



## Teachers' Strategies in Integrating Character Values in Learning: A Literature Review

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**Abstract:** This study aims to explore the strategies employed by teachers in integrating character values into the learning process. Using a qualitative approach through a literature review method, the research analyzes a range of relevant scientific sources to provide both theoretical insights and practical implications for character education. The findings indicate that key strategies include role modeling, habituation of positive behaviors, active learning methods, character-based assessments, and collaboration among teachers, parents, and schools. In the context of Islamic Religious Education and elementary education, these strategies are implemented in varied and contextual ways, such as through the talking stick method, mind mapping, inquiry-based learning, and character development via extracurricular activities. The study concludes that teachers play a pivotal role in shaping students' character holistically. Effective implementation of these strategies requires alignment with students' characteristics and a supportive learning environment. These findings are expected to serve as a valuable reference for educators, researchers, and policymakers in designing meaningful and sustainable character education models

**Keywords:** Teacher Strategy, Character Education, Literature Review, Active Learning, Example, Habituation

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### 1. INTRODUCTION

Education is the main foundation in building a generation that has character, intelligence, and contributes positively to society. In a global context, education aims not only to improve academic competence, but also to form the character of individuals who are able to face life's challenges with integrity, empathy, and responsibility. Education is seen as a dynamic process that involves cultural communication and identity formation, influenced by individual and social factors (González, 2024). Character-based education is becoming increasingly relevant in the modern era, where technological advances and rapid social change often have a complex influence on the moral values of the younger generation.

Education includes the effects planned for the improvement of the subject's behavior or knowledge. It involves the educational process and determining

educational needs through continuous analysis to improve organizational goals, (Zebaloglu, 2024). In Indonesia, the integration of character values in education has become one of the government's priorities. This is reflected in various national policies, including the implementation of the 2013 Curriculum and the Independent Curriculum which emphasizes the importance of character education as an integral part of the learning process. The main goal of character education is to form students who not only excel academically, but also have high morality, social awareness, and the ability to appreciate differences in the life of the nation and state.

Teachers have a central role in integrating character values into the learning process. Teachers actively integrate character values into learning, creating an environment conducive to student character development. Their role is crucial in shaping

positive attitudes and behaviors, helping students internalize values through civic education, thereby fostering responsible and caring individuals, (Akbar, 2024). As facilitators and educators, teachers are not only responsible for delivering teaching materials, but also for being role models in demonstrating positive values. In practice, integrating character values requires specific strategies that are relevant to classroom conditions, student needs, and subjects being taught. Teachers function as role models, demonstrating character values through their behavior, which is often imitated by students (Safitri, 2024).

These strategies involve a variety of approaches, such as active learning methods, the use of relevant learning media, and the application of reflective activities that can help students understand and apply character values in daily life. Teachers play an important role in integrating character values into the learning process by planning, implementing, and evaluating social studies lessons. They utilize contextual learning to instill values such as discipline, ethics, and religious principles into daily educational activities, (Istiqomah & Ningsih, 2024). In integrating character values into learning, teachers play an important role as role models, facilitators, and mentors. They must be actively and creatively involved, along with support from schools and the government, to create an environment that supports character development, (Ernawati, 2023).

This study aims to analyze various strategies that teachers can use in integrating character values in learning. With a literature review approach, this study explores relevant literature to provide a comprehensive overview of the importance of character education, the role of teachers, and effective methods in aligning academic learning with student character building. This research is expected to provide useful

insights for teachers, policymakers, and researchers in the field of education to continue to develop holistic and meaningful educational practices.

## **2. RESEARCH METHOD**

This study uses a qualitative approach to literature review. The literature review was chosen because the focus of the research is to explore concepts, theories, results of previous research, and best practices related to teachers' strategies in integrating character values in learning. This research is included in the descriptive-analytical research category. The aim is to describe and analyze a wide range of relevant scientific literature in order to produce an in-depth understanding of the topic being discussed. In this study, the data obtained from sources in the form of national journal articles indexed in the Sinta database or google scholar.

In this study, the techniques used in data collection such as literature search were carried out through digital access, electronic journals, document selection based on inclusion criteria that are relevant to the research theme. The data analysis in this study involves several things including, data reduction, categorization, interpretation and synthesis. In this study, a theoretical summary of the teacher's strategy in character development is produced, a critical analysis of the strengths and weaknesses of the strategies found in the literature, recommendations for further research or practical implementation in the field.

## **3. RESULT AND DISCUSSION**

This chapter presents the results of a literature review that aims to explore various strategies of teachers in integrating character values into the learning of Islamic Religious Education (PAI) as well as the general context of primary and secondary education. Each subsection is analyzed

descriptive-qualitatively based on various scientific sources, including main articles and other supporting references. The results of this study are expected to provide a comprehensive overview of the integrated practices of character education carried out by teachers at various levels of education, as well as highlight effective approaches that can be adopted in the implementation of the character curriculum in schools.

#### **4.1 Character Value Integration Strategy in Islamic Religious Education (PAI) Learning: Literature Review**

In this literature review, the approach is carried out by identifying and synthesizing the findings in the article "Teachers' Strategies in Integrating Character Education Through the Islamic Religious Education Curriculum" by Azzaki, Rohman, and Afandi (2025), and supporting them with several reference sources that have been included in their bibliography. This study is descriptive-analytical, aiming to describe various strategies for integrating character values in learning, especially in the context of Islamic Religious Education (PAI).

##### **A. Teacher Exemplary Strategy**

Exemplary strategies are the main approach in the integration of character education. Teachers are required to be role models in honesty, responsibility, discipline, and empathy. Example has a domino effect, as students tend to imitate the behavior they see every day from teachers. This is in line with Bandura's social learning theory which states that humans learn through observation.

##### **B. Habituation of Positive Behavior**

Habituation is carried out through routine activities such as joint prayer, sharing moral stories, and social activities. Habituation supports the process of internalizing values because it is done consistently. This is reinforced by Ahsanulhaq (2019), who emphasizes

habituation methods as an effective way to form religious character.

##### **C. Use of Active Learning Methods**

Methods such as group discussions, role plays, and simulations are used to build student participation in understanding character values. This strategy provides space for students to experience firsthand the application of values in a social context. Sari (2021) said that this method is effective in instilling student character in PAI.

##### **D. Character-Based Assessment**

The assessment focuses not only on cognitive, but also affective and psychomotor aspects, such as honesty, cooperation, and responsibility. Wahyudi et al. (2024) suggest that holistic assessment must be part of the learning process so that character formation is measurable.

##### **E. Collaboration with Parents**

Collaboration is manifested in the form of intensive communication between teachers and parents to support the values taught in schools. Mahbubi & Husein (2023) emphasized that the synergy of teachers and parents greatly affects the consistency of character formation in two main environments: home and school.

#### **4.2 Teachers' Strategies in the Integration of Character Values in Elementary Schools: Descriptive-Qualitative Studies Based on Literature Studies**

This study uses a descriptive-qualitative literature study method, namely by reviewing and analyzing findings from various scientific sources, including the main article by Nuraeni et al (2025). and other supporting sources. The aim is to describe and interpret teachers' strategies in the integration of character values theoretically and conceptually, based on empirical practices already reported in previous studies.

##### **A. Role Modeling Strategy**

Teachers act as a real example in being honest, responsible, disciplined, and tolerant. Teachers' examples have a direct effect because students in elementary school tend to imitate the behavior of adults around them.

#### B. Character Value Habituation

This strategy includes routine activities such as joint prayers, greetings, mutual cooperation, or social activities that are integrated into students' daily activities. Habituation provides space for the internalization of character naturally and does not seem forced. This strategy is suitable to be applied early because it is in accordance with the stage of student development at elementary age.

#### C. Integration of Values in Learning

The teacher inserts character values in the content of the subject matter. For example, in Indonesian lessons through stories with moral content, or Mathematics by associating honesty in doing problems.

#### D. Reinforcement Through Learning Method Strategy

Some innovative methods are mentioned in the article:

1. Talking Stick: encourages active participation and confidence.
2. Mind Mapping: fostering curiosity and analysis.
3. Inquiry: encourages independence and responsibility in finding solutions.

#### E. Extracurricular Activities and Visual Media

Character values are also instilled through the Student Council, Scouts, or social services. Visual media such as motivational posters or banners also support visual and contextual value reinforcement.

#### F. Teacher Parent School Collaboration

The article emphasizes the importance of intensive communication between teachers and parents. The involvement of parents in school activities will strengthen

the continuity of character values between home and school.

### **4.3 Teachers' Holistic Strategies in Instilling Student Character Values: Analysis of Learning Practices, Habituation, Exemplary, and Extracurricular Activities**

This literature review was compiled in a descriptive-analytical manner based on field data from SDN Sukadiri and SDIT Tiara Aksara as well as relevant scientific references by Rahayu, et al (2023). This study analyzes teachers' strategies in instilling character values, by examining how practical and theoretical applications synergize in creating a learning environment that supports the strengthening of students' character.

#### A. Formation of learning strategies

A variety of active learning strategies are used to instill character:

1. Talking Stick: encourages courage and curiosity.
2. Mind Mapping: hone critical and analytical thinking skills.
3. Inquiry Learning: Practice independence and responsibility.
4. Peer Tutoring and Storytelling: building a sense of empathy, confidence, and a reading culture.

#### B. Habituating Strategy

Habituation is carried out through daily activities:

1. Arrive on time, dress according to the rules.
2. The habit of greetings, prayers, and good manners.
3. Reading regularly (literacy 15 minutes).
4. Cleanliness pickets, garbage sorting, use of garbage banks.

Repeated positive habits will strengthen the internalization of character values such as discipline, responsibility, and caring for the environment. This is in line with the theory of behaviorism that character can be formed through the reinforcement of habits.

C. Modeling Strategy

Teachers are exemplary in:

1. Discipline of time and dress.
2. Clean, honest, and caring behavior.
3. Playing an active role in school activities such as sweeping and sorting garbage with students.

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C. Extracurricular Activity Strategy

Various activities are carried out to strengthen character values:

1. Scouts, dance arts, marawis, LKBB, drumband, Tahfiz, and environmental activities (ecobricks).
2. All activities are carried out in a structured manner to foster discipline, responsibility, cooperation, and love for culture.

#### **4.4 Optimization of Character Education through Contextual and Collaborative Strategies in Schools**

This study was conducted with a qualitative descriptive approach based on literature studies, with reference to the results of field research at SMA Negeri 2 Majene, and strengthened the analysis with academic references from various sources related to character education according to Kurnia, et al. (2023). The data were studied based on character theory (honesty, discipline, responsibility, and empathy) and contextual learning approaches in the Independent Curriculum.

1. Character Integrated Curriculum Strategy

Teachers insert character values in learning tools (syllabus, lesson plans) through ADDIE-based training:

Analysis – Design – Development – Implementation – Evaluation. Character integration does not stand separately, but is inherent in the core and basic competencies in each subject.

2. Contextual Learning Strategies

Teachers are trained using contextual learning methods, which are relating the material to students' real lives, such as through:

1. Life experience stories.
2. Group discussions and character reflections.
3. Case studies, role plays, and collaborative projects.

The contextual method encourages students to understand the value of character not just as a theory, but as a living practice.

4. Whole School Approach Strategy

The involvement of all teachers, principals, staff, parents, and the community to create a school culture that supports character.

Example practice:

1. Waste banks to form environmental awareness.
2. The involvement of parents in fostering character values at home.
3. Project activities with students and teachers.

5. Character Habituation and Assessment Strategy

The habituation strategy is carried out repeatedly in:

- a. Pray before studying.
- b. Discipline when entering class.
- c. Appreciation (reward) for students who show good character.
- d. Daily reflection on the behavior shown.

Character assessment is carried out through:

- a. Attitude observation.
- b. Reflection portfolio.
- c. Attitude assessment sheet by the teacher.

#### 6. Teacher Training Strategies

One of the key strategies in this study is to provide teacher training to improve their competence in:

1. Recognize the value of the main character.
2. Insert grades in indicators and learning objectives.
3. Compile character lesson plans and evaluate them.

#### **4.5 Teachers' Strategies in Integrating Character Values through the Pancasila Student Profile Strengthening Project (P5) Based on Local Wisdom**

This study uses a literature-based descriptive-qualitative approach, which combines empirical findings from the field (at SMA Negeri 2 Lamongan) with theoretical concepts of character education, Project-Based Learning (PjBL), and local wisdom by Syofihatin, (2024). The data was studied using the theories of Thomas Lickona, Bandura, and Vygotsky, with an emphasis on the relevance of teachers' strategies in integrating character values into learning through the Pancasila Student Profile Strengthening Project (P5).

##### A. Project-Based Learning Strategies (PjBL)

Teachers implement an eco-print batik making project as part of P5.

1. Character values instilled: responsibility, cooperation, love of the environment.
2. Strengthening 21st century skills: creative thinking, time management, collaboration.
3. Encourage students to learn from real, contextual experiences.

##### B. Group Discussion Strategy

Discussions are used to reflect on moral values in the project, e.g. discussions about cultural and environmental sustainability.

1. Encourage students: think critically, respect opinions, resolve conflicts.
2. Cultivate values: mutual cooperation, tolerance, empathy.

##### C. Modeling Strategy (Teacher Example)

Teachers set a real example in being honest, disciplined, meticulous, and patient, especially when guiding students in P5 activities. Character values instilled: discipline, responsibility, perseverance.

#### **4. CONCLUSION**

This research confirms that integrating character values in learning is the main responsibility of teachers as agents of educational transformation. Through an in-depth literature review, it was found that the strategies used by teachers include an exemplary approach, habituation of positive behavior, active learning methods, character-based assessment, and collaboration with parents and schools. In the context of learning Islamic Religious Education (PAI) and elementary schools in general, these strategies have proven to be effective in instilling values such as honesty, responsibility, discipline, empathy, and tolerance. The use of active methods such as talking sticks, mind mapping, and inquiry learning, as well as involvement in extracurricular activities and visual media, also strengthens the internalization of character values in a comprehensive and contextual manner. Overall, the integration of character values in education requires a holistic and consistent approach, which involves the active role of teachers as role models and facilitators, support for the school environment, and synergy with parents. The strategies formulated from these various literature are expected to be practical as well as inspirational references for the development of more meaningful character education in Indonesian schools.

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