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Assistance in the Implementation of Character Education (Panca Adab) Based on Eastern Culture

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Keywords:	ABSTRACT
Management Training, Character Education, Eastern Culture ****Corresponding Author***	This study aims to evaluate the effectiveness of management training in the implementation of character education (Panca Adab) based on eastern culture in junior high schools. This study uses a qualitative approach with a case study method, this research involves students, teachers, and the school as subjects. Data were collected through in-depth interviews, direct observation, and documentation analysis, with data analysis carried out through reduction, presentation, and conclusion drawn. The findings of the study revealed that thoroughly and systematically implemented training succeeded in improving students' understanding of character values, involvement in school activities, and the application of ethical norms in daily life. The program showed positive results in motivating students and improving their academic and social performance, with an emphasis on adapting to feedback and changing needs. The implications of these results suggest that this character education program is effective in shaping students' character and strengthening their relationships within the school community, making it a potential model for similar programs in the future.

INTRODUCTION

Character education is one of the essential foundations in the formation of the personality of the younger generation who have integrity and social responsibility. The implementation of character education in educational institutions is not enough only by developing a structured teaching program, but also needs to integrate cultural values that are contextual and relevant to the local environment (Fauziah et al., 2021; Khotimah et al., 2024; Sanjani, 2024) The concept of this paper explores one of the approaches that has great potential in strengthening character education is through the application of the concept of Panca Adab based on Eastern culture. The Five Adab, which is a collection of noble values from the Eastern cultural tradition, includes five main aspects,

namely discipline, responsibility, cooperation, care, and honesty (Arif et al., 2023; Istiyono et al., 2021; Youpika et al., 2024; Yumnah, 2021; Zakso et al., 2021) These aspects can be a solid foundation in the process of forming a more holistic and integral student character.

The implementation of the Panca Adab values in formal education requires an integrated and comprehensive approach involving educators, parents, and the community to consistently integrate these values into students' daily life curriculum and practices (Snyman et al., 2023; Zhao, 2024) Many studies explain the strengthening of character education (Amalianita et al., 2023; Istiqomah et al., 2023; Sa'adah & Juwaeni, 2024; Santi et al., 2023) and there are also many studies that examine the five adab in education (Arifin et al., 2023; Aswie & Amarulloh, 2024; Islamiah & Maulidiah, 2024; Sodikin et al., 2022) Systematic and continuous mentoring is key in applying these values, which not only demands intellectual success, but also the formation of moral character and social abilities in the midst of a multicultural life. A carefully designed mentoring strategy must be able to support and maximize the internalization of these values by students (Arias et al., 2023; Ondrušková & Pospíšil, 2023; Xu et al., 2023) while also serving as a control and evaluation to ensure the effectiveness and long-term impact of character education rooted in local culture.

Previous research has studied the implementation of character values in education, but there is still a lack of research that specifically explains the process of integrating Panca Adab values in a multicultural formal education context. Most studies focus on the application of general values without delving into specific cultural characteristics and their influence on student behavior in diverse environments. Therefore, this study proposes an innovative approach by deeply integrating Panca Adab values into the curriculum and students' daily activities, and examining their impact on students' social and moral adaptation. The novelty of this research lies in the application of an integrated approach involving collaboration between educators, parents and the community in a multicultural context, which has not been widely researched before.

This study aims to explore and examine in depth how effective mentoring strategies can be implemented to support the implementation of the Five Adab based on Eastern culture in the context of Education at Namira Junior High School, Probolinggo City. This study is expected to make a significant contribution to the development of a character education model that is more relevant and adaptive to the needs of students in this era of globalization. So that a generation is born that not only excels academically, but also has a strong character, high morality, and deep social commitment, all of which are important attributes in facing the challenges and dynamics of an increasingly complex and competitive global life.

METHOD

This study uses a qualitative descriptive approach based on (Ezer & Aksüt, 2021) which is designed to understand the phenomenon of the implementation of character education (Panca Adab) based on Eastern culture at Namira Junior High School, Probolinggo City. The qualitative descriptive method was chosen because of its focus on in-depth observation that allows researchers to explore various aspects comprehensively. Through this approach, researchers can examine in detail how the implementation of these character values is carried out in schools and their impact on students. The study not only relied on observational data, but also in-depth interviews and documentation to get a clearer picture of the implementation process and the challenges faced.

The research activity was carried out at Namira Junior High School, Probolinggo City, which is located on Jl. Basuki Rahmad 44A, Mangunharjo, Mayangan District, Probolinggo City. This location was chosen because of the characteristics of a dense and heterogeneous urban environment, as well as the significant influence of foreign cultures on the lives of teenagers in this area. This research took place from March 22 to June 10, 2023, with the main target being Namira Junior High School students and students from middle-to-upper educated family backgrounds. The influence of family background and school climate on student learning achievement is one of the main focuses in understanding the implementation of character education in the school.

The research process consists of several stages starting with an initial survey to understand the environmental conditions around the school and student activities. This survey stage involved interviews with the Vice Principal for Curriculum and the Head of the Ubudiyah Team as a pioneer in the implementation of character education (Panca Adab) at Namira Junior High School based on the interview material in Table 1. The information obtained from this survey is the basis for the preparation of implementation strategies and the involvement of teacher volunteers in this service program. The selected teacher volunteers are responsible for providing materials and guidance to students related to moral values and character education.

Table 1. Interview Materials

Report	Position	Interview Materials
Curriculum Areas	Vice Principal for Curriculum	Implementation of character education (Panca Adab) at Namira Junior High School
Ubudiyah Team Leader	Religious Teacher	The Role of the Ubudiyah Team in the Implementation of Character Education and the Challenges Faced
Teacher	Subject Teacher	Mentoring and guidance strategies in character education
Student	Learners	Students' perception of character education and its impact on daily life
Guardian	Parents of Students	Parents' views on character education programs and their contributions

The data findings were then analyzed according to Miles and Huberman regarding the implementation of Panca Adab values in formal education which can be described through three main components: data reduction, data presentation, and drawing conclusions/verification. First, data reduction will be carried out by identifying and categorizing relevant information from the data collected regarding how to apply Panca Adab values in the curriculum and daily interactions. Second, data presentation will involve compiling the information in a form that facilitates further analysis, such as a matrix, diagram, or narrative that explains the interaction between elements in the implementation of these values. Finally, the process of drawing conclusions will include evaluating the effectiveness of the mentoring strategy and integration of Panca Adab values, as well as verifying how these values affect students' social and moral behavior. By using this framework, this study aims to provide a deeper and more structured understanding of the process and impact of local culture-based character education in a multicultural context.

FINDINGS AND DISCUSSION

This study evaluates the effectiveness of the implementation of Panca Adab-based character education at Namira Junior High School, Probolinggo City, with a focus on internalizing students' moral and social values. The program integrates values such as discipline, responsibility, cooperation, caring, and honesty in students' lives, which is reflected in the improvement of their disciplined and responsible behavior (Putri & Herlina, 2024; Ridlo & Yanti, 2023) Strong acceptance and support from teachers, students, and parents ensures that the program can run effectively and sustainably. Periodic evaluations also indicate that this program has the potential to have a long-term positive impact, both in terms of moral development and academic achievement of students (Faiz et al., 2023; Patrick & George, 2023) This study confirms that character education based on the Five Adab plays an important role in shaping students who are not only academically superior, but also have a strong character and are able to adapt well to life's challenges.

Preparation of Teacher Volunteers

In the early stages of implementing the community service program at Namira Junior High School, the main focus is on determining teacher volunteers who will play a role as a companion in this program. Teacher volunteers are those who voluntarily and without coercion are involved in activities organized by the school. The Curriculum Team and the Ubudiyah Team of Namira Junior High School will make selections and adjustments to ensure that the selected teachers can provide material in accordance with their areas of expertise, so that the assistance provided to students can run effectively and in accordance with the program objectives.

The process of determining teacher volunteers is scheduled to take place for a full week before the program starts. This was done to ensure that all preparations could run smoothly and obtain approval from related parties, including the Principal and Chairman of the Namira Junior High School Foundation. The volunteer selection process includes several important stages, starting with registration that must be reported to the Vice Principal for Curriculum, followed by the interview stage. In the interview, various information was collected to assess the readiness and suitability of prospective volunteers. For example, the Vice President of Curriculum, Mr. Ahmad, stated that "the concept aims to ensure that teachers not only have expertise in their field but also motivation and ability to apply the values of the Five Adab in the teaching process." The main target of recruiting teacher volunteers is to ensure that they are able to deliver character education materials (Panca Adab) during socialization activities and program implementation (Kurnanto et al., 2023; Maphie, 2023a) The selected accompanying teachers are expected to guide students in understanding and applying the values of the Five Adab in daily life at school (Chao, 2023; Kurnanto et al., 2023; Muhammad et al., 2023) This assistance is key in ensuring that the program runs according to plan and achieves the expected impact (Boty et al., 2023).
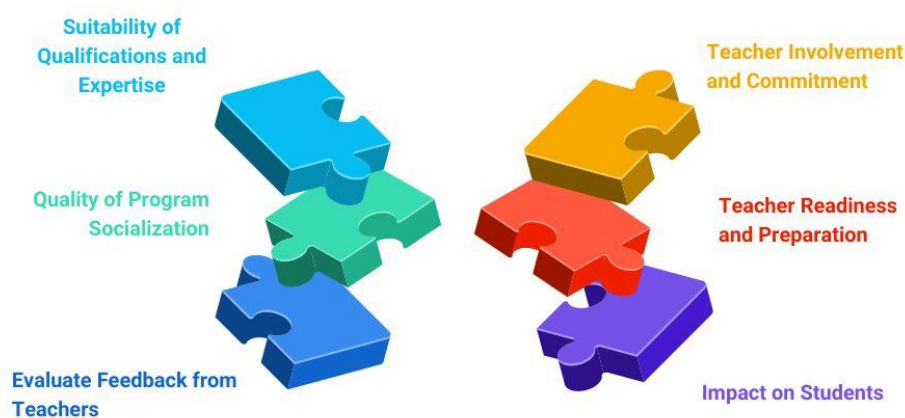

Figure 1. Preparation of Namira Middle School Teacher Volunteers

Through this service program as shown in Figure 1, it is hoped that not only students will benefit, but also volunteer teachers. Their participation in this program is expected to foster a sense of empathy and responsibility to apply their knowledge in the context of character education (Siswanto et al., 2023) Thus, this program not only focuses on developing students' character, but also contributes to the professional and personal development of the teachers involved (Fasinro, 2024) Volunteer teachers have the opportunity to hone their interpersonal skills

and deepen their understanding of the dynamics of character education in diverse settings. This process not only strengthens their capacity to educate but also fosters leadership skills and the ability to manage complex situations, while providing tangible benefits to the community.

Socialization and Weekly Mading

Mading Mingguan Spenapro is our main platform to introduce various programs that will be implemented at Namira Junior High School at large. Each week the school disseminates information about activities through the placement of posters in strategic locations in the school, such as bulletin boards and wall magazines. In addition, socialization is carried out directly to each class to ensure that all students get complete information. The school also prepares an information corner as a special place where school residents can get more details about the programs that the school offers. Through this approach, it is hoped that all school members can know our program and be interested in participating.

The process of arranging the information corner involves decorations featuring Islamic figures, which is expected to attract attention and build the interest of school residents in the program we are implementing. During the Spenapro Weekly Mading, the committee will provide a clear and interactive explanation of the goals and benefits of the character education program (Panca Adab). As explained by Ibu Siti, a member of the committee, "it is important for us to convey information in an interesting and easy-to-understand way, so that students really understand the benefits of this program and feel motivated to join". The results of the interview showed that there was a strong awareness from the program organizers about the importance of effective communication in promoting the program to students. They recognize that an engaging and easy-to-understand way of delivering information is key to ensuring students are not only informed but also understand the real benefits of participating in the program.

By utilizing attractive and relevant decorations, such as Islamic figures, as well as interactive and easy-to-understand information delivery, the school has succeeded in creating an environment that is conducive to student learning and engagement. The placement of posters in strategic locations and direct socialization to each class demonstrate a structured and comprehensive approach in distributing information. The existence of a special information corner also shows the school's efforts to facilitate deeper access to information for all members of the school community. The organizers' strong awareness of the importance of effective communication indicates a mature understanding of the dynamics of communicative influence on student participation and response. This shows that the school is not only focused on delivering educational content but also on a method of delivery that can maximize student acceptance and interaction.

Identity formation in adolescence is an important phase involving physical, cognitive, emotional, and social development (Caves & Oswald-Egg, 2023; Maphie, 2023b) Referring to Erikson's stages, adolescence is a period of identity crisis in which individuals must form a coherent understanding of themselves through solid goals, values, and beliefs (Alfathy et al., 2024; Yusuf, 2023) If the individual fails in this phase, it will have an impact on developmental problems in adulthood. Exposure to a supportive and positive environment is essential in helping adolescents shape their identities well (Dewi & Rahayu, 2023).
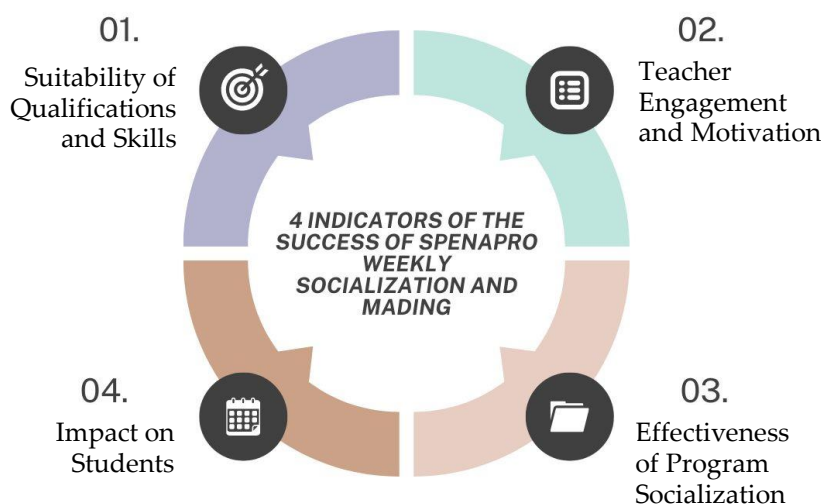

Figure 2. Four Indicators of the Success of Spenapro

The implementation of socialization in order to support the formation of identity involves all students of Namira Junior High School as shown in Figure 2, with a focus on student council members and Anti-Bullying agents. This socialization involves collaboration between teachers, psychologists, and religious leaders, and includes important materials such as eastern culture, character education (Panca Adab), and the characteristics of adolescent development. This material also discusses the negative impact of unhealthy associations and provides tips to increase learning motivation. After the socialization session, we conducted an evaluation to assess the effectiveness of the activity and its impact on students' understanding of themselves and their identity as adolescents (Marrero-Rodríguez & Stendardi, 2023)

Al-lail and Development Training

The Al-lail program is one of the important initiatives managed by the Ubudiyah Team under the curriculum of Namira Junior High School. The program is designed to strengthen religious understanding and character education among students, with an approach similar to activities in Islamic boarding schools. During Al-lail's activities, all school residents, including students and staff, were actively involved. The event began after Friday prayers

and lasted until Saturday morning. The series of activities included congregational prayers, reciting together, Islamic tausiah, special materials adapted to the theme at that time, as well as the establishment of character education (Panca Adab). In addition, there were also Tahajud prayers, gymnastics, Duha prayers, and the distribution of door prizes before participants returned to their respective homes. According to Mr. Ahmad, a member of the Ubudiyah Team, "the Al-lail program is designed to provide a deep spiritual experience and character education, as well as involve the entire school community in every activity". The results of the interview revealed that the Al-lail program was designed as a holistic initiative that aims to develop the spiritual and character aspects of students at Namira Junior High School. The program not only focuses on teaching specific values, but also creates an immersive experience that involves the interaction and active participation of members of the entire school community.

As part of the evaluation of this activity, we conducted interviews with several trainees to get feedback on their experiences. Mrs. Siti, one of the training participants, stated, "this training activity is very useful because it not only provides practical skills, but also strengthens moral values and character through the activities we do. The exhibition also provides an opportunity to show our work to the whole school, which really motivates us to continue to innovate". The argument explained that the exhibition was held as part of the training to add an element of motivation for participants. The opportunity to showcase their work to the wider school community is invaluable, triggering them to continue to innovate and improve their work. The concept reflects the importance of recognition and appreciation in the learning process, which can increase confidence and the drive to develop further. The training not only focuses on skill development, but also fosters a sense of pride and a healthy competitive spirit among the participants.

Skills development training is an integral part of our programme, which is divided into two meeting sessions. In the first session, trainees were taught the skills of processing used materials into useful and sellable goods (Agbi & Agbevanu, 2024) During this session, participants were divided into groups of 10 people each, and each group made a different product. The second session involves rotating group members, so that each participant gets the opportunity to learn a different skill from the previous meeting. The work from this training will be exhibited in an art exhibition at the P5 Project or at a monthly exhibition at Namira Junior High School, which aims to motivate participants through practical experience (Mahmud, 2023).
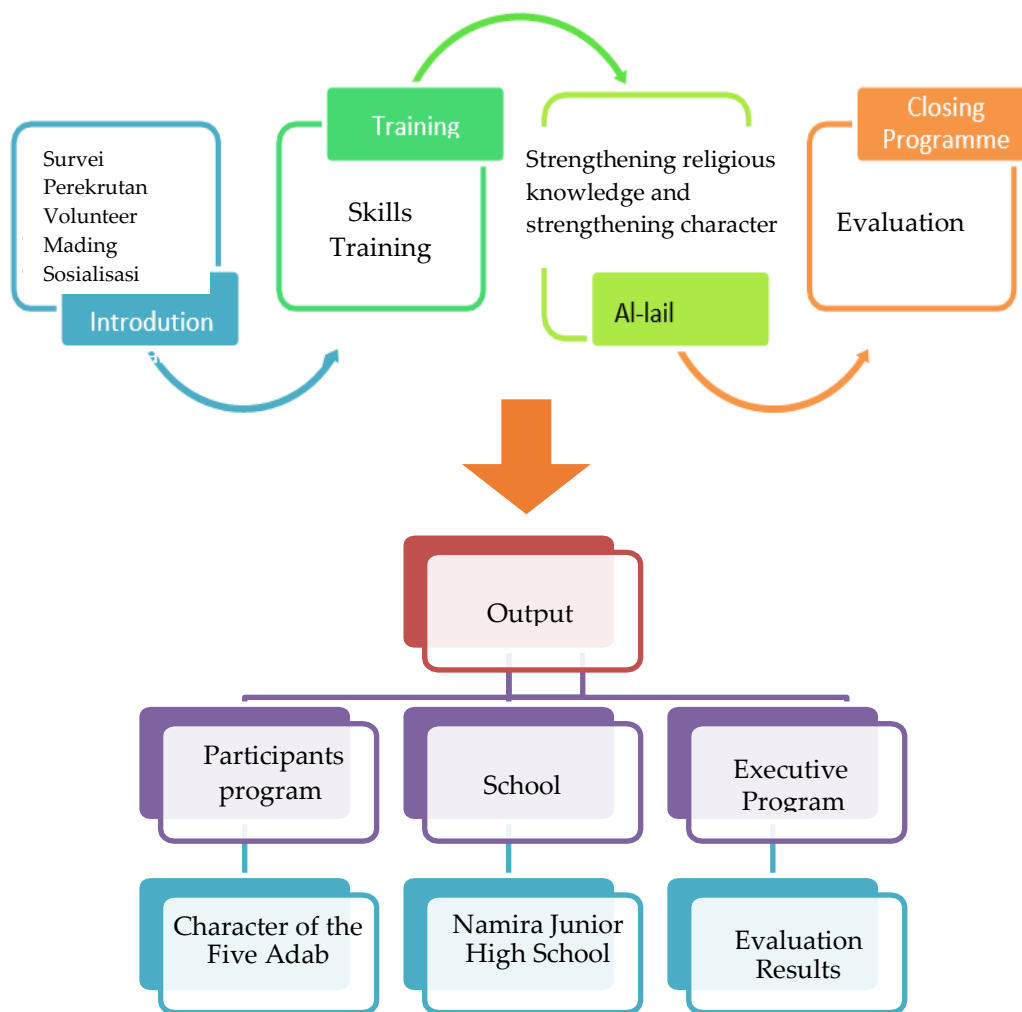
Figure 3. Implementation Flow

The art exhibition held at Namira Junior High School as shown in Figure 3, is one way to foster moral values among students. This activity was carried out by decorating the school using posters and banners, as well as utilizing special clothes for volunteers (Pilus & Nguyen, 2023; Zuhdi et al., 2024). The exhibition stand, which is attractively designed, serves as a center for information and the delivery of moral messages of character education (Ntumi et al., 2023) Here, various objects and short videos containing moral messages about Islamic figures are exhibited to provide inspiration and additional learning to school residents (Mwandosya, 2023).

This study has several limitations that need to be considered, such as the involvement of samples limited to one school, namely SMP Namira, which limits the generalization of these findings to other schools which can cause subjective bias because it depends on the perception of respondents. In addition, this study has not explored the long-term effects of the program on student character formation so that further studies are needed to measure the impact of the program more comprehensively. Nevertheless, this study provides significant contributions in providing insight into the importance of preparing and

implementing character education programs that involve all components of the school, including volunteer teachers. These findings confirm that effective communication and active involvement of school residents are key factors in the success of character education programs, and show that recognition and appreciation of student work can be important drivers in increasing motivation and innovation among students, which can be a valuable reference for other schools in developing similar programs to form strong and integrated student characters.

CONCLUSION

The management training on the implementation of character education based on eastern culture at Namira Junior High School, Probolinggo City, was successfully carried out, supporting the school's vision to educate the Aqil Puberty generation to become the light of the people. This program is effective in teaching character values and norms through activities such as socialization of eastern culture, Panca Adab education, as well as an understanding of adolescent development and the impact of negative associations. Initiatives such as the Spenapro Weekly Mading and Al-lail activities strengthen the implementation of character education through educational media and religious activities. By involving teacher volunteers and moral exhibitions, this training increases empathy and responsibility in shaping students' character, creating a positive impact on their self-development.

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