

Analysis of Character Education Values in Visual Arts Learning at SDN 16 Sindue

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Abstrak:

This study aims to determine the application of character education values in Fine Arts learning for fifth grade students of SDN 16 Sindue. This study used a descriptive qualitative approach. The research subjects consisted of Fine Arts teachers and fifth-grade students of SDN 16 Sindue. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis techniques used the stages of data reduction, data presentation, and conclusion drawing. Data validity was tested using source triangulation and technical triangulation. Character education values have been integrated into the planning, implementation, and evaluation stages of Fine Arts learning. The most prominent values observed were discipline, independence, and creativity. Discipline appeared in students' punctuality, preparedness, adherence to rules, and timely assignment completion. Independence was shown through students' ability to work individually, solve problems on their own, and take responsibility for their work. Creativity emerged in students' idea generation, imagination development, and production of unique artworks. Teachers played a key role as facilitators, guides, and role models in instilling these values. Based on the research results, it can be concluded that Fine Arts learning can be an effective means of instilling character values in elementary school students. Through creative activities, students not only develop aesthetic abilities but also develop discipline, independence, and creativity in their daily lives.

Keywords: Creativity; Character Education; Discipline; Fine Arts Independence.

Introduction

Character education plays a central role in Indonesia's national education system because it aims to develop students not only intellectually, but also morally and socially. In the current era of globalization and rapid technological advancement, schools are expected to foster students who possess positive values such as discipline, responsibility, honesty, creativity, and respect for others (Pesik et al., 2025). Elementary school is considered a crucial stage for character formation because children begin to develop habits, attitudes, and social behavior that influence their future development. Character education is one of the main pillars of Indonesia's national education system, aiming to shape students not only to be intellectually intelligent but also to be morally upright, possessing noble character, and possessing strong personalities.

Learning that should foster creative and responsible character is often hampered by an approach that focuses too much on the product. This situation requires a reexamination of the strategies and methods teachers employ in the Fine Arts learning process. Implementing appropriate strategies will help optimize the role of Fine Arts as a medium for character education in elementary schools (Firdaus & Purwanda, 2024).

Character building through Fine Arts learning requires a planned and systematic approach to ensure that results are not incidental. Teachers need to design a curriculum that emphasizes the integration of character values into every stage of learning, from planning and implementation to evaluation of work.

Character-based learning not only produces beautiful works of art, but also individuals with good character and noble morals. This approach aligns with the direction of national education policy, which prioritizes character building in learning (Arif et al., 2025). The implementation of character-based Fine Arts learning at SDN 16 Sindue faces various challenges, both internally and externally. Internal factors include teachers' understanding of the concept of character education and their creativity in designing learning methods that foster these values. Some teachers still focus on achieving cognitive aspects and aesthetic works without considering the integration of moral and social values.

Externally, limited facilities and infrastructure often hinder the implementation of quality Fine Arts activities. A school environment that does not support the inculcation of positive values can also hinder the character-based learning process. These obstacles result in less than optimal internalization of values such as responsibility, cooperation, and discipline in students. Efforts to overcome these problems require a commitment from all school members to create an educational ecosystem conducive to character development. The role of the principal and parental support are also important factors in determining the success of implementing character values in Fine Arts learning (Kurniawan, 2025).

The implementation of character education should be integrated into all learning activities, including arts education. Fine Arts learning provides opportunities for students to express ideas, appreciate beauty, develop creativity, and practice positive attitudes through artistic activities (Muthii & Astuti, 2025). Through drawing, painting, and creating visual artworks, students can learn discipline, patience, cooperation, confidence, and responsibility. Therefore, Fine Arts education has strong potential to support students' character development in elementary schools.

Previous studies have discussed the importance of character education and the role of arts learning in developing students' attitudes and creativity (Ganika, 2025). However, most studies focus generally on character education without specifically examining how character values are implemented in Fine Arts learning activities at the elementary school level. In addition, limited studies describe the strategies used by teachers and the challenges faced during the implementation process in classroom practice.

Based on these conditions, this study focuses on the implementation of character education values in Fine Arts learning at SDN 16 Sindue. This research is important because it explores how character values are integrated into artistic learning activities, the teacher's role in the process, and the obstacles encountered during implementation. The findings of this study are expected to contribute to the development of more effective character-based learning practices in elementary schools.

Literature Study

Character education is a deliberate effort to develop students' moral values, attitudes, and positive behaviors through the educational process. According to the Ministry of National Education, character education includes values such as discipline, responsibility, honesty, independence, creativity, and respect for others (Pramono et al., 2022). In elementary schools, character education is important because students are in the stage of forming habits and social behavior that influence their future development.

Several studies explain that character education should be integrated into learning activities so that students can apply moral values in daily life (Rosad, 2019). Teachers play an important role in creating meaningful

learning experiences that encourage students to practice positive attitudes directly. Character education is not only delivered through verbal instruction, but also through activities that involve students actively in the learning process.

Fine Arts learning has strong relevance to character education because artistic activities provide opportunities for students to develop creativity, discipline, patience, independence, and responsibility. Through drawing and other visual art activities, students learn to express ideas, appreciate differences, and complete tasks responsibly. Drawing activities also encourage students to think imaginatively and confidently while improving concentration and cooperation during classroom learning.

Previous studies mainly discuss character education in general learning contexts, while studies focusing specifically on the implementation of character values in Fine Arts learning at elementary schools are still limited. In addition, few studies explain concretely how teachers integrate character values into classroom art activities and what challenges are faced during the implementation process. Therefore, this study seeks to analyze the implementation of character education values in Fine Arts learning at SDN 16 Sindue, especially related to discipline, independence, and creativity. Fine Arts Education is provided to elementary school students so that they can instill a love for Indonesian arts and culture Suanthara & Diatmika, (2020) Fine Arts education is aligned in its position and function with other subjects, in the form of education to foster students' sensitivity, providing opportunities to develop their competencies and personal potential. Drawing is one of the activities that children enjoy. Drawing activities are very often chosen by teachers in the design and implementation of Fine Arts learning. Drawing creativity has the following characteristics: drawing creativity is a process that leads to the creation of something new.

Methods

This study used a qualitative descriptive approach because the research aimed to describe the implementation of character education values in Fine Arts learning naturally and in depth. The research was conducted at SDN 16 Sindue with fifth-grade students as the research subjects. The participants consisted of the Fine Arts teacher, the school principal, and selected fifth-grade students involved in Fine Arts learning activities.

Data were collected through observation, interviews, and documentation. Observation was conducted during Fine Arts learning activities to identify students' behaviors related to discipline, independence, and creativity Creswell (2020). Interviews were conducted with the teacher, principal, and students using semi-structured interview guidelines to obtain information about the implementation process, supporting factors, and obstacles encountered in character-based learning. Documentation included lesson plans, photographs of learning activities, and students' artworks used to support the research findings.

To ensure data validity, this study used source triangulation and technique triangulation by comparing the results of observations, interviews, and documentation. Data analysis followed the stages of data reduction, data display, and conclusion drawing. Through this process, the researcher identified patterns related to the implementation of character education values in Fine Arts learning at SDN 16 Sindue.

Results

This research was conducted at SDN 16 Sindue on Monday, February 23, 2026 using a descriptive qualitative approach. Data collection was carried out through four techniques, namely direct observation of the Fine Arts learning process in grade V. The focus of the research is the application of three priority character education values, namely discipline, independence, and creativity. The presentation of the research results is arranged based on these three values, each of which includes three stages of

implementation: (1) the learning planning stage, (2) the learning implementation stage, and (3) the evaluation/reflection stage.

In the planning stage, the fifth-grade Fine Arts teacher at SDN 16 Sindue designed learning activities that included the habituation of discipline values in a structured manner. Based on the results of observations of the learning planning documents conducted, it was found that the teacher prepared class rules that included punctuality in attendance, the obligation to bring equipment (drawing books, pencils, colored pencils), and deadlines for completing assignments that were set from the beginning. These rules were not only administrative, but were integrated into the flow of learning activities from the opening, main activities, to the closing. The principal, in his capacity as internal academic supervisor, also played a role in this planning.

In the implementation phase, the value of discipline is applied through a series of integrated habits in every Fine Arts learning activity. The results of direct observations during the learning process indicate that the teacher consistently applies three forms of discipline habits, namely (1) time discipline, (2) equipment discipline, and (3) procedural discipline in carrying out assignments. The results of observations of student behavior noted that most students arrived on time before the lesson began, prepared tools and materials independently without repeated reminders, followed the teacher's instructions in an orderly manner, and were able to complete assignments within the specified time limit. Only a small number of students occasionally needed reminders from the teacher regarding the tidiness of their desks and the cleanliness of their tools after completing their work. In the evaluation phase, the teacher observed the development of discipline values through two approaches: observing the process during the activity and assessing the submitted work. The results of the observations noted that the teacher gave verbal appreciation to students who demonstrated high discipline by arriving early, bringing complete equipment, and submitting work on time. Conversely, the teacher gave gentle, constructive reprimands to students who were late, without reducing their learning motivation.

Student questionnaire data on discipline indicators (items 1-10) questionnaire data shows a positive tendency percentage that strengthens the findings of observations and interviews. Specifically, the indicators "doing assignments according to the specified time" and "following teacher's instructions in an orderly manner" received positive responses (SS and S) from all or almost all students. The principal confirmed that supervision of learning activities is carried out routinely, including monitoring the habituation of discipline values in the classroom. Triangulation of data from the three data collection techniques (observation, interviews, questionnaires) shows consistency of findings: discipline values have been systematically applied in Fine Arts learning in grade V of SDN 16 Sindue through planned habituation, implemented consistently, and evaluated formatively by teachers.

The learning plan, oriented toward the development of independent values, is evident in the design of individual assignments assigned by the teacher, where each student works on their own artwork without being allowed to copy each other's ideas or results. The teacher also plans to provide general, non-dictatory directions, thus maintaining space for independent decision-making by students. In interviews, the principal confirmed that the school encourages teachers to provide opportunities for students to develop their own abilities. In implementing the learning, the teacher applies independent values through a limited scaffolding approach. Directions are given at the beginning (opening), then students are given complete freedom to develop ideas and complete their work individually without excessive intervention. The teacher only provides passive guidance by walking around monitoring the process without providing direct answers when students ask questions, but instead encourages students to try first. Observations noted that most students began the task immediately after the instructions were given, making their own decisions regarding

image composition, color choices, and coloring techniques. Some students occasionally asked their deskmates, but still demonstrated initial effort before asking for help. Student statements reveal the affective dimension of independent values, a sense of pride and intrinsic satisfaction when successfully completing their own work.

This dimension is crucial from a character education perspective, as independence accompanied by a sense of internal satisfaction tends to be more stable and sustainable than independence driven solely by external demands. Although the value of independence has generally developed well, researchers also found that some students still occasionally rely on friends when experiencing difficulties. This is a normal condition in the process of character formation, considering that independence develops gradually according to each student's level of cognitive maturity and self-confidence. Teachers evaluate the value of independence through process observations, not just assessments of the final work. Teachers pay attention to whether students are able to initiate assignments independently, complete work without relying entirely on assistance, and demonstrate responsibility for their work. On the student observation sheet, all indicators of independence in completing assignments without cheating, preparing their own tools, and taking the initiative to start work were observed by students.

The teacher planned creative values through an open-ended assignment design: the theme or topic of the drawing was generally determined by the teacher, while the development of the concept, composition, color choice, and depiction style was entirely left to the students. This pedagogical approach aimed to create a broad space for student expression without pressure to produce uniform work. In practice, creative values were the most visible and dominant values during the observation. The teacher gave students complete freedom to express their ideas and imaginations in the form of visual works. The teacher only provided the theme and minimal technical direction at the beginning, then allowed students to develop their own interpretations.

Observations of student work showed significant variation: each student produced work with different compositions, color choices, and styles, even though the given theme was the same. This is an empirical indicator that student creativity is not standardized, but is truly an individual expression. Student statements revealed three dimensions of creativity that developed simultaneously: (1) originality, the drive to produce work that is different from that of friends; (2) elaboration, the ability to add new elements to perfect the work; and (3) flexibility, the ability to choose and replace visual elements (colors, shapes) freely. Researchers also noted that there were still several students who showed obstacles in developing ideas, caused by a lack of self-confidence or limited previous creative experience. In response to this condition, the teacher actively provided verbal motivation and appreciation for each student's efforts, without comparing the work of one student with another.



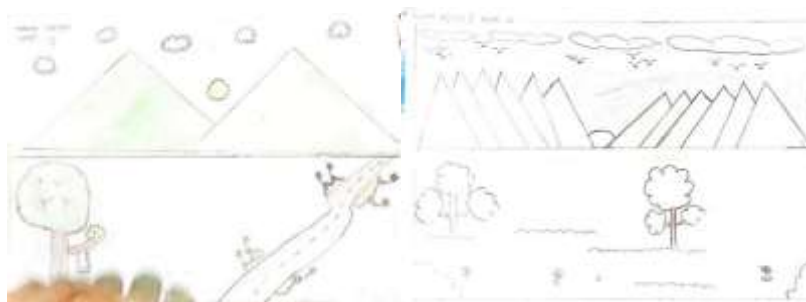


Figure 1. Student Work Results

The evaluation of creative values is carried out by teachers through work appreciation, providing positive comments on the uniqueness and originality of each work produced, rather than solely judging based on conventional aesthetic standards. This approach aligns with the principles of authentic assessment in the Independent Learning Curriculum, which emphasizes process and growth, not just the final result. Questionnaire data on the creative indicator (items 21–28) shows that all students responded positively to items related to freedom of expression, development of imagination, and self-confidence in creating work. This confirms that the Fine Arts learning environment in grade V of SDN 16 Sindue effectively facilitates the development of creative values.

Based on the results of the questionnaire of fifth-grade students of SDN 16 Sindue, it was obtained that the questionnaire data showed a positive tendency that strengthened the observations and interviews of all students in the application of character education values. The percentage obtained by each student ranged from 83% to 100%. The highest score was obtained by several students with a percentage of 100%, while the lowest score remained in the very high category, namely 83%. This shows that in general students have shown positive attitudes such as discipline, independence and creativity in learning Fine Arts. Overall data, the total percentage of 12 students is 1113%, so the average percentage reaches around 92.75%. This average is included in the very high category, which indicates that the majority of students have had and applied character education values very well.

Discipline is evident in students' orderly participation in the learning process, adherence to teacher-given rules, and completion of assignments within the allotted time. Furthermore, students demonstrate discipline in the proper use of fine arts learning tools and materials throughout the activity.

The value of independence is evident in students' ability to complete assignments independently without relying too much on peer assistance. Most students are able to work on and complete artwork to the best of their ability. This independent attitude demonstrates a sense of responsibility for the tasks assigned by the teacher.

Meanwhile, creative values are evident in students' abilities to develop ideas, determine image shapes, choose colors, and produce artwork based on their individual imaginations. Students appear enthusiastic about participating in fine arts learning activities and demonstrate diverse creativity in each piece they create.

The high student questionnaire results indicate that fine arts instruction in fifth-grade students at SDN 16 Sindue not only focuses on developing artistic skills but also plays a role in instilling character values in students. Through drawing and creative activities, students can learn to be disciplined, independent, and creative in their daily lives and at school. Fine Arts instruction in fifth grade at SDN 16 Sindue is highly

effective in instilling character education values in students. Through creative activities, students not only develop artistic abilities but also develop positive attitudes in their daily lives. Therefore, Fine Arts instruction can be used as an effective tool to support the strengthening of character education in elementary schools.

Discussion

The findings of this study demonstrate that Fine Arts learning in grade V at SDN 16 Sindue functions not only as an artistic activity but also as a social and pedagogical space for character formation. The development of discipline, independence, and creativity emerged through continuous interaction between classroom structure, teacher facilitation, and students' active participation. Rather than appearing as isolated values, these character dimensions were interconnected and mutually reinforcing throughout the learning process.

The implementation of discipline through structured classroom habits indicates that character formation is closely linked to repetitive social practices rather than merely verbal instruction. Students' punctuality, preparedness, and compliance with classroom procedures reflect the gradual internalization of behavioral norms. This finding supports the Ministry of Education and Culture's concept of discipline as consistent adherence to rules and regulations (Nadilla, 2015). However, the present study extends this perspective by showing that discipline in Fine Arts learning is not solely regulatory, but also contextual and experiential. Students tended to follow rules more willingly because the artistic learning environment was perceived as enjoyable and meaningful. This suggests that discipline may develop more effectively when embedded in participatory and student-centered activities rather than in rigid teacher-centered instruction.

From Lickona's framework of moral knowing, moral feeling, and moral action, the findings reveal a transition from externally imposed discipline to self-regulated discipline. Students not only understood classroom expectations but also developed emotional awareness regarding the benefits of orderly behavior, such as feeling more prepared and confident during learning activities. Nevertheless, the findings also indicate that not all students reached the same level of internalization. Some students remained dependent on teacher reminders and supervision, suggesting that character development is uneven and influenced by individual readiness and classroom dynamics. This nuance is important because many previous studies tend to portray character education outcomes as uniformly successful. The present study therefore highlights that discipline formation is a gradual and negotiated process rather than an automatic outcome of instructional activities.

The value of independence was developed through a limited scaffolding approach in which teachers intentionally reduced direct intervention during the creative process. This strategy reflects constructivist learning principles, particularly Vygotsky's notion that learners gradually achieve autonomy when support is systematically withdrawn. The findings suggest that independence in Fine Arts learning is not merely the ability to work alone, but the capacity to make decisions, solve problems, and take responsibility for creative outcomes. Students demonstrated independence when selecting colors, organizing compositions, and completing tasks before seeking teacher assistance.

However, the study also reveals a contradiction between pedagogical expectations and students' varying levels of self-confidence. While some students responded positively to autonomous learning opportunities, others experienced hesitation and uncertainty when given excessive freedom. This indicates that independence does not develop uniformly and may depend on students' prior learning experiences, emotional readiness, and teacher support. Therefore, complete instructional freedom may not always

produce optimal character growth. Instead, balanced facilitation combining guidance and autonomy appears more effective in supporting students' independent behavior.

The relationship between independence and self-confidence found in this study also broadens the findings of previous research. While Rukoyah and Jaelani (2025) emphasized that Fine Arts learning increases students' confidence, the present findings suggest a reciprocal relationship in which self-confidence simultaneously strengthens students' willingness to act independently. This implies that character values in arts education are interconnected psychological constructs rather than separate educational targets.

Creativity emerged as the most dominant value in Fine Arts learning, primarily because the instructional approach emphasized openness, flexibility, and freedom of expression. Teachers only determined general themes while allowing students to independently develop visual ideas, styles, and compositions. This learning environment aligns with the Ministry of Education and Culture's definition of creativity as innovation and the ability to generate new solutions and ideas. However, the findings indicate that creativity is not solely the result of individual talent; it is strongly shaped by the classroom climate and pedagogical approach. Students appeared more willing to express original ideas when they felt free from excessive correction or fear of making mistakes.

This finding supports Handayani and Wibowo (2023), who argued that exploratory arts learning fosters creative attitudes. Nevertheless, the present study contributes further by showing that creativity development in elementary school is closely connected to emotional safety and social acceptance within the classroom. Students became more creative when teachers minimized judgmental responses and encouraged experimentation. This suggests that creativity in arts education is not only cognitive but also socio-emotional in nature.

At the same time, the study found that not all students demonstrated equal levels of creativity. Some students tended to imitate peers' work or relied heavily on examples provided by the teacher. This finding challenges the assumption that freedom automatically produces originality. Instead, creativity appears to require continuous stimulation, confidence building, and supportive interaction. Thus, creative development should be understood as a dynamic process influenced by both internal and external factors.

Several structural obstacles also affected the implementation of character-based Fine Arts learning. Limited facilities and materials restricted students' opportunities to explore diverse artistic techniques and media. This suggests that creativity and independence are not developed solely through pedagogical strategies but are also shaped by material conditions and institutional support. Furthermore, students with low self-confidence often participated less actively, indicating that emotional factors remain a significant challenge in character education implementation.

Despite these limitations, several supporting factors strengthened the success of character integration in Fine Arts learning, including strong institutional commitment, teacher competence, positive classroom interactions, and students' intrinsic motivation. These findings imply that effective character education requires collaboration between pedagogical practice, school culture, and emotional classroom climate rather than relying exclusively on curriculum content.

Overall, this study demonstrates that Fine Arts learning has substantial potential as a medium for holistic character education in elementary schools. Discipline, independence, and creativity developed simultaneously through interactive and experiential learning processes. More importantly, the findings suggest that character education in arts learning should not be understood as the transmission of moral

values alone, but as the creation of learning environments that enable students to experience responsibility, autonomy, and creative expression in authentic ways.

Conclusion

This study concludes that Fine Arts learning in grade V at SDN 16 Sindue contributes significantly to the development of students' character values, particularly discipline, independence, and creativity. These values were developed through structured learning habits, limited teacher scaffolding, and opportunities for creative exploration in a supportive classroom environment. The findings indicate that character education in Fine Arts learning is not merely taught theoretically but is internalized through direct learning experiences and active student participation. The study also highlights that the three character values are interconnected, where discipline supports responsibility, independence strengthens self-confidence, and creativity encourages students' self-expression and problem-solving abilities. Therefore, Fine Arts learning has important pedagogical potential as a medium for holistic character education in elementary schools.

However, this study was limited to one school and a relatively small number of participants, which may limit the generalizability of the findings. Future research is recommended to involve broader educational contexts and explore additional character values to strengthen understanding of the role of arts education in character development.

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