



## **The Role of Teachers in Character Building for Students through Collaborative Learning Based on the Seven Habits of Great Indonesian Children**

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### **ABSTRACT**

The implementation of the Seven Habits of Great Indonesian Children Program (7 KAIH) as an effort to build student character at SDN Cipangisikan requires contributions from various aspects, particularly the role of teachers. This study aims to determine the role of teachers in implementing the 7 KAIH program through collaborative learning to improve student character. The research uses a qualitative approach with a case study design. Data collection techniques include observation, interviews, and documentation studies. Research subjects were school principals, teachers, parents, and students in grades IV, V, and VI. The results show that character building through collaborative learning integrated across subjects still faces challenges such as lack of teachers' conceptual understanding regarding 7 KAIH implementation, suboptimal implementation, lack of student consistency in habituation, and limited facilities. Research findings indicate that teachers act as facilitators of character formation, collaborative learning encourages positive student interactions, and 7 KAIH implementation increases character awareness through integrated activities, habituation, and teacher exemplary behavior.

**Keywords:** Seven Habits of Great Indonesian Children (7 KAIH), role of teachers, collaborative learning, student character

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## **INTRODUCTION**

Education is a conscious and planned effort to create a learning atmosphere and process that allows students to actively develop their potential (Law No. 20 of 2003). The goal of national education is to develop students' potential to become individuals who are faithful and pious, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Character education is a conceptual framework integrated into an individual's way of thinking to improve physical and spiritual morals and character, which is expected to mitigate the negative impacts of the moral crisis facing the nation (Triana, 2022). The main concept of character education begins with change, instilling habits, and creating actions through behavior (Kulsum & Muhid, 2022).

Character education is a primary focus of the Independent Curriculum, which emphasizes character formation in accordance with the Pancasila Student Profile. Teachers play a role not only in imparting knowledge but also as motivators, facilitators, and role models in building positive character in students. Collaborative learning is an effective approach to developing positive values such as responsibility, empathy, leadership, and communication.

The government, through the Ministry of Primary and Secondary Education (Kemendikdasmen), has launched the Seven Habits of Great Indonesian Children (7 KAIH) as a character-building initiative for Indonesia's Golden Generation in 2045. The 7 KAIH program includes: waking up early, praying, exercising, eating healthily, enjoying learning, being social, and going to bed early (Kemendikdasmen, 2025a). The implementation of the 7 KAIH aims to create superior human resources with eight core characteristics: religious, moral, healthy, intelligent and creative, hardworking, disciplined and orderly, independent, and helpful.

Character building through collaborative learning integrated across subjects still faces several challenges, including teachers' lack of conceptual understanding regarding the implementation of the 7 KAIH, suboptimal implementation, lack of consistency among students in implementing these habits, and limited infrastructure.

Stephen Covey (McGrath & Bates, 2017) put forward a theory about management that identifies strategies in achieving goals through 7 managerial processes: (1) Be Proactive, (2) Start with the End in Mind, (3) Put First Things First, (4) Sharpen the Saw, (5) Think Win-Win, (6) Seek to Understand First, and (7) Synergize. Based on these problems, this study aims to determine the role of teachers in the formation of student character through collaborative learning based on the Seven Habits of Great Indonesian Children at SDN Cipangisikan, Rancabali District, Bandung Regency.

## **METHODOLOGY**

This research uses a qualitative approach with a case study design. A qualitative approach is a research and understanding process based on a methodology that investigates social phenomena and human problems (Creswell, 2015). Case studies aim to explain and understand the object of study specifically, not simply answering the question "what" but more comprehensively discussing "how" and "why" the object occurs (Yin, 2014). The research subjects were the principal, teachers, parents, and students in grades IV, V, and VI of Cipangisikan Elementary School. The research object is the role of teachers in shaping student character through collaborative learning integrated with the 7 KAIH values. The research location is Cipangisikan Elementary School, Jl. Cipangisikan, Sukaresmi, Rancabali District, Bandung Regency, West Java. Data collection techniques include: (1) Observation to directly observe the role of teachers, collaborative learning interactions, and student behavior that reflects the 7 KAIH values; (2) Interviews with the principal, teachers, parents, and students to gather in-depth information; and (3) Documentation studies to analyze relevant written documents, archives, photos, videos, and official reports. After all the data has been collected, the researcher begins the management process, which includes grouping the data into more manageable units. This process is carried out by abstracting specific information into more general concepts. The data can then be arranged chronologically, grouped by category or classified into certain typologies. The data analysis process is carried out continuously, starting from when the researcher is in the field, during the data collection process, until after the data has been collected and the field activities are completed.

The data analysis stage follows the concept of Miles and Huberman (Sugiyono, 2008) which includes: (1) Data reduction by summarizing and focusing on important things, (2) Presentation of data in the form of brief descriptions and charts, and (3) Drawing conclusions and verification to provide full meaning from the collected data. Validity is carried out through: (1) Triangulation by comparing observation, interview and documentation data, (2) Member check by providing interview results to respondents for confirmation, and (3) Conformability by conducting an audit trail with the supervisor.

## **RESULT AND DISCUSSION**

Teachers act as facilitators of character development

The teacher's role as a facilitator positions them not merely as a transmitter of material but as a guide, enabling students to discover, understand, and apply character values in their daily lives. Teachers create a learning environment that allows students to develop their character naturally through meaningful experiences, discussions, problem-solving, and real-life practice. Through role models, teachers help students connect character values to everyday life and build self-awareness to act according to moral principles.

Collaborative learning encourages positive interactions between students

Collaboration in learning creates a mutually supportive learning environment, allowing character to be formed through habituation. Consistent habituation is an effective strategy for fostering positive character. This has a tangible impact on behavioral change: students become more independent in completing assignments, their discipline and awareness of positive behaviors increase, and students actively collaborate through effective communication. Parental involvement through home supervision and communication with teachers makes the implementation of the 7 KAIH more consistent and sustainable. School culture, rules, and extracurricular activities are important factors in strengthening character development.

#### Implementation of the 7 KAIH Program Increases Character Awareness in Students

The 7 KAIH program, implemented through integration with subjects, habituation, and extracurricular activities, has been proven to help build self-awareness of student behavior. Improvements in behaviors such as discipline, independence, and caring are seen. The concrete activities undertaken contribute to the formation of positive character.

However, teachers encounter obstacles such as varying student character, lack of parental support in implementing habituation at home, and limited time to consistently instill values. Teachers overcome these obstacles with adaptive strategies such as regular communication with parents, the use of varied learning methods, and a consistent character value instillation program. Images include all types of illustrations other than tables: graphs, photographs, drawings, diagrams, flowcharts, maps, organizational charts, and others.

Initial observations indicate that the implementation of the 7 KAIH program has not been optimally implemented due to teachers' lack of understanding of the program when integrated into learning, habituation, and extracurricular activities. Lack of awareness among students and parents regarding character building is also a problem. Interviews with teachers revealed a lack of conceptual understanding of how to effectively implement the 7 KAIH program. Training and outreach regarding the 7 KAIH program for teachers remain uneven. The role of teachers is crucial in implementing the 7 KAIH program in collaborative learning for student character building. Principals, teachers, and staff plan solutions by designing programs and consistently and sustainably reinforcing habits and activities within the school.

Researchers combined Juran's quality trilogy concept with Ishikawa's fishbone model (McGrath & Bates, 2017) as a reference for interviews, including problem identification, elements involved, causal analysis, the

relationship between problems and impacts, testing, and improvement through follow-up plans. Interviews with principals identified the causes of the problem: teachers' lack of understanding of the 7 KAIH program, parents' lack of awareness regarding character education, and the need for student character building given the dynamic changes of the times. This demonstrates the need for coordination between teachers and parents to foster collaboration in character building. The principal and teachers designed integrated programs or activities within learning and habituation, aimed at facilitating the effective, consistent, and sustainable character building of students.

Interviews with teachers identified challenges in implementing the 7 KAIH program integrated with learning, identified the factors causing the problems, sought ideas from various stakeholders, and designed the program for the learning process. Interviews with parents regarding collaboration in character building and with students in grades IV, V, and VI resulted in problem identification, causal factors, solution determination, solution testing, and solution refinement.

During the documentation study phase, researchers collected official school documents such as the school's vision and mission, teacher work programs, teaching modules, collaborative learning modules, assignment notes, and attitude assessments. They also reviewed 7 KAIH implementation documents, such as the Education Unit Operational Curriculum (KOSP), habituation journals, extracurricular programs, and student activity portfolios

## **CONCLUSION**

This study concludes that teachers play a strategic role in shaping students' character through the implementation of collaborative learning based on the Seven Habits of Great Indonesian Children (7 KAIH). The role of teachers is not only as a deliverer of material, but also as a facilitator, motivator, and role model, creating a learning environment conducive to the internalization of character values. Through collaborative learning, teachers are able to foster attitudes of cooperation, responsibility, effective communication, and social awareness that align with the principles of the 7 KAIH. The implementation of these habits is evident in learning activities in the classroom that are integrated with the subject matter and outside the classroom through habituation and extracurricular activities.

Specifically, this study found that: (1) Planning for the implementation of collaborative learning based on the 7 KAIH is formulated by involving all educational staff and parents through the stages of problem identification, causal factors identification, and solution design; (2) Teachers develop collaborative learning plans that incorporate the values of the 7 KAIH into objectives, learning

steps, and assessments so that every classroom activity becomes a means of character building; (3) Teachers provide consistent guidance, reinforcement, and feedback on student behavior so that students are able to understand, evaluate, and improve actions in accordance with the 7 KAIH values. The results of the study show that the combination of the teacher's role and the 7 KAIH approach has a positive impact on the development of student character in moral, social, and emotional aspects. Collaborative learning based on 7 KAIH has proven effective as an educational strategy to build character in a sustainable manner and is relevant to the needs of students in elementary schools.

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