

## Building Character Generation in Elementary Schools Through Education Report Cards: Study in South Sulawesi

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### Abstract

Character education based on report card results can be a tool to overcome moral and social crises by strengthening positive values and changing student behavior. Character education is a primary focus of human resource development in Indonesia, particularly in South Sulawesi. Through the implementation of the Education Report, the government aims to provide comprehensive data as a basis for decision-making in improving the quality of education, including aspects of student character development. The purpose of this research is (1) to look at the implementation of strengthening character education based on the results of the Education Report at the elementary school level in South Sulawesi and (2) to know the obstacles faced in its implementation. The research method uses a qualitative descriptive approach through observation, interviews, and document studies in several elementary schools. The results show that Education Report cards help identify character aspects, but obstacles remain in teacher data literacy and follow-up programs.

**Keywords:** character education; education report card; elementary school; South Sulawesi

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### INTRODUCTION

The implementation of the character education strengthening model can help improve the quality of graduates in elementary schools and ensure that character values become an integral part of school culture. Character education based on report card results can be a tool to overcome these moral and social crises by strengthening positive values and changing student behavior. This research has contributed new urgency, insights, and an understanding of how character education can be integrated into existing education systems, thereby providing a foundation for further research and innovation in the development of curriculum and teaching practices in primary schools. This research can encourage a holistic approach and integrate character education into the process of supervising and evaluating the formation of students' personality and morals. The objectives of the research are: (1). To find out the results of the implementation of strengthening character education based on the results of educational report cards on the development of students' character at the elementary education level in South Sulawesi. (2) get an overview of the challenges faced by educators in implementing and strengthening character education based on report card results in South Sulawesi.

Character education is the main foundation in shaping the nation's next generation with integrity, ethics, and competitiveness.(Indrayani et al., 2018; Komarudin, 2021). In the current era of educational transformation, character strengthening does not only depend on the learning process in the classroom, but also on a data-based educational assessment and evaluation system. Character education is the main foundation in shaping the nation's next generation with integrity, ethics, and competitiveness.(Indrayani et al., 2018; Komarudin, 2021). In the current era of educational transformation, character strengthening does not only depend on the learning process in the classroom, but also on a data-based educational assessment and evaluation system. Recent character education strengthening studies have shown that supervision with training- and practice-based implementation can contribute more effectively to improving teachers' abilities. (Diana et al., 2021; Fathinnaufal & Hidayati, 2020; Yunanto et al., 2019). The development of a model for the supervision process in elementary schools is important because it supports efforts to improve the quality of education, foster student growth, enhance accountability, facilitate policy implementation, increase efficiency and effectiveness, cultivate a culture of sustainable learning, and ensure equity and justice. Supervisor meningkatkan praktik terbaik pengawasan dengan komponen intrapersonal dan yang dibutuhkan. (Agus Kurniawan et al., 2023; Fathinnaufal & Hidayati, 2020; Halimah et al., 2020; Suherman et al., 2019). Based on the results of previous research, there is a need to enhance teacher professionalism, and school principals should provide feedback on the implementation of character education to understand the dynamics of character and culture that have been introduced in schools.

There is limited public data that directly links the use of Education Report cards to character strengthening in elementary schools in South Sulawesi; however, there is a strong potential that the Report Card can be used as a strategic tool for character strengthening. With integrated steps between report card data, school culture, character programs, and teacher/community support, character strengthening in elementary schools in South Sulawesi can be more systematic and impactful. Teachers play a crucial role as the primary implementers of character education in the classroom. In South Sulawesi, the implementation of Education Report Cards has been actively used since 2022. Through this data, schools can recognize achievements and weaknesses in various aspects, including student character values. This opens up opportunities for elementary schools to design more targeted and evidence-based character-building programs. Therefore, this study aims to analyze how the Education Report Card is used in building a generation of character in elementary schools and the obstacles faced in its implementation.

## **METHODS**

This research uses a qualitative descriptive approach (Sugiyono, 2020). The research location was determined purposively in three representative regions: Makassar City, Gowa Regency, and Takalar Regency. Data Sources and Collection Techniques. Data was collected through: (1) In-depth interviews with principals, teachers, and school supervisors. (2) Direct observation of learning activities and character-strengthening programs in elementary schools. (3) Analysis of documents on *the 2024 Education Report Card, as well as school planning documents such as School Work Plans (RKS)*. Data Analysis. The data were analyzed using Miles and Huberman's interactive model, which involves data reduction, data presentation, and drawing conclusions. The validity of the data is maintained through triangulation of sources and methods.

## **FINDING AND DISCUSSIONS**

Most elementary schools in South Sulawesi have used Education Report Cards to monitor literacy, numeracy, and school climate achievements. This data is the basis for developing character-strengthening programs, such as morning habituation activities, Pancasila student profile projects, and collaboration with parents and the community. Schools that actively utilize Education Report data tend to be more directed in determining the focus of character development. The use of Education Report cards in strengthening character in elementary schools in South Sulawesi Province, based on data available in elementary schools in South Sulawesi

related to character education report cards is still limited. Based on these results, it can be described as follows: (1) an overview of the Education Report Card; (2) the obstacles faced in its implementation.

### 1. Results of the Use of Education Report Cards in Strengthening Character

The study's results show that elementary schools in South Sulawesi have begun using *the Education Report Card* to identify priorities for student character development. Indicators such as discipline, responsibility, and social concern are the main focus. Data from *the Education Report* helps schools identify areas that need improvement and serves as the basis for program planning, such as the promotion of positive values, *project-based learning* activities, and *the Pancasila Student Profile* project. This is in line with the view (Halimah et al., 2020; Herranen et al., 2021; Lundahl et al., 2013; Pinheiro-Barbosa, 2020), that character education will be effective if integrated with the learning system and school culture. Schools that actively use *the Education Report* tend to have a more measurable and sustainable direction of character strengthening. Teachers play a central role in implementing character education. Teachers who understand *the data of the Education Report* are better able to adjust the learning method to the needs of the student's character. School principals play a crucial role as drivers of change by integrating report card data into school policies. (Karpan et al., 2020; Rokhman et al., 2014), School principals are expected to be learning leaders who can read and effectively utilize educational data.

The Education Report Card is a tool developed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to map the condition of education in educational units and regions based on various indicators (literacy, numeracy, character, learning environment, access to services). In South Sulawesi Province, the official bulletin says: Education Report Card (Literacy, Numeracy and Character). The report card serves as the basis for data-driven planning by schools and local governments, facilitating problem identification, reflection, and improvement. Relevance to Character Strengthening in Dasa School. Character strengthening in elementary schools includes values such as religious, nationalist, integrity, independence, and mutual cooperation. The Education Report also includes indicators of character and learning environment (including inclusivity, diversity, and safety). The South Sulawesi BBPMP data theoretically indicate that the Education Report can serve as a tool for character monitoring and as a basis for character-strengthening actions. Schools can examine character data to identify areas of character development that are weak. Provincial offices can use the data for larger-scale character-strengthening programs. Report card data are used as evaluation materials for educational conditions and as the basis for planning at the elementary school and local government levels. The South Sulawesi Provincial Bulletin stated that, according to the 2024 Education Report, six districts have experienced a rise in their SPM (Minimum Service Standard) index status: North Toraja Regency, East Luwu Regency, Sinjai Regency, Enrekang Regency, Barru Regency, and Soppeng Regency. The data shows that in South Sulawesi, the Education Report Card has begun to be used as an indicator and is known by the local government. However, I did not find many studies that specifically linked the use of Education Report Cards to character strengthening in elementary schools in South Sulawesi, for example, student character data through report cards in certain elementary schools that were published openly. There is a character-strengthening study in elementary schools in South Sulawesi (for example, Qur'ani Al-Ikhlash Elementary School in Sidenreng Rappang Regency in South Sulawesi that mentions culture and school system as a means of character. Therefore, the use of Education Report cards to strengthen character in elementary schools in South Sulawesi should be addressed as a potential indicator for improvement.

### 2. Challenges faced in its implementation

Based on the results of the research, literature review and existing data, several challenges arise: (1) Socialization and understanding of Education Report Cards are not evenly distributed: for example, the news says that only 50.37% of regions use Education Report Cards, BPMP

Southern Province Character data and non-academic indicators are often poor-defined and incomplete, so the use of these data for character strengthening is still limited. The main challenges found include: (1) Low teacher data literacy, so that the interpretation of the results of the Education Report Card is not optimal; (2) Limited facilities and budgets to support character programs; (3) Lack of involvement of parents and the community in strengthening character in schools. These findings reinforce the argument that character education requires a holistic approach that involves the entire educational ecosystem (Lickona, 2018). Therefore, it is necessary to have a Strengthening Strategy as a solution, schools carry out several initiatives, including: (1) Data literacy training for teachers; (2) Reflection on the results of the Education Report Card collectively to determine the focus of character; (3) Integration of value-based extracurricular activities; (4) Collaboration with parents and community institutions in the formation of children's character. This effort aligns with the spirit of Freedom of Learning, which emphasizes the active participation of all school residents in the character education process (Prayitno et al., 2019; Tembo, 2021; Wati & Sundawa, 2018).

In elementary school, the integration of character education into learning requires a school culture, teacher example, and a supportive environment, among its obstacles: a lack of teacher training and systematic character recording. (Budiwan et al., 2020; Dlouhá et al., 2019; Muassomah et al., 2020). Character studies show this. At the regional level, such as South Sulawesi, although the Education Report Card has been implemented, there have been few publications that evaluate in detail how elementary schools utilize character report card data to strengthen character. For the Utilization of Education Report Cards in Strengthening Character in Elementary Schools, including in South Sulawesi. Based on the findings of the research, it is expected: (1) Socialization and training. Elementary school principals in South Sulawesi need to be given training on how to read and utilize Education Report data, especially indicators of character and learning environment; (2) The Provincial/District Education Office needs to encourage all elementary schools to understand how the Report Card can be used not only for literacy-numeracy but also for character; (3) Integration of Character Data into School Programs School can take character data from report cards (e.g. order, tolerance, inclusivity) and make it a priority for character to be strengthened; (4) Make a data-based character strengthening plan (PPK): identify which character values are low and then determine actions (habituation, teacher/class activities, monitoring) and re-evaluate; (5) Continuous Monitoring and Evaluation. Use the Education Report Card periodically (for example, every semester/year) to see the development of character at school. Schools can compile internal character indicators that align with the report card and monitor progress; (6) Collaboration with Parents and the Community. Because students' characters are also formed outside of school, character data (or school observations) must be shared with parents. Schools and parents together strengthen character as a priority. In South Sulawesi, due to the region's diverse ethnicities, the local cultural context is also important; the value of mutual cooperation and diversity can be emphasized as part of the character. (7) School Culture and Exemplary Approach. Elementary schools need to create a school culture that supports character development. For example, the habit of practicing 5S (smile, greet, manners) as found at SD Aisyiyah Qurrota A'yun (South Sulawesi) is a character study. (8) Teachers as role models are very important: the teacher's attitude will affect the attitude of students; (9) The Use of Report Cards in School Planning & Budgeting. The results of the Education Report Card can be the basis for the school budget (e.g., BOSP) or extracurricular activities. In South Sulawesi, the bulletin said that the report card supports data-based planning for the South Sulawesi BBPMP. (Florentinus et al., 2019; Lavy, 2020; Muhtar et al., 2019).

## CONCLUSION

The implementation of strengthening character education based on *Education Report cards* in South Sulawesi elementary schools has shown good results. The use of *Education Report data* helps schools recognize character aspects that need to be strengthened and direct relevant coaching programs. The results showed that teachers who had received data literacy training were

better able to interpret the results of the Education Report Card and relate them to character learning strategies. The principal plays a role in integrating the report card results into the School Work Plan (SWP) and following up on internal policies. The implementation challenges found include: (1) Limited understanding of report card data. Some teachers still struggle to interpret character achievement indicators. (2) Limited facilities and budget support. Character-strengthening programs are often constrained by funding issues. (3) Lack of optimal synergy with parents and the community. In fact, character education should ideally be carried out holistically. Therefore, to overcome these obstacles, some schools have developed strategies such as data literacy training for teachers, a forum for reflection on the results of the Education Report Cards, and the integration of value-based activities (e.g., school culture week). A collaborative approach with school committees has also proven effective in strengthening students' character. Obstacles in data literacy and limited resources remain the primary challenges. Therefore, continuous mentoring, teacher capacity building, and regional policy support are necessary to enable the effective use of Education Report Cards, ultimately forming a generation with character based on Pancasila values.

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