



## **PKM STUDENT CHARACTER BUILDING THROUGH MORAL ACTIVITIES AT PELITA BANGSA SCHOOL JUNIOR HIGH SCHOOL BATAM TO BECOME A GOLDEN GENERATION**

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**Abstract.** Education in schools is not only about teaching students to read, write, and count in order to pass exams and get good jobs. Schools must be able to educate students to distinguish right from wrong. Through education, it is hoped that students' thinking abilities will develop while also forming good character so they can achieve life goals. The purpose of this Community Service Program (PKM) is to improve student character through moral activities at SMP Pelita Bangsa School. This PKM is conducted from September to October 2025 involving 105 students from SMP Pelita Bangsa School. The partner involved in this PKM is SMP Pelita Bangsa School. The results of this PKM can significantly improve student character as measured by observations, interviews, and online character surveys. The PKM results contribute to the cultivation of noble character in students to support the golden generation program in the Riau Islands Province.

**Keyword:** students, learners, character, moral conduct, morality, generation.

### **INTRODUCTION**

Pelita Bangsa Junior High School is a private junior high school located on Jl. Kavling Batu Aji Baru. This private junior high school began its journey in 2017. Currently, Pelita Bangsa School Junior High School still uses the Merdeka Belajar curriculum program. Pelita Bangsa School Junior High School has a principal named Chandra Simangungsong., S.T., M.M. Education is a conscious effort to realize a cultural inheritance from one generation to another. Education is realized through a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society (Karpika et al., 2024). In the entire process carried out by humans, an educational process occurs that will produce attitudes and behaviors that ultimately become their character, personality or character.

Character education is currently a hot topic in the world of education. Character education should begin early, starting in childhood. This education can be conducted within the family, school, and neighborhood, utilizing various character-building activities. Currently, the reality of education is that it only prioritizes the scientific and intellectual aspects of students. The moral aspect, which instills character and cultural values, is increasingly being marginalized. Character cannot be inherited, cannot be bought, and cannot be exchanged. Schools are educational



institutions that carry out coaching, education, and teaching in a deliberate, orderly, and planned manner (Bafadhol, 2017). Character education is crucial for students to foster a shared awareness of building a strong character in the nation's young generation. This way, they will not be swayed by modernization, which promises fleeting pleasures at the expense of long-lasting and lasting future enjoyment. It is hoped that awareness of character education in schools will also be shared by families, communities, the mass media, and all elements of the nation. Thus, a synergy of strengths is created in building this nation, fostering future cadres with strong, conscientious character and personalities (Oprasmani et al., 2020). One equally important character trait to instill in students from an early age is through character education activities.

Character education operationally involves equipping students through guidance, teaching, and training during their growth and development as a future resource for them, ensuring a clear conscience and good character, reflected in their speech, actions, thoughts, feelings, work, and creative output, based on religious values, norms, and morals (Zuhri Dwi Apriansah & Deri Wanto, 2022). Character education activities in schools are an effective way to internalize character values from an early age. Through direct interaction and practice in various activities, students are provided with real-world experiences in implementing honesty, cooperation, and empathy toward others. This is expected to foster positive mindsets and behaviors, thereby consistently instilling good character within students. However, implementing character education activities in learning requires a systematic and sustainable approach. Schools need to provide a supportive environment and integrate character values into various aspects of teaching and learning. Furthermore, the role of teachers as role models and facilitators is crucial in guiding students to understand and practice character education in their daily lives.

The facts on the ground at Pelita Bangsa School Junior High School show that student character development still needs to be developed. Observations and interviews with teachers revealed that some students lack discipline, demonstrate a lack of responsibility, and exhibit low levels of social awareness. This is consistent with data from the Ministry of Education, Culture, Research, and Technology, which states that strengthening character education in Indonesia remains a top priority in achieving holistic and sustainable national education goals. In the Riau Islands Province, particularly at the junior high school level, the challenges of character formation in students are increasingly complex due to the influence of digital technology, an instant lifestyle, and a lack of instilling moral values in daily life. Therefore, Pelita Bangsa School Junior High School strives to instill character through a routine character education program. This program



utilizes a habituation approach, role modelling, and reflection through group prayer, exemplary story literacy, community service, and moral value discussions. Through these activities, it is hoped that students will not only understand moral values cognitively but also be able to internalize and practice them in their daily lives. Thus, character building through moral activities is an important strategy for forming a generation with noble morals, integrity, and is ready to face the challenges of the times.

Produce students with character, the program implemented involves character development through routine character building activities at Pelita Bangsa School Middle School. These activities are conducted through an approach of habituation, role modeling, and reflection on moral values through group prayer, exemplary story reading, community service, and group discussions. This program involves teachers, students, and support from the school as a collective effort to shape students' character..

Based on the explanation above, the important objective of implementing Community Service (PKM) is to strengthen the character education of students at Pelita Bangsa Middle School. This activity is important to support the government's program in strengthening integrative and transformative character education in the school environment. Thus, through consistent character development, students are expected to be able to grow into a generation with noble character, responsibility, and integrity, so that they can contribute to realizing the ideals of Golden Indonesia 2045. Based on the explanation above, the important objective of implementing Community Service (PKM) is to strengthen the character education of students at Pelita Bangsa Middle School. This activity is important to support the government's program in strengthening integrative and transformative character education in the school environment. Thus, through consistent character development, students are expected to grow into a generation with noble character, responsibility, and integrity, so that they can contribute to realizing the ideals of Golden Indonesia 2045. Based on the explanation above, the important objective of implementing Community Service (PKM) is to strengthen the character education of students at Pelita Bangsa Middle School. This activity is important to support the government's program in strengthening integrative and transformative character education in the school environment. Thus, through consistent character development, students are expected to grow into a generation with noble character, responsibility, and integrity, so that they can contribute to realizing the ideals of Golden Indonesia 2045.



## METHODOLOGY

This Community Service (PKM) was conducted at Pelita Bangsa School Middle School from August to October 2025, involving 105 students. The partners involved in this PKM were Pelita Bangsa Middle School teachers. The PKM was implemented in a managerial manner, consisting of planning, organizing, implementing, controlling, and evaluating stages. The following is a descriptive explanation of the stages of this PKM implementation.

### Planning

This planning stage was carried out through an internal meeting involving the principal of SMP Pelita Bangsa School Batam. The planning resulted in the determination of the number of character building activities to be held, which would be held eight times. Furthermore, the days and dates for the character building activity meetings were determined, the schedule of schools participating in the character building activities, the assignment of teacher assignments, and the evaluation of the activities. This stage also established targets for students to achieve, namely student character development.

### Organizing

This organizing stage involves establishing or dividing tasks, obligations, and authorities within the character building activities over eight meetings. The division of tasks is as follows:

Table. 1. Pembagian tugas dan wewenang

NO	COMPONENT	TASK
1.	Headmaster	Determining the objectives of character building activities and schedules, Distributing the roles and responsibilities of teachers, Supervising the implementation of character building activities in general and Handling strategic issues during character building activities.
2.	Teachers	Compiling character education materials and methods Teaching, guiding, accompanying students and observing student development.
3	Students	Follow the rules in carrying out tasks and conducting self-assessments.

### Implementation

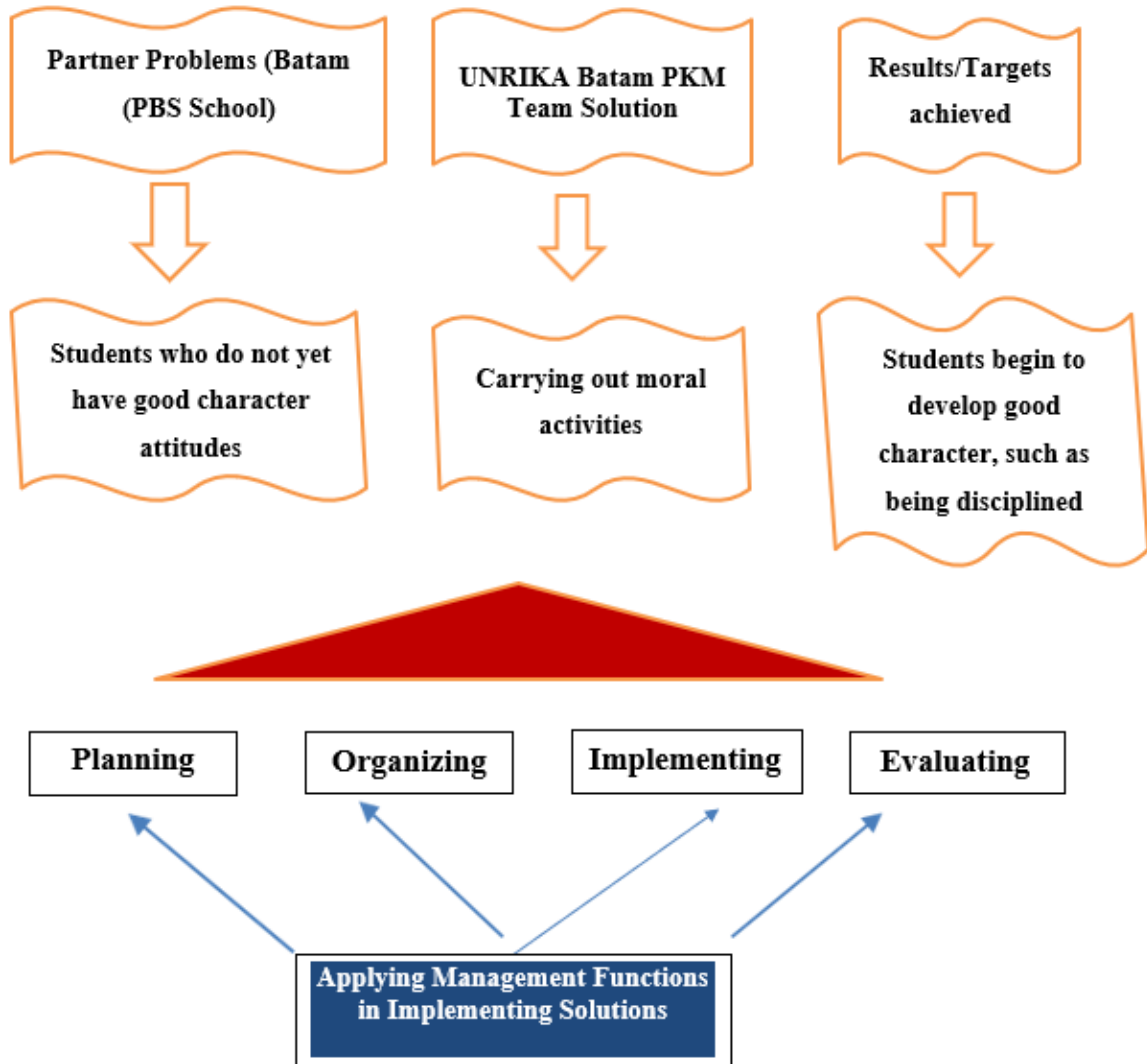
The character building activities were carried out thoroughly, with eight meetings directly with students. The following illustrates the character building activities schedule.



Meeting	Date Meeting	Meeting Description
First	26 August 2025	Introduction to moral values and environmental conditioning
Second	27 August 2025	Character building activities regarding the values of empathy and respecting differences
Third	02 September 2025	Moral activities in the form of self-discipline and personal responsibility
Fourth	15 September 2025	Moral activities in the form of teamwork
Fifth	18 September 2025	Character education activities regarding exemplary behavior and academic integrity
Sixth	22 September 2025	Character education activities regarding exemplary behavior and academic integrity
Seventh	02 October 2025	Character education activities regarding parental involvement and the school environment
Eighth	06 October 2025	Reflection, documentation, and further planning

### Evaluation

The evaluation stage is carried out to measure the effectiveness of students' character building activities in character building. The implementation of character building activities is carried out simultaneously once a week. After that, this evaluation also aims to measure the character of students at school. The instrument used is a survey using a Likert scale [4: Strongly Agree (SS)], [3: Agree (S)], [2: Disagree (TS)], and [1: Strongly Disagree (STS)]. Based on the PKM activities carried out at Pelita Bangsa School Batam Middle School, the implementation scheme of this activity can be described through the stages of analyzing the problems faced by partners, namely Pelita Bangsa School Batam Middle School in preparing student character, solutions prepared by the PKM team through character building activities, and the targeted results to be achieved which consist of improving student character. Then the procedure for implementing the activity can be illustrated in the following figure below.



## RESULT AND DISSCUSION

Based on the PKM activities that have been carried out from the period of August 2025 – October 2025 through character building activities to improve the character of students at Pelita Bangsa School Batam Junior High School, the results are presented qualitatively in the following description below.

### Description of Character Implementation

The implementation of community service in this activity is by providing material about instilling character values in students at Pelita Bangsa School Junior School. The action that the PKM Team provided as a speaker was to explain the understanding of the importance of character values for students, especially Pelita Bangsa School Junior School students. This character



building activity involved Lecturers from the University of Riau Islands. So far, in junior high schools, there has never been any training on instilling character values in students, so that many students do not understand and know the character values that exist in themselves. From the implementation of community service activities carried out by the PKM Team, it was seen that the teaching staff were much more enthusiastic about giving presentations on the importance of instilling character education in students in the delivery to students through teachers that can be applied in everyday life so that students can form their characters to be much better, characters that are moral, religious, honest, tolerant, disciplined, democratic, national spirit, love of the homeland, appreciate achievement, friendly, like to read, care about the environment, care about social, responsibility.

The implementation of character education is carried out through the learning process in schools. Based on the results of the socialization activities that have been carried out, it can be seen that character education is actually a process of transferring character values to students through habituation and continuous handling. The application of this character education is related to student discipline through activities that foster compliance. Discipline itself is a character that can integrate itself with other character values, such as responsibility and independence, which form a unified behavior. This character education fosters discipline through unintegrated but binding learning by controlling time and space of movement (Febriyanto, 2020).

Character education can prevent the occurrence of mental conditions of students who have a tofu mentality and also a lazy mentality and bad morals. The process of instilling character values through character building activities at Pelita Bangsa School Junior High School Batam is emphasized by the existence of regulations that uphold discipline involving all students and the ambalan council itself, especially in order in dress, time, and assignments. As we know that the continuous process of globalization will have an impact on changes in the character of Indonesian society. The lack of character education will cause a moral crisis that results in negative behavior in society, for example promiscuity, drug abuse, theft, violence against children, and so on. From the explanation we realize that character education is very important for everyone. Thus, teachers, lecturers, and parents, should always instill good character values to their students. Although in practice many students arrive late, and do not fully use school attributes. Every violation committed by students will be recorded by the on-duty teacher and then given points which will subsequently impact the attitude value and final report card grade. These various deliberation activities foster many character traits, including family spirit, courage to express opinions, and



tolerance. These community service activities serve as a first step in encouraging all teachers to provide direct examples of character education to students. Without concrete examples of education, the goal of character development in students will not be achieved.

Character education can also be implemented through classroom discipline, which is a branch of social discipline and focuses on developing self-discipline. Classroom discipline uses the classroom environment as a miniature society, where rules and student diversity help them learn about obedience in various environments. Classroom discipline management rests entirely with educators, who must be able to design and implement discipline concepts consistently for all students. Teachers, as the center of values in the classroom, also need to integrate their skills and competencies to address diverse student perceptions. This process of developing disciplined character is called discipline. Discipline in schools is carried out through several stages that are not instantaneous and face various challenges from within and outside the school environment. One internal problem is educators' lack of understanding of the characteristics of each student.



The first activity was a meeting with the principal and the board of teachers where this meeting discussed the implementation of character education activities. The next activity on August 27, 2025, this activity was directly with students where they delivered material on self-discipline and personal responsibility. The fourth activity was carried out on September 15, 2025, delivering material in the form of Teamwork. The fifth activity discussed Role Modeling and Academic Integrity. The next activity, on September 18, 2025, this activity discussed Role Modeling and Academic Integrity. The next activity, the sixth activity, discussed Emotional Resilience and Self-Control. Next, the seventh activity on October 2, 2025, where this activity involved parents to participate in instilling character education in students. The last activity was the eighth activity on October 6, 2025, where teachers documented character education activities and planned the next activity program.



## **CONCLUSION AND RECOMMENDATION**

The implementation of the Community Service (PKM) program, which focuses on character building through character building activities at Pelita Bangsa Middle School, demonstrated that character development in students can be effectively implemented through structured and consistent practices. The weekly character building activities instilled the values of discipline, responsibility, honesty, cooperation, and respect for others.

Despite challenges such as time constraints and varying levels of student involvement, the program successfully raised students' awareness of the importance of character-building attitudes and behaviors. Student enthusiasm, along with the support of teachers and the school administration, contributed to the program's success. Overall, the PKM activities positively contributed to strengthening student character and fostered a school culture grounded in moral values. The success of this program is expected to serve as a sustainable model that can be replicated in other schools to strengthen the character education of the younger generation.

In the implementation of the PKM character building program through character building activities at Pelita Bangsa School Junior High School, several limitations remain, such as the limited time for implementation that coincides with students' academic schedules and variations in the level of participation among students. Therefore, going forward, it is necessary to integrate character building activities more systematically into the school curriculum so that character building can be sustainable. In addition, more intensive support from parents is also essential so that character building carried out at school can be aligned with habits at home. For the school, it is recommended to add a variety of activity methods, such as the use of creative media, simulations, and direct practice to increase student enthusiasm. For related institutions and partners, ongoing support is expected in the form of program collaboration, mentoring, and the provision of supporting facilities that can strengthen the sustainability of the character building program at the school. Thus, this program will not only stop at the initial implementation stage, but can develop into a character building model that can be replicated in other schools.

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