



Implementation of Character Education Management in Junior High Schools: Literature Review

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ABSTRACT

Character education at the junior high school level is essential in shaping students' morals and personalities during their formative years. This study aims to explore various approaches, strategies, and best practices in managing character education in junior high schools through a narrative literature review. The urgency of this study arises from the increasing moral challenges faced by students and the need for schools to develop effective character-building frameworks. The research method involves a comprehensive literature review of 40 relevant articles published between 2019 and 2025, selected based on specific inclusion and exclusion criteria. Data were obtained from national and international scholarly databases, analyzed thematically to identify implementation patterns, supporting factors, and obstacles. The findings reveal that character education is effectively implemented through integration in curriculum content, school culture, religious activities, subject-based learning, extracurricular programs, and the involvement of families and communities. Teachers, especially guidance and counseling teachers, play a critical role in strengthening ethical behavior and responsibility among students. However, the implementation faces challenges such as lack of educator commitment, insufficient collaboration with families, and limited facilities. Innovative strategies, including pesantren-based approaches, school climate development, and personality modeling by teachers, are proven to enhance character formation. This review concludes that a comprehensive, collaborative, and well-managed approach is vital in optimizing character education outcomes in junior high schools.

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INTRODUCTION

Character education at the junior high school level is very important because adolescence is a transition phase from childhood to adulthood, where the formation of moral and ethical values becomes very crucial (Brendan &

Nadzli Rozidu, 2021). At this stage, students begin to form self-identity and mindsets that will influence their behavior in the future (Destin et al., 2022). With character education integrated into learning, students can understand and internalize values such as honesty, responsibility, cooperation, and respect for others (Wahyuningsih et al., 2020).

In addition, character education in junior high schools plays a major role in creating a conducive learning environment and supporting students' academic and social development (Jamaludin et al., 2022). Through the integration of character values in subjects, extracurricular activities, and special programs such as mentoring and social activities, students are not only taught academic knowledge, but also guided to become individuals with noble character and able to adapt to life's challenges (Ghufron, 2010).

The importance of character education can also be seen from its impact on student achievement and behavior (Hakim & Dewi, 2022a). Students who have strong character tend to be more motivated, disciplined, and productive in achieving their educational goals (Blegur et al., 2018). Thus, character education in junior high schools not only forms students who are intellectually intelligent, but also have good personalities and are ready to become responsible members of society (Chotimah et al., 2020).

Educational management plays a central role in shaping students' character through planning, implementing, and evaluating targeted educational programs. With good management, schools can create a conducive environment to instill values such as discipline, responsibility, honesty, and cooperation (Firmansyah et al., 2025; Mansur, 2013). In addition, the involvement of the principal, teachers, and support from the school environment greatly determine the success of student character formation (Sumardi, 2023).

Through the integration of character education in the curriculum, extracurricular activities, and the habituation of positive values in daily life at school, educational management is able to form students who are not only academically superior, but also have noble character (Panggabean et al., 2022). A systematic and collaborative approach between schools, parents, and the community will strengthen the internalization of character values in students, so that they are ready to face future challenges with strong integrity and morals (Mulyadi et al., 2022).

The implementation of character education in schools still faces various complex problems. Some of the main obstacles include the lack of understanding and commitment from educators, limited supporting facilities, and the influence of the family and community environment that does not fully

support the formation of student character (Nurazizah & Sutarsih, 2019). In addition, the focus of education which is still dominant on the cognitive aspect makes the instillation of character values not optimal, so that students often show behavior that is less disciplined, dishonest, and less responsible (Sahabuddin et al., 2022). Other challenges also arise from the development of technology and social media that influence student behavior patterns, as well as the lack of synergy between schools, families, and communities in building character as a whole (Dempster, 2020).

The purpose of this study is to identify various approaches, strategies, and best practices in character education management at the junior high school level through a literature review. This study is expected to provide a comprehensive picture of how schools design, implement, and evaluate character education programs effectively, as well as find key factors that support the success of student character formation. Thus, the results of this study can be a reference for educators and school administrators in developing character education management that is more optimal and relevant to the needs of students in the current era.

Research on character education management at the junior high school level is important to conduct because of the increasing moral and social challenges faced by students in the digital era. The low values such as discipline, responsibility, and tolerance indicate the need for a systematic approach in fostering students' character. Through a literature review, this study collects strategies and best practices from various schools, so that they can be used as a reference in designing effective character education management. The findings of this study also have strategic value for the future, because they form the basis for developing a generation with integrity, adaptability, and competitiveness in facing global dynamics.

RESEARCH METHODE

This study uses a narrative literature review approach that aims to identify, evaluate, and synthesize various relevant literature related to the implementation of character education management at the Junior High School (SMP) level. The selection of this method is based on the main objective of the study, which is to collect conceptual understanding and empirical findings from various sources to obtain a complete picture of the practices and challenges in implementing management-based character education in the school environment.

Data sources were collected from various online scientific databases, such as Google Scholar and several accredited national journals (SINTA). The

literature search process was carried out using a combination of keywords such as: "character education management", "character education implementation", "character education management", "middle school", and "school-based character education". The search was conducted in two languages, namely Indonesian and English, to expand the scope of references.

The inclusion criteria used in the literature selection include: (1) articles published in the 2019–2025 period, (2) articles containing discussions related to character education management at the junior high school level or equivalent, and (3) articles that can be accessed in full (full text) and have high relevance to the focus of the study. Meanwhile, the exclusion criteria include: (1) articles that only discuss character education without a managerial perspective, (2) opinion articles or editorials without an empirical basis, and (3) articles with low methodological quality.

From the initial screening results, 40 articles were obtained that met the selection criteria. Furthermore, a thematic content analysis process was carried out to identify patterns, approaches, implementation strategies, obstacles, and best practices in the implementation of character education management. The analysis was carried out by reading each article in depth, then grouping the information based on the main themes that were relevant to the objectives of the study.

Table 1. Scientific article literature review

Title	Year	Author
Edukasi Pendidikan Karakter, Nilai dan Implementasi untuk Siswa di SMP PGRI Pekanbaru.	2025	Sepita Ferazona, Suryanti, Ummi Kalsum, Putri Octa Hadiyanti, Mellisa, Nurul Fauziah, Rosi Santika, Fira Herlini
Implementasi Pendidikan Karakter Peserta Didik Era Generasi Alpha di SMP Al-Mushlih Telukjambe Karawang	2025	Siti Khopipatu Salisah, Astuti Darmiyanti, Yadi Fahmi Arifudin
Implementasi Pendidikan Karakter Melalui Cerita Bergambar di SMP Negeri 4 Moro'o	2025	Upaya Bakti Murni Gulo, Arozatulo Bawamenewi, Yanida Bu'ulolo, Mastawati Ndruru
Implementasi Pendidikan Karakter Melalui Kurikulum dan Kegiatan Ekstrakurikuler di SMP Letjen Jamin Ginting's Berastagi.	2024	Ana Warnida.
Implementasi Pendidikan Karakter Berbasis Pesantren dalam Pembelajaran Pendidikan	2024	Maiyuni Nirmala, Irhamudin, Adi Wijaya

Title	Year	Author
Agama Islam Kelas VII di SMP Ma'arif 9 Seputih Banyak Lampung Tengah.		
Manajemen Pendidikan Karakter (Studi Multi Situs di SMP Negeri 2 dan SMP Negeri 1 Banjarmasin).	2024	Ratna Saparina, Aslamiah, Rustam Effendi
Internalisasi Pendidikan Karakter Disiplin di SMP pada Masa Pandemi Covid-19.	2024	Kandidus Lanjim.
Inovasi dalam Pengelolaan Iklim Dan Budaya Sekolah melalui Gerakan Penguatan Pendidikan Karakter di SMP Negeri 1 Lahei.	2024	Romiadi
Implementasi Manajemen Pendidikan Karakter dalam Mengembangkan Minat Sikap dan Perilaku Positif Siswa di SMP Negeri 1 Natar Kabupaten Lampung Selatan.	2024	Nur Amalia, Achmad Asrori, Untung Sunaryo
Implementasi Pendidikan Karakter dalam Pembelajaran IPS Materi Sejarah di SMP Negeri 2 Timang Gajah	2024	Anita Selviana, Muhammad Adika Nugraha, Surya Aymanda Nababan
Implementasi Pendidikan Karakter untuk Mencapai Mutu Pendidikan di SMP N 4 Satu Atap Pakis Kabupaten Magelang	2024	Imam Suhada, Supriyoko
Implementasi Pendidikan Karakter dalam Pembelajaran Pendidikan Agama Islam Kelas VIII di SMP Islam Al-Madinah Petengan Tambakrejo Jombang	2024	Didin Sirojudin, M. Wafiyul Ahdi, Siti Nur Chamimah
Implementasi Manajemen Pendidikan Karakter Dalam Perspektif Pendidikan Islam di SMP PGRI 1 Kediri	2024	Moh Hasan Firghol
Efektivitas Penerapan Program Sekolah Ramah Anak Dalam Upaya Meningkatkan Pendidikan Karakter di SMP Negeri 4 Pakem Yogyakarta.	2023	Wizarati Awliya, Nilnannisa Alifiyah, & Burhan Nudin.
Analisis Peran Guru Bimbingan Dan Konseling dalam Mengembangkan Pendidikan Karakter Siswa SMP Negeri 1 Telukdalam T.P 2022/ 2023 di Era Digital.	2023	Liatl Tafonao, Sri Florina Laurence Zagoto, Sesilianus Fau
Manajemen Kurikulum Pendidikan Karakter Peserta Didik di SMP Negeri 2 Doloksanggul.	2023	Hokkop Tua Situmeang, Rugun Nisa Purba, Anna Dewi Siringo-ringo, Mega Sonata Parhusip, Marlina Simamora
Impelementasi Pendidikan Karakter Dalam	2023	Indra Wahyu, Yuliatin,

Title	Year	Author
pembelajaran PPKn di SMP Negeri 1 Batulayar.		Sawaludin, Bagdawansyah Alqadri
Implementasi Pendidikan Karakter dalam Mewujudkan Profil Pelajar Pancasila di SMP Negeri 1 Tutar Pasuruan	2023	Yanti Febriyanti, Mohammad Affifulloh, Dian Mohammad Hakim
Implementasi Pendidikan Karakter Berbasis Budaya Sekolah di SMP Raudlatul Ulum 2 Putukrejo	2023	Zahrona Alkafi, Moh. Eko Nasrulloh, Ari Kusuma Sulyandri
Implementasi Penguatan Pendidikan Karakter dalam Kegiatan Pengelolaan Sampah di SMP At-Tauhidiah Sumenep	2023	Iqwan Homaidy, Syifa Siti Aulia
Konsep Pendidikan Karakter Peserta Didik pada Jenjang SMP (Analisis di SMP Muhammadiyah 1 Semarang)	2023	Naili Fauziah Lutfiyani
Implementasi Pendidikan Karakter dalam Membentuk Karakter Tanggung Jawab di SMP IT Raudhatul Ulum Sakatiga Ogan Ilir	2023	Leny Marlina, Mardiah Astuti, Icha Aulia R. Sormin, Mia Permata Sari, Muhamad Oky Muhlisin
Implementasi Pendidikan Agama Islam Sebagai Pembentukan Karakter Islami Di SMP Negeri 3 Satu Atap Desa Selotong Kecamatan Secanggang.	2022	Khairul Umam, Syahrul Kodrah, Nurmisda Ramayani
Implementasi Pendidikan Karakter Di SMP Negeri 12 Kota Cirebon.	2022	Rehna Intan Fitriyani, Nuryana, Yunita
Implementasi Penguatan Pendidikan Karakter di Sekolah Menengah Pertama (SMP) Al Azhar Mandiri Palu.	2022	Jihan & Sri Dewi Lisnawaty
Implementasi Pendidikan Karakter dalam Proses Pembelajaran Akidah Akhlak di SMP Negeri 1 Karawang Timur.	2022	Muhammad Agiel Dwi Putra, Ajat Rukajat, Khalid Ramdhani
Implementasi Pendidikan Karakter Melalui 17 Kultur Kepesantrenan di SMP Darul Ulum 1 Peterongan	2022	Muhammad Kholilulloh Harisuddin, Ma'murotus Sa'diyah
Evaluasi Program Pendidikan Karakter di SMP Islam Matholi'ul Falah Blora	2022	Ragowo Sandhi Lelono
Analisis Pentingnya Pembangunan Pendidikan Karakter Siswa dalam Mengembangkan Kualitas Sumber Daya Manusia di SMP Muhammadiyah Surakarta.	2021	Ika widiastuti, Julhidayat Muhsam, Pandu Adi Cakranegara
Analisis Pendidikan Karakter Yang Berbasis	2021	Ujang Permana.

Title	Year	Author
Nilai-Nilai Pancasila di SMP IT Tazkia Insani Majalengka.		
Konsep Dasar Penguatan Pendidikan Karakter sebagai Upaya Menyiapkan Generasi Emas di SMP Muhammadiyah 06 Dau Malang	2021	Rohmad Widodo, M. Mansur
Analisis Penerapan Pendidikan Karakter dalam Pembelajaran Matematika di SMP Negeri 1 Simpangkatis Kelas VIII dan MA Muhammadiyah Gantung Kelas X MIA.	2020	Intan Juwita, Pendi, Eka Rachma Kurniasi
Implementasi Penguatan Pendidikan Karakter di SMP Muhammadiyah 3 Ampel Kecamatan Ampel Kabupaten Boyolali	2020	Ani Budi Hartanti, Ghufron Abdullah, Ngurah Ayu Nyoman Murniati.
Implementasi Pendidikan Karakter dalam Pembelajaran Bahasa Indonesia di SMP Al-Irsyad Surakarta	2020	Feri Revita, Metha Dewa, Listy Anjani, Muhad Fatoni
Implementasi Pendidikan Karakter Berbasis Imtaq di SMP. A Wahid Hasyim Tebuireng Jombang.	2019	Kurroti A'yun, Siti Khomariyah, Khudriyah
Life Skills Education Approach untuk Mengembangkan Pendidikan Karakter di SMP.	2019	Purnomo Ananto.
Implementasi Pendidikan Karakter dalam Pembelajaran IPS di SMP Negeri 34 Semarang	2019	Nolix Pratiti, Arif Purnomo, Fredy Hermanto
Hubungan Kompetensi Kepribadian Guru dengan Pendidikan Karakter Tanggung Jawab Siswa Kelas IX di SMP Islam Az-Zahrah 2 Palembang	2019	Amira Aliyah, Akmal Hawi, Mardeli
Integrasi Pendidikan Karakter pada Pembelajaran Bahasa Indonesia di SMP Negeri 2 Sawan	2019	Luh Ade Yuningsih, I Gede Nurjaya, Ni Made Rai Wisudariani
Evaluasi Program Penguatan Pendidikan Karakter Terintegrasi Mata Pelajaran Matematika di SMP Negeri 2 Waingapu	2019	Elsy Senides Hana Taunu, Ade Iriani

RESULT AND DISCUSSION

Result

Character education has become a major focus in responding to the moral crisis among the younger generation. Research shows that the integration of character values such as honesty, responsibility, and empathy as a whole in the

junior high school environment has a positive impact. Ferazona et al., (2025) showed the success of integrating character values into the curriculum and social activities at SMP PGRI Pekanbaru. Furthermore, the Child-Friendly School approach at SMPN 4 Pakem was also considered effective in increasing students' moral awareness (Awliya et al., 2023).

Mathematics learning can also be a medium for internalizing character values. At SMPN 1 Simpangkatis and MA Muhammadiyah Gantung, activities such as group work and presentations are able to instill discipline, tolerance, and responsibility (Juwita et al., 2020). Life skills approaches such as empathy and cooperation are also considered capable of forming students' character as a whole (Ananto, 2019).

Religious values are an important foundation in character education. A'yun et al., (2019) and Umam et al., (2022) emphasized the role of habituation of worship and strengthening of Islamic values in shaping the character of students in Islamic boarding schools. Support for extracurricular activities is no less important; (Warnida, 2024) assessed that these activities are able to develop leadership and cooperation.

However, several obstacles were also identified. Widiastuti et al., (2021) noted that there were still many disciplinary violations at Muhammadiyah Surakarta Middle School, so closer collaboration between schools and families was needed. On the other hand, Fitriyani et al., (2022) emphasized the need to form a special character education team and active involvement of parents in its implementation.

The Islamic boarding school model has also begun to be integrated into formal education. At Ma'arif 9 Middle School, Central Lampung, the synergy between Islamic boarding school values and the national curriculum has proven effective in shaping students' character (Nirmala et al., 2024). Jihan & Lisnawaty (2022) divided the implementation strategy of character education into a classroom-based approach, school culture, and community. The role of teachers, especially BK teachers, is very important in strengthening students' character. Tafonao et al., (2023) showed that BK teachers can handle ethical and responsibility issues through a comprehensive counseling approach. From the school management perspective, Situmeang et al., (2023) emphasized the need for structured curriculum planning for internalizing character values.

A subject-based approach is also effective. Wahyu et al., (2023) noted that PPKn subjects are very strategic for instilling the values of nationalism, honesty, and responsibility. (Romadi, 2024) highlighted the importance of innovation in school culture to support character education strengthening programs. Hartanti et al., (2020) (Hartanti et al., 2020) and Salisah et al., (2025) Salisah et al., (2025)

strengthen the argument that character can be instilled through religious habits and teacher role models. Language learning can also be a medium for character, as explained by Revita et al., (2020) and Yuningsih et al., (2019).

The pesantren-based approach and consistent school environment are also the main strengths in shaping students' character (Harisuddin & Sa'diyah, 2022; Homaidy & Aulia, 2023). The values of the Pancasila Student Profile such as mutual cooperation and integrity are also internalized through the school curriculum (Febriyanti et al., 2023). Teacher personality is a key factor. Aliyah, (2023) found that teacher personality competence greatly influences the formation of student responsibility. Widodo & Mansur, (2021) concluded that strengthening character requires an integrated approach through the curriculum, school culture, and participation of the home environment.

Discussion

Character education at the junior high school level makes a major contribution to shaping positive attitudes and behaviors in students. Values such as honesty, responsibility, empathy, and tolerance can be instilled through integration into the curriculum, school culture, learning activities, and social and religious activities (Hakim & Dewi, 2022b). A child-friendly school environment, an active learning approach, and the habit of worship are strong foundations in building students' character as a whole. Teachers have a central role, both through classroom learning and non-academic coaching, in shaping students' positive role models and attitudes (Sri, 2022).

However, the implementation of character education also faces challenges such as weak discipline and lack of parental involvement (Fiberianti et al., 2023). To overcome this, synergy is needed between schools and families, the formation of special teams, and support from school management in planning a structured curriculum. An integrated approach involving subjects, school culture, and the family environment is the key to the success of this program. With the commitment of all parties, character education can be implemented consistently and sustainably in order to create a generation with morals and integrity (Setiawati et al., 2023).

CONCLUSION

Character education in junior high schools effectively shapes students' morals through the integration of values such as honesty, responsibility, and empathy in the curriculum, school culture, and social activities. The role of teachers, including guidance and counseling teachers, as well as family support are very important in this process. Although there are still challenges such as disciplinary violations and low parental involvement, a collaborative approach

between schools, teachers, and families, as well as the integration of religious values and the Pancasila Student Profile, are the keys to the success of the implementation of sustainable character education.

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