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By Universitas Muhammadiyah Sidoarjo

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Cultivating Respect Empathy and Cooperation through Harmonious Living in Elementary Education: Menumbuhkan Rasa Hormat Empati dan Kerjasama melalui Hidup Harmonis di Pendidikan Dasar

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Abstract

General Background Character education emphasizes moral and social intelligence alongside academic knowledge within schools. **Specific Background** The Harmonious Living Program specifically integrates the core values of respect, empathy, and cooperation into daily elementary school routines, extracurricular activities, and classroom interactions. **Knowledge Gap** However, the consistent application of these moral values faces persistent constraints due to limited parental involvement, restrictive curriculum loads, and inadequate teacher training in social-emotional learning. **Aims** This qualitative descriptive study examines the practical implementation, associated challenges, and behavioral outcomes of the Harmonious Living Program at Apuan 1 Public Elementary School. **Results** Data obtained through observation, interviews, and documentation reveal that integrating character values through teacher role modeling and collaborative learning significantly reduces student conflict. Furthermore, students demonstrate increased social awareness, polite communication, and collective responsibility. **Novelty** This research demonstrates that ethical values are not effectively acquired through isolated moral instruction, but require an integrated ecosystem where teachers function as continuous behavioral role models within a restorative school climate. **Implications** Sustaining these positive behavioral changes necessitates structured partnerships between schools and families, alongside explicit national policy support for continuous professional development focused on character pedagogy.

Highlights

- ♦ Integrated moral instruction and daily school routines significantly reduce student conflict.
- ♦ Instructors acting as behavioral role models are essential for shaping social awareness.
- ♦ Sustaining positive character development requires strong synergies between classroom practices and family engagement.

Keywords

Character Education; Role Modeling; Social Awareness; Collaborative Learning; School Routines

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INTRODUCTION

Living together harmoniously has become a central aim of education in Indonesia, where schools are expected not only to deliver academic knowledge but also to nurture students' moral and social intelligence. Education today emphasizes the development of character values such as respect, empathy, and cooperation as integral parts of learning. The Ministry of Education and Culture's policy on Penguatan Pendidikan Karakter (PPK) and the implementation of the Kurikulum Merdeka place character education at the core of school practices (Sutrisno, 2019). These policies view schools as communities that foster positive values through learning processes, classroom interaction, and extracurricular programs designed to build mutual respect and empathy among students [1].

In the context of elementary education, the development of social and emotional competencies is crucial because it lays the foundation for students' future behavior and moral reasoning. Children who learn to understand others' feelings, share ideas, and cooperate in group tasks tend to grow into responsible and tolerant citizens (Wahyuni, 2018). The Harmonious Living Program enables teachers to integrate moral and social values into learning through classroom culture, peer interactions, and collaborative projects [2]. This program emphasizes three core values: respect, empathy, and cooperation, which are crucial to instill from preschool through elementary school to create an inclusive environment and prevent conflict, with teachers acting as facilitators and role models [3][4].

Research in Indonesia shows that character education can strengthen social cohesion and reduce student conflict [5], while cooperative learning and group activities have also been shown to increase empathy and cooperation (Sutopo, 2020). Students learn not only academics but also communication, diversity, and shared responsibility, which aligns with the concept of Harmonious Living [6].

However, its implementation still faces obstacles such as limited teacher training, low parental involvement, and inadequate facilities [7]. Teachers require ongoing professional development to integrate empathy and cooperation into classroom management, while parental support is also crucial for consistent character development at home [8]. Without synergy between school and family, positive student behavior is difficult to maintain outside the classroom.

At Apuan 1 Public Elementary School, the implementation of Harmonious Living is a concrete manifestation of this effort in educational practice. The school designs learning activities that foster respect for diversity, empathy for peers, and teamwork among students. Daily routines, such as greeting each other, sharing materials, and working together on environmental projects, help students internalize moral values in real situations [9]. Teachers also integrate moral reflection into thematic lessons, encouraging students to think critically about kindness, fairness, and cooperation.

This practice builds an inclusive school culture that makes students feel valued. The success of Harmonious Living is determined by the school's commitment and collaboration between the principal, teachers, parents, and the community through joint reflection and evaluation. As a collective vision, this program fosters empathetic, respectful, and cooperative students.

This research examines its implementation, impact on student behavior teacher strategies, challenges, and recommendations for strengthening teacher training and community engagement. Overall, at Apuan 1 Public Elementary School, the program emphasizes that education must go beyond cognitive learning by instilling the values of respect, empathy, and cooperation as part of a holistic education.

METHOD

This study employed a qualitative descriptive approach aimed at exploring and understanding the implementation of the Living in Harmony program at SD Negeri 1 Apuan. The qualitative method was chosen because it allows researchers to examine social phenomena in their natural context and to interpret meanings and values constructed through interactions among teachers and students (Sutrisno, 2019). The descriptive design focuses on providing a comprehensive and detailed picture of how respect, empathy, and cooperation are fostered through daily school activities and instructional practices.

This research was conducted at Apuan 1 Public Elementary School, which has implemented the Harmonious Life program in character education for three months through observation, interviews, and document review. Participants included the principal, six teachers, and fifteen students, purposively selected based on their active involvement in the program [1]. Data collection was conducted through observation, semi structured interviews, and documentation to examine the implementation of the values of respect, empathy, and cooperation [4]. School documents were used as data triangulation [2].

Data analysis applied the Miles and Huberman model which includes data reduction, data presentation, and drawing conclusions [6]. In the data reduction stage, researchers selected, simplified, and organized data relevant to the research focus namely, the implementation process of the Living in Harmony program and its impact on student behavior. In the data display stage, the data were categorized and presented in narrative form, allowing the researcher to identify emerging patterns and relationships among themes. Conclusions were drawn and verified continuously to maintain accuracy and credibility [3].

Data validity was strengthened through source triangulation (teachers, students, and school officials) and technical triangulation (observation, interviews, documentation) [11]. Furthermore, member checking was conducted to confirm

findings and peer debriefing was conducted to minimize bias [9].

The study also applied ethical principles by explaining the research objectives to participants and their right to withdraw at any time. Consent was obtained before recording interviews or using any personal information. Pseudonyms were used in reporting to maintain confidentiality and protect participants' identities [10]. All procedures adhered to research ethics standards established by the institution where the study was conducted.

The qualitative descriptive approach provided flexibility for the researcher to capture the complexity of classroom and school life as students and teachers engaged in the Living in Harmony program. This allows for the identification of effective practices in fostering respect, empathy, and cooperation, as well as implementation challenges, while also understanding the influence of school leadership, teacher professionalism, and parental involvement on program sustainability [8]. The results show that authentic interactions contribute to strengthening character education. Using a qualitative descriptive approach, this study provides an understanding of the implementation of Harmonious Living in fostering the values of respects, empathy, and cooperation at Apuan 1 Elementary School through data validated by triangulation and research ethics.

RESULTS AND DISCUSSION

A. The Process of Implementing the Living in Harmony Program as an Integrated Approach to Character Education at SD Negeri 1 Apuan

The Harmonious Living program at Apuan 1 Public Elementary School is integrated into school activities to strengthen students' character education. The program focuses on developing the values respects, empathy, and cooperation as the foundation for a harmonious life. The school's approach is holistic, with character values integrated into lessons, extracurricular activities, daily routines, and teacher-student interactions (Sutrisno, 2019), in line with Strengthening Character Education in the Independent Curriculum [1].

Implementation begins with a shared understanding between teachers, students, and parents. The principal facilitates discussions, while teachers first internalize the program's values, as role-playing is more effective than verbal instruction in shaping character [4].

In the classroom, implementation is carried out through direct strategies (role-play, storytelling, moral discussions) and indirect strategies through collaborative learning that fosters empathy, communication, and cooperation (Wahyuni, 2018) [2]. Integration is also carried out in thematic learning, such as group work in science and reflective stories in literacy that link material to character values [6], in line with findings that integrated character education reinforces positive behavior (Sutopo, 2020).

Outside the classroom, values are reinforced through school routines such as morning greetings, community service, and circle time, which build caring, a sense of belonging, and internalize social values [9]. Repetition of these simple activities effectively fosters empathy through real-life experiences, especially in early childhood students [11].

Peer interaction is a crucial aspect through cooperative learning with heterogeneous groups and peer mentoring, where students help each other with academic activities and projects. This strengthens communication, awareness, and appreciation for diversity, which are the core of Harmonious Living [3], and enhances emotional skills, conflict resolution, and cooperation, along with increased empathy and social responsibility [6].

Teacher professionalism is supported through regular collaborative reflection to evaluate student challenges, strategies, and progress, including conflict management and inclusivity [10]. Teachers also record student behavioral development as a basis for evaluating and improving learning [2].

Parent and community involvement is carried out through community meetings and activities to align school and home values, although participation levels vary due to socioeconomic factors and time [8][12]. Schools address this through simple communication methods such as weekly character diaries, emphasizing that character education is effective when supported by the entire child's environment [7].

Despite its success, the implementation of Harmonious Living faced challenges such as time constraints, curriculum load, and difficulty balancing academic and social-emotional aspects, especially in large classes [13]. Differences in teacher understanding also influenced variations in the quality of implementation [1], leading schools to conduct workshops and peer mentoring to strengthen teacher competency [10], although limited resources remained a barrier.

Evaluations showed positive impacts in the form of reduced conflict, increased cooperation, and students' ability to manage emotions and resolve problems peacefully [6], confirming that character building requires consistency and role models (Sutrisno, 2019).

Overall, this program demonstrates that character education is an integrated process that relies on the synergy of learning, school routines, teacher role models, and community collaboration [14], and requires institutional commitment, professional support, and family involvement [9].

B. The Strategic Role of Teachers in Modeling and Cultivating the Values of Respect, Empathy, and Cooperation among Elementary Students

Teachers play a strategic role in instilling the values of respect, empathy, and cooperation in the Harmonious Living program at Apuan 1 Public Elementary School. In addition to being teachers, teachers serve as moral role models who shape students' social-emotional development through attitudes, language, and behavior, as well as providing emotional guidance and value-based mentoring (Sutrisno, 2019). The integration of values into daily interactions makes the teacher-student relationship a "living curriculum" that internalizes character sustainably [15].

In the Indonesian educational context, the teacher's position as a role model (*panutan*) holds deep cultural significance. Students often view teachers as authority figures whose conduct provides a reference for appropriate behavior. Therefore, when teachers demonstrate mutual respect in communication by listening attentively, addressing students politely, and treating each learner fairly they implicitly teach students to respect others [7]. Teacher modeling is highly influential because elementary school students are still at a stage where they strongly imitate behavior to learn moral values. Through consistent teacher behavior, students understand that respect means acknowledging the dignity and perspectives of others, not simply obeying.

Empathy in the Harmonious Living program is also fostered through teacher emotional sensitivity and the creation of a supportive classroom environment. Teachers who respond to students' emotional needs, express understanding, and validate feelings contribute to the growth of emotional literacy among learners [6]. Teachers at Apuan 1 Public Elementary Schools develop student empathy through storytelling, reflective discussions, and peer appreciation. Conflicts are resolved using a restorative approach that encourages students to express their feelings, seek peaceful solutions, and understand the impact of their actions on others [2].

Cooperation, as the third value, was intentionally developed through collaborative learning structures and shared responsibilities within the classroom. Teachers acted as facilitators of teamwork, designing lessons that required interdependence among students. Group projects, environmental clean-up days, and classroom management roles (such as *ketua kelompok* or group leader) provided authentic contexts for cooperation. Teachers modeled cooperative behavior by showing fairness, sharing responsibilities with colleagues, and engaging in joint reflection with students after activities [13]. Teachers emphasize shared success through collaborative learning so that students are more oriented towards cooperation rather than competition. At Apuan 1 Public Elementary Schools, the values of respect, empathy, and cooperation are instilled through greetings, positive discipline, and appreciation for students' effort [9]. This creates a sense of security, increases students' confidence and engagement, and emphasizes that character education is formed from daily interactions, not just subject matter.

Regular professional reflection helps teachers maintain and develop values modeling practices through analysis of classroom dynamics, student responses, and the alignment of teacher behavior with the values taught [10]. This process strengthens emotional regulation, reduces bias, and encourages the sharing of good practices among teachers.

Parental involvement also strengthens value formation through regular communication such as character diaries and school meetings, ensuring alignment between values at home and school [8]. This collaboration creates a consistent moral ecosystem outside of school [4].

However, teachers still face challenges such as limited time, administrative burdens, and a lack of social-emotional training [1]. To address this, schools provide ongoing professional development through workshops and mentoring focused on empathy, emotional intelligence, and restorative discipline [2].

The cultural context of Indonesian education also influenced teachers' strategies for modeling character values. In a society that values collectivism and harmony (*gotong royong*), teachers' efforts to cultivate cooperation aligned with traditional community ethics. By integrating local wisdom into classroom practices such as collective decision-making and mutual assistance, teachers linked modern character education principles with familiar cultural norms [5]. The alignment of the school culture facilitates the understanding of the Harmonious Living program and reinforces value learning through institutional support.

The role of teachers is evident in changes in student behavior, leading to greater caring, politeness, and cooperation accompanied by a reduction in conflict and increased participation in learning (Sutopo, 2020). A respectful and empathetic classroom atmosphere also fosters students' confidence, thus confirming that character education develops through teacher role models.

At Apuan 1 Public Elementary School, teachers are the driving force behind the Harmonious Living program by internalizing moral values in attitudes, language, and daily interactions, enabling the classroom to function as a space for practicing harmonious living. These findings demonstrate that character formation is more effective through role models and relationships than through lectures, as values are more meaningful when put into practice [7][6]. Thus, teachers not only teach but also serve as concrete role models in fostering respect, empathy, and cooperation.

C. Transformation of Students' Attitudes and Social Behaviors as Outcomes of the Living in Harmony Learning Activities

The transformation of students' attitudes and social behaviors as outcomes of the Living in Harmony learning activities at SD Negeri 1 Apuan reflects a significant achievement in the school's efforts to implement integrated character education.

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This program instills the values of respect, empathy, and cooperation not only as moral theory, but as consistent, daily practices in students' lives. Its implementation in both academic and non-academic settings resulted in positive behavioral changes and the internalization of social values aligned with the goals of Harmonious Living (Sutrisno, 2019), characterized by increased communication, emotional awareness, collaboration, and conflict resolution skills [16].

The most significant change was seen in interpersonal respect. Before the program, students frequently interrupted, ignored instructions, or dominated groups, but after implementation, they were more polite, waited their turn, and respected the opinions of their peers [7]. Teachers also noted an increased sensitivity to intonation and body language, indicating that respect had become an empathy-based norm, reinforced through routines of greetings, appreciation, and discussions of fairness. This aligns with findings that routines are more effective in shaping social norms than separate moral instruction [6].

Empathy develops through activities such as storytelling, reflection, and group work [17], including "empathy sharing circles" that train students to recognize and express emotions [4]. The impact is seen in increased prosocial behaviors such as helping and comforting friends without the incentive of rewards, indicating the development of more genuine emotional awareness and aligning with the goals of social-emotional learning [2].

Collaboration is also enhanced through group-based learning and collaborative projects, where students learn to share responsibility and value collective outcomes. Over time, students who were initially individualistic begin to shift toward collaborative and supportive patterns (Nugroho, 2022).

Teachers noted a reduction in leadership conflicts and increased fairness in task distribution [18]. Students understood that teamwork requires patience, listening, and compromise, confirming the effectiveness of experiential learning because values are learned through real life interactions [10].

In Harmonious Living, emotional management is developed through self awareness and impulse control (pausing, thinking mindfulness, reflection) [9]. This resulted in students being calmer reducing classroom disruptions, and being able to resolve conflicts communicatively, such as "I feel..." and "let's find a solution together," which demonstrates the internalization of social awareness [1], consistent with findings that social emotional learning decreases aggression and increases self control [6].

Changes were also seen in a more positive school social climate through in task distribution, reduced bullying, and stronger peer relationships [11]. Cooperative learning contributes to more inclusive classrooms [2], and its impact extends to the home through increased politeness, help fulness, and more peaceful conflict resolution, as resported by parents [8].

Teachers play a crucial role as facilitators and role models, as students emulate their teachers' attitudes, patience, and problem-solving methods [7]. Teachers' fair and responsive attitudes shape social norms, which are reinforced through collaborative teacher-student reflection. This change occurs continuously through daily interactions, not through a single intervention (Sutopo, 2020).

Attitude and behavior transformation is reinforced through consistent school-based reinforcement mechanisms such as "Harmony Days," service activities, environmental conservation, and empathy-based artistic expression. The sisystem awarded "Friend of the Week" emphasize kindness and collaboration, shifting the meaning of success from the individual to social contribution [9]. Visual reinforcement such as posters, slogans, and murals also serve as ongoing reminders of moral values [10].

Consequently, empathetic and collaborative students demonstrate higher learning engagement in inclusive and psychologically safe classrooms [6]. Strong social relationships encourage students to be more active in asking questions, sharing ideas, and supporting each other, thus contributing to improved cognitive outcomes through social-emotional development [2].

In conclusion, the Living in Harmony program at Apuan 1 Public Elementary School successfully integrates moral values into daily school life. Through teacher role models, cooperative learning, emotional reflection, and community involvement, students gradually and sustainably develop into more respectful, empathetic, and collaborative individuals [19][1].

D. Internal and External Factors Influencing the Success and Challenges of Implementing the Living in Harmony Program in School Context

The success and challenges of the Harmonious Living program at Apuan 1 Public Elementary School are influenced by the interaction of internal and external factors that determine its effectiveness, sustainability, and impact on students. This character education program depends not only on school readiness but also on broader social, cultural, and institutional conditions. Understanding these factors is crucial for strengthening moral and social education in accordance with the Independent Curriculum [1].

The main internal factor is teacher commitment and competence as agents of value instillation. At Apuan 1 Public Elementary School, teachers' enthusiasm and exemplary teaching of the values of respect and empathy increased consistent implementation and positive student responses [7]. However, differences in teacher readiness led to variations in implementation due to limited training and time [10]. This was addressed through ongoing development efforts such as mentoring, peer reflection, and learning communities [4].

School leadership also played an essential internal role. The principal's ability to articulate a shared vision of character education, mobilize staff collaboration, and allocate resources determined how deeply the Living in Harmony principles were embedded into school culture. The leadership at SD Negeri 1 Apuan encouraged participatory planning and created opportunities for teachers to share experiences and reflect on outcomes collectively. Such distributed leadership fostered ownership and a sense of shared responsibility (Astuti, 2023). Conversely, in schools where leadership is overly administrative or top-down, character programs risk becoming ceremonial or inconsistent, lacking the reflective depth necessary for sustainable transformation [2]. Therefore, leadership grounded in empathy and collaboration became a mirror of the very values the program sought to instill.

School climate and culture are key internal factors for program success. A safe and supportive environment allows for the concrete practice of values. At Apuan 1 Public Elementary School, routines such as morning greetings, Circle Time, and appreciation build a sense of security, while restorative discipline fosters problem-solving (Sutopo, 2020). However, teacher consistency remains a challenge as it can impact the values climate [7].

Curriculum integration also plays a crucial role, with the values of Living Harmoniously implemented in various subjects, such as science group work, storytelling, and collaborative activities [3]. However, some teachers still struggle to balance character and academic goals [1], thus utilizing flexible planning and teacher reflection.

From the student perspective, individual differences and family background influence the process of internalizing values [8], with peer mentoring helping accelerate social learning [6].

External factors, especially parental involvement, significantly determine the consistency of student behavior, despite constraints such as time and socioeconomic conditions [8][9]. The school addresses this through regular communication and character diaries to strengthen school-home synergy.

Community and cultural context are important external factors, as Apuan 1 Public Elementary School is located in an environment that values mutual cooperation, thus aligning with the program's values of cooperation and empathy [11]. This alignment makes the program more relevant and sustainable, with the support of community leaders. However, in individualistic or competitive environments, character education can be less well received [2], requiring contextual adjustments to remain relevant to local conditions.

Policy support is crucial because it aligns with the Independent Curriculum, which emphasizes holistic learning and character [1]. However, the pressure of academic assessment can shift teachers' focus away from moral aspects [10]. Necessitating a balance between academic demands and school autonomy.

Socioeconomic factors also influence sustainability, as limited funding limits learning facilities, although this is often addressed through teacher and student creativity [9]. Family economic conditions also influence parental involvement, making this gap a structural challenge [8].

External recognition strengthens school motivation, appreciation from educational authorities boosts teacher and community morale, while a lack of recognition can hinder program sustainability (Sutrisno, 2019). Overall, the success of Harmonious Living is determined by the interaction of internal factors (teachers, leadership, school culture, curriculum, students) and external factors (parents, community, policies, and socioeconomic factors). Therefore, character education requires a collaborative ecosystem. The program's sustainability requires reflective teachers, empathetic leadership, and inclusive partnership that instill values of respects, empathy, and cooperation.

E. Educational Implications and Policy Recommendations for Strengthening Character Education through the Living in Harmony Framework

The implementation of Harmonious Living at Apuan 1 Public Elementary School demonstrates that character education within the Independent Curriculum requires a holistic, integrated, and contextual approach encompassing learning practices, school culture, teacher competency, and policy support. This program, balances academic and moral development, with character as a continuous process within the school [1].

This implies that teachers need to act as moral role models and social emotional facilitators, as their values and consistency influence student development [7]. Therefore, strengthening teacher competency in character pedagogy, communication ethics, and empathy is crucial to creating a safe and respectful learning environment for students [4].

Character integration is most effective when the values of Living Harmoniously are applied across all subjects through collaborative learning, storytelling, and projects, so that students internalize the values naturally [3]. The curriculum needs to be flexible in accordance with the Independent Curriculum and provide teacher autonomy by linking academics with real-life moral experiences [2].

School climate also determines success, where a safe, inclusive, and supportive environment is reinforced through routines such as morning greetings and reflection [6]. Policies need to emphasize positive and restorative discipline, rather than punishment, so that students learn to repair relationships through dialogue (Sutopo, 2020).

Family and community involvement is a crucial factor in the sustainability of character education. The program's success was amplified when parents and community members reinforced moral values outside the classroom. This indicates that

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character education must extend beyond the school boundary through family collaboration and community participation [8]. Schools should establish structured partnerships with parents such as parent reflection programs, family character journals, and school-community service projects that align home and school moral values. Policymakers should also facilitate mechanisms that encourage schools to engage local wisdom and cultural values, such as gotong royong, into their character education models, thereby creating a culturally grounded and contextually relevant moral education system [11].

From a policy perspective, the Living in Harmony model reinforces the need for character education to be institutionalized as a national priority, integrated across all educational levels. Policymakers need to systematically integrate character education into teacher standards, school evaluations, and curricula, as they currently tend to be fragmented, symbolic, and less operational (Sutrisno, 2019). Indicators and assessment instruments are needed that assess not only academics but also students' moral, emotional, and social development, including behavior, collaboration, and social engagement [10].

Limited resources are a major challenge, necessitating incentives, grants, and support for training, materials, and collaborative projects. Partnerships with local institutions, NGOs, and universities are also crucial to strengthen capacity and make character education a shared responsibility [9].

In evaluation, regular reflection has been shown to help teachers understand changes in student behavior. Therefore, assessments need to be formative and focused on moral development, supported by a flexible evaluation framework so that good practices can be documented and shared [1].

In teacher policy, competencies of empathy, communication, and integrity need to be integrated into recruitment, certification, and professional development [7], so that the moral dimension of teachers is recognized on a par with academic competencies.

Furthermore, character education is the basis for preventing conflict and strengthening social cohesion, so that programs such as Living Harmoniously are important as an investment in social stability and the formation of peaceful citizens in a pluralistic society [3][2].

Indonesia's diversity demands character education that accommodates both local values and universal ethics. Therefore, policies need to adapt the living in harmony framework without altering the core values: respect, empathy, and cooperation [11]. Teacher training should include cross cultural communication and community-based learning. The program's sustainability requires the integration of moral education into the school's vision, daily practices, and character indicators in accreditation (Sutrisno, 2019).

Overall, this program requires support from teacher training, curriculum, integration, funding, and school family community collaboration to ensure the sustainability of character values. Ultimately, strengthening character education through the Living in Harmony framework represents an essential step toward realizing the national goal of nurturing not only intelligent but also ethical and empathetic citizens capable of living harmoniously in a diverse society [20].

CONCLUSION

The implementation of the Living in Harmony program at SD Negeri 1 Apuan shows that character education is most effective when it becomes an integral part of the overall learning process, school culture, and community engagement. The Harmonious Living Program emphasizes that the values of respect, empathy, and cooperation are not effectively taught in isolation but must be fostered through practice and reflection in everyday school life. This approach fosters moral awareness, emotional intelligence, and social responsibility in an inclusive and collaborative learning environment.

Teachers serve as primary role models, bringing values to life through attitudes, communication, and cooperation, and reinforcing them through experiential learning such as projects, discussions, and reflection. School routines and community involvement contribute to the internalization of these values.

A supportive school climate with collaborative leadership fosters a unity of moral purpose among teachers, students, and parents, while consistency of values at home and school strengthens students' behavior. The program also promotes local wisdom such as mutual cooperation and harmony, so that moral values become part of the culture, not just rules.

However, its implementation still faces obstacles such as differences in teacher competency, limited resources, and uneven parental participation. Therefore, ongoing evaluation and reinforcement through teacher professional development, effective communication, and the integration of values into learning are necessary. Overall, harmonious life demonstrates that character education is most effective when integrated with academic learning and supported by school, family, and community collaboration. Therefore, the program's sustainability requires ongoing teacher training, clear guidelines, and consistent policy support.

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