

Literature Learning to Strengthen Patriotic Values in Character Education

Farida Nugrahani^{1*}, Veronica Unun Pratiwi², Wahyu Dini Septiari³

Universitas Veteran Bangun Nusantara

Corresponding Author: Farida Nugrahani faridanugrahani1@gmail.com

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ABSTRACT

One of the important goals in learning literature is character building. This study aims to describe the literature learning strategy in supporting the strengthening of patriotic values in character education. The subjects were high school teachers and students in Surakarta. Data were collected through questionnaires, in-depth interviews, and focus group discussions. The analysis used qualitative descriptive techniques. The results are the following: 1. Literature learning in schools is carried out with a strategy of appreciation and critical guidance, through a scientific approach. 2. The materials used are literary novels that have been filmed (ecranization). Such as "Laskar Pelangi," "Dilan," "Harry Potter," "Dealova," and "Dear Nathan." 3. Various virtues are taught comprehensively to strengthen patriotic values in shaping students' character.

INTRODUCTION

Character education has started to be an interesting and important issue in Indonesia (Anggraini & Kusniarti, 2022); (Ali et al., 2018); (Ali Imron & Nugrahani, 2019); (Hidayati et al., 2020). The problems of it have also been international important issues especially related to its learning strategies (Lopes et al., 2013); (Fleeson et al., 2014); (Hershberg et al., 2016); (Ruba Khoury, 2017); (Park, 2017). Nowadays, Indonesia gets into the crisis of morality, value, and character, for instance, corruption, students' fighting, pornographic actions, etc. It leads to deep public concern. Mass and electronic media present criminal news almost every day. Some of the criminality is done by teenagers in the elementary and higher school levels. It means that there is something wrong with Indonesian education. These conditions lead many parties to strive for the improvement of intensity and quality of character educations informal institutions (Goodman, 2018); (Dahlbeck & De Lucia Dahlbeck, 2020); (Lerner, 2017). Finally, the Ministry of Education and Culture has ordered the educational institutions in Indonesia to reinforce the character educations (Peraturan Presiden, 2017).

The National Education System, regulates that the primary and secondary education curriculum is developed by its relevance by each education unit together with school committees under the coordination and supervision of the Ministry of Education. Based on the mandate in the law, the operational curriculum developed and implemented by the education unit is realized in the form of an education unit level of curriculum. For this reason, the development of learning materials and methods in each subject must pay attention to the curriculum that is implemented. No exception for the study of literature at high school.

LITERATURE REVIEW

The regulation about the integration of character in learning at schools is Presidential Regulation Number 87 of the Year 2017 concerning Strengthening Character Education (Cahyono, 2017). The regulation requires the teacher's role in strengthening the character of students by internalizing the main values of character, namely religiosity, nationalism, independence, cooperation, and integrity into every learning activity carried out (Effendy, 2018). Character education can be defined as a process of developing values and behaviors so that one can determine the best choice in interacting with the community (Hidayati et al., 2020). Strengthening Character Education is an educational movement in schools to strengthen character through harmonization of physical development (sports), intellectual (mind manner), aesthetic (taste manner), and ethical and spiritual (heart manner) carried out thoroughly and simultaneously with public engagement and school cooperation with various parties as a whole, both families and communities. Strengthening Character Education is a program launched by the Indonesian government to form well-mannered Indonesian people, physically, intellectually, aesthetically, ethically, and spiritually.

Further, it has been established, in the Minister of Education and Culture Regulation Number 20 the Year 2018 article 2 paragraph 1 and 2 concerning to Strengthening Character Education, it is explained that Strengthening Character Education in schools is implemented by applying Pancasila values, namely

religiosity, nationalism, independence, cooperation, and integrity that are integrated into one in the curriculum (Ministry of Education and Culture of the Republic of Indonesia, 2015). The Indonesian Minister of Education has determined that the main character values and character sub-values that have been presented in the table above must be conveyed to all students in Indonesia. The hope is, with an adequate understanding of the main character values students can apply them in everyday life. Of these main values, the value of the religious character is a very important character value and becomes the basis for strengthening other character values.

Meanwhile, the value of the character of patriotic and nationalism also really needs to be instilled in students, to provide them with the life of the nation and state (Supriyadi et al., 2019). It is very important for students to feel proud of their nation and country, and to have a responsibility in maintaining the good name and integrity of their nation.

A great nation is a nation that has the character of being independent, tough, willing to work hard, brave, and persistent. By having this character, a nation will be respected among other nations in the association between nations in the world. Therefore, it is important to instill this character value in students so that they can maintain their enthusiasm for the nation and state.

Cooperation is also the main values that must be instilled in students. This character value has been owned by Indonesians for a long time. The value of cooperation character is the value of local wisdom that has been passed down by our ancestors as a character of the nation.

The last one is the integrity character value. This character value is very important to be strengthened for students because basically everyone must have a high attitude of integrity. Through the character of high integrity, a person will be responsible for anything that is done without the supervision of others. If everyone has the character of high integrity, then of course things in life can go well (Lapsley, 2013).

Character values with the entire sub as described above target in strengthening character education at schools (Vardani, 2018). The implementation of the main character values in the literary learning material is carried out in the framework of developing a national education platform that lays meaning and character values to build and equip the golden generation of Indonesia 2045. Thus, it is expected that Indonesian young people will be able to face the dynamics of change in the future, according to the demands of the 21st Century, which relate to critical thinking and problem-solving skills, collaboration skills, creativity skills, and communication skills.

The issue of the importance of strengthening character education for students has been believed by everyone, to form personalities and identities that have noble character. For this reason, character education must be integrated into various subjects according to their characteristics. Thus the various subjects given at school must be able to support the achievement of the formation of noble character for all students. This is the urgency for the importance of literary teaching in supporting character education programs.

To equip students to have these competencies, students need to obtain information and knowledge through various media, both text and image media, through audio, visual, and audiovisual. For this reason, students need to be equipped with literacy competencies as an entrance into the world of knowledge according to technological developments in the 21st century (Oluwatosin, 2023). Therefore, it is very important to include literacy in every lesson, whether it is numeracy, scientific, financial, digital, as well as cultural and citizenship literacy.

Especially in teaching literature in schools, literacy programs are also expected to help students to be able to think critically and solve problems (Dikdasmen, 2016). Thus literacy activities in learning will shape the characteristics of students who can develop skills according to the demands of the 21st century, including higher-level thinking skills, which integrate competencies and skills, attitudes, and mastery of computers and information technology.

The issue of the importance of character education in children at school ages believed to be able to form a character personality. Character education must be integrated into various subjects according to the characteristics of each subject matter. That is, various subjects learned at school, must support the achievement of the formation of commendable character for students. This is one of the urgencies for the selection of learning strategies, and the determination of methods and literary teaching materials for students in high school.

Based on the entire description above, the problems discussed in this paper are as follows. (1) What are the literature learning strategies that support the strengthening of patriotic values in children's character education? (2) What is the teaching material? (3) What character values does the teacher prioritize to be included in the literature material at school? These three problems are the focus of the research whose results are described in this article.

METHODOLOGY

This research uses a descriptive qualitative approach and with an embedded case study method. The case studied was about literary learning strategies in schools that support the strengthening of students' character. The focus of his research on the strategies used by teachers in literary learning in the classroom, including the selection of materials and learning methods by the teacher and the character values prioritized by the teacher to be conveyed through literature learning materials in class. Besides that, data is also collected about literary teaching materials that are of high school students' interest, as well as character values that are considered the most flexible to be discussed and implemented in literary learning in schools.

The subjects of this study were literature teachers, and their students came from 35 secondary schools in Surakarta. They are some members of the Association of Secondary School Teachers in Surakarta, which totals 55 schools. Next, from several teachers and students from 35 high schools, three teachers and three students were selected as key informants. The selection is done by purposive sampling. In addition to informants, other data sources are places and events related to the literature learning process carried out at school, as well as related documents. Furthermore, research data were collected through

observation techniques on the implementation of literary teaching, and in-depth interviews with key informants.

Besides, research data was also collected through a questionnaire given to all research subjects, namely teachers and students from 35 secondary schools in Surakarta. Through a questionnaire that has been tested for validity and reliability, information and responses of teachers and students are collected about literary learning strategies in schools that support character education, literary teaching materials that students like, and character values that are prioritized for inclusion in literature learning materials. To obtain more complete data, further in-depth interviews with key informants, and brainstorming in focus group discussions (FGD) with colleagues. Furthermore, the data collected was analyzed with quantitative and qualitative analysis techniques. Data collected through a questionnaire were analyzed using descriptive statistical techniques in the form of calculating the frequency of events and percentages. While other data obtained through observation, in-depth interviews, and brainstorming of FGD suggestions, were analyzed using qualitative descriptive techniques using an interactive analysis model.

To obtain reliable data validity as a basis for concluding, the process of data validation is done through the source triangulation method, by getting the same data through a variety of different methods, and or through a variety of different data sources. For this purpose, interviews were successfully conducted with key informants.

The data obtained also discusses the truth through other data sources, including the places and events where literary learning and character strengthening occur at school and supporting documents associated with it. Besides, data validity testing is also carried out through the triangulation method, which is by collecting the same data through several different methods. In this case, data was collected through interviews with several informants. The data triangulation process was also carried out through a group discussion, with fellow teachers and principals to discuss research findings, so that the truth of the data found could be justified. The final step in this research is inductive data analysis, using an interactive analysis model (Miles et al., 2014).

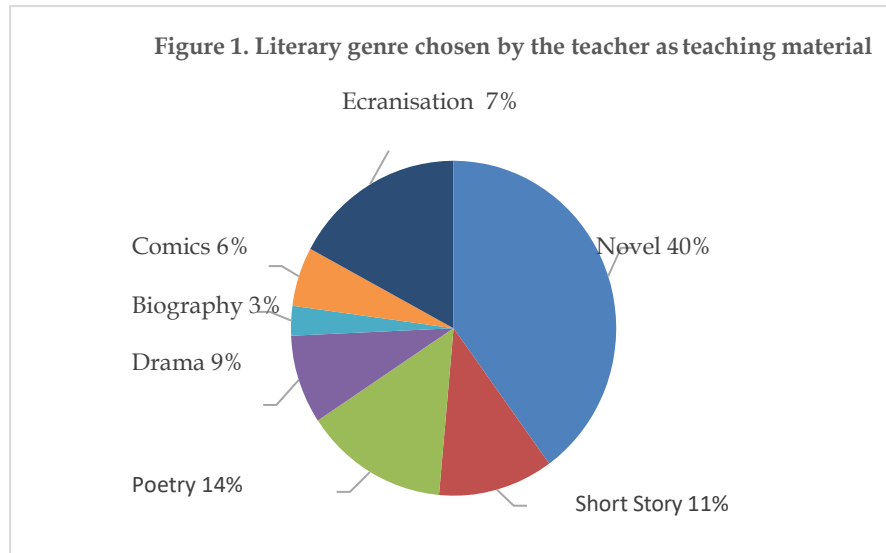
RESEARCH RESULT

The data in this study as a whole are data related to literary learning strategies that support character strengthening, for the achievement of Indonesia's golden generation in the 21st century. Includes findings of (1) literary learning strategies applied by teachers in secondary schools, (2) teaching materials are chosen by teachers and students, (3) character values that are prioritized and considered flexible by teachers to be taught to high school students.

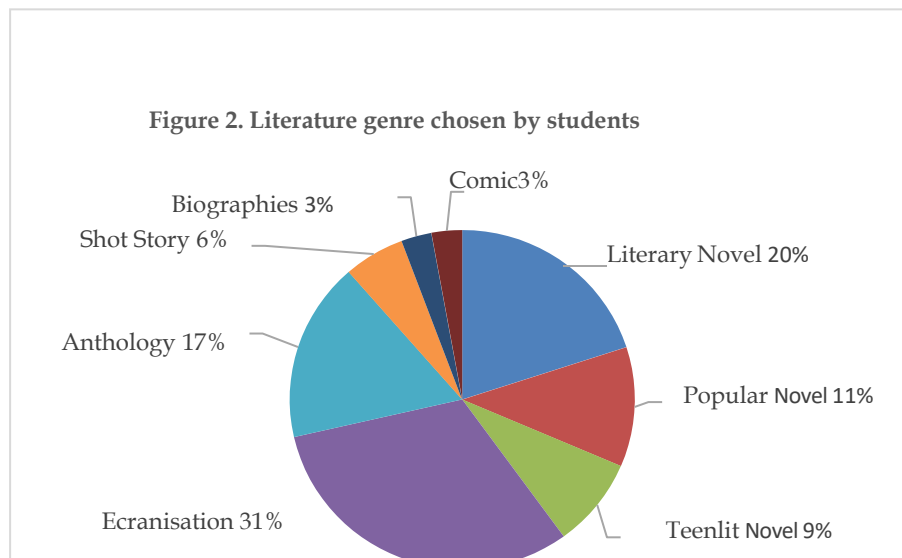
The findings in the study indicate that the strategy applied by the teacher in literary learning is a strategy of providing critical guidance and appreciation. This strategy is carried out in five steps, namely listening, reading, retelling, writing, and answering all problems. Furthermore, under the characteristics of 21st-century learning established by the Indonesian government, learning is

carried out using a scientific approach. The implementation is through the stages of observing, asking questions, gathering information, associating, and communicating.

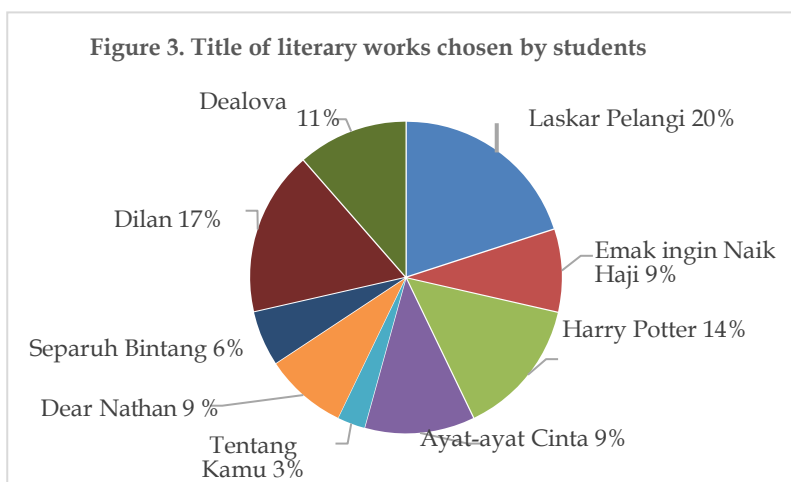
Furthermore, through questionnaires given to students and teachers, it was found that the teaching materials prioritized by the teacher were novels (Figure 1).



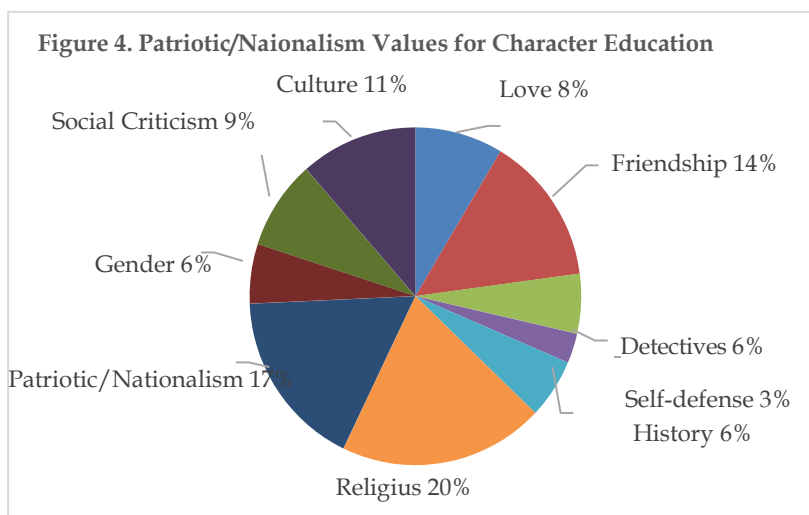
The teaching material that students are interested in is ecransisation (Figure 2).



The title of literary works popular among students is the novel *Laskar Pelangi* by Andrea Hirata (Picture 3).



Patriotic/nationalist values for character education contained in literature teaching materials (Figure 4).



DISCUSSION

Literature Learning Strategies at High School

Literary learning is one of the activities that have the characteristics to engage students to read literary works, enjoy and appreciate them actively. Through the activity of appreciating literary works, students can take positive values in a story that is a message from the author. In reading and appreciating the literary work, students are trained to be able to explore the potential that exists in themselves, so they can apply to think critically in solving problems in their lives (Nguyen, 2022).

Students' familiarity with literary works will broaden their knowledge and sensitivity to life. Besides, it will increase the vocabulary and knowledge of the language. This is an important capital in understanding the meaning of literary

works critically. To achieve this expectation, an appropriate literary learning strategy is providing critical guidance and appreciation. This strategy aims to train students to have social sensitivity, appreciate and be able to apply the values of beauty contained in literary works as moral messages, to understand the philosophy of life, through artistic language that is used as a medium of expression in literary works.

The implementation of the strategy of guiding criticism and appreciation in the study of literature is done using the 5 steps, which are listening, reading, retelling, writing, and answering all problems. In this position, the teacher acts as a motivator, and facilitator, so that students can achieve success in learning. For this reason, it is very necessary for literary teachers who master teaching material, can act fairly and wisely, have broad insight, and behave patiently in guiding their students to learn independently.

Following the characteristics of 21st-century learning, literary learning at high schools is carried out by applying a scientific approach, as stipulated through Regulation of Ministry of Education and Culture No. 103 the Year 2014. This scientific approach is part of a pedagogical approach that directs the application of scientific methods. What is meant by the scientific method is a series of activities consisting of the process of collecting data through observation or experimentation, processing information, analyzing, then formulating, and testing the hypothesis (Anggraeny & Khongput, 2022) Through learning with this scientific approach, the activities not only develop the competence of students to conduct observations or experiments but also develop critical and creative thinking skills so that students can innovate or work.

Through the FGD which attended by education experts and teachers, it was discovered that the scientific approach applied in the study of literature at schools, greatly assisted students in developing their potential that was closely linked to information technology, as the demands of the 21st-century life.

In general, in a scientific approach learning is carried out through preliminary, core, and closing activities. In the preliminary activities carried out to strengthen students' understanding of the initial knowledge that has been mastered followed by the delivery of learning objectives to cause high curiosity. Such curiosity can be a strong basis for learning in core activities. Furthermore, the core activities of students doing learning activities with scientific methods. The five stages of the scientific approach that are under Regulation of Education and Cultural Ministry Number 65 of 2013 concerning the Basic and Secondary Education Process Standards, namely (1) observing; (2) asking questions; (3) gather information; (4) reasoning/ associating; (5) and forming networks/ conducting communication (Depdiknas, 2013).

Based on the results of in-depth interviews with the teachers, it can be concluded that, in principle, this scientific approach is an approach based on a constructivist paradigm, student-centered learning, and group-oriented cooperation which is expected to maximize the learning process and student learning outcomes. In its implementation, this approach is very suitable for literary learning that supports character building. Through the application of this scientific approach, students have the opportunity to explore their abilities and

skills. Through learning with this approach, students can also practice critical thinking, and develop social sensitivity through collaboration with colleagues in completing tasks during the process of literary learning.

Furthermore, following the mandate of the government, learning in the 21st century must prioritize Higher's Order Thinking Skills (Saputri et al., 2019); (Sepriyanti et al., 2022) (Septiari et al., 2025), as well as skills relevant to the demands of the times. For this reason, literary learning in class is carried out with methods related to critical thinking and problem-solving skills, collaboration skills, creativity skills, and communication skills. These skills are expected to equip students to become the golden generation in the future (Eggen & Kauchak, 2001).

Literary learning in class also needs to include character values as programmed by the government through strengthening character education (Anggraini & Kusniarti, 2022). The process of learning literature in the classroom must also be carried out to support the school literacy movement program. The literacy program is carried out through reading literary works for fifteen minutes before lessons begin each day.

The regulation governing the content of the 21st-century learning is the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 which mandates that each education unit is required to develop character values, implement, and integrate them in extracurricular, co-curricular, and extracurricular activities. Meanwhile, the regulations governing school literacy programs are the Minister of Education and Culture Regulation Number 23 of 2015 (Kemendikbud, 2015).

Literature Genres Selected as Teaching Materials in High School

Through the statistical analysis, data about the literary genre that the teacher chooses for teaching material is presented in Figure 1. From the picture, it is known that the genre of literature that is the teachers most preferred is the novel (40%). The rest is the choice of teachers to fall into literary ecranisation (17.1%), which is a film whose scenario is written based on literary works - which are generally in the form of novels or short stories - that have been popular and read by many people. The choices of teachers at the bottom are poetry (14.3%), short stories (11.4%), drama (8.6%), comics (5.7%), and biography (2.9%). About the literary genre chosen by the teacher, it was found that the literary teaching material of the teacher's main choice was novel. This choice is influenced by the provisions in the syllabus. Also, it is driven by the reason that novels are high school students' favorite literature reading.

Meanwhile, through picture 2 a literary form of student choice is displayed. It can be seen in the picture that the student's first choice is a literary work in the form of an ecranisation of literary novels (31.4%), then anthology of poetry (17.1%), literary novels (20%), popular novels (11.4%), Teen lit novels (8.6%), a short story collection (5.7%), and the least chosen were biographies and comics (1%).

The findings in the study indicate that novel ecranisation is the most popular literary teaching material for students. This student's choice is the same

as the teacher's choice, even though the medium is different. If the teacher chooses a novel text, then the students choose its reproduction in the form of a film called ecranisation. The novels that are reproduced in this film are usually selected novels that are currently popular in the community, so the film also becomes a box office because of the large number of viewers. Teenage students do not seem to like biographies and comics to become literary teaching materials in the classroom. Besides, literature teachers have not chosen biographies and comics as teaching materials in class. On the other hand, ecranisation is the main choice of students and teachers for literature teaching materials in schools, because through literary ecranisation - namely literary novels that are filmed - literary learning becomes more interesting and easy to implement. Especially in terms of presenting works in class (Mardhatillah et al., 2024).

Enjoying a novel through its ecranisation film makes it easier for students to understand its contents, capture messages, and appreciate their beauty in a pleasant atmosphere. While for teachers it also becomes easy, because all that remains is to present a film recording to be appreciated by all students in the not too long time. If the novel needs to be read for several days, then the novel that has been filmed in the form of ecranisation can be enjoyed in just a few hours. This is certainly easier for the teacher than having to prepare a large number of novels to be read together in the classroom (Elliott, 2020).

The ideal literary learning should begin with reading the literary works. However, literary learning that begins by watching the movie of ecranisation, can be a bridge for students in understanding the beauty of a literary work. Through the shows in the film, the story in a novel can be displayed through a more concrete form, and more easily appreciated through the acting and dialogue of the characters. Novels that have been filmed will be more easily appreciated and can be enjoyed and studied in a faster time, and a more pleasant atmosphere. Therefore, literature ecranisation is often the choice of teachers as an alternative literary learning material in schools because it is favored by students and is also easy to present in the classroom with the help of internet-based technology.

From the choice of the teacher and students who showed that the novel was the first choice to become literary teaching material in the classroom, further information was collected about the title of the literary novel that students were interested in studying in class. From the questionnaire used to capture data, it is known that the *Laskar Pelangi* novel is the most answers to all respondents of 35 high school students in the city of Surakarta. In full about the percentage of students' choice of the titles of novels that are popular are shown in Figure 3.

Laskar Pelangi's novel by Andrea Hirata is the title of the novel selected by high school students with the first rank (20%). It is not surprising that the majority of high school students choose the title, because the title of the novel by Andrea Hirata is indeed very well known and has even been translated into 50 languages, and its film-based exploration- made under the same title - is also very popular in the community so that there are many viewers. In principle, literary works are present, to be enjoyed and lived in pleasant ways, so that positive values can be drawn, such as the message of the story and the values of the characters depicted through the characters in the story. Through ecranisation, literary novels, namely

lifting the novel's story into a film will help make it easier for everyone to enjoy the beauty of the story in a fun way. Besides, through film, various character values also become easier to instill in students, which can be witnessed through the behavior, attitudes, actions, ways of thinking of the characters played by the actors and actresses.

The next student choice was the *Dilan* novel by Pidi Baiq (17.1%), the *Harry Potter* novel by J.K. Rowling (14.3%), *Dealova* novel by Dyan Nurandya (11.4%), *Dear Nathan* novel by Erica Febriani and short story *Emak Ingin naik Haji* by Asma Nadia (8.6%), *Separuh Bintang* novel by Eveline Kartika and novels *Ayat-Ayat Cinta* by Habiburrahman El- Shirozy (5.7%), and the last is the *Tentang Kamu* novel by Tere Liye (2.9%). The novels. were chosen by students as teaching material, all of them are novels that are very popular and have been reproduced into a film or soap opera on television with a large audience.

If examined more closely, it will be known that the choice of literary titles favored by high school students in the teen lit novels, which are included in the Teen lit novel group. The Teen lit novel has the characteristics of a novel that tells the story of teenagers, both concerning the characters in the story and the vortex of the problems they tell. The teenage love story and its problems are discussed in this Teen lit novel. Includes stories of friendships, discouraged relationships, dreams, fantasies, and ideals, as well as other stories of the same type, all of which are romantic worlds of youth.

Through the results of FGD with education experts and teachers and principals as stakeholders, it was concluded that it is not surprising that high school students who are still teenagers, much like Teen lit novels because the stories in this type of novel are very close to the mental and real-world conditions they are experiencing at this time. Because of this, teenagers generally feel that stories in Teen lit novels can represent and or reflect themselves, the world, their ideas, desires, lifestyles, and friendships that are by the problems they are facing. That is the reason why Teen lit novels become very popular and widely read by teenagers, so this type of novel becomes the main reading choice and is popular for discussion as literary teaching material in high school.

Implementation of Character Values in Literature Teaching Materials in High Schools

In the Strengthening Character Education handbook published by the Ministry of Education and Culture (Sufyadi, 2021), it is said that character is a person's character, or personality that is formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, attitude, and act. Character is a habit to do good things in life. The character values are attitudes and behaviors that are based on norms and values that apply in the community, both those that include spiritual, personal, and social aspects, as well as environmental aspects.

A person's character relates to how to behave and establish relationships with others. People who have good character will have understanding, love, and kindness. An individual who has good character is someone who tries to do the

best thing for God, himself, others, the surrounding environment, his nation, and country (Supriyadi et al., 2019).

Related to the implementation of character values in literary teaching materials at high school, two kinds of data were collected, including character values prioritized by the teacher to be conveyed in literary learning, and character values which according to the teacher are the most flexible to be integrated into literary learning materials. The five types of character values are character values that are suggested to be implemented in learning in schools, by the Minister of Education and Culture through the Guidelines for Strengthening Character Education in Indonesia. Religious character values, nationalism, integrity are character values that teachers prioritize for their teenage students. The word priority here actually means that the teacher is more concerned and prioritizes certain character values, but that does not intend to leave or consider unimportant to the other non-priority character values.

The five character values are not to be studied separately from one another but are expected to be integrated into all subjects, by implementing various strategies that are adjusted to the needs and conditions in the field. Basically, in every subject certain character values are the priority of the teacher to be included in the learning material, according to the curriculum content in these subjects. Especially for literary learning in high school, the character values that are the priority of the teacher to be inserted in the learning material are religious character values. The second priority is the value of integrity, the third is nationalism, and the fourth is cooperation. The fifth or final value is the value of independence character.

Prioritizing one character value among several other character values is generally motivated by the fact that it is not easy to insert all character values into one learning material. If all the values were learned together, or at the same time without being supported by context and strategies that were appropriate for each subject, then of course the achievement would not be optimal as expected. Therefore, the selection of priority values between one subject and another is not the same, because it will depend on the context and strategy chosen by the teacher in delivering learning material in class (Nurgiyantoro & Efendi, 2013).

Prioritizing the values of religious character, patriotic/nationalism, integrity, and cooperation in literary learning materials in high schools are following the guidelines for character strengthening published by the Ministry of Education and Culture. In implementing character values through all subjects, it needs to be followed up immediately with concrete steps, namely efforts to create a school culture that has character, which will affect the formation of the character of all its citizens, especially the students (Ali et al., 2018).

In the manual for strengthening character education, it has been described how the implementation of character values in various subjects. It should be noted, that the element of character education value that is suggested to be implemented in learning applies to all subjects. Therefore, all subjects are required to participate in implementing it so that the results are more optimal. Besides, it needs to be supported by creating a conducive school culture so that the strengthening of patriotic values in character education can be done

comprehensively, not just partially supported. As an education system, all related components that become subsystems must be jointly involved in the program (Suryaman, 2010).

CONCLUSIONS AND RECOMMENDATIONS

The conclusions that can be drawn based on all of this description and discussion are as follows. (1) Literature learning in schools is implemented using appreciation and critical guidance strategies, using a scientific approach. (2) The teaching materials selected are novels, poetry, short stories, dramas, comics, and biographies. Sources are obtained from the school library and the internet. The most popular teaching materials are novels that have been filmed, such as Laskar Pelangi, Dilan, Harry Potter, Dealova, and Dear Nathan. (3) Patriotic values are strengthened through the integrated characterization of religiosity, nationalism, independence, cooperation, and integrity.

All good values are conveyed to students. For character education, Teachers pay close attention to their students' interest in literature, so the teaching materials presented in class are adapted, but still selected to suit their students' psychological maturity and the achievement of curriculum objectives. The literature learning strategies implemented in schools are determined through wise management, taking into account the current curriculum, and following government programs established through laws or other regulations.

From the overall data that has been presented and discussed through this research, it is expected that it can provide recommendation for Indonesian language (literature) teachers in developing literature learning strategies that support the strengthening of patriotic values in character education, including planning, developing materials, choosing an approaching method, methods, media and/or learning resources.

ADVANCED RESEARCH

This study has limitations in its subjects, as it was limited to high school students in Surakarta. The results might have been different if the study had been conducted in other, non-urban schools. Therefore, further research with a broader demographic is needed.

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