

The Role of Character Education in Shaping The Personality of Wijaya Kusuma Homeschooling Students

Muhamad Yudha¹, Akmal Firmansyah²

^{1,2} Pendidikan Kewarganegaraan dan Hukum Universitas Negeri Yogyakarta

INFORMASI ARTIKEL	ABSTRAK
<p>Sejarah Artikel: Diterima: 2024-05-01 Disetujui: 2024-07-25</p> <p>Kata kunci: <i>Homeschooling</i> Kepribadian siswa Pendidikan karakter</p> <p>Keywords : <i>Homeschooling</i> <i>Student personality</i> <i>Character education</i></p>	<p>Penelitian ini bertujuan untuk menganalisis peran pendidikan karakter dalam pembentukan kepribadian siswa di <i>Homeschooling</i> Wijaya Kusuma. Pendidikan karakter merupakan aspek krusial dalam proses pembelajaran yang tidak hanya berfokus pada pengembangan kemampuan akademik, tetapi juga pada pengembangan nilai-nilai moral dan etika. Metode penelitian yang digunakan adalah studi kasus dengan pendekatan kualitatif. Data diperoleh melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen. Informan penelitian terdiri dari siswa, orang tua, dan tutor di <i>Homeschooling</i> Wijaya Kusuma. Hasil penelitian menunjukkan bahwa implementasi pendidikan karakter di <i>Homeschooling</i> Wijaya Kusuma dilakukan melalui berbagai kegiatan dan metode yang terintegrasi dalam kurikulum harian. Nilai-nilai seperti disiplin, tanggung jawab, kerjasama, dan kejujuran ditanamkan melalui metode pembelajaran yang interaktif dan personal. Selain itu, lingkungan belajar yang kondusif dan dukungan penuh dari orang tua turut berkontribusi signifikan dalam pembentukan kepribadian siswa. Penelitian ini menyimpulkan bahwa pendidikan karakter memiliki peran yang sangat penting dalam membentuk kepribadian siswa <i>Homeschooling</i> Wijaya Kusuma.</p> <p>ABSTRACT</p> <p><i>This research aims to analyze the role of character education in the formation of students' personality at Homeschooling Wijaya Kusuma. Character education is a crucial aspect in the learning process that not only focuses on developing academic skills, but also on developing moral and ethical values. The research method used is a case study with a qualitative approach. Data were obtained through in-depth interviews, participatory observation, and document analysis. The research informants consisted of students, parents, and tutors at Wijaya Kusuma Homeschooling. The results showed that the implementation of character education at Wijaya Kusuma Homeschooling is done through various activities and methods integrated in the daily curriculum. Values such as discipline, responsibility, cooperation, and honesty are instilled through interactive and personalized learning methods. In addition, a conducive learning environment and full support from parents also contribute significantly to the formation of students' personalities. This research concludes that character education has a very important role in shaping the personality of Wijaya Kusuma Homeschooling students.</i></p>

Introduction

The rapid evolution of technology in the 21st century in various fields of life has led to a shift in the conventional or traditional learning paradigm to a more modern or digital paradigm, as a result of the increasingly widespread development of technology in the field of education has led to an increase in the adoption of this paradigm by educators. (Charismana et al., 2023). Digital era education is dedicated to implementing education that utilizes science and technology, this creates students who have superior knowledge capacity and personality (Kulsum & Muhid, 2022). Khodijah et al. (2021) explain that digital technology is now a hot topic of conversation because the nation's character problems are getting worse every day, meaning that character education is increasingly losing its function to shape individuals into good character (p. 24). To realize a superior personality, it is important to instill good character values in students through the implementation of character education that is cultivated holistically.

Character is something that is inherent in humans, so it cannot be separated from human life and character can have an effect on directing people to be good or bad in an environment (Sanger & Kasingku, 2023, p. 6100). The term "character" comes from a person's behavior or morality that

distinguishes them from animals. Those without character are animals that have become humans (Yanto, 2020, p. 177). The good and bad of a child's character is influenced by the cultivation of character in the child from an early age by parents within the family, so parents must support the growth and development of children's character and play an active role in supervising children in the digital age to use technology wisely (Khoirroni et al., 2023, p. 272). Character will be formed from doing an activity repeatedly until it becomes a habit, which in the end does not just become an object. It is just routine behavior, but has become a personality trait (Putri, 2018, p. 41). Pebriana et al. (2022) explain that the practice of character education is one aspect of the benefits of teacher work that can be utilized by teachers to influence the character of their students to have a positive or negative impact on their social life (p. 1217).

Anugrah & Rahmat (2024) Character education has become a major concern in the education system in Indonesia, especially in efforts to build a generation that is not only intellectually intelligent, but also has strong moral integrity (p. 22). Sagala, Naibaho, and Rantung (2024) explain the importance of character education is not merely to transfer knowledge, but also to inspire individuals to become competent and ethical individuals, therefore character education will facilitate the development of individual awareness of positive moral values such as integrity, responsibility, honesty, cooperation, and concern for others, so that individuals can make effective decisions in everyday life, such as a stronger personality in overcoming pressure, frustration and other negative things in the digital era (p. 2). This can be seen from the presence of comprehensive character education, such as the presence of comprehensive character education, such as all basic skills acquired in classroom teaching, including character development all basic skills acquired in classroom teaching, including character development (Yuniarto & Yudha, 2022, p. 185).

Today, character education encourages educators to create children who are able to stand in the midst of rapid changes caused by technological developments, these changes are mainly caused by the expansion of the education system, so as a result, today's children are more focused on the cellphone screen in front of their eyes than their peers, which has an impact on children rarely participating in traditional games (Kezia, 2021, pp. 2943-2944). Character education in the digital era is a common challenge for teachers, parents, and society (Fitrianingtyas & Jumi atmoko, 2023, p. 338). The challenge is because the free access to information and content in the digital world is a barrier to cultivating good character in students. In line with the research findings of Rahmana et al. (2024) produced research data on the challenges of character education in the character era in the form of lack of supervision by teachers and parents when students use technology, and the lack of knowledge of parents and teachers to develop technology as character learning supervision and character learning media (p. 15799).

The rapid advancement of technology if not balanced with character education innovations that support the times, then other negative impacts of the nation's current generation of children experiencing character degradation because of free information, and easy access to social media content (Prihatmojo & Badawi, 2020, p. 143). Mayeni, Syafti and Sefrinal (2019) argued that the negative impact of technological advances on the development of students' personalities is more likely to imitate their idol figures, such as the personalities of their idols who are often exhibited on social media, and the emergence of tweets that cause bullying of someone to protect themselves (p. 244). With the advancement of technology, many people are unable to regulate the use of technology, such as through the use of gadgets, the use of technology in the form of gadgets has an impact on individual behavior and personality (Agnia et al., 2021, p. 9331). The development of technology in the current digital era has a big impact on students' personalities, which causes character education to harmonize with the development of the current era (Triyanto, 2020, p. 176).

Efforts to prevent character degradation in the technological era, the learning system must apply technology such as distance learning or learning from home with the concept of homeschooling, so that the learning process becomes more efficient and students do not have to bother coming to school and can be supervised more intensively by parents or families to monitor the development of students' characters (Dewadi, 2021, pp. 4-5). Homeschooling has emerged as an option that is increasingly in demand by many families. Homeschooling provides flexibility in curriculum and teaching approaches, allows parents to customize education according to family needs and values, and as an

alternative school with minimal risk of character degradation impacts such as increasing cases of bullying among fellow students (Hasnahwati et al., 2023, p. 105). Wijaya Kusuma Homeschooling, as one of the leading homeschooling service providers in Yogyakarta Special Region, prioritizes character education as an integral part of its curriculum. In this context, it is important to explore how character education is implemented and how effective its role is in shaping students' personalities.

While there are many studies addressing character education in the formal school system, research on its implementation in the homeschooling context is limited. Homeschooling offers a unique learning environment, where interactions between tutors, parents, and students are intensive and personalized (Fakiha & Ahmadi, 2020, p. 3). This opens up opportunities for a more in-depth and thorough implementation of character education. This research focuses on Wijaya Kusuma homeschooling to reveal how character education is implemented and how it affects the formation of students' personalities. By understanding this dynamic, there are several problem formulations that will be studied, namely: (1). How is the implementation of character education in Wijaya Kusuma homeschooling?; (2). How is the role of tutors and parents in the implementation of character education in Wijaya Kusuma homeschooling?; (3). How do students respond to character education implemented in Wijaya Kusuma homeschooling?; (4). What are the supporting and inhibiting factors in the implementation of character education at Wijaya Kusuma homeschooling?; (5). To what extent does character education contribute to the formation of students' personality in Wijaya Kusuma homeschooling?

This research is expected to provide new insights into the best practices in character education in the homeschooling environment and contribute to the development of a more holistic education model. So this research has several research objectives, namely: (1). To analyze the implementation of character education in Wijaya Kusuma homeschooling; (2). To describe the role of tutors and parents in the implementation of character education in Wijaya Kusuma homeschooling; (3). To describe students' responses to character education implemented in Wijaya Kusuma homeschooling; (4). To identify the supporting and inhibiting factors in the implementation of character education at Wijaya Kusuma homeschooling, and; (5). To assess the contribution of character education to the formation of students' personality in Wijaya Kusuma homeschooling.

Methods

This research uses a qualitative design with a case study approach. The case study method focuses on one particular focus that is studied as a case to be analyzed holistically, so as to produce the reality behind a phenomenon (Assyakurrohim et al., 2023). This approach was chosen to gain an in-depth understanding of the implementation of character education and its influence on the formation of students' personalities at Homeschooling Wijaya Kusuma. Case studies allow researchers to explore phenomena in their original context and obtain rich and in-depth information.

This research was conducted at Wijaya Kusuma Homeschooling, which is located in Yogyakarta. This location was chosen because Wijaya Kusuma homeschooling is located at Jl. Sidat Number 5, Sorosutan, Umbulharjo District, Yogyakarta City, Yogyakarta Special Region, 55162. Wijaya Kusuma Homeschooling is known to have a structured and integrated character education program in its curriculum. The research subjects consisted of students, tutors, and parents involved in the homeschooling program at Wijaya Kusuma. The subjects were selected using purposive sampling technique, which is selecting individuals who are considered to be able to provide relevant and in-depth information about the research topic.

Data collection techniques were conducted using several techniques. First, collecting data through in-depth interview techniques. This technique was used to interview students, tutors and parents to get their perspectives on the implementation of character education and its influence on students' personality formation. The interviews were semi-structured to allow flexibility in the exploration of more in-depth topics.

Second, collecting data through observation techniques. This technique was conducted during learning activities and activities related to character education. The researcher acted as a participatory observer to gain a direct understanding of the dynamics of interaction between tutors, students and

parents. Third, collecting data through school documentation analysis techniques. Documents such as curriculum, learning modules, and student development records were analyzed to understand how character education is implemented formally and systematically.

The data analysis technique of this research uses thematic analysis, which consists of several steps. First, reading and transcribing the data. This activity was carried out thoroughly to collect all data from the data collection process of interviews, observations, and analysis of school documentation. Second, coding the data. This step aims to code the data in order to identify relevant categories and themes. Third, identifying themes. This step identifies the themes that have been coded. These themes include the implementation of character education, the roles of tutors and parents, student responses, and supporting and inhibiting factors.

Fourth, connecting the themes with the research questions. This activity connects the formulation of research problems with the themes that have been identified to answer the research questions comprehensively. Fifth, data triangulation. This activity is carried out to compare data from various sources (interviews, observations, and documents) to ensure consistency and validity of findings. Sixth, the activity of drawing conclusions and recommendations. This activity is carried out based on the results of the analysis, conclusions and recommendations are compiled to provide an in-depth understanding of the role of character education in shaping students' personalities at Wijaya Kusuma homeschooling.

Results and Discussion

The results of interviews with homeschooling tutor staff Wijaya Kusuma has a vision of "Becoming a Non-Formal Education Institution Trusted by the Community". To support the Vision, there is a Mission of Wijaya Kusuma homeschooling, namely: (1). Providing Continuing Education Services; (2). Making the Community Creative and Innovative; (3). Building an Environmentally Concerned Community; (4). Building Community Potential and Culture; (5). Realizing an Information Aware and Independent Society. So that from the Vision and Mission, it is hoped that Wijaya Kusuma homeschooling can realize the objectives of the establishment of Wijaya Kusuma homeschooling, which are as follows: (1). Provide Access to Education and Learning Opportunities for the Community; (2). Train the Community to be Creative and Innovative; (3). Making the Environment Healthier; (4). Maintaining and Preserving Community Culture; (5). Making the Community Able to Follow the Development of Science and Technology, and; (6). Organizing Life Skill-Based Activities.

Based on the vision, mission, and goals of the establishment of Wijaya Kusuma homeschooling, the formation of the vision, mission, and goals is in accordance with the needs of the world of education today. Hafizin and Herman (2022) define vision as the actual needs of an organization to ensure the success and sustainability of the organization in the long term, while the mission is to achieve it by completing tasks, committing to the company, and making action plans (pp100-103). Vision and mission are very important for schools, the purpose of vision and mission is to direct operations in the direction desired by stakeholders and expected for future conditions (Calam et al. 2020, p. 177).

Some factors that must be considered in developing or creating a school vision are: (1). Describes the goals that the educational institution wants to achieve in the future; (2). Requires a lot of time with the elaboration of a specified time frame; (3). Concerned with the quality of students and their personalities; (4). Involves all members of the institution, and; (5). Easy to understand statements (Hafizin & Herman, 2022, pp.101-102). Calam et al (2020) discuss that there are several methods in developing a mission, including: (1). Descriptive explanation of the product or service that the public really needs; (2). Must have a public goal to be achieved; (3). The quality of products and services provided has a competitive advantage that can be felt by the community; (4). A description of the intended future business objectives is also useful and has the added benefit of increasing value for society and the products and services provided (p. 176).

In addition to the vision, mission, and goals of the school, Wijaya Kusuma homeschooling uses a curriculum and teaching methods that are flexible and tailored to the needs and interests of students for the growth and development of students' knowledge abilities and character. The curriculum refers

to national education standards, but is designed to provide space for the development of students' special interests and talents. There are several advantages of Wijaya Kusuma homeschooling curriculum and teaching methods. First, the personalized approach. Each student gets a learning program tailored to their abilities and learning pace. This allows students to learn without pressure, but still achieve the desired academic targets (Fajar & Aviani, 2022). Second, the cultivation of character education. Values such as discipline, responsibility, cooperation and honesty are integrated in every learning activity. Character education is not only taught as a separate subject, but also applied in daily interactions (Mustoip, 2023). Third, interactive learning. The teaching methods used involve various interactive activities such as group discussions, collaborative projects and practical experiments. This aims to develop students' critical and creative thinking skills.

Wijaya Kusuma Homeschooling is equipped with various facilities to support an effective and enjoyable teaching and learning process, including: (1). Multifunctional Classroom. Classrooms designed for various types of learning activities, both individual and group; (2). Library. A complete collection of books and learning resources to support students' academic needs; (3). Laboratory. Laboratory facilities for science subjects that allow students to conduct practical experiments, and; (4). Creative Area. money for arts, crafts, and other creativity activities.

Wijaya Kusuma Homeschooling has established character education as one of the main pillars in its curriculum. Character education in Wijaya Kusuma homeschooling is not only seen as an additional lesson, but as the core of the learning process that covers all aspects of student life. The implementation of character education here is designed holistically and integrated in every educational activity (Sari & Bermuli, 2021). Here are some approaches and strategies to implement character education holistically in Wijaya Kusuma homeschooling. First, character education is integrated in the curriculum. Character education is integrated in all subjects and school activities. Values such as discipline, responsibility, cooperation, honesty, and caring are applied in every learning opportunity. For example, in science lessons, students are taught the importance of responsibility in conducting experiments, while in history lessons, students learn about honesty and integrity through the stories of historical figures, and in Pancasila lessons, students learn about love for the country, through learning to defend the country and love national and local regional products.

Second, active learning methods. The learning approach at Wijaya Kusuma homeschooling is interactive and participatory. Students are involved in group discussions, collaborative projects, and field activities that require good cooperation and communication. This method not only helps students understand the subject matter better, but also develops social skills and positive character. Third, character education in extracurricular activities. Various extracurricular activities are organized to support students' character development. Activities such as scouts, art clubs and sports provide opportunities for students to learn values such as cooperation, leadership and discipline. Through these activities, students also learn to appreciate differences and work in teams. Fourth, special character education programs. In addition to integration in the curriculum, Wijaya Kusuma homeschooling has special programs that focus on character education. This program includes workshops, seminars, and daily activities designed to teach and strengthen character values. For example, the "Weekly Character" program highlights one particular character value each week through various activities and discussions.

In addition to implementing character education, Wijaya Kusuma homeschooling also involves the role of tutors and parents. Tutors at Wijaya Kusuma homeschooling are competent and dedicated educators, with strong educational backgrounds. They not only act as teachers, but also as advisors and mentors for students. Each tutor is responsible for ensuring that each student receives the individualized attention and guidance they need to thrive academically and personally.

The contribution of parents is equally important in the process of implementing character education (Jannah, 2020). Parents have a very important role in the homeschooling model at Wijaya Kusuma. They are actively involved in their children's educational process in various ways. First, collaboration with tutors. Parents communicate regularly with tutors to monitor their children's academic and character development. Second, learning assistance. At home, parents support their children in completing assignments and projects. Third, participation in school activities. Parents are often involved in school activities such as workshops, seminars and social events that aim to enrich

their children's learning experience. In line with Puspytasari (2022) argues that, the family fulfills its role as a social system in society, because the family can shape the personality and ethics of children (p. 4).

The formation of student personality in Wijaya Kusuma homeschooling is measured through several key indicators that reflect the development of character and moral values. These indicators help in monitoring and evaluating students' progress in developing a strong and balanced personality. Here are some indicators of the success of students' personality formation at Wijaya Kusuma homeschooling. First, cultivating discipline. Students show the ability to manage time well, complete tasks on time, and comply with the rules and schedules that have been set. Discipline is also seen from the attitude of responsibility in completing homework and projects without direct supervision.

Second, it instills a sense of responsibility. Students take responsibility for their own actions, admit mistakes, and strive to correct them. They also show concern for their duties and obligations, both in academic and social contexts. Third, it trains cooperation. Students are able to work in teams, communicate effectively, and value the opinions and contributions of others. Cooperation is also reflected in their active participation in group activities and collaborative projects.

Fourth, it familiarizes honesty. Students demonstrate integrity by speaking honestly and acting with transparency in all situations. This honesty is also reflected in their attitude when facing exams and assignments without cheating. Fifth, train students to have empathy and care. Students show the ability to understand and feel the feelings of others, and show concern through real actions. This empathy is seen in their daily interactions with friends, tutors and other community members. Sixth, train students' independence. Students are able to take initiative and act independently in solving problems and making decisions. This independence is also seen in their ability to learn independently and find solutions to challenges faced.

Character education implemented in Wijaya Kusuma homeschooling has a significant influence on the formation of students' personalities. Through a holistic and integrated approach, character education helps students in developing various positive aspects of personality. First, improving students' discipline and responsibility. Character education programs that emphasize the values of discipline and responsibility help students to become more organized and responsible. They learn the importance of completing tasks on time and understand the consequences of their actions.

Second, it develops students' social skills. Character education that emphasizes cooperation and empathy helps students to develop strong social skills. They learn how to communicate well, work in teams, and respect differences. This helps them to build healthy and harmonious relationships with others. Third, it strengthens integrity and honesty. The values of honesty taught through character education help students to develop personal integrity. They learn the importance of speaking and acting honestly, which in turn builds confidence and respect from others.

Fourth, it enhances the ability for innovation to solve challenges. Character education helps students to develop resilience and the ability to overcome challenges. By learning values such as self-reliance and responsibility, students become better equipped to deal with various difficult situations with a positive and solutive attitude. Fifth, it develops students' self-awareness and reflection. The process of self-reflection that is part of character education helps students to get to know themselves better. They learn to evaluate their actions, understand their strengths and weaknesses, and strive to continuously improve themselves.

Sixth, it increases social awareness. Through social projects and extracurricular activities designed to instill the values of empathy and caring, students learn to become caring and positively contributing members of society. They understand the importance of helping others and engaging in activities that benefit the community. Character education at Wijaya Kusuma homeschooling not only helps students to achieve academic success but also shapes them into individuals with strong character and a balanced personality. With clear indicators and integrated strategies, character education has a significant positive influence on the formation of students' personalities, preparing them to become responsible members of society with integrity.

The implementation of character education in Wijaya Kusuma homeschooling has supporting and inhibiting factors. Here are some supporting factors for the implementation of character education

in Wijaya Kusuma homeschooling. First, the commitment of the institution. Wijaya Kusuma homeschooling shows a strong commitment to character education which is reflected in the vision and mission of the institution. The curriculum specifically designed to integrate character values in every subject and school activity supports the effective implementation of character education. Second, the quality and dedication of tutors. Tutors at Wijaya Kusuma homeschooling are educators who are not only academically competent, but also have high dedication to student character development. They act as role models and mentors, providing consistent direction and support in shaping students' character.

Third, personalized and individualized approach. homeschooling provides the flexibility to implement a personalized and individualized approach to learning. This allows tutors to recognize the needs and potential of each student, and design appropriate strategies to support their character development. Fourth, parental involvement. The active involvement of parents in their children's educational process is a significant supporting factor. Through effective communication with tutors and participation in various school activities, parents can support and strengthen character education implemented at home. Fifth, a conducive learning environment. The learning environment at Wijaya Kusuma homeschooling is designed to encourage positive interactions and active learning. Adequate facilities and a pleasant learning atmosphere help create conditions that support students' character development.

In addition to supporting factors, there are inhibiting factors in the process of implementing character education in Wijaya Kusuma homeschooling. The following are some of the inhibiting factors in the implementation of character education in Wijaya Kusuma homeschooling. First, the diverse backgrounds of students. Students in Wijaya Kusuma homeschooling come from various cultural, social, and economic backgrounds. This difference can sometimes be a challenge in uniting and implementing uniform character values. Second, the factor of limited resources. Despite its strong commitment, Wijaya Kusuma homeschooling sometimes faces limited resources, both in terms of facilities and educators. This can hinder the implementation of character education programs that require additional resources.

Third, learning time and flexible schedules. The time flexibility factor that is an advantage of homeschooling can also be a challenge. Students who are used to a flexible schedule may have difficulty in developing consistent self-discipline. Fourth, the factor of lack of social interaction. Although Wijaya Kusuma homeschooling strives to provide many social activities, the lack of daily interaction with peers in a traditional school setting may limit students' opportunities to develop important social skills.

There are several implications of the findings for learning in Wijaya Kusuma homeschooling. First, the expansion of character education programs. Based on the research findings, there needs to be further efforts to expand and deepen the character education program. This could include increased training for tutors, development of more comprehensive character education modules, and increased collaboration with the community for social projects. Second, strengthening collaboration with parents. The findings show that parental involvement is very supportive of character education. Therefore, Wijaya Kusuma homeschooling can strengthen programs that involve parents in the educational process, such as parenting workshops and discussion forums to share best practices in supporting children's character development at home. Third, the development of social skills. To overcome the limitations of social interaction, Wijaya Kusuma homeschooling can increase activities that encourage interaction between students. These can be extracurricular clubs, collaborative projects, and field activities that require students to work together and communicate effectively.

Fourth, optimize the use of technology. Technology can be used to overcome some obstacles, such as limited resources and schedule flexibility (Purba, 2021). Online learning platforms and time management apps can help students develop self-discipline and maximize their learning process. Fifth, continuous evaluation and adaptation. Periodic evaluation of character education programs must be done to ensure their effectiveness. Wijaya Kusuma Homeschooling can adapt the program based on feedback from students, parents, and tutors to continuously improve the quality of character education provided. Sixth, improving facilities and resources. Homeschooling Wijaya Kusuma needs to find ways to improve the facilities and resources available. This could be through collaboration with

external parties, fundraising, or other initiatives that enable the improvement of the quality of learning and character education. Analysis of the research findings at Wijaya Kusuma homeschooling shows that despite some challenges, a range of strong supporting factors enable effective implementation of character education. The implications of these findings for learning lead to various initiatives to strengthen and expand character education programs, as well as optimize the learning environment to support the formation of a holistic and balanced student personality.

Conclusion

The research entitled "The Role of Character Education in the Formation of Students' Personalities at Wijaya Kusuma Homeschooling" aims to examine how character education is implemented at Wijaya Kusuma Homeschooling and its influence on the formation of students' personalities. Based on the research findings, several important points can be concluded. First, analyze the effective implementation of character education. Character education learning at Wijaya Kusuma homeschooling is proven to be effective in shaping students' personalities. The character education program integrated in the curriculum and various school activities has a significant positive influence on the development of moral and ethical values in students.

Second, the role of tutors and parents. Tutors and parents play an important role in the implementation of character education. Tutors act as mentors and role models for students, while parents' active involvement in the education process helps strengthen the character values taught at school. The synergy between tutors and parents is the key to the success of character education in Wijaya Kusuma homeschooling.

Third, students' responses to the holistic approach. Wijaya Kusuma Homeschooling uses a holistic approach in character education, which includes cognitive, emotional, and social aspects. This approach helps students develop a balanced and strong personality, including discipline, responsibility, cooperation, honesty, empathy, and independence.

Fourth, supporting and inhibiting factors. Some supporting factors that support the success of character education in Wijaya Kusuma homeschooling include institutional commitment, tutor quality and dedication, personal approach, parental involvement, and conducive learning environment. However, there are also inhibiting factors such as diverse student backgrounds, limited resources, schedule flexibility that can interfere with discipline, and lack of social interaction.

Fifth, the positive influence on students' personalities. Character education in Wijaya Kusuma homeschooling has a significant positive influence on students' personalities. Students show improvement in various aspects of personality, such as discipline, responsibility, social skills, integrity, resilience to challenges, self-awareness, and social care.

Acknowledgments

Thank you to all staff tutors, parents, and students of Wijaya Kusuma homeschooling who have participated in this research activity, so that this article can be written based on valid and reliable sources of information. Thanks also go to all other parties who have helped the author in working to contribute together to advance the world of education in Indonesia.

Reference

- Agnia, A. S. G. N., Furnamasari, Y. F., & Dewi, D. A. (2021). *Pengaruh kemajuan teknologi terhadap pembentukan karakter siswa*. *Jurnal Pendidikan Tambusai*, 5(3), 9331-9335. DOI: <https://doi.org/10.31004/jptam.v5i3.2473>
- Anugrah, A., & Rahmat, R. (2024). *Pendidikan karakter dalam perspektif kurikulum Pendidikan Pancasila dan Kewarganegaraan (PPKn)*. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 4(1), 22-34. DOI: <https://doi.org/10.53299/jppi.v4i1.403>
- Assyakurrohim, D., Ikhrum, D., Sirodj, R. A., & Afgani, M. W. (2023). *Metode studi kasus dalam penelitian kualitatif*. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 1-9. DOI: <https://doi.org/10.47709/jpsk.v3i01.1951>
- Calam, A., Marhamah, A., & Nazaruddin, I. (2020). *Reformulasi visi, misi dan tujuan sekolah*. *Al-Irsyad: Jurnal Pendidikan Dan Konseling*, 10(2). DOI: <http://dx.doi.org/10.30829/al-irsyad.v10i2.8526>

- Charismana, D. S., Firmansyah, A., Arsyani, N. N., Fatimah, A. N., & Yudha, M. (2023, December). *Learning management system Pinter Pancasila: 21st century junior high school students' Pancasila learning media*. In *International Conference of Humanities and Social Science (ICHSS)* (pp. 237-242). <https://programdokterpbiuns.org/index.php/proceedings/article/view/288>
- Dewadi, F. M. (2021). *Pengembangan sistem homeschooling dalam inovasi pendidikan di era revolusi industri 5.0*. *Jurnal Informatika dan Teknologi Pendidikan*, 1(1), 1-8. DOI: <https://doi.org/10.25008/jitp.v1i1.5>
- Fajar, P., & Aviani, Y. I. (2022). *Hubungan self-efficacy dengan penyesuaian diri: sebuah studi literatur*. *Jurnal Pendidikan Tambusai*, 6(1), 2186-2194. DOI: <https://doi.org/10.31004/jptam.v6i1.2912>
- Fakiha, I., & Ahmadi, A. K. (2020). *Homeschooling sebagai pendidikan alternatif di era modern*. *Publicio: Jurnal Ilmiah Politik, Kebijakan dan Sosial*, 2(2), 23-33. DOI: <https://doi.org/10.51747/publicio.v2i2.602>
- Fitrianingtyas, A., & Jumiarmoko, J. (2023). *Sosialisasi pentingnya pendidikan karakter anak usia dini di era digital*. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(2), 336-346. DOI: <https://doi.org/10.37985/murhum.v4i2.193>
- Hafizin, H., & Herman, H. (2022). *Merumuskan visi dan misi lembaga pendidikan*. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 5(01), 99-110. DOI: <https://doi.org/10.30868/im.v5i01.2095>
- Hasnahwati, H., Khozin, K., Haris, A., & Uleng, B. P. (2023). *Pengembangan kurikulum Pendidikan Agama Islam pada lembaga informal model homeschooling*. *Jurnal Sinestesia*, 13(1), 105-114. <https://www.sinestesia.pustaka.my.id/journal/article/view/305>
- Jannah, M. (2020). *Peran pembelajaran aqidah akhlak untuk menanamkan nilai pendidikan karakter siswa*. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 4(2), 237-252. DOI: <http://dx.doi.org/10.35931/am.v4i2.326>
- Kasingku, J., & Sanger, A. H. F. (2023). *Pengaruh pendidikan karakter terhadap moralitas remaja di era digital*. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(2), 6096-6110. DOI: <https://doi.org/10.23969/jp.v8i2.10220>
- Kezia, P. N. (2021). *Pentingnya pendidikan karakter pada anak sekolah dasar di era digital*. *Jurnal Pendidikan Tambusai*, 5(2), 2941-2946. <https://jptam.org/index.php/jptam/article/view/1322>
- Khoirroni, I. A., Patinasarani, R., Hermayanti, N. I., & Santoso, G. (2023). *Pendidikan karakter: tingkat anak Sekolah Dasar di era digital*. *Jurnal Pendidikan Transformatif*, 2(2), 269-279. DOI: <https://doi.org/10.9000/jpt.v2i2.372>
- Khodijah, I. S., Khodijah, A., Adawiyah, N., & Tabroni, I. (2021). *Tantangan pendidikan karakter di era digital*. *Lebah*, 15(1), 23-32. DOI: <https://www.plus62.isha.or.id/index.php/abdimas/article/view/75>
- Kulsum, U., & Muhid, A. (2022). *Pendidikan karakter melalui Pendidikan Agama Islam di era revolusi digital*. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 12(2), 157-170. DOI: <https://doi.org/10.33367/ji.v12i2.2287>
- Mayeni, R., Syafti, O., & Sefrinal, S. (2019). *Dampak perkembangan teknologi dikalangan remaja dilihat dari nilai-nilai karakter*. *Turast: Jurnal Penelitian Dan Pengabdian*, 7(2), 239-246. DOI: <https://doi.org/10.15548/turast.v7i2.1298>
- Mustoip, S. (2023). *Analisis penilaian perkembangan dan pendidikan karakter di Kurikulum Merdeka Sekolah Dasar*. *PANDU: Jurnal Pendidikan Anak dan Pendidikan Umum*, 1(3), 144-151. DOI: <https://doi.org/10.59966/pandu.v1i3.470>
- Rukhmana, T., Mulyapradana, A., Baruno, Y. H. E., Karsim, K., Franchitika, R., & Ikhlas, A. (2024). *Pentingnya pendidikan karakter di era digital untuk masa depan*. *Journal on Education*, 6(3), 15795-15800. DOI: <https://doi.org/10.31004/joe.v6i3.5458>
- Pebriana, P. H., Hasanah, S., Amalia, N., & Mufarizuddin, M. (2022). *Pentingnya pendidikan karakter untuk siswa Sekolah Dasar dalam menghadapi era globalisasi*. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(3), 1216-1221. DOI: <https://doi.org/10.31004/jpdk.v4i3.4758>
- Prihatmojo, A., & Badawi, B. (2020). *Pendidikan karakter di sekolah dasar mencegah degradasi moral di era 4.0*. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 4(1), 142-152. DOI: <https://doi.org/10.20961/jdc.v4i1.41129>

- Purba, M. M. (2021). *Pemesanan tiket kereta api online (e-ticketing) menggunakan aplikasi KAI Access.JSI (Jurnal sistem Informasi) Universitas Suryadarma*, 6(2), 175-194. DOI: <https://doi.org/10.35968/jsi.v6i2.324>
- Puspytasari, H. H. (2022). *Peran keluarga dalam pendidikan karakter bagi anak. Jurnal Pendidikan Islam*, 6(1), 1-10. <https://journal.unipdu.ac.id/index.php/jpi/article/view/2933>
- Putri, D. P. (2018). *Pendidikan karakter pada anak sekolah dasar di era digital. AR-RIAYAH: Jurnal Pendidikan Dasar*, 2(1), 37-50. DOI: <http://dx.doi.org/10.29240/jpd.v2i1.439>
- Sagala, K., Naibaho, L., & Rantung, D. A. (2024). *Tantangan pendidikan karakter di era digital. Jurnal Kridatama Sains Dan Teknologi*, 6(01), 1-8. DOI: <https://doi.org/10.53863/kst.v6i01.1006>
- Sari, S. P., & Bermuli, J. E. (2021). *Pembentukan karakter tanggung jawab Siswa pada pembelajaran daring melalui implementasi pendidikan karakter. Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 110-121. DOI: <https://doi.org/10.33394/jk.v7i1.3150>
- Triyanto, T. (2020). *Peluang dan tantangan pendidikan karakter di era digital. Jurnal Civics: Media Kajian Kewarganegaraan*, 17(2), 175-184. DOI: <http://dx.doi.org/10.21831/jc.v17i2.35476>
- Yanto, M. (2020). *Manajemen kepala Madrasah Ibtidaiyah dalam menumbuhkan pendidikan karakter religius pada era digital. Jurnal Konseling Dan Pendidikan*, 8(3), 176-183. DOI: <https://doi.org/10.29210/146300>
- Yuniarto, B., & Yudha, R. P. (2021). *Literasi digital sebagai penguatan pendidikan karakter menuju era society 5.0. Edueksos Jurnal Pendidikan Sosial & Ekonomi*, 10(2). DOI: <http://dx.doi.org/10.24235/edueksos.v10i2.8096>