


## Analysis of Character Education Values on the Learning Achievement of Elementary School Teacher Candidates

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## Analysis of Character Education Values on the Learning Achievement of Elementary School Teacher Candidates

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### Abstract

Elementary school teachers must possess good character to shape their students' character. The curriculum for Indonesian elementary school teacher candidates should include character education. The Association of Lecturers of Education has formulated learning outcomes aligned with the current curriculum. Evaluating these outcomes is necessary. This study aims to examine character values in the learning outcomes for Indonesian elementary school teacher candidates. This research is content analysis research with a qualitative approach through four stages, namely data acquisition, data reduction, inference, and data analysis. It analyzes the educational learning achievement formula book published in 2015. The findings show 11 out of 16 characters value are included, such as obedience, responsibility, discipline, work ethic, independence, synergy, justice, critical thinking, creativity, compassion, and nationalism. The learning outcomes align with the cognitive approach in character education, corresponding to Level 6 of moral development. They also match the socio-cognitive approach in the affective aspect.

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### Introduction

Indonesia, with its 38 provinces, is a vast and diverse country. It is made up of numerous islands, each with its own distinct culture and identity. This rich diversity inevitably leads to variations and contrasts between provinces throughout Indonesia. One area where these differences become apparent is in the realm of education.

The quality of education in Indonesia can vary significantly from one province to another. Factors such as infrastructure, resources, and government support all play a role in shaping the educational landscape within each region. As a result, students in different provinces may have access to different educational opportunities, facilities, and standards.

Broadly speaking, Indonesia can be categorized into three major regions: the west, center, and east. Each region exhibits unique characteristics in terms of geography, culture, and socioeconomic factors.

These regional distinctions can also impact the educational landscape. For instance, provinces in the western region, such as Sumatra and Java, often have more developed educational systems due to higher population densities and better infrastructure. Meanwhile, provinces in the eastern region, such as Papua and Maluku, face challenges related to geographical remoteness and limited resources, which can affect the quality of education.

Understanding and addressing these regional differences is crucial for policymakers and stakeholders in the education sector. Efforts should be made to bridge the gaps and provide equal educational opportunities for all students across the country. By recognizing the diverse needs and challenges faced by different provinces, targeted interventions can be implemented to improve the quality of education nationwide.

In conclusion, Indonesia's vastness and cultural diversity contribute to differences between provinces, including variations in the quality of education. With the country divided into three major regions, addressing these disparities becomes even more important. By acknowledging and working towards equalizing educational opportunities, Indonesia can strive towards providing a high standard of education for all its citizens, regardless of their geographical location.

A person's character development begins at a young age, starting from the early stages of education, such as kindergarten, elementary school, and progressing through junior high school, high school, and even into higher education. These formative years play a crucial role in shaping an individual's character and values. It is during this time that children learn essential life skills, develop social interactions, and form their attitudes and behaviors.

The significance of early character development lies in the difficulty of changing negative traits or behaviors once they have become ingrained. If a child's character has been influenced negatively since childhood, it becomes increasingly challenging to modify these patterns as they grow older. Therefore, it is crucial to instill positive character traits in children from an early age, fostering their growth and development throughout their youth and into adulthood.

Parents and teachers bear the responsibility of guiding children's character education, even amidst their busy work schedules. They play a pivotal role in modeling and teaching moral values, empathy, resilience, and other desirable qualities. By dedicating time and effort to character education, parents and teachers equip children with the necessary tools to navigate challenges, make responsible decisions, and contribute positively to society.

Character education should not be treated as an afterthought or something secondary to academic achievement. It is an integral part of a child's holistic development and success in life. By prioritizing character education, parents and teachers nurture well-rounded individuals who possess not only knowledge but also integrity, compassion, and a strong sense of ethics.

In conclusion, a person's character is shaped from a young age and continues to develop throughout their educational journey. Early intervention and consistent guidance are crucial in instilling positive character traits in children. Parents and teachers must recognize the importance of character education and actively engage in nurturing the character development of the next generation, even amidst their busy schedules. By doing so, they contribute to the growth of responsible and morally upright individuals who will positively impact their communities and society as a whole.

According to Kohlberg, children, adolescents, and adults are constantly developing their morality, they are able to form their own moral judgments and are able to revise them (Nucci et al., 2014). A person's character is greatly influenced by their cognitive abilities. Knowledge about good character traits needs to be conveyed and taught to individuals from an early age. Consequently, everyone can possess the reasoning of what constitutes good and bad character. By understanding the consequences of good and bad actions, it is hoped that individuals will tend to engage in good deeds and avoid engaging in bad ones. Character education has a significant impact on individual learning outcomes. Integrating character education into the learning process helps students to have a deeper understanding of the consequences of their actions, both positive and negative. This awareness shapes a sense of responsibility and motivates individuals to actively engage in virtuous behavior while being cautious of the negative impacts of unethical behavior. Therefore, incorporating character education into the education system aims to create a society where individuals consistently strive for goodness and refrain from harmful actions.

Elementary school-age children's character can be influenced by the upbringing of their parents and teachers. This is consistent with socio-cognitive research (Bandura et al., 1961). The Bobo Doll experiment conducted by Bandura demonstrated that children who witnessed adults engaging in abusive behavior towards the Bobo Doll were more likely to imitate and be rude to the doll themselves. Children have a tendency to mimic the actions of adults around them, highlighting the importance for parents and teachers to exhibit good behavior in front of children. However, this can be challenging as some adults may disregard their behavior and act as they please in the presence of children. This is where the pivotal role of teachers in schools comes into play.

Teachers who work in schools should undergo a careful selection process to ensure they possess good character and can serve as positive role models for their students. Relying solely on parents for character development can prove difficult as the character traits of students' parents vary significantly. Furthermore, changing the character of adults, who are already set in their ways, is a challenging task. It is often easier to instill positive values and behaviors in children compared to adults.

By incorporating character education within the school system, teachers can actively contribute to enhancing the learning outcomes of their students. The curriculum can include lessons and activities aimed at promoting virtues, empathy, and ethical decision-making. Through these efforts, students can develop a deeper understanding of the consequences of their actions and learn to cultivate responsible behavior.

Furthermore, schools can create a conducive environment that reinforces positive character traits. This can be achieved through fostering a sense of community, implementing discipline policies that emphasize personal growth, and encouraging students to actively engage in acts of kindness and respect. By consistently promoting and practicing good character, schools can play a significant role in shaping the behavior and values of students.

In conclusion, the Bobo Doll experiment highlights the influence of adult behavior on children, emphasizing the need for parents and teachers to exhibit good character. While parents play an important role, the inclusion of character education within the school system allows teachers to have a positive impact on their students' learning outcomes. By serving as role models and integrating character development into the curriculum, teachers can contribute to creating a society where individuals consistently strive for goodness and ethical behavior.

An elementary school teacher should have good character first to be able to educate the character of his students. Therefore, good character needs to be taught to prospective elementary school teachers from the undergraduate level. Prospective teachers studying at the undergraduate level come from various regions and from various types of schools. The character of prospective teachers also varies, depending on what tribe they come from. Undergraduate education of elementary school teacher candidates must facilitate their students to be able to learn and practice good character.

(Munir, 2010) reveals that character is a pattern, be it thoughts, attitudes or actions that are very strongly attached to a person and are difficult to remove. Character is like a deeply ingrained pattern woven into the fabric of a person's being, encompassing their thoughts, attitudes, and actions. It is an intricate tapestry that reflects one's true essence and is incredibly challenging to alter or detach. Just as a thread becomes intertwined and entangled within a piece of cloth, character becomes intertwined with a person's identity. It is formed through a combination of inherent traits, life experiences, and choices made over time. Like a tattoo etched on the soul, character leaves an indelible mark, shaping how individuals perceive the world and interact with others. Although character can evolve and transform through conscious effort and self-reflection, its core elements remain deeply rooted, making it a powerful force in defining who we are. It serves as a moral compass, guiding us in moments of decision and influencing the choices we make. Character is an essential aspect of human existence, representing the culmination of our values, beliefs, and integrity, and it is through the consistent display of character that true authenticity and lasting impact are achieved.

Character or character also means a set of traits that are always admired as signs of kindness, wisdom, and moral maturity (Zuchdi, 2009). Character, in addition to being a deeply ingrained pattern within a person, also encompasses a set of traits that are universally admired as indicators of kindness, wisdom, and moral maturity. These traits reflect the inner qualities that define an individual's character and greatly contribute to their overall success and fulfillment in life. When someone possesses a character marked by kindness, they display empathy, compassion, and a genuine concern for the well-being of

others. This fosters meaningful connections and creates a positive impact on the lives of those around them. Wisdom, another integral aspect of character, involves the ability to make sound judgments and decisions based on experience, knowledge, and a deep understanding of oneself and the world. A wise individual is seen as a source of guidance, someone who exercises prudence and foresight in navigating life's challenges. Lastly, moral maturity signifies a person's adherence to ethical principles and values. It implies a strong sense of integrity, honesty, and responsibility in one's actions and choices. When someone possesses these admirable character traits, they not only contribute to their own personal growth and well-being but also inspire and uplift those they encounter. Their character becomes the foundation upon which they build their achievements in life, and it is through the cultivation of these positive traits that true success is attained.

Meanwhile, Pritchard (Suharjana, 2011) defines character as something related to individual habits that are persistent and tend to be positive. Character, when understood as a reflection of an individual's persistent and predominantly positive habits, plays a pivotal role in determining one's success. Positive character traits, such as discipline, perseverance, and resilience, significantly influence an individual's ability to achieve their goals and overcome obstacles. A person with a strong sense of discipline possesses the self-control and consistency necessary to stay focused and committed to their endeavors. They are able to establish effective routines, manage their time wisely, and maintain a high level of productivity. Similarly, perseverance, characterized by a steadfast determination and unwavering resolve, enables individuals to persist in the face of challenges and setbacks. They possess the mental and emotional fortitude to push through difficulties and maintain their pursuit of success.

Additionally, resilience, another essential aspect of positive character, allows individuals to bounce back from failures and adversity. They are able to adapt to change, learn from their mistakes, and view setbacks as opportunities for growth. These positive character traits provide a solid foundation for personal development and achievement. They contribute to an individual's ability to stay focused, maintain motivation, and overcome obstacles along their journey. Moreover, possessing a positive character also influences how individuals interact with others, fostering positive relationships, collaboration, and teamwork. Overall, cultivating positive character traits has a profound impact on an individual's success, as it enhances their ability to navigate challenges, seize opportunities, and lead a purposeful and fulfilling life.

(Kirschenbaum, 1995) reveals, in general there are five goals of character education namely 1) developing a caring attitude both caring for oneself, others and the environment, 2) developing an attitude of responsibility by being honest with oneself and others, 3) develop an attitude of empathy and tolerance, 4) develop an attitude of discipline and hard work, and 5) develop an attitude of loyalty or loyalty in association in society. The first goal is to cultivate a caring attitude encompassing care for oneself, others, and the environment. This involves nurturing a sense of empathy, compassion, and respect for the well-being of all living beings. Individuals with a caring attitude exhibit kindness, generosity, and a willingness to contribute positively to their communities.

The second goal of character education is to foster an attitude of responsibility, which involves being

honest and accountable to oneself and others. Individuals with this trait take ownership of their actions, fulfill their obligations, and demonstrate integrity in their interactions. They understand the importance of being reliable and trustworthy, and they strive to uphold ethical standards in their personal and professional lives.

The third goal is to develop an attitude of empathy and tolerance. This entails the ability to understand and appreciate diverse perspectives, cultures, and backgrounds. Individuals with empathy and tolerance practice active listening, open-mindedness, and acceptance of differences. They promote inclusivity, harmony, and peaceful coexistence in their interactions with others.

The fourth goal of character education is to instill an attitude of discipline and hard work. This involves cultivating self-control, perseverance, and a strong work ethic. Individuals with discipline and hard work exhibit determination, focus, and the ability to overcome challenges. They understand the value of effort, time management, and continuous improvement, leading to personal growth and achievement.

Lastly, character education aims to develop an attitude of loyalty or commitment in association with society. This entails a sense of dedication, support, and loyalty towards one's community, nation, and social groups. Individuals with a strong sense of loyalty actively contribute to the betterment of their society, uphold shared values, and participate in collective efforts for positive change.

By incorporating these five goals into character education, individuals are equipped with a well-rounded foundation for personal growth, positive relationships, and active citizenship. These attitudes and values form the basis for individuals to become responsible, empathetic, disciplined, and loyal members of society, contributing to a harmonious and thriving community.

Thus, it has been explained how important character education is in supporting the quality and success of individuals, including the success of a teacher in educating their students, not excluding an elementary school teacher. Elementary school teachers in Indonesia are educated in the Elementary School Teacher Education study program (it was called PGSD in Indonesia). There are many educational universities in Indonesia, so there must be an agreement on the curriculum used so that undergraduate graduates have the same minimum standard. With the same curriculum, the gap between elementary school teacher candidate study programs between one university and another is not too big. The existence of standards will also make each prospective elementary school teacher education study program not far behind in quality, becoming relatively equal.

The PGSD curriculum in Indonesia should include character education in order to produce character-educated graduates. As previously discussed, a teacher must have good character, especially elementary school teachers who educate children. The age of children is considered the most appropriate for character education, because they still have fear and obey their teacher's orders, compared to educating adult character. Character education for adults is more difficult because adults already have strong

cognitive structures that are difficult to change.

The Association of Lecturers of Education for prospective elementary school teachers throughout Indonesia has produced a Formulation of Learning Outcomes to be adopted by all study programs for prospective elementary school teachers throughout Indonesia (HDPI, 2015). The formulation of learning outcomes is very necessary to determine the quality standards of graduates. With this uniformity, the graduates of the prospective elementary school teacher study program have relatively the same quality in all places in Indonesia.

The formulation of Learning Outcomes should be analyzed to find out whether or not there is character education content in it. If the education curriculum for prospective elementary school teachers in Indonesia contains character education, it is expected that prospective elementary school teachers in Indonesia will produce graduates who are elementary school teachers who are also educated in character. Elementary school teachers with character education can be an alternative solution to improve the character of the nation's children, which is currently a cause for concern.

If the education curriculum for prospective elementary school teachers throughout Indonesia lacks character education, it is feared that the study program for prospective elementary school teachers throughout Indonesia will produce graduates in the form of elementary school teachers who lack character education as well. What happens if elementary school aged children are taught by elementary school teachers who lack character education? Therefore, this content analysis research is very important to do to ensure that the formulation of learning outcomes in the undergraduate curriculum for prospective elementary school teachers throughout Indonesia includes character education. The aims of this study are 1) to reveal the content of character values in the formulation of learning outcomes for prospective elementary school teachers throughout Indonesia; 2) Revealing the suitability of the formulation of learning outcomes for prospective elementary school teachers in Indonesia with a cognitive approach in character education; 3) Revealing the conformity of the formulation of learning outcomes for prospective primary school teacher education in Indonesia with a socio-cognitive approach to character education.

Character is synonymous with morals, so that character is the values of universal human behavior which includes all human activities, both in the context of relating to God, to himself, to fellow human beings, and to the environment, which is manifested in thoughts, feelings, words and behavior. based on religious norms, laws, manners, culture and customs. 16 target values in character building at the tertiary level, namely obedience to worship, honesty, responsibility, discipline, work ethic, independence, synergy, critical, creative and innovative, visionary, compassion and caring, sincerity, justice, simplicity, nationalism, and internationalism (Zuchdi et al., 2015). At the tertiary level, character building encompasses a comprehensive set of 16 target values. These values play a vital role in shaping individuals and preparing them for success in various aspects of life. The first value is obedience to worship, which emphasizes the importance of religious and spiritual devotion as a guiding principle in one's actions and decisions.



Honesty stands as the second target value, promoting integrity, truthfulness, and transparency in all interactions. It encourages individuals to be truthful to themselves and others, fostering trust and credibility. Responsibility is the third target value, emphasizing the significance of taking ownership of one's actions and obligations. It involves being accountable, reliable, and fulfilling commitments with dedication and diligence.

Discipline is the fourth value, highlighting the importance of self-control, self-regulation, and adherence to rules and guidelines. It promotes order, structure, and a focused approach towards achieving goals. Work ethic, the fifth value, emphasizes the importance of diligence, perseverance, and a strong commitment to excellence in all endeavors. It encourages individuals to strive for continuous improvement and put forth their best efforts.

Independence, as the sixth value, fosters self-reliance, autonomy, and the ability to make informed decisions. It empowers individuals to take initiative, think critically, and take responsibility for their personal growth and development. Synergy, the seventh value, promotes collaboration, teamwork, and the ability to work harmoniously with others. It encourages individuals to appreciate diverse perspectives, communicate effectively, and leverage collective strengths to achieve shared objectives. The eighth value is critical, creative, and innovative thinking, emphasizing the importance of analytical skills, problem-solving abilities, and the capacity to generate new ideas. It nurtures a mindset of curiosity, flexibility, and adaptability in the face of challenges. Being visionary is the ninth target value, focusing on forward-thinking, setting ambitious goals, and having a long-term perspective. It encourages individuals to have a clear vision, identify opportunities, and work towards creating a positive and impactful future.

Compassion and caring, the tenth value, promotes empathy, kindness, and a genuine concern for the welfare of others. It encourages individuals to show compassion, support, and understanding towards fellow human beings. Sincerity, the eleventh value, highlights the importance of genuineness, authenticity, and honesty in one's intentions and actions. It promotes sincerity in relationships, communication, and the pursuit of personal and professional goals.

Justice, the twelfth value, emphasizes fairness, equality, and upholding moral principles. It encourages individuals to treat others with fairness, advocate for social justice, and stand against discrimination or injustice. Simplicity, as the thirteenth value, focuses on humility, modesty, and contentment. It encourages individuals to appreciate the beauty in simplicity, avoid excessive materialism, and lead a balanced and meaningful life.

Nationalism, the fourteenth value, emphasizes love, pride, and loyalty towards one's own nation. It promotes active citizenship, engagement in community development, and a commitment to the progress and well-being of one's country. Internationalism, the fifteenth value, encourages individuals to appreciate and respect diverse cultures, foster global cooperation, and contribute to building a

peaceful and interconnected world. It promotes open-mindedness, cultural understanding, and global citizenship.

In conclusion, these 16 target values in character building at the tertiary level provide a comprehensive framework for developing well-rounded individuals who possess strong moral values, personal integrity, and the skills needed to excel in various aspects of life. By integrating these values into education, individuals are equipped with the necessary foundation to contribute positively to society and achieve success in their chosen fields.

According to Kohlberg (Nucci et al., 2014), cognitive theory places morality as a major concern in psychology including moral development and moral education. Kohlberg believed that the development of moral judgment progresses through cognitively structured steps of moral reasoning. Kohlberg believed that the development of moral judgment progresses through cognitively structured steps of moral reasoning.

According to Kohlberg (Nucci et al., 2014), there are six stages of moral development divided into three levels, namely (1) pre-conventional level (2) conventional level (3) post-conventional level. The pre-conventional level is the orientation of punishment and obedience and the orientation of the purpose of instrumental exchange. The conventional level is the stage of interpersonal reciprocity, good relations, and the social system and maintenance of conscience. The post-conventional level is primary rights and social-contract orientation and orientation to universal ethical principles.

Kohlberg's moral stages (Nucci et al., 2014) are: (1) Stage 1, punishment and obedience orientation, the moral is to avoid breaking the rules or obeying for the sake of obedience, and avoiding physical damage to people or property; (2) Stage 2, orientation of the goals of instrumental exchange, moral is following the rules when it is in the person's direct interest to do so, especially in terms of equal exchange, good deals; (3) Stage 3, expectations of interpersonal reciprocity, good relations, be able to coordinate separate individual perspectives into a third-person perspective, which enables interpersonal trust, mutual relations, loyalty, and shared moral values. Moral is in accordance with what is expected by those closest to or what is generally expected of people in their roles; (4) Stage 4, the social system and the maintenance of conscience, the right thing to do is to be a good citizen, enforce social order, and care for society. What is meant by morals involves the fulfillment of one's obligations; (5) Stage 5, primary rights and social-contract orientation, morality is recognizing that many basic human values and attitudes, such as the right to life and freedom, logically take precedence over society. The person logically organizes rights and values into a hierarchy from the most relative to one's group and includes culturally relative values under fundamental human rights to the least basic, (6) Stage 6, universal ethical principles orientation, deciding what is moral is guided by universal ethical principles that result in decisions that guarantee human dignity. Stage 6 also focuses on the process by which social agreements are reached. It is a standpoint of moral justice, which involves the deliberate use of principles of justice, centered on equal human rights and respect for the dignity of all human beings as free and equal autonomous persons.

Kohlberg (Power et al., 1989) developed the concept of “moral atmosphere” or “moral climate” or “moral culture” to refer to the shared expectations and normative values of a community. Kohlberg understands that the group is the primary context for moral personal development. The unit of education is a group, so changing the moral culture of the school will greatly affect the formation of individual morals.

The groups that are most beneficial to moral development are those that are democratically governed, those that recognize the rights and responsibilities of each other and of the group as a whole. Promotion of the development of individual moral reasoning is not enough; democratic government would be a type of collective socialization that would encourage moral ideals, goals, and actions and promote moral reasoning. Moral development is not only about doing justice; but includes the social dimension of a person acting in relation to one another as well as to groups.

Examples of Cognitive Approach Application in Character Education (Shodiq, 2017) as follows. (1) Presentation of moral dilemmas, namely students are faced with problematic values that are contradictory, from the simple to the complex. The presentation method can be through observation, reading newspapers/magazines, listening to plays, watching films and so on; (2) After being presented with a problematic moral dilemma, it is continued with the distribution of discussion groups. Students are divided into several small groups to discuss some of the results of observations on the moral dilemma; (3) Bringing the results of group discussions into class discussions, with the aim of clarifying values, making alternatives and their consequences; (4) After students have discussed intensively and selected the selected values according to the alternatives proposed, students can then organize the selected values into themselves. To find out whether these values have been organized by students into themselves, it can be seen through students' opinions, for example through their essays which were compiled after the discussion, or follow-up actions from the discussion activities.

Albert Bandura's Bobo Doll Experiment (Bandura et al., 1961) resulted in the conclusion that "A person's character is influenced by the character of the model (other people) he sees." How to apply Social Cognitive (Observational Learning) (Bandura, 1977), namely 1) Attention model); 2) Retention (repetition to be able to remember); 3) Production (Giving the Opportunity to do so); and 4) Motivation (giving gifts or punishments). Attention is the process of paying attention. Learning through modeling, observers need to pay attention and perceive the model's behavior appropriately. The success rate of learning is determined by the characteristics of the model and the characteristics of the observers themselves. The characteristics of the model, which are the determinants of the level of attention, include the frequency of its presence, its clarity, its personal appeal, and the functional value of the model's behavior. Characteristics of the observer that are important to the attention process are his sensory capacity, his level of interest, his perceptual habits, and his past reinforcements.

Retention is the process by which the information obtained by the observer must be stored in memory. This retention can be done by storing information imaginally or coding model events into verbal

symbols that are easy to use. Material that is meaningful to observers and adds to previous experiences will be easier to remember. Another way to remember is to imagine the behavior of the model or to practice it. The skills and cognitive structure of observers can strengthen retention.

Production is the process of producing a character value. At some stage, the symbolic description of the model's behavior may need to be translated into effective action. The observer needs an accurate cognitive picture of the model's behavior to compare with sensory feedback from her actions. Meanwhile, Motivation, namely whether people practice what they have learned or not, depends on their motivation. Observers will tend to adopt model behavior if the behavior: (a) internally the observer gives a positive assessment; (b) observers see that the behavior is beneficial to the model itself, and (c) generates external rewards. The anticipation of positive and negative consequences determines which aspects of the model's behavior the observer observes or ignores.

Between personal factors, behavioral factors, and environmental factors influence each other, illustrated in (Bandura, 1977), triadic reciprocal determinism model below.

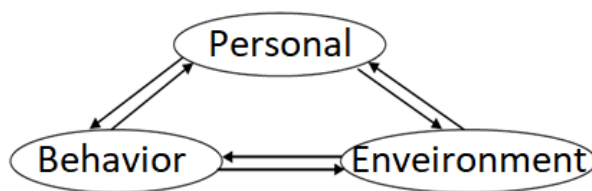


Figure 1. triadic reciprocal determinism model

Reciprocal causal relationship between personal factors (P) and behavioral factors (B),  $P \leftrightarrow B$  reflects the interaction between thoughts, hopes, beliefs, self-perceptions, goals, and intentions that give shape and direction to behavior. What people think, believe, and feel influences how they behave (Bandura et al., 1986). Segment  $P \leftrightarrow E$  is an interactive relationship between personal characteristics (P) and environmental influences (E). Human expectations, beliefs, emotional states and cognitive competencies are developed and modified by social influences that convey information and activate emotional reactions through social modeling, instruction and persuasion (Bandura et al., 1986). The segment that causes a reciprocal relationship between behavioral factors (B) and the environment (E), namely  $B \leftrightarrow E$  is a relationship of mutual influence between behavior and the environment. In daily transactions, behavior changes environmental conditions, and vice versa.

This formulation of learning outcomes is the result of workshops, symposiums, and finalization workshops that have been conducted by the Education Lecturer Association of prospective Elementary School Teachers throughout Indonesia, from 2012 to early 2015 in 9 meetings (HDPI, 2015). This curriculum development book aims to: (1) avoid the emergence of disparities and inequalities in the quality of graduates for the Bachelor level, (2) structuring the quality and adjustment of learning outcomes in basic education in higher education, and (3) equalizing learning outcomes with qualifications for the world of work. The competence of graduates of teacher education study programs

in basic education includes educational science and knowledge and skills towards learning objects so that they can produce teachers in professional basic education (HDPI, 2015).

Elementary Teacher Education Undergraduate Study Program (PGSD-Elementary Teacher Education) at the undergraduate level is directed to produce bachelor's degrees (S1) in Basic Education who have expertise as: 1) Educators at the elementary school level who are able to plan, implement, evaluate and develop learning based on knowledge, character, and innovation to improve the quality of education; 2) Researchers who are able to solve learning problems and are able to produce proven learning innovations to improve the quality of education in elementary schools; 3) Educational Practitioners and Consultants at the level of basic education units in the field of education management, extra-curricular coaches, learning implementation evaluators, and media developers and learning resources.

It is imperative to conduct an evaluation of the formulation of Learning Outcomes implemented by all prospective Indonesian Elementary School Teacher Education study programs. This study holds significant importance and urgency due to several reasons. Firstly, it aims to shed light on the content of character values embedded within the learning outcomes for Indonesian elementary school teacher candidates in Indonesia. By examining the presence and emphasis of character values, the study can determine the extent to which character education is integrated into the teacher education programs. Secondly, it seeks to assess the compatibility of these learning outcomes with both the cognitive approach and socio-cognitive approach in character education. This evaluation will help ascertain whether the formulated learning outcomes align with the pedagogical principles and strategies that foster character development effectively. By conducting this research, valuable insights can be gained to identify potential gaps or areas of improvement in the formulation of learning outcomes, ultimately leading to the enhancement of character education practices within the teacher education system in Indonesia.

## **Method**

This research includes content analysis research. (Krippendoff, 2004) suggests that content analysis is a research technique for making valid and reproducible inferences from data based on context. According to Caulley (1992) in (D Zuchdi & Afifah, 2019), content research includes qualitative research. The purpose of content analysis is to find the content (content and/or meaning) of the communication and to identify and categorize the elements that emerge.

Darmiyati Zuchdi says that in content analysis, the analyzer is not only interested in the message itself, but in broader questions about the process and impact of communication. This definition shows that the main purpose of content analysis must be to make inferences because it is impossible for researchers to understand the impact of communication without making inferences (Darmiyati Zuchdi, 1993). In conducting inferential content analysis researchers must be sensitive to the context of the data studied. This needs to be shown by (1) in analyzing the data trying not to reduce its symbolic meaning (2) using an analytical construct that describes the context of the data. This analytical construct is an operational

description of the researcher's knowledge regarding the interdependence between data and context.

(Krippendorff, 2004) mentions the steps in content analysis include: 1) Unitizing, namely collecting data to be analyzed; 2) Sampling, namely determining the sample to be studied; 3) Recording, namely recording related to research data; 4) Reducing, namely filtering during the document analysis process; 5) Inferring, namely drawing conclusions according to research questions; 6) Narrating, namely describing conclusions with theoretical support. Meanwhile, more simply, detailed content analysis consists of the following steps (D Zuchdi & Afifah, 2019), namely (a) data procurement which consists of determining units, determining samples, and recording; (b) reduction of irrelevant data; (c) inference; and (d) analysis. In fact, according to Krippendorff and Zuchdi & Afifah, the steps for content analysis have the same meaning, only with a different designation.

Analysis of the research data using the technique of (Miles, M. B. & Hubberman, 1994) which consists of several stages, namely data reduction, data presentation, data verification and conclusion. In content analysis, it must be clear what object/data is being analyzed, how it is defined, and from which population the data is taken. The object of this research is a book on the formulation of learning outcomes for prospective Indonesian Elementary School Teachers throughout Indonesia which was published in 2015. In selecting the book as the primary data source, several steps were taken to ensure its representation of the general curriculum for prospective elementary school teachers throughout Indonesia. Firstly, research was conducted on various available books that discuss the formulation of learning outcomes. This research involved reviewing books published by reputable publishers in the field of education and those recognized in the education community.

The criteria used in selecting the book are as follows: (1) Consistency with the curriculum: The book should align with the curriculum implemented for prospective elementary school teachers in Indonesia. This means the book should cover relevant learning outcomes that are in line with the national curriculum guidelines; (2) Author's reputation: The author of the book should possess relevant expertise and experience in the field of education and formulation of learning outcomes. Authors recognized within the education community are more likely to provide in-depth and accurate understanding of the topic; (3) Completeness and quality: The book should present comprehensive and high-quality information about the formulation of learning outcomes. The content of the book should be well-organized, clear, and easily understood.

After conducting research and evaluating books based on the above criteria, the chosen book that qualifies as the primary data source is "Learning Outcomes of Elementary Education Students Study Program" by Lecturers' Association. This ensures that the book represents the overall curriculum for prospective elementary school teachers in Indonesia.

Meanwhile, the specific units of analysis examined are each word in the learning outcomes within the book. These words are then analyzed to determine whether they reflect certain character education values, demonstrate a cognitive perspective, and exhibit a socio-cognitive perspective based on the

relevant theories discussed in the introduction section of this article.

## Results

The results of this study are broken down into 3 sections according to the many objectives of this study, as follows:

### *Content of character values in the formulation of learning outcomes for Bachelor of Education Prospective Elementary School Teachers throughout Indonesia*

The content of character values in the formulation of undergraduate learning outcomes for prospective Indonesian Elementary School Teachers throughout Indonesia is that there are 11 out of a total of 16 target values in character building at the tertiary level, namely obedience to worship, responsibility, discipline, work ethic, independence, synergy, fairness, critical, creative and innovative, compassion and caring, and nationalism. The following table 1 shows the character value payload.

Table 1. Character Value Load

<b>Aspect</b>	<b>Learning Outcomes</b>	<b>Character Value</b>	<b>Examples</b>
<b>Affective</b>	Fear of God Almighty and able to show religious attitude.	Obedience in religious	A student prays before and after classes and helps classmates who are struggling with their studies
<b>Affective</b>	Upholding human values in carrying out duties based on religion, morals and ethics.	responsibility	The student completes assignments from the lecturer in accordance with their religious, moral, and ethical beliefs
<b>Affective</b>	Contribute to quality improvement life of society, nation, state, and progress of civilization based on Pancasila.	work ethic nationalism	The student demonstrates a strong work ethic and produces valuable work for the needs of the country
<b>Affective</b>	Acting as a citizen proud and love the motherland, own nationalism and a sense of responsibility to the state and nation.	responsibility nationalism	The student is responsible for their work's outcomes, which must comply with the regulations of the country
<b>Affective</b>	Appreciate cultural diversity, views, religion, and beliefs, as well as other people's original opinions or findings.	Justice affection and concern	The student completes assignments according to their abilities and receives grades based on the quality of their work. Additionally, the student demonstrates an attitude of respecting others' opinions during discussions.
<b>Affective</b>	Working together and having social sensitivity and concern for society and the environment.	synergy	The student is able to cooperate effectively with their team when working in a group.
<b>Affective</b>	Obey the law and discipline	discipline	The student is capable of

<b>Aspect</b>	<b>Learning Outcomes</b>	<b>Character Value</b>	<b>Examples</b>
	in the life of society and the state.		adhering to the university's regulations
<b>Affective</b>	Internalize academic values, norms, and ethics.	discipline	The student is capable of understanding the national regulations governing primary school teachers.
<b>Affective</b>	Demonstrate a responsible attitude towards work in the field of expertise independently.	responsibility	Students are able to complete tasks according to their field of study.
<b>Affective</b>	Internalize the spirit of independence, struggle, and entrepreneurship.	work ethic independence	Students are able to work independently and demonstrate ideas or results that embody an entrepreneurial spirit
<b>Knowledge</b>	Mastering the principles and theory of education in elementary schools.	-	
<b>Knowledge</b>	Mastering the concept of characteristics development of students in school basic, both physical, psychological, and social development.	-	
<b>Knowledge</b>	Mastering conceptual knowledge in the field of study in elementary schools including Indonesian, Mathematics, Science, Social Sciences, Pancasila, Social Culture, and Sports Physical Education.	-	
<b>Knowledge</b>	Mastering innovative curriculum concepts, approaches, strategies, models, methods, techniques, teaching materials, media and learning resources as classroom teachers in elementary schools.	-	
<b>Knowledge</b>	Mastering evaluation concepts and techniques process and evaluation of learning outcomes in primary school.	-	
<b>Knowledge</b>	Mastering basic concepts and procedures research that can solve learning problems in schools base.	-	
<b>Knowledge</b>	Mastering service concepts and techniques counseling guidance in elementary schools to solve that problem related to student behavior in learning.	-	



<b>Aspect</b>	<b>Learning Outcomes</b>	<b>Character Value</b>	<b>Examples</b>
<b>Skills General</b>	Able to apply thinking logical, critical, systematic, and innovative in a development context or implementation of science and technology that pays attention to and implements appropriate humanities values with their area of expertise.	critical creative and innovative	Students are able to complete assignments given by lecturer that require critical, creative, and innovative thinking skills
<b>Skills General</b>	Able to demonstrate independent performance, quality and measurable.	work ethic independence	Students are able to work on assignments independently without the assistance of others
<b>Skills General</b>	Able to examine the implications of the development or implementation of technological science that pays attention to and applies the values of the humanities according to their expertise based on rules, procedures and ethics scientific research in order to produce solutions, ideas, designs or art criticism.	critical creative and innovative	Students are able to complete assignments given by lecturer that require critical, creative, and innovative thinking skills in technological science field.
<b>Skills General</b>	Able to compile a scientific description the results of the study in the form of a thesis or final project report, and upload it on the college website.	creative and innovative	Students are able to produce new works or developments based on the works of others and explain clearly the results of their research.
<b>Skills General</b>	Able to make decisions right in the context of the solution problems in their area of expertise, based on the results of information and data analysis.	creative and innovative	Students are able to solve problems using appropriate and up-to-date data analysis techniques
<b>Skills General</b>	Able to maintain and develop a network with mentors, colleagues, peers both inside and outside the institution.	synergy	Students are able to establish good cooperation with peers, lecturer, and internship placements outside the campus
<b>Skills General</b>	Able to take responsibility for achievement of group work results and supervise and evaluate on the completion of the work assigned to existing workers under his responsibility.	responsibility	Students are able to evaluate the results of research or work from group projects, and subsequently improve them to minimize any negative consequences of their products.
<b>Skills Special</b>	Able to apply principles and theories education through design and	responsibility	Students are capable of understanding, selecting, and applying appropriate theories in producing

<b>Aspect</b>	<b>Learning Outcomes</b>	<b>Character Value</b>	<b>Examples</b>
	implementation of learning in schools basis responsibly.		their work.
<b>Skills Special</b>	Able to apply the concept of developmental characteristics of students both physical and psychological development through the design and implementation of learning in elementary schools.	justice	Students are able to create appropriate lesson plans in accordance with the characteristics of elementary school students and the conditions of the school where they teach
<b>Skills Special</b>	Able to apply knowledge conceptual field of study in schools Basic covers Indonesian, Mathematics, science, social sciences, Pancasila, social culture, and sports physical education through the design and implementation of learning using scientific methods in accordance with academic ethics.	creative and innovative	Students are able to apply the scientific method in designing the learning process for every subject at the elementary school level.
<b>Skills Special</b>	Able to analyze, reconstruct, and modify curricula, approaches, strategies, models, methods, techniques, teaching materials, media and innovative learning resources as classroom teachers in elementary schools independently.	critical creative and innovative	Students are able to apply analyze, reconstruct, and modify curricula, approaches, strategies, models, methods, techniques, teaching materials, and media in designing the learning process for every subject at the elementary school level.
<b>Skills Special</b>	Able to design and implement evaluation of learning processes and outcomes in elementary school on an ongoing basis.	creative and innovative	Students are capable of innovating the latest methods in assessing and evaluating the abilities of elementary school students.
<b>Skills Special</b>	Able to design and implement research in the field of elementary school education science according to academic ethics and report it in script form and upload articles on the page College.	creative and innovative	Students are able to conduct research and transform it into a journal or scientific article.
<b>Skills Special</b>	Able to implement guidance services counseling in elementary schools for solve that problem related to student behavior in appropriate independent learning with the prevailing values and norms.	creative and innovative affection and concern	Students understand how to address personality and mental issues of elementary school students.

***Appropriateness of the learning outcomes formulation for Bachelor of Education Prospective Elementary School Teachers throughout Indonesia with a cognitive approach in character education.***

The formulation of learning outcomes for prospective Indonesian Elementary School Teacher Candidates throughout Indonesia in accordance with the cognitive approach in character education has been listed on the affective aspect, namely obeying the law and discipline in social and state life, based on the results of information and data analysis, which corresponds to Stage 5 moral development (Kohlberg's cognitive approach). In addition, the cognitive approach in character education is also listed on the general skill aspect, namely being able to make decisions appropriately in the context of solving problems in their area of expertise, based on the results of information and data analysis, which corresponds to Stage 6 of moral development (Kohlberg's cognitive approach).

Table 2. Compatibility with the Cognitive Approach

<b>Aspect</b>	<b>Learning Outcomes</b>	<b>Character Value</b>	<b>Examples</b>
<b>Affective</b>	Obey the law and discipline in the life of society and the state.	Stage 5 of Kohlberg's moral development	Students are aware of, comprehend, and apply the regulations in the university, society, and Indonesia, both as a student and in the future when they become elementary school teachers.
<b>Skills General</b>	Able to make decisions right in the context of the solution problems in their area of expertise, based on the results of information and data analysis.	Stage 6 of Kohlberg's moral development	Students are capable of analyzing, evaluating, and even making personal decisions that result in goodness and avoid harm, in facing new problems, even if their actions are not regulated by existing rules.

***Appropriateness of the learning outcomes formulation for Bachelor of Education Prospective Elementary School Teachers throughout Indonesia with a socio-cognitive approach in character education***

The formulation of learning outcomes for prospective Indonesian Elementary School Teacher Candidates throughout Indonesia that are in accordance with the socio-cognitive approach in character education has been listed on the affective aspect, namely (a) law-abiding and disciplined in social and state life, (b) internalizing values, norms, and academic ethics, (c) show a responsible attitude towards work in their field of expertise independently, and (d) internalize the spirit of independence, struggle, and entrepreneurship.

Table 3. Compatibility with the Sosio-Cognitive Approach

<b>Aspect</b>	<b>Learning Outcomes</b>	<b>Character Value</b>	<b>Examples</b>
<b>Affective</b>	Obey the law and discipline in the life of society and the state. Internalize academic values, norms, and ethics.	elementary school teacher candidates are able to set good examples of character for their students	students are able to set good examples of Obey the law and discipline in the life of society and the state. Internalize academic values, norms, and ethics for their students
<b>Affective</b>	Internalize values, norms, and ethics academic.	elementary school teacher candidates are able to set good examples of character for their students	students are able to set good examples of Internalize values, norms, and ethics academic for their students
<b>Affective</b>	Demonstrate a responsible attitude towards work in the field of expertise independently.	elementary school teacher candidates are able to set good examples of character for their students	students are able to set good examples of responsible attitude towards work in the field of expertise independently for their students
<b>Affective</b>	Internalize the spirit of independence, struggle, and entrepreneurship.	elementary school teacher candidates are able to set good examples of character for their students	students are able to set good examples of Internalize the spirit of independence, struggle, and entrepreneurship for their students

## Discussion

### *Content of character values in the formulation of learning outcomes for Bachelor of Education Prospective Elementary School Teachers throughout Indonesia*

The content of character values in the formulation of learning outcomes for PGSD undergraduate students throughout Indonesia, namely there are 11 out of a total of 16 target values in character building at the tertiary level, namely obedience to worship, responsibility, discipline, work ethic, independence, synergy, justice, critical, creative and innovative, compassion and caring, and nationalism. The 5 target values in character building that are not listed are honesty, visionary, sincerity, simplicity, and internationalism. Obedience to Worship: This value emphasizes the importance of obedience to religious teachings and practices. It helps teachers cultivate a sense of spirituality and moral integrity, which can guide their actions and interactions with students.

Responsibility: Teachers need to possess a strong sense of responsibility towards their role as educators. They should understand the impact they have on students' lives and take ownership of their duties, ensuring that they provide a quality education and create a positive learning environment. Discipline: Having discipline enables teachers to establish order and structure in the classroom. It involves setting clear expectations, maintaining a structured approach to teaching, and fostering self-discipline among

students.

**Work Ethic:** Teachers should exhibit a strong work ethic characterized by dedication, diligence, and professionalism. They need to be committed to continuous professional development, thorough lesson planning, and effective classroom management. **Independence:** Independence allows teachers to make informed decisions and take initiatives in their teaching practices. They should possess the ability to think critically, plan lessons creatively, and adapt their methods to suit students' needs.

**Synergy:** Synergy refers to the ability to work collaboratively with colleagues, students, and parents. Teachers should foster a supportive and inclusive learning environment that encourages cooperation, teamwork, and mutual respect. **Justice:** Teachers should uphold principles of fairness, equality, and justice in their interactions with students and in the classroom environment. They should treat all students with respect, provide equal opportunities for learning, and address any forms of discrimination or bias.

**Critical, Creative, and Innovative:** Teachers need to cultivate critical thinking skills, encourage creativity, and foster an innovative mindset among their students. This enables students to develop problem-solving abilities, think analytically, and explore new ideas. **Compassion and Caring:** Teachers should demonstrate empathy, kindness, and compassion towards their students. They should create a nurturing and supportive environment that promotes emotional well-being and helps students develop positive relationships.

**Nationalism:** Nationalism instills a sense of love, pride, and loyalty towards one's country. Teachers should foster a sense of national identity and promote values such as patriotism, cultural appreciation, and social responsibility among students. These values contribute to the holistic development of future elementary school teachers, helping them become role models who possess strong character, moral values, and a deep commitment to nurturing the growth and potential of their students.

11 values fulfilled out of a total of 16 characters value have shown a good decision from the Indonesian Elementary School Teacher Prospective Lecturer Education Association in compiling learning outcomes. This is in accordance with the target values in character building at the tertiary level, namely obedience to worship, honesty, responsibility, discipline, work ethic, independence, synergy, critical, creative and innovative, visionary, compassion and caring, sincerity, fairness, simplicity, nationalism, and internationalism (Zuchdi et al., 2015). In lectures, to be able to maintain or increase hard work, responsibility, independence, as well as self-confidence, a lecturer can apply the guided discovery learning model, project based learning or Problem-based Learning (Imawan, 2015; Imawan & Ismail, 2022; Ismail et al., 2021; Ismail & Imawan, 2014; Ismail, 2018; Ismail & Imawan, 2022).

The approach of character education in the learning process is an important effort to shape strong and morally upright personalities in prospective elementary school teachers. Here are some examples of strategies that can be implemented: (1) Guided Discovery Learning: Teachers can create situations

where students need to discover new knowledge or understanding through exploration and self-discovery. For example, teachers can provide open-ended questions or problems relevant to the character values they want to develop. Students are then asked to explore various solutions and engage in group discussions to understand different perspectives; (2) Project-Based Learning: Students can be asked to work collaboratively on projects that require active involvement and the application of character values. For instance, students can be given tasks to plan and execute social projects within their community. This will allow students to develop leadership, teamwork, responsibility, and empathy; (3) Problem-Based Learning: Teachers can present real-world problems that require solutions through the application of character values. For example, students can be assigned tasks to find solutions to environmental issues around the school. This process will involve data collection, analysis, and decision-making based on principles such as environmental concern, cooperation, and good citizenship.

In all of these strategies, it is important for teachers to be facilitators who support and provide guidance to students. Teachers should seize learning moments to discuss emerging character values, encourage reflection, and provide constructive feedback. It is also important for schools and teachers to ensure continuity and consistency in the approach to character education. Integrating character values into the curriculum, developing extracurricular activities that promote character, and actively involving parents and the community will strengthen character education in schools.

However, the formulation of educational learning outcomes for prospective Elementary School Teachers needs to be revised again to complete the 5 target values in character building at the tertiary level that have not been included in it, namely, honesty, visionary, sincerity, simplicity, and internationalism. The reasons for omitting these values may vary depending on the context and educational policies in place. Here are some possible reasons why these values may not have been included in the formulation of learning outcomes: (1) Curriculum priorities: The curriculum may have chosen other values that are deemed more important or relevant to the needs and learning objectives of elementary school students. In this case, these values may not be considered the primary focus in shaping the learning outcomes, For example, the current curriculum may prioritize national-level improvements first before eventually moving towards international standards; (2) Implicit value implications: Some values such as honesty, sincerity, and simplicity may be seen as aspects of character or ethics that should be instilled through everyday experiences and interactions with students, rather than as cognitively measurable learning outcomes. Therefore, they may not be explicitly included in the formulation of learning outcomes; (3) Overlap with other values: Some values may overlap or share similarities with other values that have already been included in the formulation of learning outcomes. For example, values such as compassion and caring, may encompass aspects of sincerity making the inclusion of these values redundant.

While these values may not be included in the current formulation of learning outcomes, there are alternative approaches and considerations for incorporating them in future revisions: (1) Holistic curriculum development: The curriculum can be revised to include the explicit development of

character and moral values. This can be done through integrating the learning of these values across all subjects and extracurricular activities; (2) Special programs or additional activities: Schools can develop specific programs or activities aimed at fostering values such as honesty, visionary thinking, sincerity, simplicity, and internationalism through direct experiences, role-playing, collaborative projects, or cross-cultural activities; (3) Teacher training and development: Teachers can receive in-depth training on the importance of these values in education and how to integrate them into their everyday teaching practices. By enhancing their understanding and awareness of these values, teachers can set a good example and facilitate the character development of students. It is important to note that the implementation of these values in future revisions should consider the local context, students' needs, and relevant cultural values within the educational setting.

***Appropriateness of the learning outcomes formulation for Bachelor of Education Prospective Elementary School Teachers throughout Indonesia with a cognitive approach in character education***

The formulation of learning outcomes for prospective Indonesian Elementary School Teacher Candidates throughout Indonesia in accordance with the cognitive approach in character education has been listed on the affective aspect, namely obeying the law and discipline in social and state life, based on the results of information and data analysis, which are in accordance with the moral stages Kohlberg (Nucci et al., 2014) namely Stage 5, Primary rights and social-contract orientation. Morality is recognizing that many basic human values and attitudes, such as the right to life and freedom, logically take precedence over society. The person logically organizes rights and values into a hierarchy from the most relative to one's group and includes culturally relative values under fundamental human rights to the least basic.

In addition, the cognitive approach in character education is also listed on the general skill aspect, namely being able to make decisions appropriately in the context of solving problems in their area of expertise, based on the results of information and data analysis, which corresponds to Stage 6 of moral development (Nucci et al., 2014). Stage 6 is the orientation of universal ethical principles. That is, deciding what is moral is guided by universal ethical principles that result in decisions that guarantee human dignity. Stage 6 also focuses on the process by which social agreements are reached. This is a standpoint of moral justice, which involves the deliberate use of principles of justice, centered on equal human rights and respect for the dignity of all human beings as free and equal autonomous persons.

The cognitive approach to character education emphasizes the development of students' understanding and awareness of moral values and desired behaviors. This approach assumes that character can be taught through the knowledge and understanding acquired by students. Character education with a cognitive approach involves teaching values, introducing ethical principles, and providing knowledge about expected behaviors. In the context of formulating learning outcomes, this approach is important as it provides the necessary knowledge foundation for prospective elementary school teachers to teach and promote the development of students' character.

***Appropriateness of the learning outcomes formulation for Bachelor of Education Prospective Elementary School Teachers throughout Indonesia with a socio-cognitive approach in character education***

The formulation of learning outcomes for PGSD undergraduate students throughout Indonesia that are in accordance with the socio-cognitive approach in character education has been listed on the affective aspects, namely (a) obeying the law and discipline in social and state life, (b) internalizing academic values, norms and ethics, (c) show a responsible attitude towards work in their field of expertise independently, and (d) internalize the spirit of independence, struggle and entrepreneurship. The four learning outcomes are in accordance with Bandura's social-cognitive theory. Albert Bandura's Bobo Doll Experiment (Bandura et al., 1961) resulted in the conclusion that "A person's character is influenced by the character of the model (other people) he sees." As it is known that personal factors, behavioral factors, and environmental factors influence each other, illustrated in Albert Bandura's triadic reciprocal determinism model (Bandura, 1977).

The socio-cognitive approach highlights the role of social interaction in character formation. This approach emphasizes the importance of the social environment in shaping values and behaviors. In character education with a socio-cognitive approach, students are encouraged to learn from experiences and concrete examples in their daily lives. Through collaboration, discussion, and collective reflection, students can understand the importance of empathy, cooperation, problem-solving, and other social skills. In the context of formulating learning outcomes, this approach is relevant as it acknowledges that character learning involves active social interaction and real-life experiences that present ethical challenges.

The practical application of both approaches (cognitive and socio-cognitive approach) can involve diverse teaching methods such as group discussions, case studies, role-playing, and collaborative projects. Through the cognitive approach, prospective elementary school teachers can develop lesson plans that systematically introduce moral and ethical concepts. They can use stories, real-life examples, and modeling of good behavior to illustrate the values they want to teach. Meanwhile, the socio-cognitive approach requires collaboration and dialogue in the classroom, inviting students to actively participate in moral problem-solving, discussions, and gaining firsthand experiences through social activities.

Both approaches are aligned with the goals of character education for prospective elementary school teachers, which aim to shape students' character to be good, ethical, and resilient. By understanding these cognitive and socio-cognitive approaches, prospective teachers can plan meaningful and relevant character education lessons for their students. These approaches also help teachers create an inclusive, supportive learning environment that promotes positive values.



### ***The cognitive and socio-cognitive approaches can complement each other in the formulation of learning outcomes***

Highlight any areas of overlap or synergy between the two approaches and discuss how their integration can enhance the effectiveness of character education for prospective teachers. The cognitive and socio-cognitive approaches have different perspectives in character education. However, they can complement each other and enhance the effectiveness of character learning when integrated properly.

The cognitive approach, which emphasizes knowledge and understanding of moral values, can provide a strong theoretical foundation for character education. With a deep understanding of moral principles and desired behaviors, prospective teachers can design curricula and lesson plans that focus on teaching these values. They can teach moral concepts systematically and provide students with a profound understanding.

On the other hand, the socio-cognitive approach emphasizes the importance of social interaction and real-life experiences in character formation. Through collaboration, discussion, and collective reflection, students can learn from direct experiences and acquire the necessary social skills. This approach allows students to apply moral values in everyday life contexts and develop empathy and social skills needed for interacting with others.

In formulating learning outcomes, these two approaches can complement each other. The cognitive approach provides a strong knowledge foundation, while the socio-cognitive approach provides direct experiences and social interactions that can reinforce understanding and application of the values. For example, after learning moral concepts through the cognitive approach, prospective teachers can engage students in collaborative group projects that involve relevant social situations. This allows students to practically apply the learned values and see their impact in real-life contexts.

The integration of these two approaches can enhance the effectiveness of character education. By combining knowledge and real-life experiences, students can develop a deeper understanding of moral values and internalize them better. This integration can also help students develop the social skills needed to be good and responsible citizens.

### ***Relevant Research***

A study concludes that in the pursuit of academic excellence, building performance character traits such as discipline, responsibility, and diligence among university undergraduates is equally important as improving the quality and standards of education (Berkowitz & Bier, 2007). Moreover, character education plays a crucial role in the development of students. By cultivating good character, students have the opportunity to enhance various aspects of their lives, both academically and non-academically. When students possess strong character, they tend to be more focused, disciplined, and responsible in their school tasks. This positively impacts their academic achievements, aiding them in attaining

success in their studies (Agustini, 2021).

Character education also plays a significant role in shaping students into better individuals in their daily lives. With strong character traits such as integrity, empathy, cooperation, and discipline, students can build positive relationships with peers, teachers, and parents. They also learn to appreciate differences, become effective leaders, and develop effective communication skills. All of these are invaluable in shaping their personalities and helping them become responsible citizens. However, character education is not solely the responsibility of schools. Support and involvement from parents are also crucial in shaping children's character. Parents play a key role in providing exemplary role models and instilling good values in their children. Through open communication, parents can support and guide their children in developing strong character.

Additionally, teachers serve as mentors who guide students in understanding character values and applying them in their daily lives. Teachers or lecturer can provide concrete examples, teach social skills, and engage in discussions about relevant moral values related to the topics being taught. With active and inspiring teacher roles, students will feel supported in their journey to develop good character. In character education, it is important for students to be guided away from negative behaviors that can be detrimental to their lives. Parents and teachers need to provide an understanding of the consequences of negative behaviors, such as violence, drugs, or abuse. They should offer consistent guidance and attention to ensure that students stay away from unwanted and dangerous behaviors.

## Conclusions

The results of the study show that: (1) The content of character values in the formulation of learning outcomes for undergraduate education for prospective elementary school teachers throughout Indonesia, namely there are 11 out of a total of 16 target values in character building at the tertiary level, namely obedience to worship, responsibility, discipline, work ethic, independence, synergy, justice, critical, creative and innovative, compassion and caring, and nationalism. 5 target values in character building that are not listed, namely, honesty, visionary, sincerity, simplicity, and internationalism, (2) The formulation of learning outcomes for undergraduate education for prospective Indonesian Elementary School Teachers throughout Indonesia which is in accordance with the cognitive approach in character education has been listed in aspects affective, namely obeying the law and discipline in social and state life, based on the results of information and data analysis, which corresponds to Stage 5 of moral development (Kohlberg's cognitive approach).

In addition, the cognitive approach in character education is also listed on the general skill aspect, namely being able to make decisions appropriately in the context of solving problems in their area of expertise, based on the results of information and data analysis, which corresponds to Stage 6 of moral development (Kohlberg's cognitive approach). (3) The formulation of learning outcomes for prospective elementary school teacher candidates throughout Indonesia that are in accordance with the socio-cognitive approach in character education has been listed on the affective aspect, namely (a) law-

abiding and disciplined in social and state life, (b) internalizing values, norms, and academic ethics, (c) shows a responsible attitude towards work in the field of expertise independently, and (d) internalizes the spirit of independence, struggle, and entrepreneurship. The conclusion of this study is that the book of undergraduate learning outcomes for elementary school teacher candidates needs to be revised again to complete the 5 target values in character building at the tertiary level that have not been listed in it, namely, honesty, visionary, sincerity, simplicity, and internationalism.

The formulation of mathematics learning outcomes for elementary school teacher candidate education undergraduate study programs is in accordance with character education efforts in Indonesia. This is proven by the achievement of 11 targets out of a total of 16 targets for character values being taught to college level students. In addition, the formulation of learning outcomes also refers to cognitive and socio-cognitive approaches to character education, as evidenced by several learning outcomes that are in accordance with the theory. Therefore, the formulation of mathematics learning outcomes that has been proclaimed by the Association of Indonesian Elementary School Teacher Candidate Education Lecturers is very suitable for use throughout Indonesia.

The limitation of this research is that it only covers the formulation of mathematics learning outcomes in the education study program for prospective elementary school teachers in Indonesia. There needs to be other research that examines fields other than mathematics to study learning outcomes, whether they are in accordance with character education or not. The limitation of this study lies in its narrow focus on the formulation of mathematics learning outcomes. While it is valuable to investigate the specific impact of character education within the field of mathematics, it is essential to recognize that character education extends far beyond a single subject. Acknowledging this limitation, it becomes imperative for future research to broaden its scope and explore character education in other subject areas. By doing so, researchers can evaluate the alignment of various subjects with the principles of character education. This approach not only demonstrates an understanding of the comprehensive nature of character education but also encourages further investigation into related fields.

Expanding the research to include other disciplines such as science, literature, social studies, and physical education would provide a more holistic perspective on character education's applicability and effectiveness. Each subject presents unique opportunities for fostering character development and instilling values, which in turn contribute to the overall growth and well-rounded education of students. By conducting studies across diverse subject areas, researchers can identify commonalities, differences, and potential synergies between character education and specific disciplines. This interdisciplinary exploration would shed light on how character education principles can be effectively integrated into various subjects, ensuring a comprehensive and integrated approach to nurturing students' character.

Furthermore, investigating the alignment between character education principles and different subject areas would facilitate the development of comprehensive curricula that intentionally foster character development throughout a student's educational journey. It would enable educators to purposefully design instructional strategies and assessments that promote both academic proficiency and character

formation. Recognizing the limitation of focusing solely on mathematics learning outcomes, future research should aim to explore character education in a broader range of subjects. This approach demonstrates an understanding of the multifaceted nature of character education, encourages further investigation, and paves the way for the development of comprehensive educational approaches that foster students' holistic development.

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