

Strengthening Character Education Through The Jumpa Berlian Program For State Elementary School Students In Posigadan District, South Bolaang Mongondow Regency

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Abstract

This research aims to describe and analyse the strengthening of character education through the Jumpa Berlian (Jumat Pagi Bersih-Bersih Lingkungan/Friday Morning Environmental Clean-up) program among state elementary school students in Posigadan Sub-district, Bolaang Mongondow Selatan Regency. The program serves as a strategic effort to instill character values through environmentally-based activities conducted regularly and participatively. A qualitative approach with a multiple case study design was employed, focusing on three schools: SDN Momalia 3, SDN Pilolahunga, and SDN Luwoo. Data were collected through in-depth interviews, participatory observation, and documentation, with data triangulation used to verify the validity of findings. The results showed that the Jumpa Berlian program significantly contributes to instilling character values such as democracy, nationalism, love of peace, cooperation, patriotism, and environmental awareness. The program's success is supported by factors such as the principal's commitment, teacher collaboration, and a school culture that promotes habituation of character values. However, challenges remain, including limited cleaning equipment, uneven student participation, and time constraints. Adaptive strategies implemented by schools, such as activity innovations, student role rotations, and reward systems, have helped maintain program sustainability and effectiveness in character development. These findings reinforce the relevance of the ecological citizenship theory as a conceptual foundation for environmentally based

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character education.

Keywords: Character Education, Jumpa Berlian, Ecological Citizenship

INTRODUCTION

Character education has become a main pillar in the Indonesian education system, especially in facing increasingly complex global challenges. The main goal is to form a young generation that is not only academically superior, but also has moral integrity, good social attitudes, and awareness of their responsibilities as citizens (Kemendikbud, 2021). In this context, character education is not only a complement, but is essential in strengthening national values and forming citizens with character.

UUD No. 20 of 2003 Article 3 concerning the National Education System states that "National education functions to develop and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens." The Ministry of Education and Culture of the Republic of Indonesia has formulated 18 main character values that are considered important to shape students' personalities as a whole. These values include religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, love of peace, love of reading, care for the environment, care for society, responsibility, politeness, self-confidence, national spirit, and love for the homeland (Kemendikbud, 2021). The implementation of these values is expected to be able to form students who are not only intellectually superior, but also have high social and environmental sensitivity, so that they are able to make a positive contribution to society and the nation (Andriani, 2022). At the regional level, one of which is in North Sulawesi Province, strengthening character education is a priority at every level of education, including Elementary School level. This commitment is reflected in the policy of the Provincial Education Office which encourages active collaboration between schools, families, and communities in instilling character values in students. This effort is becoming increasingly important amidst the challenges of modern education which not only demands academic ability, but also forms individuals who are strong morally, socially, and nationally. At the regional level, South Bolaang Mongondow Regency has taken concrete steps in supporting the strengthening of student character through the integration of character values into school programs. One of the leading programs that is still actively running



until now is the Friday Morning Environmental Cleaning or known as Jumpa Berlian.

The Jumpa Berlian program was first initiated by the then Regent of Bolaang Mongondow Selatan, Herson Mayulu (late), in 2017 as a cross-sector movement aimed at raising awareness of the importance of cleanliness and responsibility for the environment. This program was then widely adopted by educational units, including Public Elementary Schools in Posigadan District, which currently number 16 schools with diverse characteristics. This program has become part of the school routine, where every Friday morning students and teachers clean the school environment and its surroundings.

Initial observations show that the implementation of Jumpa Berlian is not just a cleanliness activity, but also a means of holistic character learning. This activity trains students to work together, discuss, and share responsibilities in maintaining cleanliness, which is in line with democratic values. They are also instilled with an attitude of mutual respect and living in harmony through group activities that support the values of peace. In the context of national spirit and love for the homeland, this program fosters a sense of pride and concern for the homeland through real actions to care for the school environment as part of the national public space. On the other hand, direct student involvement in maintaining school cleanliness is a concrete means of forming a character that cares about the environment.

The Diamond Meet program is in line with the concept of ecological citizenship (*ecological citizenship*), namely the awareness of individuals as citizens who have responsibility for the environment. This theory emphasizes that ecological citizens not only obey laws and social norms but also actively play a role in protecting and preserving the environment (Usmi & Murdiono, 2021). In education, this concept is important to instill ecological awareness from an early age, so that students grow into a generation that is responsible for environmental sustainability (Kiptiah, 2021).

In practice, through joint cleaning activities every Friday morning, students are trained to work together in groups, discuss, and complete tasks collectively. This strengthens the values of democracy, deliberation, and tolerance (Yusuf et al., 2023). Students also learn to respect differences of opinion, help each other, and maintain social harmony, which are part of the character of loving peace and national spirit (Andriani, 2022). The school environment is used as an educational space that supports character development through an action-based approach.

Although various efforts to strengthen character education have been carried out in various schools, there is still limited research that specifically examines the direct relationship between the implementation of environment-based programs such as Jumpa Berlian with the



strengthening of specific character values, responsibility, love of peace, national spirit, love of the homeland, and care for the environment. Previous research has focused more on the cognitive aspects of character education or on character values in general, without looking at their relationship to the local context and structured real activities (Putri et al., 2023; Yusuf et al., 2023). In addition, there are not many studies that explicitly link school environmental cleanliness programs with the Ecological Citizenship theory as a relevant conceptual approach in the context of PPKn education. In fact, this theory can be a strong foundation in developing an applicable and contextual environmental-based character education model (Usmi & Murdiono, 2021).

Moreover, in-depth studies on the supporting and inhibiting factors for the implementation of programs such as *Jumpa Berlian* in non-urban areas such as Posigadan District, South Bolaang Mongondow Regency are still very minimal. In fact, geographical and social contexts like this have their own dynamics and challenges that need to be studied to enrich the discourse on character education in 3T (frontier, outermost, and disadvantaged) areas (Nugroho, 2021; Kiptiah, 2021).

Given the importance of the relationship between character education and environmental awareness, research on the *Jumpa Berlian* Program is relevant and urgent to be carried out. This study aims to explore how strengthening character values can be achieved through routine cleaning activities in schools, as well as identifying supporting and inhibiting factors in implementing the program. In addition, the results of this study are expected to be practical recommendations for other schools in developing contextual and sustainable character education (Sari et al., 2020; Nugroho, 2021). Thus, this study aims to describe and analyze the strengthening of character education through the program *Jumpa Berlian* (Friday Morning Environmental Clean-up) for Elementary School students in Posigadan District, South Bolaang Mongondow Regency

RESEARCH METHOD

This research was conducted in Posigadan District, South Bolaang Mongondow Regency, focusing on three elementary schools that have consistently implemented the “*Jumpa Berlian*” program since 2017. The location was chosen because this program reflects environmental-based character building, supported by a culture of community mutual cooperation. The research used a qualitative multiple case study approach, taking place from January to May 2025, through observation, interviews, and document studies. The researcher acted as *participant-observer* to explore the meaning in depth. Data were obtained from the principal, teachers, and official documents. The results are expected to provide a comprehensive understanding of the



effectiveness, supporting factors, and challenges of implementing the program in the context of character education in elementary schools.

RESULT AND DISCUSSION

Research result

- a. Strengthening character education through the Diamond Jump program for Elementary School students in Posigadan District, South Bolaang Mongondow Regency

Based on thematic analysis of all interview data, five main themes were found related to strengthening character education through the Jumpa Berlian program that, All informants showed a strong understanding that character education is not just a complement, but a core part of the education process. Character education is seen as a long-term investment in shaping the personality of children who are responsible and care about the social environment.

A deep understanding of the importance of character education was expressed by principals and teachers from all schools studied. They viewed character education as the core of basic education that forms the foundation of students' behavior and morals. The principal of SDN Momalia 3, for example, explained that character education is not only part of the formal curriculum, but is the soul of all learning activities and school activities.

Teachers from SDN Pilolahunga and SDN Luwoo also reinforced this view by stating that character cannot be instilled only through theory in the classroom. Character, according to them, is formed from role models, habits, and social interactions that occur in students' daily lives. Therefore, all activities at school, including the Jumpa Berlian program, are directed as a vehicle for forming attitudes and moral values.

Informants from SDN Luwoo added that character education can start from simple things, such as training students to queue, work together, and maintain environmental cleanliness. Lower-grade teachers even emphasize the affective aspect and habituation through real examples from teachers, because at an early age students learn faster from direct observation.

The teachers also emphasized that character education cannot be done instantly. It requires a continuous process, a consistent environment, and support from all school residents so that students' characters can be formed completely. The senior class teacher at SDN Momalia 3 stated that character education is a long-term process that must be pursued with patience and exemplary behavior.

With this comprehensive understanding, informants are able to design and implement learning activities that are not only oriented towards academics, but also towards the formation



of noble values in students. Character education is seen as a shared responsibility, not only belonging to certain subject teachers, but becoming the mission of the entire school community.

The Diamond Jump program has been implemented consistently and contextually in every school. The implementation process is not top-down, but involves all school residents in a participatory manner. Activities are carried out with a spirit of mutual cooperation, which reflects the values of Pancasila in real terms. This program has succeeded in instilling character values such as democracy, love of peace, national spirit, love of the homeland, and care for the environment. These values are not taught verbally, but are experienced directly by students in environmental cleaning activities and group role divisions.

Through the implementation of Jumpa Berlian, students learn various character values directly from the activities they do. The values of cooperation and responsibility are the most visible, because students are used to working in groups to clean certain areas in turns. Students learn to divide tasks, complete work together, and help each other if someone has difficulties.

The value of environmental love is also very strong in this activity. The teacher of SDN Pilolahunga explained that students not only clean up trash, but are also invited to plant trees, care for gardens, and recycle used goods. Students understand that protecting the environment is part of the responsibility as a good school citizen and citizen.

In addition, values such as honesty and discipline are also formed through this activity. At SDN Momalia 3, teachers record which students arrive on time and show initiative in activities. Small appreciations such as praise or daily stars are forms of positive reinforcement that help instill good habits.

This activity also serves as a means of instilling national values and the spirit of mutual cooperation. Students understand that maintaining the school environment is part of devotion to the community and the nation. The principal of SDN Luwoo said that the Jumpa Berlian activity has formed a sense of belonging for students towards the school and encouraged them to become active and responsible citizens.

Moreover, this real activity gives students direct experience on how the values are applied in everyday life. The character values that have been taught theoretically in subjects, now become a living and meaningful experience through direct practice in the field. This makes character education not only known, but also experienced and understood in its entirety by students.

b. Supporting and Inhibiting Factors in the Implementation of the Jumpa Berlian Program

Supporting factors include the principal's commitment, cooperation between teachers,



and the established school culture. Meanwhile, the main obstacles are limited cleaning equipment, inequality of participation, and time constraints. However, each obstacle was overcome with a collaborative and flexible approach. The most prominent supporting factor in the implementation of the Jumpa Berlian program in the three elementary schools is the strong commitment of the principal in making this program an integral part of the school culture. The principal of SDN Momalia 3, for example, is routinely present every Friday morning to open the activity and provide direct direction to students. The presence of the school leader in this activity not only provides legitimacy, but also becomes a concrete example for teachers and students that this program is important and valuable. Servant and down-to-earth leadership like this triggers the enthusiasm of the school community in implementing the program consistently.

On the other hand, cooperation between teachers is the main strength that supports the sustainability of the program. Teachers from various grade levels support each other in making schedules, dividing roles, and facilitating students' needs during the activities. Lower and upper grade teachers at SDN Pilolahunga, for example, adjust their guidance approaches to suit the psychological development of their respective students. This collaboration creates a harmonious working atmosphere, while also forming a solid internal coordination system in the implementation of the program.

The established school culture is also a major driver of the program's success. At SDN Luwoo, students appear to have been accustomed to preparing cleaning equipment since morning, even before the teacher instructs them. This habit grows from consistent habituation and repeated reinforcement of values. A culture of cleanliness, cooperation, and caring for the environment has become part of the school's identity that is internalized by students in their daily lives, not only during the program.

However, several obstacles still arise in the implementation of this program. One of them is the limited cleaning equipment that requires students to take turns using a broom, bucket, or dustpan. A lower grade teacher at SDN Luwoo said that this sometimes causes disorder or even boredom for students waiting for their turn. At SDN Pilolahunga, some less active students sometimes just follow along without understanding the meaning of the activity, which indicates an imbalance in participation. Time constraints are also an obstacle, especially if academic learning activities are quite dense or when the weather is not supportive.

However, all schools have adaptive approaches to overcome these obstacles. For example, teachers at SDN Momalia 3 created a rotation schedule for the use of cleaning equipment and gave awards to groups that completed tasks orderly. At SDN Pilolahunga, teachers invited



students to make simple brooms from used materials as part of thematic learning. Program evaluations were also carried out reflectively in weekly teacher meetings. From very much, new ideas emerged to strengthen the program, including plans to make Jumpa Berlian part of the character-based green school movement. All of this shows that despite the challenges, the collaborative approach and strong school culture allow the program to run sustainably and remain relevant to the needs of student character building.

Evaluation and sustainability strategies of the program are carried out through joint reflection and strengthening of school culture. All informants emphasized that Jumpa Berlian has become an inseparable part of the school's identity, and needs to be continued as part of the sustainable formation of student character.

DISCUSSION

Character education basically aims to shape and build students' mindsets, attitudes, and behaviors to become positive, noble, and responsible individuals. In the context of life, character education is a conscious effort made to shape students into positive and noble individuals according to graduate competency standards (SKL), so that they can be implemented in everyday life.

Strengthening character education is a program currently implemented by the government for all schools in Indonesia. According to the Ministry of Education and Culture (2016:2) "Strengthening character education is an educational program in schools to strengthen students' character through harmonization of heart, feeling, thinking and sports with the support of public involvement and cooperation between schools, families, and communities which are part of the National Mental Revolution Movement (GNRM)"

According to Sriwilujeng (2017:7) The strategy for implementing character education strengthening in educational units can be carried out through the following activities: 1. Extracurricular activities are learning activities carried out by schools regularly and on a schedule, which must be followed by every student. Intracurricular programs contain various activities to improve Graduate Competency Standards through Basic Competencies that must be possessed by students which are carried out by schools continuously every day according to the academic calendar. 2. Co-curricular activities are learning activities related to and supporting extracurricular activities, which are carried out outside the extracurricular schedule with the intention that students better understand and deepen the extracurricular material. Co-curricular activities can be in the form of assignments, projects, or other learning activities related to extracurricular



material that must be completed by students. 3. Extracurricular activities are character development activities carried out outside of learning hours (extracurricular). Extracurricular activities function to channel and develop students' interests and talents by paying attention to student characteristics, local wisdom, and available support.

The results of the study show that the Jumpa Berlian program has a real role in strengthening students' character education at SDN Posigadan District. This discussion connects the research findings with theories and previous study results, and explains how this program shapes students' character based on the values set by the Ministry of Education and Culture, especially the character of democracy, love of peace, national spirit, love of the homeland, and care for the environment.

First, the findings show that all informants understand character education as a process of educating students to have positive attitudes and behaviors, in accordance with the social and cultural values of the nation. Understanding This in line with the concept of character education according to Ministry of Education, Culture, Research and Technology (2022) which emphasizes character building as part of strengthening the profile of Pancasila students. In this context, principals and teachers consciously integrate character values into daily practices through the Jumpa Berlian program.

Second, the Jumpa Berlian program has proven to be an effective character learning medium because it combines students' cognitive, affective, and psychomotor aspects. Through environmental cleaning activities, students not only learn the importance of cleanliness (cognitive), but also feel the responsibility to protect the environment (affective), and take real actions such as sweeping and planting (psychomotor). This supports the contextual learning approach which is believed to be more effective in shaping students' character (Wijaya et al., 2023).

Third, democratic values emerge in the form of deliberation practices among students when determining the division of tasks or work areas. This activity is in line with the opinion of Arifin & Nugroho (2023) who stated that deliberation is an effective means of instilling democratic values among elementary school students. In addition, the existence of a joint decision-making process strengthens students' social and leadership skills, especially in upper-class students.

The value of loving peace is seen in the behavior of students who respect each other when working in groups and avoid conflict. Students learn to resolve differences of opinion without violence, and help each other so that group assignments can be completed. This supports the findings of Syamsuddin & Aisyah (2022) that collaborative-based learning can form attitudes of



tolerance and love of peace from an early age.

Fourth, this program also strengthens the spirit of nationalism and love for the homeland, which is demonstrated by students through a sense of pride in maintaining the school as part of their national identity. Teachers and principals associate cleaning activities with nationalistic values, such as maintaining public facilities as a form of love for the homeland. This supports the argument of Ramadhan et al. (2023) that nationalism can be built through relevant and meaningful local activities.

The value of caring for the environment is the most prominent and consistent character that appears throughout the school. This program is a real practice of the theory of ecological citizenship (Dobson, 2021), namely the responsibility of citizens in maintaining environmental sustainability. Activities such as sorting waste, recycling, and planting trees reflect students' ecological responsibility as part of the school community.

The supporting factors found, such as principal leadership, teacher collaboration, and parental support, strengthen Hartati's (2022) opinion that character education requires synergy across the educational ecosystem. On the other hand, obstacles such as limited tools and lack of student participation indicate the need for more strategic planning to optimize program implementation.

Finally, the Jumpa Berlian program shows great potential to continue as part of the school culture. Regular evaluation and awards are mechanisms that support the sustainability of the program. This is in line with the theory of behavioral change in character education, namely the need for positive reinforcement so that good behavior continues (Fadilah & Yamin, 2022)

Thus, it can be concluded that the Jumpa Berlian program not only functions as a routine physical activity, but also as a learning medium for character values and ecological citizenship. This program is effective because it is contextual, participatory, and in accordance with the needs of child development. Therefore, an environmental activity-based approach like this is worthy of being replicated in other schools, especially in areas with similar social contexts

CONCLUSION

Based on the results of research and discussion on strengthening character education through the Friday morning environmental cleaning program (Jumpa Berlian) for elementary school students in Posigadan District, South Bolaang Mongondow Regency, it can be concluded that strengthening character education through the Jumpa Berlian program for elementary school students in Posigadan District, South Bolaang Mongondow Regency, has proven to be an effective



medium in instilling and strengthening character values in elementary school students. Through routine cleaning activities involving the entire school community, students gain direct learning about responsibility, cooperation, and concern for the environment.

The five main character values that were the focus of the research, namely democracy, love of peace, national spirit, love of the homeland, and care for the environment, were successfully instilled through the active involvement of students in the Jumpa Berlian activity. The value of democracy was seen in group discussions; love of peace emerged in the attitude of helping each other and resolving conflicts without fighting; national spirit and love for the homeland were shown through a sense of pride in caring for the school; while concern for the environment became the main core of the activity.

The Jumpa Berlian program actually implements the principles of the Ecological Citizenship theory, namely fostering students' ecological responsibility as citizens who are aware of their active role in preserving the environment. Character education in this context not only produces moral individuals, but also ecological citizens who care about the future of the earth.

Supporting factors for the success of the program include the commitment of the principal, active participation of teachers and students, and support from parents and the community. Meanwhile, inhibiting factors include the lack of cleaning equipment, unfavorable weather, and lack of discipline on the part of some students. However, these obstacles can generally be overcome through collaboration and creative approaches by the school.

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