam menyampaikan materi serta dapat dengan mudah dipahami oleh siswa karena sesuatu yang tidak asing lagi bagi siswa. Jenis penelitian yang digunakan yaitu deskriptif kualitatif. Pengumpulan data yang dilakukan dengan teknik obeservasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa lingkungan sebagai media pembelajaran dapat membentuk karakter atau akhlak siswa dengan baik, siswa dapat belajar terhadap lingkungan sekitarnya secara langsung sehingga siswa dapat melakukan hal yang positif dilingkungan masyarakat, siswa dapat dengan mudah memahami materi yang diajarkan karena lingkungan merupakan sesuatu yang tidak asing bagi peserta didik. Faktor pendukung dan penghambat dalam membentuk karakter siswa yaitu dipengaruhi dari dua faktor yaitu faktor internal dan faktor eksternal. Berdasarkan hasil penelitian bahwa lingkungan sebagai media pembelajaran menguntungkan guru dan siswa, siswa dapat dengan mudah memahami materi dan guru juga dapat dengan mudah menjelaskan materi.

Kata Kunci: Strategi Guru; Karakter; Kreativitas Guru; Media Pembelajaran

INTRODUCTION

Education is an effort made by a person to make changes in himself by seeking knowledge so that there is a change in knowledge and behavior. Education is first obtained from our smallest environment, namely the family and society, informal education and formal education school environment. According to Hasan Basri, education is more appropriately defined as the processing of coaching and guidance carried out continuously by a person to students to achieve

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educational goals.¹ The purpose of education is to educate the nation's children to become human beings who have faith, noble character, knowledge, and become responsible members of society. A school is a group of people who work together to create educational goals. Schools have the responsibility to educate the nation's children through teachers. Teachers have the responsibility to shape the personality of students, so the teacher's task is not only to provide lessons but also to educate and guide students so that a good and responsible personality can be formed.

According to Nurfirdaus & Hodijah, schools as educational institutions basically aim to prepare students to face future life, by developing their potential. This effort will be optimal if the school as a formal learning center for students, can develop the learning process properly along with all aspects that affect it such as facilities and infrastructure, conducive situations and other factors. So that school becomes a means of developing students' abilities and becomes the basis for how students as the next generation become someone who is qualified and has social behavior in accordance with the norms and values that apply in the environment.² The character or morals of students must be formed and educated as best as possible so that they can become better individuals and have noble morals. The character or morals of a student are not only formed by the school but the family must also support and participate in shaping the character or morals of the student. According to Sukiyat, character or moral education is a system of instilling character or moral values in school residents which includes components of knowledge, awareness, or willingness and action to implement these values.³ Building students' character or morals in the school environment is one of them by using interesting learning media so that students can respond well to the material delivered by the teacher. The use of environment-based learning media can arouse students' enthusiasm in participating in learning, because the learning media is not monotonous.

According to Erly Rusiana, environmental learning media is the understanding of certain symptoms or behaviors of objects or scientific observations of something around as teaching materials for students before and after receiving material from school by bringing experiences and discoveries with what they encounter in their environment.⁴ The environment is a place that can be used as a means to add insight, in this case the environment functions as a forum for students or for humans to learn and to express themselves so that they can produce better learning results. According to Saharuddin et al., the environment is a place to influence the growth and development of children, besides that the environment can be used as a place to express themselves to think and to get new information as a learning result. A good learning environment can be used as a support so that the students can receive the material and can enjoy the learning

¹ Hasan Basri, "Landasan Pendidikan. Bandung," 2013.

² N Nurfirdaus, N., & Hodijah, "Studi Tentang Peran Lingkungan Sekolah Dan Pembentukan Perilaku Sosial Siswa SDN 3 Cisantana," *EDUCATOR* 4, no. 2 (2018): 113-29.

³ Sukiyat, "Strategi Implementasi Pendidikan Karakter," *Jakad Media Publishing*, 2020.

⁴ E Rusiana, "Peningkatan Kualitas Pembelajaran Ekonomi Melalui Pendekatan S Cientific Dengan Mengoptimalkan Kegiatan Pembelajaran Berbasis Lingkungan," *Berbasis Lingkungan. Jurnal Pamator: Jurnal Ilmiah Universitas Trunojoyo* 11, no. 1 (2018): 71-74.

process well.⁵ The environment can be used as a means to study for students. The surrounding environment can also provide new insights for students, learning about the local environment for students can benefit them to express their curiosity, be involved in the creative process of finding answers and be involved in protecting the environment, it is important for students to be able to get to know the surrounding environment so that they can solve problems and be able to take responsibility for themselves and their environment.

Media is a means or tool used to facilitate and support teaching and learning activities. Learning media is useful to help students to absorb and understand the material provided by educators with the aim of improving cognitive, affective, and psychomotor students. According to Cecep Kustandi & Daddy Darmawan, learning media is a tool that can help the teaching and learning process which functions to clarify the meaning of the message conveyed so that the learning objectives are better and perfect.⁶ The learning process by utilizing the social environment can be carried out by field practice to observe and interview so that students will master the material better and can also add to the student experience. According to Sulyati et al, utilizing the surrounding environment as a learning resource, it is expected to help improve the quality of student learning in the learning process.⁷

In contrast to the previous study, because the research integrates two main focuses, the formation of student character and the creativity of teachers in the use of environment-based learning media. Most previous studies tend to emphasize only one aspect, for example the formation of student character as an educational goal or innovation in the use of environment-based learning media in general. This study presents a new approach by linking these two aspects simultaneously, showing how teachers' creativity in utilizing the potential of the local environment can directly support the formation of students' character. In addition, this research was conducted in a specific geographical context, namely SMA Negeri 2 Soyo Jaya in North Morowali Regency, which may not have been explored much in previous studies, thus making a unique contribution to the existing literature by highlighting the contextual approach based on the local environment.

RESEARCH METHOD

This research is a qualitative research with descriptive analysis. According to Hermawan, qualitative research is descriptive research and tends to use analysis. The process and meaning (subject perspective) are more highlighted in qualitative research.⁸ Qualitative research examines the perspectives of participants with interactive and flexible strategies.⁹ Qualitative research is

⁵ et al Saharuddin, "Pengembangan Bahan Ajar Berbasis Lingkungan Untuk Membentuk Karakter Atau Akhlak Siswa Pada Mata Pelajaran IPS Di SMA Negeri 2 Soyo Jaya KAB. Morowali Utara, Provinsi Sulawesi Tengah," *Jurnal Kreatif Online* 8, no. 2 (2020).

⁶ Cecep Kusnandi & Daddy Darmawan, "Pengembangan Media Pembelajaran. Jakarta," 2020.

⁷ et al Fitriani, A. N, "Pemanfaatan Lingkungan Sebagai Sumber Belajar Terhadap Hasil Belajar IPS Kelas VII SMP Negeri 2 Ambarawa," *Sosiolum: Jurnal Pembelajaran IPS* 1, no. 2 (2019): 164-68.

⁸ John Gerring, "Qualitative Methods," *Annual Review of Political Science* 20, no. 1 (May 11, 2017): 15-36, <https://doi.org/10.1146/annurev-polisci-092415-024158>.

⁹ Jo Moriarty, "Qualitative Methods Overview," 2011, <https://eprints.lse.ac.uk/41199>.

aimed at understanding social phenomena from the perspective of participants. Thus, the meaning or meaning of qualitative research is research used to research on the condition of natural objects where the researcher is a key instrument.¹⁰ The location of this research was carried out in Panca Makmur Village, Soyo Jaya District, North Morowali Regency, Central Sulawesi Province and the results of the research were at SMA Negeri 2 Soyo Jaya, with the research subjects of the Principal, Social Studies Teachers, Religious Teachers and Students who were randomly taken. The data sources used in this research are primary data and secondary data and the data collection techniques used are observation, interview, and documentation techniques.

RESULTS AND DISCUSSION

Formation of Student Character in the Use of Learning Media

Forming the character or morals of students at school is an important role of teachers to be able to guide students so that they can have noble character or morals and good personalities.¹¹ Good character or morals and personality in this case have morals based on applicable norms. Seven basic moral knowledge that needs to be taught to students include, moral awareness, moral awareness is very important to build and instill in students because the age of adolescence is very wide against moral, ethical and moral failures, even if they see that their actions are wrong. Students often cannot see that the situation they are facing involves moral, ethical and moral issues so that they need further consideration.¹² Students must use their common sense to see when a situation requires moral, ethical and moral assessment, then think carefully about what considerations they should take in responding to the moral, ethical and moral situation.

Moral, ethical and moral awareness has a great influence on the personality of students, so mothers must build and form moral, ethical and moral awareness in students so that they can take the right action in a situation.¹³ This was also said by Mr. Badrun as a social studies and religion teacher that moral awareness, ethics and morals, at an early age students must be formed so that they can grow into better individuals in facing situations and can act according to good morals, ethics and morals. Mother as the principal of the school strives to instill a caring spirit in educators so that they can teach wholeheartedly, not only giving material but they also have to insert about moral, ethical and moral values. Awareness of morals, ethics and morals when they

¹⁰ Iwan Hermawan, "Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif, Dan Mixed Methode," 2019.

¹¹ Tiara Ramadhani et al., "The Role Of Character Education In Forming Ethical And Responsible Students," *IJGIE (International Journal of Graduate of Islamic Education)* 5, no. 2 (2024): 110-24.

¹² Silvia Gonella et al., "Lived Experience of Ethical Challenges among Undergraduate Nursing Students during Their Clinical Learning," *Nursing Ethics*, July 24, 2024, 09697330241262311, <https://doi.org/10.1177/09697330241262311>.

¹³ Blasius Erik Sibarani, "Exploring the Role of Self-Awareness, Self-Integrity, Self-Regulation, and Ethics Education in the Student's Ethics Compliance: Evidence from Indonesia," *International Journal of Ethics Education* 9, no. 2 (October 2024): 283-305, <https://doi.org/10.1007/s40889-024-00188-y>.

teach so that students not only gain knowledge but they can also behave according to the applicable rules strictly knowing moral, ethical and moral values.¹⁴

Indonesia is a multicultural country, so the role of teachers is to give responsibility or teach students to appreciate the differences in tolerance that exist in the community.¹⁵ Moral, ethical and moral values such as respecting independence, responsibility, mutual respect, tolerance, manners and courage, seeing this, students are required to apply it in real life.¹⁶ Knowing the moral, ethical and moral values for students teaches them to respect each other, because there are several differences that exist among the community, fostering a sense of tolerance, honesty and justice is very important for participants. According to Mr. Badrun as a teacher of Social Sciences and Religion, students are taught to know moral, ethical and moral values so that students can be responsible for their lives and apply them to various situations that will occur among the community.

The differences that exist in the community for example if two people are in a certain situation, then both will have different points of view. The task of a teacher teaches students that if they take an action or decision, they must look at it from the perspective of others.¹⁷ Over time, students will experience gradual development and can decide whether something is good or bad for a behavior, then decide the choices they take in accordance with applicable norms. Moral, ethical and moral thinking in students basically exists, it is our task to study and give a clear explanation to them about making a decision and the importance of moral, ethical and moral thinking before making a decision. This is also said by Mr. Badrun to bring moral, ethical and moral thoughts to students basically already formed, only our task as teachers is to provide direction or input and instill knowledge values about the importance of morals, ethics and morals. Decision Making Decision making is a step that will be taken by a person when in a situation and making the decision must have consequences for it before making a decision, it is necessary to think carefully so that the decision does not cause problems.¹⁸

Students must be able to assess themselves and be able to evaluate themselves in order to have good character or morals, with the aim that students can see the shortcomings and advantages that exist in them.¹⁹ If the weaknesses are known, students can evaluate and try to find ways to overcome these shortcomings. If you want to become a better person, it is necessary to reflect on students so that they can see the weaknesses they have so that they can make changes and this can be achieved with the support of teachers and people. Mr. Badrun as a Social Studies and Religion Teacher said that the assessment of self-esteem is very important to be able

¹⁴ Interview With Mr. Badrun

¹⁵ Anzar Abdullah et al., "Application of Multicultural Education in Strengthening Community Solidarity in Indonesia," *Jurnal Ilmiah Peuradeun* 11, no. 3 (2023): 1173-98.

¹⁶ Khandakar Akhter Hossain, "EVALUATION OF ETHICAL VALUES TO DEVELOP GLOBAL HUMAN RESOURCE," *Journal of Liberal Arts and Humanities* 4, no. 4 (2023): 1-29.

¹⁷ Jinhee Kim, "Leading Teachers' Perspective on Teacher-AI Collaboration in Education," *Education and Information Technologies* 29, no. 7 (May 2024): 8693-8724, <https://doi.org/10.1007/s10639-023-12109-5>.

¹⁸ Interview With Mr. Badrun

¹⁹ Aditya Tri Saputra et al., "Educators Shape Elementary Students' Moral Values for Indonesia's Golden 2045," *Cendikia: Media Jurnal Ilmiah Pendidikan* 13, no. 6 (2023): 1042-53.

to evaluate the mistakes that have occurred so that they can improve their moral, ethical and moral feelings.²⁰ Moral, ethical and moral feelings are the stage where students can live based on morals, ethics and morals that apply in the community.²¹ Students already have awareness, a sense of responsibility, and know the actions that will be taken in solving a problem. By teaching students about moral, ethical and moral awareness. So that moral, ethical and moral values determine the perspective and take action, students will have a good feeling and will act according to the norms that apply in the community.²² The same thing was also said by Mr. Badrun that by teaching morals, ethics and morals to students, it will be embedded with feelings of moral values, ethics and morals so that students will live in society as human beings with morals, ethics and noble morals.

SMA Negeri 2 Soyo Jaya School, North Morowali Regency strives to form the character of students well. The same thing was also said by Mrs. Muliati, that the success of a teacher not only gives birth to students who have abilities in the cognitive field must also be accompanied by affective or attitudes that are in accordance with the rules and can decide the attitude to be taken when in a certain situation. Character education is very important to be taught to every student, especially in this modern era so that students can have good ethics and morals, the task of a social studies teacher how to convey material but character learning in students can also be realized or conveyed well, now this social studies subject also has to do with the environment, so sometimes teachers have to combine material with character formation in one learning.²³ According to the Social Studies and Religion Teacher of SMA Negeri 2 Soyo Jaya, Mr. Badrun forms the character of students at school is the duty of a teacher, one of the ways he does is to give advice at the beginning and end of every learning with the aim that students can apply the advice and he gives a good example to students so that they can be inspired or imitated. This is also said by students that teachers when learning begins often give advice to us students to be able to become better individuals, so that they can be accepted by the community and their knowledge can be useful. Our teachers during learning always give advice so that we can be good people and stay away from bad associations to be imitated.²⁴

The purpose of social studies teachers is to use the environment as a learning medium so that students are easily sensitive to social problems that occur in society and can be independent in overcoming problems that are likely to occur around them and themselves. One of the ways social studies teachers at SMA Negeri 2 Soyo Jaya KAB. North Morowali, Central Sulawesi Province, Palu City in instilling morals, ethics and morals in students is to evaluate the personality of students to see how much moral values influence the student's environment and what actions students take in responding to a problem. The role of evaluation is also to see the shortcomings

²⁰ Interview With Mr. Badrun

²¹ Hastuti Mulang and Aditya Halim Perdana Kusuma Putra, "Exploring the Implementation of Ethical and Spiritual Values in High School Education: A Case Study in Makassar, Indonesia," *Golden Ratio of Social Science and Education* 3, no. 1 (2023): 01–13.

²² Dilan Imam Adilan, "Value And Moral Insights In Higher Education In Bandung," *Al-Qalam* 29, no. 1 (2023): 175–84.

²³ Interview with Mrs. Muliati

²⁴ Interview with Mrs. Badrun

and advantages of students so that they can make improvements to the moral, ethical and moral values that have been taught. The materials related to social learning that are used as media in environment-based social studies learning are as follows. Religious differences, seeing various kinds of religions, are one of the learning environments for students to foster tolerance as the formation of student character in the daily environment, there are various different religions and have different houses of worship. With this, students can learn that Indonesia is a multicultural country that students will realize by themselves so that tolerance in religion is very important in order to be able to coexist and respect each other in order to avoid conflicts and create harmony.²⁵ In religion, one should not mix religious teachings, but respect each other and help create security and comfort for religious people in worship.

Religious differences in the community or in schools can be used as a learning environment for each student, they can automatically realize these religious differences and foster an attitude of tolerance to be able to respect each other's differences around them. My job as a teacher and other teachers is only to direct students to respect each other and not to vilify other religions, in other words, to try to foster an understanding of tolerance. I conveyed and reminded students to maintain an attitude of tolerance during social studies learning because there is material related to religion. We also foster an attitude of tolerance at the beginning of learning by praying according to the beliefs of each of them so that no one feels favored among them but their position is the same in the eyes of the teacher so that justice can be created.²⁶ According to the students of SMA Negeri 2 Soyo Jaya, they are taught to be tolerant, because tolerance is very important to avoid conflicts, they are also usually taught to respect each other. Tolerance is very important, especially tolerating religious differences because Indonesia is a country consisting of various religious, ethnic, cultural, and racial backgrounds so that from an early age we are taught to respect each other.²⁷

Each tribe has a different culture from one another, a teacher must teach his students how to respect other cultures and tribes without having to bring down and intimidate cultures that are not in accordance with their culture and consider their culture to be appropriate and the best among other cultures so that it can cause conflicts. So a teacher has an important role in controlling his students in the school environment so that there is no bullying against other cultures. Indonesia is famous for being rich in ethnic groups, with existing differences that can foster a high sense of tolerance. Both in the community and in the school environment. In the school environment, teachers and students have different ethnic diversity, from that difference they are taught to respect each other and understand the existing differences and learn new cultures from each tribe as knowledge for them to get to know more about the cultures in Indonesia. According to the students of SMA Negeri 2 Soyo Jaya, we at school usually meet and

²⁵ Aziz Setiawan et al., "The Implementation of Tolerance Values through Multicultural Education Program," *Jurnal Civics: Media Kajian Kewarganegaraan* 21, no. 2 (2024): 332–41.

²⁶ Mun'im Sirry et al., "Teachers' Perspectives on Tolerance Education in Indonesian High Schools," *British Journal of Religious Education* 46, no. 4 (October 2024): 505–19, <https://doi.org/10.1080/01416200.2024.2345213>.

²⁷ Interview with a student

make friends with tribes different from us, our language and our orientation are different, but we still respect each other.

Seeing the work backgrounds of different students' parents, a teacher can make it a learning environment.²⁸ The profession of students' parents is diverse, diversity This teaches students that each parent's profession is not the same.²⁹ These differences are inevitable because everyone's abilities are different, whatever the work of the student's parents must still be appreciated. Work plays a very important role in life to meet the needs of life, all work is noble as long as the work is useful. All of these professions need each other. So we as teachers convey to students to be able to respect the profession of others.³⁰ Seeing these various professions, students can learn that each profession has the same degree, so they should not knock each other down according to the students of SMA Negeri 2 Soyo Jaya, my friends and I must have parents who have different jobs but my friends and I are still friends because it does not affect us to be hostile to each other. Based on the results of observations at SMA Negeri 2 Soyo Jaya motivated by religion, ethnicity, culture and the type of work of parents of diverse students, it can foster an attitude of tolerance between students, which can be seen in the daily life of students at school where they can embrace each other and make friends while seeing differences.

The purpose of the use of environment-based learning media implemented by SMA Negeri 2 Soyo Jaya, in addition to making it easier for students to receive material, is also to shape the character of students. The environment as a learning medium, students can learn directly about the community so that teachers can provide direction on good things and in accordance with the norms in society, by seeing and guiding directly by the teacher, good student character will be formed. Environmental media is very helpful for mothers to explain about the material that they will teach, because the surrounding environment is familiar to students, besides that they can learn directly about good and bad characters.³¹ According to the social studies teacher, Mr. Badrun's character can be formed well if students see an action firsthand, by using the environment as a learning medium, it will make you younger in shaping students' character.³²

Supporting and Inhibiting Factors in the Formation of Student Character or Morals at SMA Negeri 2 Soyo Jaya KAB. North Morowali

Teachers in the learning process must be creative in choosing media so that students do not feel that they are participating in learning, teachers' creativity in the use of learning media

²⁸ Page No, "Home Learning Environment and Parent-Teacher Ecology towards Academic Performance and Positive Social Behavior," accessed December 11, 2024, <https://ijsshmr.com/v2i7/Doc/12.pdf>.

²⁹ Seun Bunmi Adebayo and Manuela Heinz, "Teachers Should Put Themselves in Their Students' Shoes': Perspectives of Parents from Minority-Ethnic Backgrounds on Schooling in Ireland," *International Journal of Inclusive Education* 28, no. 13 (November 9, 2024): 3124–42, <https://doi.org/10.1080/13603116.2023.2175269>.

³⁰ Sydney Taylor Thornell, "The Impact of Teachers' Words: A Phenomenological Study of Teachers' Perceptions of Their Talk Used with Students," 2023, <https://uh-ir.tdl.org/items/cce7b1c4-f83f-4eda-a848-81d9c2b3fff3>.

³¹ Muhammad Alif Redzuan Abdullah, "Learning Moral Values through Cartoons for Malaysian Preschool-Aged Children," *International Journal of Learning, Teaching and Educational Research* 22, no. 6 (2023): 370–94.

³² Interview With Mrs. Badrun

consists of eight aspects, namely, being skilled in developing learning strategies. Media design is something that teachers must do when they want to use media in their learning.³³ Without design, teachers will experience difficulties in the learning process, at this stage teachers must choose the media to be used.³⁴ Skilled in developing learning media. Media development is a follow-up to the results of the teacher's design after the teacher chooses the media to be used in learning. The development stage is the stage where teachers prepare a program for the use of learning media so that the media can be used optimally.

Inhibiting factors in the formation of students' character or morals include various aspects that come from internal and external factors.³⁵ Internally, the lack of student motivation, the weak ability to control emotions, and the lack of awareness of the importance of having a good character can be a big obstacle. Students' lack of openness to guidance from teachers and parents is also a challenge in the process of forming morals. Meanwhile, from an external perspective, an uncondusive environment, such as promiscuity, negative peer pressure, and the influence of undirected social media can have a negative impact on the formation of students' character. In addition, the communication gap between parents and teachers, lack of support from families, and the absence of role models from adults around students also hamper this process. On the other hand, the lack of integration of character education in the school curriculum, the lack of teacher training related to strengthening character education, and inadequate educational facilities are also significant obstacles. Therefore, to overcome these inhibiting factors, an integrated effort is needed between schools, families, and the community. Teachers need to get special training to integrate character education in learning, while parents are expected to provide maximum attention and support at home. With good collaboration from various parties, the formation of students' character and morals can run more effectively and have a sustainable positive impact.

CONCLUSION

The formation of students' character is greatly influenced by the teacher's guidance in teaching moral values in accordance with applicable norms. Through environment-based learning media, teachers can instill moral awareness, respect for differences, wise decision-making, and understanding of moral values that play a role in social life. This process also involves self-evaluation and moral feelings, which helps students in developing good personalities and attitudes. By using the environment as a medium, students are more sensitive to social issues and can overcome challenges more independently. Teachers' creativity in choosing and developing learning media is very important to maintain students' enthusiasm for learning. Some aspects that support this creativity include: the ability to design learning strategies, the development of media

³³ Cecep Wahyu Hoerudin et al., "E-Learning as A Learning Media Innovation Islamic Education," *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 15, no. 1 (2023): 723-34.

³⁴ Muhammad Arsyad, Mujahiddin Mujahiddin, and Abdul Wahab Syakhrani, "THE EFFICIENCY OF USING VISUAL LEARNING MEDIA IN IMPROVING THE UNDERSTANDING OF SCIENCE CONCEPTS IN ELEMENTARY SCHOOL STUDENTS," *Indonesian Journal of Education (INJOE)* 4, no. 3 (2024): 775-87.

³⁵ K. Munawir et al., "Islamic Religious Education in Student Character Development," *Al-Hayat: Journal of Islamic Education* 8, no. 1 (2024): 236-47.

and teaching materials, the use of varied methods, and the preparation of appropriate supporting facilities. In addition, teachers are also expected to foster students' enthusiasm for learning, provide appropriate assignments, and evaluate the successful use of learning media to improve student learning outcomes.

Supporting factors in the formation of student character include students' internal awareness to form character, as well as good cooperation between the school and parents, as well as adequate facilities and infrastructure support. However, inhibiting factors can arise from a lack of student awareness, lack of cooperation between schools and parents, and social environment conditions that do not support the formation of positive character. Supporting factors in the formation of teacher creativity include a deep understanding of the material, a willingness to continue to innovate, and adequate facilities and infrastructure support. However, the obstacles that are often found include limited time, lack of training or workshops on learning media, and limited facilities that can be used in the environment-based teaching and learning process.

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