

# Fostering Student Character Through Art Performances: A Qualitative Study in Primary Education

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**Abstract:** This study aims to identify and analyze character development among students through art performance activities at Madrasah Ibtidaiyah Al-Hikmah. A qualitative research method with a descriptive approach was employed, involving observation, interviews, and document analysis. Research subjects included students, teachers, and parents. This study supports a holistic educational approach, emphasizing not only academic aspects but also students' character development and soft skills. The findings reveal that art performances contribute significantly to students' character-building through four stages: planning, organizing, executing, and controlling, using four habituation methods by fostering discipline, applying rewards and penalties, utilizing the school environment to nurture solidarity, and setting examples. Out of 18 character values identified, 8 were specifically developed through these activities: religious, disciplined, hardworking, creative, independent, patriotic, friendly/communicative, and responsible. However, challenges remain, originating from both internal and external factors; internal factors arise within individuals and the school itself, while external factors come from outside influences. This research illustrates that art performances serve not only as an artistic expression venue but also as an essential tool in character development, from preparation and execution to post-activity reflection. Recognizing the positive impact of art activities on student character, schools can design and integrate these activities into the curriculum, which has the potential to enhance the overall quality of education.

**Keywords:** Character; students; art performance; elementary school; development

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## Introduction

An essential element of human life is education (Karnilawati et al., 2022). According to the National Education System Law No. 20 of 2003, "National education functions to develop capabilities and shape the character and civilization of a dignified nation, aiming to enrich the lives of its citizens. It seeks to cultivate the potential of students so they may become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and responsible democratic citizens" (Siska Afresda, 2023). Chapter 1, Article 1 of Law No. 20 of 2003 further explains that the implementation of

education in Indonesia must closely consider the potential development of students to cultivate spiritual strength, self-control, personality, intelligence, noble character, and the skills essential for themselves, society, the nation, and the state (Muslimin, 2023).

Instilling character education is an effort to shape a morally upright generation (Nurjannah et al., 2022). Character education can be implemented from an early age, as this is a critical period for ideal character and personality development. Character education serves as a direct approach to teaching students moral knowledge for life (Yanti, 2023). Building and nurturing human character from an early age requires a comprehensive and attentive approach. Educational institutions, as

places for personality formation, hold a significant responsibility in guiding children's character development (Niam, 2019). This aligns with (Kamriana, 2022), that character education should begin early and be maximized during primary school years.

Madrasah serve as a leading example and model for other educational institutions in character education (Muslimin, 2023). In addressing issues of moral decline among students, innovations are needed to shape students' character and mitigate various moral crises (Nantara Didit, 2022). Conventional methods, like lectures, are sometimes less effective in instilling character values compared to more creative approaches, such as art activities. School activities not only complement the formal curriculum but also help develop skills, attitudes, and values that are beyond the classroom's reach. These experiences in extracurricular activities are closely linked to character development, including leadership, teamwork, discipline, and moral values (Cerlin, 2024).

An art performance is an activity that showcases or stages various forms of artistic expression, such as music, dance, drama, poetry, or visual arts. Beyond allowing students to express creativity and talent, art performances also incorporate character education values. This aligns with research by Eli Masnawati, which highlights that extracurricular activities are not merely additional activities outside class hours but play a vital role in invaluable character development for students (Eli Masnawati et al., 2023). This study differs from previous ones by focusing on character formation through art performances. It is further supported by research from Yesi Yuana Oktavia et al., which shows that the Reog Ponorogo art extracurricular program influences students' attitudes (Yuana Oktavia et al., 2023).

Given the findings on character-related issues among students at MI Al-Hikmah, it is essential for the school to implement strategies for character development. The MI Al-Hikmah educational institution promotes character education through several programs, such as full-day school, Khutbatul 'Arsy, and art performances. Art performances have been selected as a flagship

program because they significantly contribute to positive changes in students' character. Therefore, this study aims to provide an in-depth analysis of the role of art performances in shaping students' character, the values instilled, and the challenges faced by teachers. This research is expected to offer new insights for teachers and school administrators on the effectiveness of art performances in character building, and to support the creation of a positive and meaningful learning environment.

## **Materials and Methods**

### **Study Area**

This study was conducted at MI Al-Hikmah, located in Jonggol Village, Jambon District, Ponorogo Regency, East Java, Indonesia. Madrasah Ibtidaiyah Al-Hikmah Jonggol, Jambon, Ponorogo is an Islamic elementary education institution established in 2012, with its operational permit number Kd.13.02/4/PP.00.4/3482/2012. It is the only formal Madrasah Ibtidaiyyah (MI) under the Al-Hikmah Jonggol Islamic Education Foundation. Additionally, MI Al-Hikmah Jonggol Jambon Ponorogo adopts a system and values inspired by the Modern Islamic Boarding School model, which emphasizes quality while upholding formality with the vision of nurturing Qur'anic students who are morally upright and high-achieving.

The learning method used is based on the government curriculum with a competency-based approach, further enhanced by the 2013 Curriculum. Classes are conducted from 7:00 a.m. to 3:30 p.m. WIB. Given this timeframe, the researcher must maximize the efficiency of the study to gather, analyze, and process data effectively. The research is estimated to span two months, from July to August 2024.

### **Procedures**

The research procedure encompasses a series of stages, from problem identification to data interpretation, to understand how participation in art activities can build students' character. This study adopts a qualitative approach, which is used to investigate naturally occurring phenomena

rather than manipulated conditions (Muhammad Rizal Pahleviannur, Anita De Grave, Dani Nur Saputra, Dedi Mardianto, Lis Hafrida, Vidriana Oktoviana Bano, Eko Edy Susanto, Ardhana Januar Mahardhani, Amruddin, Mochamad Doddy Syahirul Alam, Mutia Lisya, Dasep Bayu Ahyar, 2022). The research type is a case study, with purposive sampling applied to select relevant participants, such as art supervisors, students, and parents, aligned with the research objectives. The primary data source in this study is teachers at MI Al-Hikmah, while secondary data is gathered through direct observation during art performance activities. Three data collection techniques are used: observation, interviews, and document analysis. The interviews include both in-depth and guided formats to obtain detailed insights.

### Data Analysis

Data analysis in this study is conducted using the framework by Huberman and Saldana (2014), which applies four (4) steps in data analysis as shown in the figure below (Yuwono, 2021):

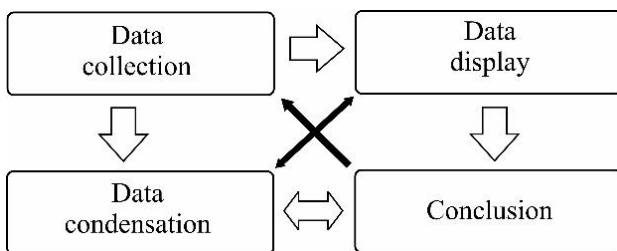


Figure 1. Stages of Qualitative Data Analysis

In the data collection phase, the researcher gathers data from the preparation stage up to the interview phase. Initially, the researcher ensures that MI Al-Hikmah Jonggol holds art performance activities as part of its efforts in character building for students. After verifying the research data, the researcher begins the next data collection phase, focusing on the interview process. Data condensation follows, involving selecting, focusing, simplifying, summarizing, and transforming data. After collecting the related data, the observations and interview results are compiled for further detailed analysis. Conclusion drawing is then conducted, where the researcher interprets the data from the initial collection, creating patterns and explanations.

In addition to data analysis, the study also tests data validity to ensure accuracy (Mekarisce, 2020).

The researcher assesses credibility using several techniques: researcher persistence, source triangulation, and member checks. Triangulation in this study involves the researcher re-asking various previously posed interview questions to each participant or their close contacts at different times. This approach aims to test the consistency of the participants' responses.

## Results and Discussion

### Overview of Art Performance Activities

The art performance activity is a flagship program at MI Al-Hikmah, held every two years. This program serves as a unique branding tool, inspired by the "joyful stage" program from various modern Islamic boarding schools. Elements of these joyful stage concepts are integrated into this event. Typically, the performance is held at the end of the academic year, coinciding with graduation ceremonies and farewells for the final-year students. The art performance has become an identity of MI Al-Hikmah, as it stands out as an elementary-level institution confidently organizing an independent and captivating art event. Active participation in extracurricular activities like this has proven to be an effective means of shaping students' character (Eli Masnawati et al., 2023). This art performance not only serves as a showcase for students' artistic creations but also as a platform to introduce the madrasah to the broader community and as a form of Islamic teachings propagation.

Based on the interviews conducted, the art performance committee consists of two institutions: teachers from Madrasah Ibtidaiyah Al-Hikmah and teachers from Nahdlatul Ulama Kindergarten 093, which is nearby and also under the Al-Hikmah foundation. The committee includes all teaching and educational staff from both institutions; however, the main responsibility for the event lies with MI Al-Hikmah. The two institutions collaborate and provide input regarding the event's planning and execution. According to this research, the art performance took place on Saturday, June 22, 2024, featuring approximately twenty-three well-organized acts, ready to be showcased from 8:00 p.m. to 11:00 p.m.

WIB. The performances are classified into several categories as follows:

**Table 1.** Types of Performances in the 2024 Art Performance

Number	Scope	Agenda
1	Opening	- Habsyi - Miss Chair Person - Reading Of Holy Qur'an - Grand Opening
2	Modern Dance	- Dance by Play Group - Dance Ana Bana Nafsy - Bridge Dance Bang Jago - Dance by First Class - Ribbon Dance
3	Traditional Dance	- Nusantara Dance - Traditional Mix Dance - Kecak Dance - Dayak Dance
4	Drama	- Pantomim - Walisongo drama - Tarkom
5	Music	- Syair Ngudi Susilo - Poem - Campursari - Nasyid - Choir - Grand closing



**Figure 2.** Art Performance 2024

From the photo, it's evident that this event was meticulously designed, featuring a grand background resembling a palace. This backdrop concept draws inspiration from the "joyful stage" settings in several modern boarding schools in Ponorogo. Unlike the usual plywood backgrounds, MI Al-Hikmah used a printed banner for its stage design. Additionally, the garden arrangement in front of the stage was neatly and beautifully organized. According to one of the interviewees, every element of this event was thoughtfully planned, from the stage setup to the advertisements and the content of the student performances. Moreover, the event utilized social media to its full potential, including live streaming on YouTube and promotional posts on the institution's Facebook and Instagram accounts.

### The Role of Art Performance Activities in Shaping Elementary School Students' Character

According to (Yusuf Maimun et al., 2021), the success of an educational institution requires supporting factors, one of which is effective management within the institution itself. An art performance activity, like any event, relies heavily on sound management. Management is both a science and an art that determines how to utilize human resources effectively and efficiently to achieve desired objectives (Ahmad Fikri, 2023). George R. Terry identifies four core management functions: planning, organizing, actuating, and controlling. Luther Gullick, however, extends these to seven functions, adding staffing, directing, coordinating, reporting, and budgeting alongside planning and organizing. Meanwhile, Hersey and Blanchard focus on four functions as well, substituting actuating with motivating, alongside planning, organizing, and controlling. Generally, the four widely recognized management functions are planning, organizing (which also includes staffing), actuating, and controlling (Melia, 2022).

Based on interview results, preparations for the art performance began approximately six months before the event, which contributed to its highly satisfying outcome. The structured and systematic management approach guided the event toward its intended goals, based on the four core management functions: planning, organizing, actuating, and controlling. According to Santrock, character education is a direct approach to moral education that teaches students fundamental moral knowledge to prevent them from engaging in immoral behaviors that could harm themselves or others (Ahsanulhaq, 2019). Character building through outdoor activities is a direct method, as both teachers and students actively participate in the process.

Educational management supports and facilitates educational activities, both directly and indirectly. Activities backed by effective educational management achieve better outcomes, allowing educational goals to be met (Qudsiyah et al., 2023). The art performance plays a role in character formation by emphasizing management processes, where each management phase instills

character traits in students. Emile Durkheim's educational formulation serves as a valuable reference for the internalization of moral values. Durkheim's concept outlines four ways to cultivate morality that students can actualize: fostering discipline through habit, applying rewards and punishment, utilizing the school environment to build solidarity, and modeling positive behavior (Durkheim, 1961). The role of art performances in character development through the four management functions is as follows:

#### 1. Function of Planning

At this stage, the entire committee convenes to discuss the upcoming art performance. According to the speaker's presentation, the meeting was held in December 2023. The meetings were conducted meticulously with the Al-Hikmah Foundation, considering that this event will incur substantial expenses; thus, thorough preparation is essential. The role of the art performance in this planning phase goes beyond mere formality or simply organizing an event; it also involves students actively in the process. Students are engaged in determining the types of performances and the individuals who will take part. They are given the freedom to express their opinions and select what they wish to showcase, while still requiring approval and consideration from the teachers, as not all students possess the same talents and skills. During this phase, the teachers' efforts in instilling character in the students are focused on creating a school environment that fosters solidarity and serves as a model for exemplary behavior.

Durkheim employs the school as a means to teach children to always feel part of the broader community, fostering a strong sense of solidarity towards others and enhancing trust in their actions. This embodies the second element of morality: a bond with the social group. Consequently, from this stage onward, students will collaborate with teachers in organizing the art performance, as this activity is fundamentally a shared endeavor. A conducive school environment will significantly impact students' psychology. As noted by (Anggraini et al., 2023), a pleasant learning space and environment enable students to concentrate better. When the right environment is created, students achieve greater results and

enjoy the learning process. Thus, they will more readily grasp the messages and values conveyed through the art performance.

#### 2. Function of Organizing

Organizing can be defined as the determination of tasks to be performed, the grouping of duties, and the allocation of responsibilities among employees, as well as the identification of departments (subsystems) and the establishment of relationships (Aliefiani Mulya Putri et al., 2022). This process involves the distribution of roles and responsibilities among teachers, students, and other stakeholders, such as parents or school committees. Teachers act as facilitators, while students can be grouped according to their interests and talents, for instance, in music, dance, or decoration groups. At this stage, coordination among teams is crucial to ensure that all elements of the event function effectively. This function aids students in learning about task delegation and responsibility, while also enhancing their collaboration and leadership skills. During this phase, the art performance committee operates like an organization, featuring a project leader and various divisions related to the event. Organizing is utilized to its fullest potential to ensure the activity runs smoothly. The distribution of tasks aimed at successfully executing the art performance is done fairly and in accordance with each individual's role. Each student is taught to take responsibility for their specific duties. Furthermore, the effective collaboration between teachers and students is evident in the preparatory activities, where they work together to set up the art performance.

At this stage of organizing, the principles are applied during the pre-event, the event itself, and the post-event phases, where all elements synergize and collaborate effectively. Teachers and students each have their designated roles, and the project leader is responsible for overseeing the proceedings, guiding participants, and reminding them of any outstanding tasks. Organizing also includes evaluations conducted after the event concludes, involving collaborative efforts to clean the surrounding environment and a collective review of the activities that have taken place.

### 3. Implementation stage

The implementation stage involves activities such as rehearsals and performances. During the rehearsals, teachers focus on instilling discipline to ensure that students' practice schedules do not interfere with the learning process and can be maximized. Teachers and students collaborate to prepare for the show, where students learn to commit to their assigned roles and practice regularly under the guidance of supervising teachers for each performance. Throughout this process, values such as discipline, hard work, and patience are instilled through repetitive and structured activities. The execution of the event also provides students with the opportunity to express themselves and perform confidently in front of an audience, which is crucial for developing character traits such as self-confidence and responsibility.

The implementation of the art performance in the evening requires extra effort, considering that the students are of a young age and need more rest time. During the performance, the committee carefully considers the order of student presentations, selecting based on age and the appeal of their performances, especially since the event may run late into the night. Guidelines for both teachers and students are established to ensure that the event proceeds in an orderly and disciplined manner, while students also carry their respective responsibilities for each performance, as teachers will already have their own designated duties during the event.

### 4. Control Function

Control involves evaluating and monitoring the processes and outcomes of activities. Teachers conduct evaluations both during rehearsals and after events to identify challenges and provide feedback to students. This evaluation activity is also routinely carried out within the internal committee. According to the speaker's presentation, the committee holds evaluation meetings once a month to assess progress and consolidate arguments for future activities. Additionally, after each rehearsal, teachers motivate students to inspire greater enthusiasm for practice. Teachers do not merely issue commands but also serve as role models; those

who train students are experts in their fields, which significantly enhances student motivation.

This approach is crucial to ensuring that artistic activities align with plans and achieve the objectives of character development. Furthermore, post-event reflections allow students to comprehend the process of self-improvement and the importance of receiving feedback with a positive attitude. The control function also ensures that artistic activities have a lasting impact on students' behavior in their daily lives.

The art performance at MI Al-Hikmah plays a vital role in shaping the character of elementary school students, as it facilitates their emotional, social, and cognitive development. Through the various stages and processes to ensure its success, the integration of the arts such as music, dance, and drama not only enriches the learning experience but also strengthens skills like cooperation, empathy, and self-discipline. In artistic activities, students learn to value teamwork, express themselves creatively, and accept criticism and feedback, all of which contribute to developing positive attitudes and social skills.

With effective management and a solid system in place for the art performance activities, along with the internalization of character through various employed methods, this initiative becomes increasingly meaningful and positively impacts students' character transformation. Below is a summary table outlining the role of art performances in efforts to shape student character.

**Table 2.** The Role of Art Performances Based on Management Functions

Management Function	Implementation in Art Performance Activities	Character Developed	Traits
Planning	Formulating the objectives of the performance, selecting the type of art (such as drama, dance, or music), and determining a theme with specific moral values are essential steps in the planning process. This involves scheduling and allocating resources effectively.	Responsibility, discipline, and commitment are fostered as students are involved in the process of setting objectives and targets for the activities.	
Organizing	Dividing roles and responsibilities among students and teachers, as well as coordinating with supporting teams (such as parents or school	Collaboration and leadership are cultivated through the distribution of roles and responsibilities, as well as the ability to work	

	committees), is crucial for the success of the event.	together effectively.
Executing	Regular rehearsals and performances allow students to practice their roles, while teachers monitor and provide guidance throughout the process.	Self-confidence, perseverance, and creativity are developed as students perform and confront challenges during rehearsals and performances.
Controlling	Evaluating the process and outcomes of the activities includes feedback from teachers and self-reflection by students for improvement.	The willingness to accept criticism, self-improvement, and empathy are cultivated as students learn to evaluate their experiences and receive feedback positively.

Studies indicate that student involvement in the arts contributes to the development of positive behaviors, improved academic performance, and a reduction in negative behaviors within schools. Furthermore, participation in art performances helps students build self-confidence and communication skills through experiences such as public speaking or performing in front of an audience. The role of the arts in education also assists children in expressing their emotions and views on social and cultural issues, which is essential for shaping their values and personal identity (Hikmah, 2022).

Theoretically, arts-based learning approaches, such as drama and music, support transformational learning—engaging students actively and enabling them to apply the knowledge gained in real-life contexts. Thus, art performances not only enhance cognitive aspects but also strengthen the affective dimensions of education, where students learn to internalize positive values and apply them in their daily interactions (Andraus, 2022).

### Character Values That Can Be Instilled Through Art Performance Activities in Elementary Schools

Through education, individuals come to understand and comprehend knowledge and their environment. As times evolve and globalization influences societies, education transforms to meet societal needs, prompting communities to adapt in harmony with the modern era. Education not only imparts knowledge but also plays a crucial role in character formation. Therefore, the significance of character necessitates that every educational institution must take an active role and bear a

substantial responsibility in instilling character during every learning process.

The Curriculum Center of the Research and Development Agency of the Ministry of National Education, in its publication titled *Guidelines for Implementing Character Education* (2011), has identified 18 values that form the foundation of character. These values are derived from empirical studies conducted by the Curriculum Center, drawing from sources such as religion, Pancasila, culture, and national education goals (Putry, 2019).

**Table 3.** Character-Building Values

No	Character Building	Description
1	Religious	Attitudes and behaviors that demonstrate adherence to one's religious teachings, tolerance towards the practices of other faiths, and harmonious coexistence with followers of different religions are essential for fostering a respectful and inclusive community.
2	Honesty	Behavior centered on the effort to present oneself as someone who is consistently trustworthy in words, actions, and work is crucial for building a reputation of integrity and reliability.
3	Tolerance	Valuing the diversity of religions, cultures, ethnicities, ideas, attitudes, and behaviors of others who are different is essential for fostering mutual respect and understanding in a pluralistic society.
4	Discipline	Actions that demonstrate orderly behavior and adherence to norms and regulations are fundamental for maintaining a respectful and functional community.
5	Hard Work	Actions that demonstrate orderly behavior and compliance with various laws and regulations are essential for ensuring social harmony and maintaining a just society.
6	Creativity	Thinking and acting to create new methods or outcomes from existing resources is crucial for innovation and progress.
7	self-sufficient	Attitudes and behaviors that reflect independence and self-reliance, where individuals do not readily depend on others to complete tasks, are vital for personal growth and accountability.
8	Democratic	A method of thinking, behaving, and acting that values the equal rights and obligations of oneself and others is essential for promoting fairness and mutual respect in interactions and relationships.
9	Curiosities	An attitude and actions characterized by a continuous desire to explore and deepen understanding beyond what one learns, sees, and hears are vital for fostering intellectual curiosity and lifelong learning.
10	National spirit	A way of thinking, acting, and understanding that prioritizes the interests of the nation and state above personal and group interests is essential for fostering a sense of patriotism and social responsibility.
11	Love for the homeland	A method of thinking, acting, and possessing a broad perspective that prioritizes the interests of the nation and state above personal and organizational interests is crucial for promoting collective welfare and national unity.
12	Rewarding Achievements	An attitude and actions that encourage individuals to produce something beneficial for society while acknowledging and respecting the achievements of others reflect a spirit of collaboration and

community engagement.

13	Friendly/ communi cative	An attitude and actions that drive individuals to create something valuable for society while recognizing and respecting the achievements of others demonstrate a commitment to community well-being and collaboration.
14	Peace- Loving	Attitudes and actions that motivate oneself to produce something useful for society, and to recognize, and respect the successes of others
15	Avid Reader	The habit of making time to read various readings that provide virtue for hi.
16	Caring for the environm ent	Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred.
17	Caring for the society	Attitude and action that always wants to help others and people in need
18	Responsi bility	A person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country and God Almighty.

Based on the values mentioned above, several values have been applied to the art performance activities, as indicated by the results of interviews and observations, including:

1. Religious. This value is evident in the performance of the "Walisongo Drama", presented by the students, serving as a medium to convey profound religious values. Before the rehearsals commence, teachers educate students about the role of Walisongo in spreading Islamic teachings, enabling students to grasp the significance of the characters they portray. Honesty. Honesty during the art performance contributes to fostering a positive culture within the school. From the preparation stage, students are taught to embody honesty, such as being truthful about their interests and talents, being honest during every rehearsal, and being truthful when requesting permission to miss practice, among other instances. Penalties are also enforced for students who lie, instilling a sense of fear regarding dishonesty.
2. Discipline. The value of discipline in the students' art performance not only contributes to the success of the event but also plays a significant role in the overall character development of the students. By adhering to schedules, managing their time effectively, executing tasks diligently, and being receptive to guidance, students learn to become more disciplined individuals.
3. Hard Work. Hard work in the students' art performance is crucial for achieving success. Through commitment, efforts to overcome challenges, teamwork, sacrifices, skill enhancement, and self-evaluation, students learn that success does not come easily but is the result of dedication and consistent effort. Consequently, the art performance becomes not only a venue for creativity but also a platform that instills the value of hard work, which will be beneficial in various aspects of their lives.
4. Creativity. Student creativity in the art performance is vital for developing innovative and expressive individuals. Through self-expression, innovation, problem-solving, collaboration, skill development, and adaptability, students not only learn about the arts but also cultivate abilities that will be beneficial in the future. Students' creativity is evident in their creations when proposing performances, arranging their acts, and decorating the stage. They are encouraged to style their makeup and costumes independently; in addition to fostering independence, this practice allows students to exercise their creative skills.
5. Independence. The students' art performance serves not only as a platform for showcasing talent but also as an important opportunity to cultivate the value of independence among students. Through the various processes involved in the preparation and execution of the art performance, students learn to become more self-reliant in many aspects.
6. Love for the Homeland. The traditional dance performances presented by students are not merely showcases but also serve as a medium to express the value of love for the homeland. Through dances inspired by local culture, students learn to appreciate their cultural heritage and strengthen their pride in their national identity.
7. Friendliness/Communicative. Friendliness and effective communication in the students' art performance are essential for creating a positive and supportive environment. Through teamwork, communication skills,

appreciation of diversity, trust-building, empathy, and social skill development, students learn not only about the arts but also about the importance of maintaining good relationships with others. Thus, the art performance serves as a platform that not only fosters creativity but also reinforces the values of friendship and effective communication among students.

8. Responsibility. The students' art performance presents an important opportunity to instill the value of responsibility. Throughout the preparation and execution processes, students learn to take on various tasks and ensure that every aspect of the event runs smoothly.

### **Challenges and Solutions Faced by Teachers and Schools in Shaping Students' Character Through Art Performance Activities**

In the implementation of any activity, challenges and obstacles are inevitable. The art performance has been held since 2015 and has occurred five times up until 2024. During the execution of the 2024 art performance, several challenges arose that could impede the smooth running of the event. However, these challenges can serve as evaluations and reflections for future activities. The obstacles encountered stem from both internal and external factors related to the school. Internal factors originate from within the school, involving both teachers and students, while external factors arise from the school's environment and social context.

#### **1. Internal Factors**

Several challenges serve as obstacles in the execution of the art performance, but teachers promptly seek solutions to address these issues. The first challenge is the lack of interest and motivation among some students to participate in the art performance. This is often due to feelings of shyness or fear of performing in public, leading to reluctance to engage in artistic activities. To overcome this issue, teachers can provide motivation to students prior to the role selection process, assign roles, or categorize performance types according to their interests, and create a safe and supportive rehearsal environment. The second challenge is that students sometimes

struggle to collaborate effectively within their teams. Differences in personality and emotional development, or conflicts among students, can hinder group cohesion. In response, teachers can offer guidance on appropriate behavior and conduct while also training students in teamwork skills. The third challenge is the limited competency of some teachers in the arts, which poses a problem as it is undeniable that not all teachers possess artistic talent. However, the school has assigned responsibilities to teachers according to their abilities to mitigate this issue.

#### **2. External Factors**

External factors refer to influences that originate from outside the individual or institution. One challenge stemming from these external factors is the limited availability of facilities and resources. MI Al-Hikmah, as a private school, lacks adequate and complete facilities, such as musical instruments, costumes, and rehearsal spaces. Consequently, for this event, most costumes are either rented from costume rental shops or made independently. The second challenge is the insufficient time for rehearsals. The organizing committee has designated and agreed that Saturdays will be the specific day for practice; however, having only one practice session per week is perceived as inadequate, leading to limited rehearsal time. The third challenge is the small size of the schoolyard. The art performance is held in the schoolyard, which is relatively cramped, resulting in insufficient space for spectators who wish to watch the performance.

### **Conclusions**

Art performance activities play an essential role in shaping elementary school students' character. By leveraging the four management functions, planning, organizing, actuating, and controlling character-building efforts can be optimized. Additionally, through four character internalization methods habit-building through discipline, the use of rewards and sanctions,

fostering solidarity via the school environment, and role modeling students can grasp the values embedded in each aspect of the art performance activities. Key values instilled include religiosity, discipline, hard work, creativity, independence, patriotism, friendliness/communication, and responsibility. Through involvement in the arts, students learn commitment, collaboration, and self-expression in an environment that supports their character development. However, implementing art performances as part of character education faces both internal and external challenges. Internal obstacles, such as a lack of student motivation or teachers' limited competencies, and external obstacles, like inadequate facilities and lack of parental support, can hinder the effectiveness of these activities. Therefore, collaborative efforts between the school, teachers, and parents are crucial to creating a conducive environment, providing sufficient resources, and increasing awareness of the importance of arts in character education. By addressing these challenges, art performances can become an effective medium for fostering positive character development in students from an early age

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