

Implementation of Character Education at Elementary School Level in Sulawesi, Indonesia

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1 **Abstract** — This study aimed to describe the implementation of character education conducted at elementary school in Sulawesi, Indonesia. This study used descriptive qualitative research approach with the use of interview and questionnaire to collect the data. There were headmasters, teachers, and students from eight regions of Sulawesi to participate in the study as the research participants. Four character values were used to be the focus of the present study namely honesty, intelligence, care, and tenacity. Seven stages of character education strategy were used including giving assignment, habituating, training, teaching, guiding, modelling, and conditioning. Results showed that seven out of eight schools had implemented character education along with the seven required strategies, so that the students had been accustomed with the four character values that became the focus of the study. Another result depicted that one school in Central Sulawesi had not been successful in implementing three stages of character education strategy namely habituating, training, and conditioning. Some obstacles found as threats to the successful implementation of character education encompassed students' lacks of confidence in accomplishing individual assignments and of motivation in participating school's agenda in connection with character education.

Keywords: character education, elementary school, Sulawesi-Indonesia

I. INTRODUCTION

Character is originated from Greek 'charassein', which means engraving. Johansyah infers that etymological meaning as carving a gemstone or a hard-face iron [1]. Setiawati adds that it is a set of good values that is obligatory to be perceived by people in order to give positive influences to the nearby

society and environment [2].

However, Wening conveys that the surrounding society and environment might also determine one's character that can be manifested and observed through the behaviors [3]. The significant stakeholders who take an important role in shaping somebody's character include family, school, and any social components.

Character is a manifestation of habituation in which all good behaviors cannot be automatically attached on an individual, rather, grow through long and firm processes. Gunawan stated that character education needs to be applied from an early age, as early childhood (between from 2 to 7 (years) is a time when people begin to learn about the ways of life and socializing [4]. Failures in building character education of an individual start from the early age might result of creating problematic or bad character in future [2]. That is, an early education seems an essential agent in building country's characters. Rahayuningsih and Sholikhan stated that character education at the early age is the most effective education to create an individual with strong and noble character [5].

The formation of the child's personality from an early age greatly influences his character in his social life in society [4] Nieto and his colleagues report that the highest socialization life in human life starts from early childhood [6]. In light of the contention that early temperament plays a foundational role in future personality development [7].

Character education, then, is known as a procedure to build character values that cover three components namely knowledge, willingness, and action. The components aim to help implement the character values either to God, individual, environment, or society, therefore, one can

be a better individual [8]. Thomas Lickona define character education as intentional (conscious) effort to realize virtue, namely good quality of humanity objectively, not only good for individual, but also good for society as a whole [9].

Character education according to Thomas Lickona contains three main elements, namely knowing the good, desiring the good, and doing the good [10]. In character education, the development of personal core values is realized through the development of honest (heart-related) and intelligent attitude (related to thought / head). While the development of social core values is directed at the formation of caring and tenacious attitudes [11].

Character becomes a vital aspect that is unequivocally stated as the national education objectives namely to create faithful humankind who potentially serve noble behaviors (UU Sisdiknas Number 20 Year 2003 Article 3). In accordance with Permendikbud Number 20 Year 2018, character education becomes the main focus of Curriculum 2013, of which all schools are mandated to conceive teaching and building character education in regard to the local values.

Therefore, the current study aims to provide descriptions regarding the implementation of character education conducted by elementary schools in Sulawesi, Indonesia. Sulawesi is located at the eastern Indonesia with multiracial tribes so that it best represents diverse data of local characters. There were eight elementary schools chosen from eight regions of Sulawesi as the research settings. This study used descriptive qualitative research approach to cope with revealing the problem addressed.

II. METHODS

This descriptive qualitative study was conducted at eight elementary schools from eight regions in Sulawesi, Indonesia. The schools included those from North Sulawesi Province with Minahasa Tribe, Gorontalo Province with Gorontalo Tribe, Central Sulawesi Province with Palu Tribe, Central Sulawesi Province with Kaili Tribe, Central Sulawesi Province with Bajo Tribe, South Sulawesi Province with Makassar Tribe,

South-east Sulawesi Province with Buton Tribe, and South-east Sulawesi Province with Baubau Tribe. The data were collected by using questionnaire and interview given to the headmasters, teachers, education committee, socialite, education stakeholder, and students.

The schools were chosen based on the following criteria:

1. The schools should be open and responsive toward the innovative efforts in implementing character education.
2. The schools had practically implemented character education regardless the use of the program names.
3. The schools represented the public or religious-based schools.

III. RESULTS AND DISCUSSION

In connection with the data obtained from eight elementary school with eight different tribes, this study depicted the profiles of the character values emphasized at the schools covering honesty, care, intelligence, and tenacity. This study also portrayed the profiling results of the implementation of character education at each school.

A. Profile of Honesty Value

Honesty is an important character value that should be instilled in students because dishonesty can trigger the presence of bad impacts such as corruption, stealing, spreading hoax news, and other bad behaviors. Warsono stated that honesty is an expected universal value everyone against other people [12]. That is mean, everyone will be more like honest people than dishonest people. Table 1 depicts the profile of character education conducted for elementary school students in Sulawesi.

Table 1: Profiles of Character Education on Honesty Value at Elementary School Level in Sulawesi

| No | Provinces with the Tribes | Profiles of Honesty Value |
|----|--|---|
| 1 | North Sulawesi Province with Minahasa Tribe | In this case, the students' character was good. They had been accustomed to respecting the teacher, helping friends, being objective, keeping in faith, diligently worshipping, being loyal to the school and responsible, competitive, honest, not willing to talk about other people's business, being brave and assertive, being trusted, and keeping other's secrets. However, they also did not like to queue, become less disciplined, and were not accustomed to stand |
| 2 | Gorontalo Province with Gorontalo Tribe | Honesty value was developed in the elementary school level through habituation, direction, and guidance that were continuous at all times both in and outside the class. School programs related to encouraging honesty value included honesty boxes and hours and silent reading. Building honesty value can also be conducted when students worked on tests or exams by not cheating and doing independently. One of extracurricular activities that could instill the |
| 3 | Central Sulawesi Province with Palu Tribe | Honest value was developed in the elementary school through habituation, direction, and guidance that were continuous at all times both in and outside the class. School programs related to building honesty value covered honesty canteen efforts. Building honesty value can also be undertaken when students worked on tests or exams by not cheating. An extracurricular activity that help instill the value of honesty was Scout. |
| 4 | Central Sulawesi Province with Kaili Tribe | The students always submit what had been found to the officers because they had been already accustomed to do so. They were also accustomed to synchronize their speech and action, avoid of talking other person's business, and become firmly standing of what was believed. They knew that they had to return something they found and did not possess to those who deserved. They always kept promises to friends. At last, they were able to |
| 5 | Central Sulawesi Province with Bajo Tribe | Honesty was still inherent in children. However, the teachers said that the students were still dishonest in some ways in doing unfinished homework. If they did not come to school, they admitted that, at home, there were no parents who accompanied them to school or none picked them up when going back home. At school, there was no honesty canteen in which most street sellers offered their foods. At last, the students knew that they had to put of their |
| 6 | South Sulawesi Province with Makassar Tribe | Honesty value was developed in the elementary school through habituation, direction, and guidance that were continuous at all times both in and outside the class. School programs related to building honesty value involved honesty canteen efforts. Enforcing honesty value can also be performed when students worked on tests or exams by not cheating. One of extracurricular activities that could instill the value of honesty was Scout. |
| 7 | South-east Sulawesi Province with Buton Tribe | Honesty value was developed in the elementary school regardless the school programs, the habituation rather. Teachers' guidance about honesty value was often given as giving advice in class. In fact, students had implemented honesty value at school with their peers and teachers. Such phenomenon was evidenced by the example of when a student found other person's property, the student would give the item to the teacher who continued to the |
| 8 | South-east Sulawesi Province with Baubau Tribe | Honesty value was developed in the elementary school through habituation, direction, and continuous guidance at all times both in and outside the class. School programs related to building honesty value include honesty canteen. Building honesty value was also instilled when students worked on tests or exams by not cheating. An extracurricular activity that could instill the value of honesty was Scout. |

Table 1 shows that honesty character value had been taught to elementary school students in eight regions of Sulawesi. The school program that aimed to instill honesty value encompassed scout extracurricular and religious activities, which were to remind students that behavior would always be supervised by God so

that they were expected to be frightened once being not honest.

Obstacles that might occur when instilling honesty value were the numbers of students so that the teacher was difficult to control. The condition made the teacher difficult in supervising the students

one by one and communally. The teacher did not know if honesty value could be affected by community's cultural roots and traditions. This, at the end, would give birth to dishonest value. At elementary school level, dishonest value was portrayed through cheating performed by students, for instance, their homework were finished by their parents.

A. *Profile of Care Value*

Students' care character value was reflected in the concern on environmental cleanliness and the surrounding community including friends and teachers at school. Table 2 depicts the profiles of care character value performed by elementary school students in Sulawesi.

Table 2: Profiles of Care Value at Elementary School Level in Sulawesi

| No | Provinces with the Tribes | Profiles of Care Value |
|----|---|--|
| 1 | North Sulawesi Province with Minahasa Tribe | The students' character was good. They were accustomed to help others, be loyal, be aware of the law, obey the teachers, do not underestimate the task, do not discriminate each other, get along well and be solid, be empathetic, be unselfish, communicate with others well, use local languages, like deliberation, hold ceremonial discipline, be friendly and humorous, have space and time awareness, do not like to offend people, motivate each other, and prioritize team togetherness. |
| 2 | Gorontalo Province with Gorontalo Tribe | Care value was found in the elementary school level. The students always helped their peers who were in needs and directly reported to their teachers. They also had an initiation to voluntarily give assistance for those who had problems. Along with the teacher's helps, they also assisted their peers' family who had mental or emotional problems. They were very cooperative when supporting their friends who had a match with other schools. In addition, they were active in keeping the class cleanliness so that they had a cleaning schedule every day. They warned those who were dressed mess, could not keep the environment, and vice versa. If there were students who did not aware of cleanliness, some students would report those to the teachers. |
| 3 | Central Sulawesi Province with Palu Tribe | Care value was found in the elementary school level such as in a form of visiting friends who are sick, helping those who got an accident, and giving voluntary contributions if other students or their peers' families got problems. The students were very solid to support their friends, even when having a match with other schools. |
| 4 | Central Sulawesi Province with Kaili Tribe | In general, students immediately collected funds and visited their friends who were sick because they had a sense of care for their peers. In addition, they also cared for others like helping disaster-affected communities because they had a sense of mutual helps. They were also happy to carry out all the teacher's orders because they did not typically like being disobedient. |
| 5 | Central Sulawesi Province with Bajo Tribe | Bajo tribe's care was very strong. If there were students who had problem, they would solve it together. Bajo people had the philosophy of <i>Sipupukang</i> which meant collecting costs and efforts to help those in needs of higher education regardless the location. |
| 6 | South Sulawesi Province with Makassar Tribe | Care value performed by elementary school students included (1) helping a friend who got an accident or difficulty by reporting it to the teacher, (2) giving voluntary contributions as a form of empathy, and (3) actively supporting competitions between schools. |
| 7 | South-east Sulawesi Province with Buton Tribe | In accordance to the interview results, the teacher stated that students were used to cleaning the class and disposing of garbage in its place even though the trash can was still limited. Students were accustomed to helping their friends who were afflicted with distress. Tolerance, respect for friends, and forgiveness were still obligatory to be developed in various extra-curricular programs and integrated in learning activities. Care value found in the elementary school level included that students would help their friends who were sick and in needs of working with individual assignment. If there was a friend's family in distress, the students made contributions to help through teacher coordination. |

| | | |
|---|--|--|
| 8 | South-east Sulawesi Province with Baubau Tribe | Care value was in the form of (1) providing assistance to solve several difficulties such as helping for accompanying, carrying, or lifting, and (2) giving voluntary contributions as a form of empathy to lighten the material burdens. Students also enthusiastically supported their friends who would compete with other schools. |
|---|--|--|

In regard to Table 2, the students from all schools showed a caring attitude towards the environment and the surrounding community, for instance, a mutual help could be seen when a friend was sick or needed helps. During the learning process, students were also not reluctant to lend their stationery to friends in needs. In an effort to care for the environment, they got a cleaning picket turn to keep the class neat and clean. While carrying out pickets, they did not object and would consciously clean the class without the teacher's order. However, in the value of

caring for the environment, they seemed to give up class cleanliness to students who were on the picket duty. If students were not on the duty, they did not have the awareness to maintain cleanliness because the ones who were considered responsible for class cleanliness were those in the picket.

B. Profile of Intelligence Value

Intelligence was one of characters manifested in an enthusiastic attitude in solving problems and encouraging thinking skills such as analytical and critical thinking skills. Table 3 presents the profile of character education of intelligence value at the elementary schools in Sulawesi.

Table 3: Profiles of Intelligence Value at Elementary School Levels in Sulawesi

| No | Provinces with the Tribes | Profiles of Intelligence Value |
|----|---|--|
| 1 | North Sulawesi Province with Minahasa Tribe | In this case, the students' character was good. They chose a leader who had a clear vision, promoted introspection, were good in planning, became responsible, could perform good team works, conceived high curiosity, were creative, could not learn through lecturing mode, cared for friends, could interact with other school students, were not into easily giving up but always believed in their abilities, were not easily satisfied, and had a high aspire. |
| 2 | Gorontalo Province with Gorontalo Tribe | Intelligence value was developed in in learning activities with active student approaches, English Day, silent reading, and additional hours for remedies. The obstacle in developing intelligence value as the fact that there were numbers of students who lacked interest in learning and the background of parents who were less harmonious. |
| 3 | Central Sulawesi Province with Palu Tribe | Intelligence value was developed in both intra-curricular and extra-curricular activities. In intra-curricular activities, teachers gave motivation to learn, practice the knowledge transformation, have number of learning resources in libraries, take courses outside of the school, and take a private course with their teacher for class VI. |
| 4 | Central Sulawesi Province with Kaili Tribe | If students made a mistake, they immediately did introspection to find the cause and to make self-improvements. They were also accustomed to re-correcting assignments before being handed over to the teacher. They had a high level of creativity that was shown when doing assignments or extracurricular activities. In answering student's worksheet, they always showed their creativity along with the new ideas in solving social problems by the assistance of internet. They put serious attention when their teacher delivered materials in lecturing mode. |
| 5 | Central Sulawesi Province with Bajo Tribe | At school, the students were exposed to quiz competition to boost up their intelligence. However, the school facilities were not sufficient to maximize their intelligence. In accordance with the observation results, no props were found in supporting the teaching and learning process. |

| | | |
|----|--|---|
| 6 | South Sulawesi Province with Makassar Tribe | Intelligence value was developed in the elementary school level in both intracurricular and extracurricular activities. As in intra-curricular activities, the focus was when there was a transformation between teachers and students in the form of advice and motivation so that the students were willing to study hard and earnestly. The presence of learning resources in the library helped them in enhancing their intelligence. They also needed outside-school activities and tutoring experiences such as conducted by the teacher of class VI when giving private course. Intelligence value in extracurricular activities was to involve students in competitions or Olympiads in the fields of mathematics and science. |
| 7 | South-east Sulawesi Province with Buton Tribe | Lesson plan and student's worksheet used in the learning process were lacks of recent information and references (e.g. worksheets and textbooks). The learning sources turned out to be less utilizing the environment as a learning source, so the critical thinking skills in learning had not been supported. It was possible for students in this school to feel bored easily when the teacher delivered the subject matter in a lecturing mode. The elementary school students' analytical abilities were still low depending on the ability of the teacher to provide an effective learning process, especially the ability to make questions and worksheets that might challenge students to think critically to solve problems. The results of observations (lesson plan and student's worksheet) and interviews with elementary school teachers revealed that the learning problems were dominated by rote questions and understanding quality, not yet encouraged to find and explore information, and no spaces to develop creativity. There were some of the students who did not do the homework so that the teacher and the students' parents made collaborative works in monitoring students' learning |
| No | Provinces with the | Profiles of Intelligence Value |
| | | process both at school and home settings. |
| 8 | South-east Sulawesi Province with Baubau Tribe | Intelligence value was developed in the elementary school level in both intracurricular and extracurricular activities. As in intra-curricular activities, the focus was when there was a transformation between teachers and students in the form of advice and motivation so that the students were willing to study hard and earnestly. The presence of learning resources in the library helped them in enhancing their intelligence. They also needed outside-school activities and tutoring experiences such as conducted by the teacher of class VI when giving private course. Intelligence value in extracurricular activities was to involve students in competitions or Olympiads in the fields of mathematics and science. The obstacles in developing intelligence value were due to the fact that students lacked interest |

In accordance with Table 3, the results showed that students had actualized the intelligence value which could be seen from their enthusiasm in participating Olympiads and competitions, as well as in carrying out tasks and critical and creative thinking skills. Activities carried out to instill the intelligence value included an active learning to habituate students in using their thinking skills. In building intelligence character value, not all elementary school students had higher thinking skills. Some of them perceived low analytical thinking skills and were very dependent on teacher's direction and were not able to perform autonomous works.

The obstacles in developing intelligence value encompassed the presence of students with lacks of learning interest and a few of parents whose backgrounds were less harmonious and economically weak so that they could not support their

children's learning process. In building intelligence value in the elementary school level, parents should provide supports in form of advice and input when invited to a school meeting. The community had a tradition of instilling smart values at home because they realized the importance of education as a provision for their children's future.

C. Profile of Tenacity Value

Tenacity character value was exist in Sulawesi communities. This value was rooted in culture and customs in Gorontalo society. Gorontalo people were accustomed to being able to make a living for their lives, therefore, they were able to produce superior com as well as copra production from coconu farming. Table 4 portrays the profile of tenacity character education at the elementary school level in Sulawesi.

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Table 4: Profiles of Tenacity Character Education at Elementary School Level in Sulawesi

| No | Provinces with the Tribes | Profiles of Tenacity Value |
|----|---|---|
| 1 | North Sulawesi Province with Minahasa Tribe | The students' character was good. They could make a strong friendship but still become competitive during the learning process. They were brave to defend their stance as long as they believed that they were in a good path. They were careful, hard-working, highly motivated and competitive, critical, strong in mindset and belief, and discipline. They liked to study new things and know cause-effect premises and could not be easily influenced by others. |
| 2 | Gorontalo Province with Gorontalo Tribe | Students' tenacity value could be seen when given assignments in which they always finished the works on time. They liked to ask questions in a classroom learning process and followed the process seriously as they wanted to continue their study up to college. Tenacity value was strengthened through the reinforcement of learning objectives, given advices, and self-development programs. |
| 3 | Central Sulawesi Province with Palu Tribe | Students' tenacity value occurred when they put hard work to accomplish any assignments on time and to get maximum outcomes. Students were actively encouraged to give questions and have a high motivation to continue study onto higher education level. Tenacity value was built through classroom activity by strengthening students' aspires, giving motivation and counselling program, and creating professional development program. |

| No | Provinces with the Tribes | Profiles of Tenacity Value |
|----|--|--|
| 4 | Central Sulawesi Province with Kaili Tribe | The students had passion, enthusiasm, and spirit of competition to fight for high scores in each subject because they had a sense of competitiveness to get high scores. Positive competition had been nurtured in their characters to convince if each hard work resulted benefits. They also became discipline of times when entering the class. |
| 5 | Central Sulawesi Province with Bajo Tribe | Tenacity value could be revealed by the fact that the students went to school by walk. At certain times when the school was hit by the tide of the sea, the students remained in going to school even though not all are present. In addition, there were some students who did not use shoes while attending at school and who only used flip-flops. They were motivated to ask questions given by the researchers regarding to any required information. The school yard was very wide and clean because the whole school members worked together to clean it. The enforcement of tenacity value was conducted by practicing swimming exercises held at sea. |
| 6 | South Sulawesi Province with Makassar Tribe | Students' tenacity value was clearly seen when they completed their assignments in accordance with the targeted time and maximum results. They had high curiosity by often asking the teacher and wanted to go to school continue their study until University. This value was rooted in culture and customs in the Makassar community. Tenacity value was instilled in a classroom learning by providing activities to strengthen students' goals, including motivational/counseling activities, and student's self-development activities. |
| 7 | South-east Sulawesi Province with Buton Tribe | Tenacity value was instilled in classroom learning by strengthening student aspirations, habituating the narrative <i>Solopaso Wutomu Komingkuamu</i> (put yourself for work), giving motivation, giving advice, and exemplifying your success to students. The students' tenacity value in elementary school was in the form of easy habits advised by their teacher, often asking questions in class, going to school on foot, riding a bicycle, and taking a public transportation to school or delivered by parents. |
| 8 | South-east Sulawesi Province with Baubau Tribe | The students' tenacity value was reflected in the various efforts that students made to complete the assignments given by the teacher on time and often ask the teacher and aspire their desire to continue to go to university. This tenacity value was rooted in culture and customs in Bau-Bau community. Tenacity value was instilled in a classroom learning so that students' ideal condition, habituation of giving motivation, giving advice, and developing activities were all achieved. |

Table 4 shows that the character education to build tenacity value was implemented at elementary school level where the students were accustomed to completing school tasks and being motivated to work hard to achieve aspires. However, the students often felt bored during the classroom activities because the teacher used a lecturing mode to deliver the materials. They also felt giving up when facing difficulties in completing their assignments. In other words, they lacked of motivation to achieve better attainment.

D. Profiles of the implementation of character education at elementary school in Sulawesi

The implementation of character education conducted in elementary school level in Sulawesi adapted the strategy of character building namely giving assignment, habituating, training, teaching, guiding, modelling, and conditioning. The present study focused on revealing whether the schools had implemented seven character education strategies and investigating whether the learning tools and extracurricular activities supported the character education (see Table 5).

Table 5: The Implementation of Elementary School Characteristics in Sulawesi

| Provinces and Tribes | Implementation Strategy at School's Programs | | | | | | | Learning Tools | Extracurricular Activities |
|--------------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------------------|--|
| | Giving Assignment | Habituating | Training | Teaching | Guiding | Modelling | Conditioning | | |
| North Sulawesi Province, | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Character education had been | Scientific paper development, Olympiads, art |

| Provinces and Tribes | Implementation Strategy at School's Programs | | | | | | | Learning Tools | Extracurricular Activities |
|---------------------------------------|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|--|
| | Giving Assignment | Habituating | Training | Teaching | Guiding | Modelling | Conditioning | | |
| Minahasa Tribe | | | | | | | | included in the school syllabus and learning plans. | and sport competitions, Scout |
| Gorontalo Province, Gorontalo Tribe | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Character education had been included in the school syllabus and learning plans. | Scientific paper development, Olympiads, art and sport competitions, Scout |
| Central Sulawesi Province, Palu Tribe | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Character education had been included in the school syllabus and learning plans. | Scientific paper development, Olympiads, art and sport competitions, Scout |

| | | | | | | | | | | |
|--|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------------------|--|--|
| Central Sulawesi Province, Kaili Tribe | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Character education had not been included in the school syllabus and learning plans. | Scientific paper development, Olympiads, art and sport competitions, Scout |
| Central Sulawesi Province, Bajo Tribe | Partially conducted | Not conducted | Not conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Not conducted | Character education had not been included in the school syllabus and learning plans. | Art and sport competitions, Scout |
| South Sulawesi Province, Makassar Tribe | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Character education had been included in the school syllabus | Scientific paper development, Olympiads, art and sport competitions, Scout |
| Provinces and Tribes | Implementation Strategy at School's Programs | | | | | | | Learning Tools | Extracurricular Activities | |
| | Giving Assignment | Habituating | Training | Teaching | Guiding | Modelling | Conditioning | | | |
| | | | | | | | | and learning plans. | | |
| South-east Sulawesi Province, Buton Tribe | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Character education had been included in the school syllabus and learning plans. | Scientific paper development, Olympiads, art and sport competitions, Scout |
| South-east Sulawesi Province, Baubau Tribe | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Fully conducted | Character education had been included in the school syllabus and learning plans. | Scientific paper development, Olympiads, art and sport competitions, Scout |

Table 5 shows that seven strategies of character building had implemented in almost all schools. However, a school in Bajo Tribe, Central Sulawesi Province was not optimal and had not maximally implemented the stages of habituating, training, and conditioning. The lack of optimal conditioning and habituating students' good characterization caused the awareness of good behavior reduced. Eventhough so, the school in Bajo Tribe still enforced the values of honesty, care, intelligence, and tenacity.

The analysis results of learning tools depicted that the teaching and learning process conducted in the eight schools in Sulawesi had referred to character education. The character education was carried out through the implementation of extracurricular, such as scientific paper development, Olympiads, art and sport competitions and scout. ³

Mislia *et al.*, stated that Scout skills such as rigging, doing first aid, decoding, camping, marching, navigating and mapping can shape the students' characters. The characters that can be formed through scout extracurricular are thoroughness, patience, cooperation, responsibility, social care, courage, confidence, perseverance, creative, religious, patriotism, environmental awareness, independence, discipline, curiosity, and hard work [13]. The similar statement was stated by Zulfaturrohmanwati that each scouting activity in the form of skills contained character education values of cohesion, cooperation, skillful, meticulous, and happy. Based on that statement, scout extracurricular can be a good method for student's character development [14].

IV. CONCLUSIONS

By refering to the results and discussion of the undertaken character education conducted in eight elementary schools in Sulawesi, this study concludes that:

1. Of the eight elementary schools as the research objects, almost all of these schools had implemented character education strategies. However, one school in Central Sulawesi Province had not implemented optimally strategies for habituating, training, and conditioning.
2. The honest, care, intelligence, and tenacity character values had been trained and practiced at the schools.

3. The obstacles still found in the implementation of character education for elementary school students in Sulawesi included that there were still students who had not implemented the values properly. For example, there were still students who had low motivation for learning and low interest in doing school activities aimed at building characters.
4. This research in accordance with the title of the research focuses more on the exploration of the existence of character values in each region and in general also touches on the model of the approach and learning. But actually it is related to how it is implemented in learning, how the strategies and methodology of the teacher are related to the implementation of character education, in the study this study is not yet too deep and still needs to be continued specifically. In this connection with the Ministry of Education and Culture needs to conduct further research related to how the existing conditions of character education learning in schools and in particular classes, what learning methodologies are effective, so that any reinforcement and improvement actions are needed and need to be implemented immediately so that character education is not considered merely a slogan.

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