



## Internalization Management of Character Education Value based on Multicultural at SMP Labschool Jakarta

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### **Abstract**

Indonesia is a multicultural country, characterized by various tribes, religions, cultures, languages and different religions. *Bhinneka Tunggal Ika* is the philosophy of the Indonesian nation as a spirit of unity, cooperation and love for the motherland. One of the important pillars to care, preserve and educate the nation's life is education. Education needs to continue to adapt to the conditions of the times that continue to grow and develop. One of the interests of education is to form a generation with character, dignity, achievement and competitiveness both on a national and international scale. Therefore, the importance of a management internalization of multicultural-based character education in the school environment that leads to a holistic learning process and adapts to the needs of 21st century education. This research uses interviews, observations and documentation as research instruments as a characteristic of qualitative research. The results of this study as a whole show a strong effort in internalizing multicultural-based character values in the school environment, through the vision, mission, motto and goals of the school which are then integrated into a curriculum system that emphasizes the internalization of multicultural-based character in students both in the intracurricular, co-curricular and extracurricular domains.

**Keywords:** *Management; Internalization of Value; Multicultural-Based Character Education*

### **Introduction**

In various parts of the world, society is increasingly diverse in terms of culture, ethnicity, language, and religion (Hadijaya et al., 2024). This condition raises challenges and the need to create an educational environment that is inclusive and able to respect various backgrounds (Nurrochsyam et al., 2020). In Indonesia, that is a multiethnic and multicultural nation, variety is an inevitable objective reality (Irawati & winario, 2020). As a multicultural nation, the government has introduced the concept of character education as outlined in Strengthening the Pancasila Student Profile as a response to the educational needs of the 21st century. This profile includes the values of noble character, independence, critical reasoning, creativity, mutual cooperation and global diversity (Sujarwo et al., 2024). In line with this, "global diversity" as multicultural-based character education is designed as a 21st century education concept (Oktavia Aini & Eldarni, 2023). This topic is increasingly relevant and urgent throughout the world, with the hope that multicultural education will strengthen Indonesian character and lead Indonesia towards a great future with collective confidence as a nation (Fadilah Intitsal et al., 2024).

Indonesia is a country rich in diversity, both in terms of ethnicity, religion, language and culture. With more than 1,100 tribes spread across the archipelago, dozens of different regional languages, and a variety of traditions and customs, Indonesia is one of the most diverse countries in the world. There are more than 1,100 tribes spread across the archipelago, dozens of different regional languages, and a variety of traditions and customs. Indonesia is one of the most diverse countries in the world (Okta, 2018). In the realm of religion, Indonesia also accommodates various beliefs, from Islam, Christianity, Catholicism, Hinduism, Buddhism, to Confucianism, as well as adherents of other beliefs (Farid & Rugaiyah, 2023). Each religion brings different religious values and practices, but Indonesian society has long lived side by side in peace and harmony (Oktavia Aini & Eldarni, 2023).

Indonesia's diversity of culture is represented in its many works of art, traditions, and festivals. Every cultural work, from performing arts to handicrafts, has a story and deep meaning, and it becomes an essential component of the nation's identity (Okta, 2018). Plurality in Indonesia is a gift from God Almighty which is reflected in the diversity of ethnicity, religion, culture and language. This is a characteristic of the Indonesian state which enriches the nation's identity. This is a characteristic of our country that enriches national identity. The motto "Bhinneka Tunggal Ika" which means "Unity in Diversity" is not just words, but a principle that reflects Pancasila (Putri et al., 2024). But diversity also presents challenges, particularly when improperly handled. Problems such as brawls, bullying, beatings, harassment of human dignity and irresponsible sexual relations, promiscuity and other immoral acts, this indicates an unpreparedness to face differences (Dwintari & Murdiono, 2023). This indicates the need to increase understanding, knowledge and awareness of the importance of respecting differences. The educational process must also emphasize the values of inclusiveness. To build a diverse society, we need to strengthen awareness of the importance of mutual respect and understanding of differences as the foundation for a harmonious and inclusive life (Luh Ika Windayani et al., 2024).

This phenomenon has its own urgency that multicultural-based character education is currently very important to form individuals who can adapt and have a positive impact on people's lives (Solissa et al., 2024). The main focus in forming a young generation who has positive ethics and values is the goal of character education (Pattiran et al., 2024). Character education is an integral part of the national education agenda, which is carried out through character education strengthening programs (Maulana & Marfu'ah, 2023). In the midst of the dynamic development of modern society, the challenges in forming strong characters in the younger generation are increasingly complex (Mukhlisoh & Suwarno, 2019). Therefore, an effective and holistic character education strategy is needed to provide a strong moral foundation for the nation's children (Perdani et al., 2024).

Schools have an important function as educational institutions that attempt to develop quality individuals (Purwaningsih & Syamsudin, 2022). As the second socialization environment after the family, at school children can interact with a variety of people, creating a wider environment than at home, which can lead to differences in habits and lifestyles (Andhika, 2024). The importance of multicultural-based character education in schools is very significant (Effendi & Sumaryati, 2022). Character education in schools emphasizes not just academic qualities, but also the development of social, emotional, and spiritual skills in order to foster intercultural character (Selvi Handayani et al., 2024).

As citizens of a world that continues to develop, multicultural education has an increasingly vital role in promoting social harmony, tolerance, and respect for human diversity (Ruslan et al., 2024). Multicultural education functions as a solution to create peace, harmony between religious communities, and unity as one unit in humanity (Nugraha et al., 2020). Character education must be successful in preparing the younger generation holistically, including cognitive, affective, and psychomotor aspects (Farabi et al., 2024). Therefore, it is important to formulate planned management in school institutions as pioneers in developing Indonesian human character in accordance with national values, such as Bhinneka Tunggal Ika, the spirit of humanity, mutual cooperation, and a sense of concern for various problems (Lao et al., 2024). In the educational context, a multicultural-based character education paradigm is a strategic necessity to face the complex challenges of integration between cultures and religions in the school

environment (Arifin & Qurratul A'ini, 2023). Multicultural-based education views cultural diversity as a valuable value, not as an obstacle (Hadijaya et al., 2024).

In this context, research shows that SMP Labschool Jakarta has made serious efforts to internalize the diverse characters of students at school. Research at this school found religious diversity such as Islam, Hinduism, Christianity, Protestantism and Catholicism, as well as various other differences. This requires the concept of education at SMP Labschool Jakarta to be able to adapt to the needs of students, so that the curriculum implemented does not only focus on academic aspects, but also emphasizes maintaining cultural values, tolerance, mutual cooperation, equality, and mutual respect and respect for differences.

The head of SMP Labschool Jakarta stated that the school had been implementing character education for a long time, even before there were official instructions from the government. This is considered important to equip students with an understanding of nationality and to form national character and to be encouraged to practice teachings in accordance with the values of their respective religions. The school's vision which emphasizes dignity, achievement, creativity, and noble character reflects the school's commitment to character education as a foundation for the holistic development of students. This school also has distinctive character values known as "Ten Labschool Character". These typical values can be seen in Figure 1:

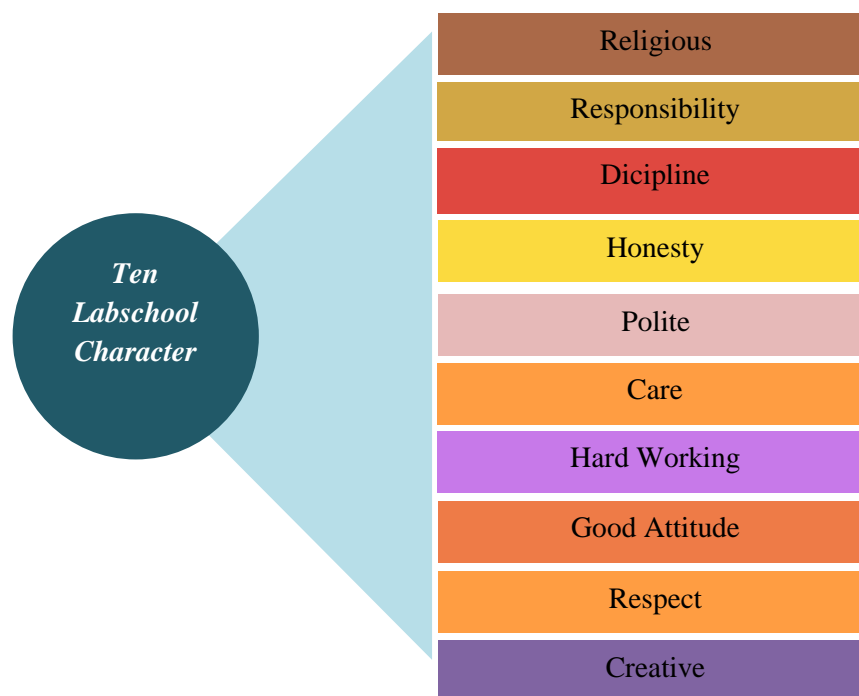


Figure. 1 Ten Labschool Character SMP Labschool Jakarta.  
(Data processed by researcher, 2024).

Ten Labschool Characters are the main values in the school environment and function as guidelines in the life of the school community at SMP Labschool Jakarta. This multicultural-based character education is expected to produce students who not only excel academically, but also have strong character. By instilling these values, it is hoped that students can contribute positively to wider society, creating a more tolerant, inclusive and harmonious environment. In addition, it is hoped that this character strengthening will be able to equip students with the ability to adapt to diversity, as well as encourage the creation of a more just and equal society. In its implementation, this educational approach includes various programs and activities that encourage students to appreciate differences, develop empathy, and

overcome prejudice. Programs such as intercultural discussions, collaborative projects, as well as various extracurricular activities will be an integral part of these efforts. Through this strategy, SMP Labschool Jakarta is committed to forming a generation that is not only intellectually intelligent, but also has integrity, noble character, and is ready to play an active role in developing a better society.

This research is important to dig deeper in line with the complexity of today's educational needs. The focus is on the management of the internalization of multicultural-based character education values at SMP Labschool Jakarta. The subfocus includes the management formulation of internalization of values and the implementation of character values in the school, as well as supporting and inhibiting factors. By understanding how multicultural character values are integrated in the school context, this research will provide valuable insights for the development of inclusive and diversity-oriented education in the future.

Multicultural-based character education has a close correlation with efforts to preserve community culture, especially in the context of school education. In Law Number 20 of 2003 concerning the National Education System, character education is considered an integral part of the development of national culture and character (Sujarwo et al., 2024). By understanding and respecting various social statuses, races, ethnicities and religions, multicultural character education aims to form intelligent personalities in facing challenges related to the nation's cultural diversity (Atika et al., 2019). Schools, as miniature of life, have a vital role in achieving these aims (Triyanto & Surya, 2022). Therefore, preserving community culture is an important part of school education, along with the formation of national character and civilization as mandated by the national education law.

### Research Methods

This research uses a qualitative approach with case study or field research methods. Carried out at SMP Labschool Jakarta, which is located at the Universitas Negeri Jakarta Complex, Pemuda Street, Rawamangun, RT.7/RW.14, Pulo Gadung District, East Jakarta City, Special Capital Region of Jakarta.

The researcher has a role as the main instrument in data collection, a characteristic of qualitative research that requires the researcher's direct presence. Various data collection techniques were used, including interviews to gain an in-depth understanding of experiences, perceptions and views related to the research topic. Observation is also important, where the researcher actively observes and records behavior, interactions, and context in the situation under study. The use of documentation is also important as evidence of research results. Remembering that the focus of qualitative research is on revealing meaning, socio-cultural construction, norms, values, and the complexity of the phenomenon being studied (Ardiansyah et al., 2023).

The data analysis process follows the "interactive" model developed by Miles, Huberman, and Saldana. This model includes steps starting from data collection, data reduction, data presentation, to verification or drawing conclusions. The data analysis technique is in Figure 2:

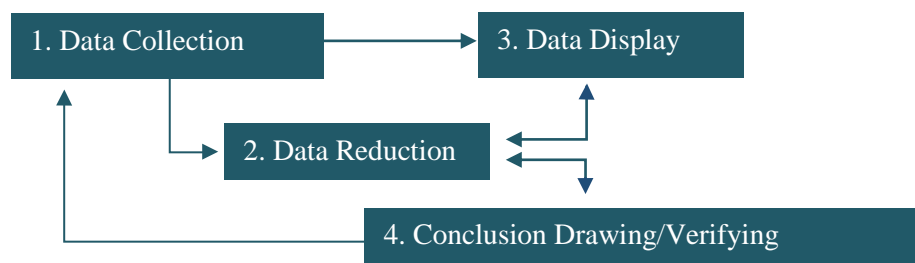


Figure 2. Data Analysis Technique (Miles et al., 2014).

To ensure the reliability of the data during the research, researchers referred to the criteria proposed by Lincoln and Guba. These criteria include credibility, transferability, dependability, and confirmability (Jailani, 2020). By using this approach, researchers can ensure that the data obtained is reliable, relevant, consistent, and verifiable. This is important to ensure that research findings have high reliability and validity.

## ***Findings and Discussion***

### **A. Management Formulation for Internalizing Multicultural-Based Character Education Values at SMP Labschool Jakarta**

Based on the results of interviews, observations, and document studies during research at SMP Labschool Jakarta, it appears that the school has adopted management principles to internalize the values of multicultural-based character education. This process involves a management system that includes planning, organizing, implementing, and evaluating. These components are part of the management formulation that regulates the education system so that the process runs in a planned, orderly and measurable manner in accordance with the vision and mission of the educational institution. (Syafiuddin Shobirin et al., 2023).

Management formulation in education plays an important role in managing institutional needs, such as formulating vision, mission and goals, determining learning strategies, and implementing and assessing predetermined quality standards (Adilah, 2021). At SMP Labschool Jakarta, this management formulation ensures that the values of multicultural-based character education are internalized effectively and systematically, supporting the achievement of inclusive and diversity-oriented educational goals.

The detailed management formulation for the internalization of multicultural-based character education values at SMP Labschool Jakarta is as follows:

#### **1. Planning for the Internalization of Multicultural Based Character Education Values at SMP Labschool Jakarta**

The educational planning process involves a process of careful thinking, analyzing, formulating, weighing, and making decisions to achieve predetermined goals. This is an activity carried out to plan future activities in the field of education (Banurea et al., 2023). At SMP Labschool Jakarta, planning activities for internalizing the values of multicultural-based character education were carried out at the Work Meeting at the beginning of the new school year, which was attended by all staff and teachers under the leadership of the school principal. The meeting includes evaluation and analysis of needs, preparation of the school's vision, mission and goals, curriculum, teaching and learning activity program, division of tasks, determining extracurricular programs, as well as determining the cultural values and character that will be developed. Apart from that, the academic calendar and work program are also determined as well as adjustments to regulations that will be implemented for the next year.

Several important points in planning at SMP Labschool Jakarta include; First, SMP Labschool Jakarta, as an educational institution that prioritizes character formation in students, in the planning process for internalizing the value of multicultural-based character education, seeks to study current social phenomena. This effort was carried out with the aim of identifying potential and needs in schools and aligning educational programs. As an educational institution, SMP Labschool Jakarta also pays attention to future developments and challenges, such as improving religious and moral values, following developments in science and technology, the impact of globalization, and changes in public awareness of education. This concept is in line with the views of Roger Kaufman & Fenwick W. English who define needs analysis as a formal process for measuring the gap between the output and

impact that occurs and what is desired and placing priorities on this gap to determine steps to resolve it. (Herwina & Soepudin, 2020).

Second, formulate the vision, mission, and set goals. Vision and mission are key elements in schools, reflecting the direction desired by stakeholders to achieve future goals (Rafiudin et al., 2024). Based on the research results, the formulation of the vision, mission and goals at SMP Labschool Jakarta follows the national education guidelines and the Labschool Strategic Plan (RENSTRA) for 2017-2027. However, adjustments are made according to conditions, facilities, competency of students and teaching staff, with a process that is updated every year to keep up with current developments and needs. The formulated vision, mission and goals reflect awareness of the diversity of students, including religious, racial, ethnic, and regional backgrounds. SMP Labschool Jakarta considers various student dimensions, including cognitive, affective, and psychomotor aspects in the educational process. This is done with the aim of making the nation's life more intelligent, developing the potential of students to become human beings who have faith, are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Khunaifi & Matiani, 2019).

Third, Formulate the Curriculum. The curriculum is the main pillar in educational success because its suitability to the needs and developments of the times and society determines the effectiveness of education in achieving national goals (Muslimin, 2019). To ensure this relevance, the curriculum must be flexible and continue to develop according to existing needs. Basically, the curriculum must be responsive to challenges that become obstacles in improving the quality of education (Khunaifi & Matiani, 2019).

In order to achieve educational goals, the curriculum is not static. The curriculum can be changed or modified dynamically following current developments. This process of changing and modifying is called the development process (Marisa, 2021). As the curriculum developed by SMP Labschool Jakarta focuses on 12 aspects that are considered important, namely; (1) increasing faith, piety and noble morals; (2) future competency needs; (3) increasing potential, intelligence, talents and interests; (4) diversity of regional and environmental potential and characteristics; (5) regional and national development demands; (6) demands of the world of work; (7) developments in science, technology and art; (8) religious tolerance and harmony; (9) dynamics of global development; (10) national unity and national values; (11) social conditions of local communities; (12) characteristics of educational units.

Based on the principles of curriculum development at SMP Labschool Jakarta mentioned above, it shows that there are various elements included in the curriculum, not only aimed at increasing intellectual intelligence, but also at developing students' character, in accordance with the views of (Rahman Prasetyo & Hamami, 2020) that the curriculum includes objectives involving knowledge, values, attitudes and skills that reflect the student's whole person, both physically and spiritually.

With a focus on a student-centered curriculum. SMP Labschool Jakarta is committed to creating an inclusive and conducive learning environment, as well as supporting the personality growth of each student and preparing them to become future leaders with integrity, global insight, and care for society in accordance with the direction and goals of current character education.

Fourth, Formulate a Multicultural-Based Character Values Internalization Program. The theory proposed by James Banks regarding multicultural-based education needs to be formulated based on five interrelated dimensions. First, integration of educational content (content integration) relates to integrating various materials in the curriculum to eliminate prejudice. Second, knowledge construction emphasizes a deep understanding of diversity as part of the formation of knowledge. Third, prejudice reduction arises from interactions between various groups in the educational context. Fourth, equity pedagogy guarantees equal opportunities for all students, regardless of their background. Finally,

empowering school culture leads to the role of schools as agents of social change to create a more just society. By effectively integrating these five dimensions, education can become a powerful tool for promoting the value of multicultural character (Sadek, 2019).

SMP Labschool Jakarta, as an independent private educational institution, emphasizes its commitment to providing the best educational services for the community. One concrete effort to realize this commitment is to develop an educational unit level curriculum that focuses on the needs of students. This curriculum is designed to adapt to students' needs, respond to current developments, and emphasize character-based learning. The research results show that the program for internalizing multicultural-based character education values at SMP Labschool Jakarta has been integrated into various aspects of learning, both intracurricular, co-curricular and extracurricular.

In intracurricular learning, SMP Labschool Jakarta adopts a multicultural character-based learning approach which is based on the project of strengthening the Pancasila student profile which is integrated into each subject which includes six dimensions of character: Faith, devotion to God Almighty, and noble character; Global diversity (Berkebinekaan Global); Worked together; Independent; Critical reasoning; and Creative (Rahayu & Darsinah, 2024). In this context, the learning formulation at SMP Labschool Jakarta does not only include cognitive stages (remembering, understanding, applying, analyzing, evaluating, and creating) and knowledge dimensions (factual, conceptual, procedural, metacognitive) but also includes achievement behavior such as life skills (critical, creative, communicative and collaborative) as well as the student profile of Pancasila as the main and foremost value.

The formulation of a program for internalizing multicultural-based character education values at SMP Labschool Jakarta is also integrated into every co-curricular activity. As research results show, this activity is intended to support formal learning in the classroom, such as activities outside the classroom that support the development of competency and character of students in the Jakarta Labschool Middle School environment. Co-curricular activities at this school include 27 activity programs including activity programs; SAKSI (Indonesian Student Leadership Appreciation Study); LDKS (Basic Student Leadership Training); LKMS (Student Skills and Management Training); Careerday and others.

The co-curricular programs offered by SMP Labschool Jakarta are an important part of the educational experience of students at this school. As an integral part of education, co-curricular has great potential to support multicultural-based character formation (Shilviana & Hamami, 2020). Co-curricular activities include a variety of activities outside the academic curriculum that are designed to complement classroom learning and provide practical experience for students. In the context of character education, co-curricular programs can be designed in such a way that they provide opportunities for students to hone good character values in real life contexts (Bisri, 2024).

Apart from being integrated into intracurricular and co-curricular, planning for the internalization of multicultural-based character education values SMP Labschool Jakarta also pays attention to the important role of extracurriculars in schools. Extracurricular activities not only provide experience in developing students' interests, talents and potential, but also become a forum for internalizing multicultural character values (Farhani, 2019). According to research results, there are various extracurricular activities at SMP Labschool Jakarta, such as activity programs such as Scouts, OSIS Organization, MPK, ROHIS and four extracurricular areas which include; the field of science and skills, the arts field, the sports field and the religious field. Through extracurricular activities, the formation of affective and psychomotor aspects of students can also be developed. (Afresda et al., 2023)

With a variety of extracurricular agendas based on multicultural character, students can learn how to apply good values in social interactions, mutual cooperation and everyday problem solving. Thus, learning does not only take place in the theoretical realm, but also involves direct experience that is relevant to the context of students' lives (Bisri, 2024).

Fifth, in order to internalize the value of multicultural-based character education at SMP Labschool Jakarta, the formulation of rules and regulations for students is considered very important. These rules and regulations are used as guidelines for each student in a clear manner which contains six dimensions which include aspects of neatness, craft, behavior, cleanliness, awards or rewards as well as violations and sanctions imposed in the school environment. This is part of the internalization of the school's character education values.

Students play a central role in education with the main aim of improving the quality of education and contributing to improving the quality of life of the nation. Therefore, it is important to manage, cultivate, organize, organize, develop and utilize students so that they can become good quality educational products, both when they are in the school environment and after interacting with the community (Solehah & Hidayat, 2024). As the rules and regulations at SMP Labschool Jakarta have several objectives, including: Forming and getting used to implementing the character values of SMP Labschool Jakarta, Training students to live in an orderly and noble manner which will be implemented in social life.

## 2. Organizing the Internalization of Multicultural-Based Character Education Values at SMP Labschool Jakarta

is an integral aspect of educational management (Machali & Hamid, 2017). In this context, organizing the internalization of multicultural-based character education values at SMP Labschool Jakarta includes all elements of Human Resources (HR) in the school. This includes the Principal, Deputy Head of Academic Affairs, Deputy Head of Student Affairs, and Deputy Head of SARPRAS, as well as all teachers, both those who teach subjects and those who are homeroom teachers, as well as members of the Parents and Teachers Association (POMG), and other staff. at school. This approach is in line with the view (Mukhlisoh & Suwarno, 2019) regarding organizing Character Education, which states that organizing or managing character education involves coordinating human resources in implementing character education. The components in this organization involve organizing and managing human resources in leading, developing, coordinating, and managing the school to create a culture of character.

## 3. Implementation of Internalization of Multicultural-Based Character Education Values at SMP Labschool Jakarta

Character education is understood as efforts designed and implemented systematically to instill student behavior that includes relationships with God Almighty, oneself, the environment, fellow humans, and nationality. This is reflected in students' thoughts, attitudes, feelings, and actions which are based on religious norms, laws, cultural etiquette, and customs. (Salim, 2015).

The implementation of the internalization of multicultural-based character education values at SMP Labschool Jakarta has been closely integrated with the curriculum, culture and character values that have been developed by the school. Every activity at this school is based on strengthening the student profile of Pancasila and Ten Labschool Character as the main model, especially in implementing educational agendas both in the intracurricular, co-curricular and extra-curricular areas. This approach is in line with the objectives of the character education curriculum, which aims to instill, cultivate, and empower positive character values in students, both as individuals, groups and in society (Muslimin, 2019).

The implementation of character education in extracurricular activities is implemented by integrating all subject areas with school character (Baidowi, 2020). This is in line with the intracurricular activities at SMP Labschool Jakarta, which demonstrate the practice of habituating, emphasizing and strengthening the character values contained in the Pancasila Student Profile as well as implementing the typical values known as the Ten Labschool Characters. The typical character values of



SMP Labschool Jakarta include: Religious, Responsible, Discipline, Honesty, Polite, Caring, Hard Working, Good Attitude, Respect (Appreciative) and Creative.

The process of internalizing character values is carried out through culture, habituation, and several activities. One of them is the habit of praying together when starting and closing each lesson, as well as practicing the words and movements of the "Ten Labschool Characters". The prayers said by non-Muslim students are adjusted to their respective religious beliefs, while Muslim students lead special prayers that have been determined by the school.

The implementation of the internalization of multicultural-based character education values at SMP Labschool Jakarta has been realized through a number of programs in the school's co-curricular activities. Co-curricular activities are activities that complement extra-curricular activities, such as student studies, outdoor activities, social activities, visits to other schools, or other educational tourism destinations (Shilviana & Hamami, 2020). Like the research results at SMP Labschool Jakarta, in co-curricular activities there are various programs that cover a variety of activities, including MPLS (Introduction Period to the School Environment), SALAM (Islamic Practice Study), SAKSI (Study and Appreciation of Indonesian Student Leadership), LDKS (Basic Student Leadership Training), selection of OSIS - MPK - ROHIS administrators, Running Cross Juang, inauguration of OSIS and MPK, LDKR (Basic Rohis Leadership Training), LKMS (Student Skills and Management Training), Eksa Labs (Labschool Natural Exploration), Career Day, OMG (Parents being a Teacher), Extracurricular Expo, art performances, preparation and presentation of written works, Speech Labs, commemoration of national holidays and religious holidays, student exchange, cultural mission/home stay, class meetings, exhibition of fiction books written by students, exhibition of art works students, In Labs, graduation, yearbook creation, and firewall and Labscore.

Each school has reasons for making co-curricular activities an optional activity in their respective schools, so it is hoped that each school will have a variety of and interesting programs for students (Shilviana & Hamami, 2020). Like SMP Labschool Jakarta, it has various kinds of programs that have been implemented. This aims to ensure that character education in schools is not limited to learning time in the classroom, but outside the classroom, each student can develop themselves, increase creativity and form an attitude of mutual cooperation, independence and responsibility as students (Akbar, 2021).

The implementation of multicultural-based character education at SMP Labschool Jakarta takes real form through various extracurricular activities held at this school. Student organizations such as Paskibra, OSIS, and MPK, as well as activities such as ROHIS, Journalism, Scouts, and others are vehicles for internalizing various character education values. Through various extracurricular programs such as KIR (Youth Scientific Work), Reading and Writing and Tahfidz Qur'an, English Club, Japanese and French, Robotics, Labmovie, Choir, Traditional and modern dance, Saman Dance, Band, Acolabs, Theatre, as well as sports activities such as Badminton, Futsal, Basketball, Archery, and Shooting, students have the opportunity to develop various aspects of desired character.

Character education has now become an integral part of the school curriculum, which is applied in all subjects and is an extracurricular activity that all students must take part in (Ramadan Oktavian et al., 2021). In these activities, character values such as cooperation, creativity, discipline, love of the country, and so on are instilled and strengthened (Basyaruddin & Rifma, 2020). As is the strategy for implementing the internalization of multicultural-based character values at SMP Labschool Jakarta, in its activities there are various fields of scientific discipline. Thus, SMP Labschool Jakarta has succeeded in initiating and implementing character education in the school environment well.

#### 4. Evaluation of the Internalization of Multicultural-Based Character Education Values at SMP Labschool Jakarta

Evaluation is an important component in education management to measure the success of the programs that have been implemented (Basyaruddin & Rifma, 2020). SMP Labschool Jakarta, evaluations in the context of internalizing the value of multicultural-based character education are carried out regularly every month, as well as after the implementation of the semester and at the end of the year. This evaluation was attended by all teachers and staff, led directly by the school principal as the main coordinator in evaluating character education in schools.

The evaluation technique applied at SMP Labschool Jakarta involves joint meetings by looking at indicators of achievement in aspects of students' knowledge, skills and behavior in applying the values of the Pancasila student profile as well as the unique characteristics of the Ten Labschool Characters in school life. Thus, this evaluation provides an overview of the extent to which students have internalized these values and how effective the programs that have been implemented are in achieving the goals of multicultural character education in schools.

The principle of character education is to inspire the birth of good children, who grow up with strong character, developed capacity, and a commitment to do everything with integrity and truth, while setting clear life goals. Effective character education is found in a school environment where all students have the opportunity to demonstrate their potential in achieving very important goals (Miftakhu Rosyad & Zuchdi, 2018). This phenomenon is reflected in students at SMP Labschool Jakarta, where they succeed in showing behavior that is in accordance with the character values that are part of the culture and habits in the school environment. Apart from that, they also managed to achieve various achievements in various fields. This shows that character education applied consistently and comprehensively in the educational environment can have a significant positive impact on students' overall development.

Overall, the management formulation is internalizing multicultural-based character education values. As a result of a management that is oriented towards internalizing multicultural-based character values into every school program, both in intracurricular, co-curricular and extra-curricular programs. It can be understood that SMP Labschool Jakarta seeks to develop and shape the character of its students through school management which is oriented towards building multicultural-based character in each student. This school tries to accommodate and facilitate all needs, demands, and respond to the challenges and developments of the times.

#### **B. Implementation of Multicultural Based Character Values at SMP Labschool Jakarta**

Character education refers to the process of forming morals through the process of “knowing the good, loving the good, and acting the good”, which involves cognitive, emotional, and physical aspects. Thus, noble morals can become habits of thought, feeling and action. The main target of character education is to create a nation that is strong, competitive, has noble character, moral, tolerant, mutual cooperation, patriotic, dynamic, and oriented towards science and technology, all of which is based on faith and devotion to God Almighty in accordance with the values Pancasila (Pattiran et al., 2024).

The management of internalizing multicultural-based character education values at SMP Labschool Jakarta has succeeded in realizing characterful student behavior. This indicates that holistic character education, which involves the development of cognitive, emotional, and physical aspects, has successfully integrated Pancasila values and multicultural culture into student behavior (Khoirunnisa, 2022). As the results of research at SMP Labschool Jakarta show the creation of a conducive, comfortable, and peaceful learning atmosphere in cultural and religious diversity. This is reflected through students' religious, democratic, nationalist, tolerance, mutual cooperation and independent behavior. Thus, character education at SMP Labschool Jakarta not only produces individuals who have

noble morals, but also strengthens national identity and unity through respect for cultural diversity.

As a further discussion regarding the application of character values at SMP Labschool Jakarta, it shows the existence of an environment that is rich in cultural diversity. This implies that management in schools is focused on policies that promote awareness of cultural diversity in shaping character. The internalization of multicultural-based character education values in this school has a significant impact on students' attitudes, skills, and mindset in everyday life (Rony & Jariyah, 2021). Thus, the values of character education that are rooted in cultural diversity at SMP Labschool Jakarta are reflected in the behaviour observed in daily life at school. This can be explained as follows:

### 1. Creating a Comfortable and Conducive Learning Atmosphere

Education at school is not only about the transfer of academic knowledge, but also about the formation of character, values, and positive attitudes. In this context, the concept of creating an educational environment that is comfortable and peaceful, religious, and rahmatan lil'alamin has become the main focus for educators and education stakeholders. A holistic educational environment includes physical, intellectual, emotional, social and spiritual aspects, with the aim of developing the individual as a whole. This approach reflects the view that education should not only prepare students to achieve academic success, but also shape them into individuals who are responsible, empathetic, and make positive contributions to society (Syofia Alkhaira et al., 2024).

As the results of research at SMP Labschool Jakarta show there is a strong commitment from this school. So that conducive learning can be realized. They designed the operational objectives of the curriculum to: 1) support increasing faith and piety and foster noble morals while maintaining religious tolerance and harmony in the school environment; 2) encourage the development of national insight and attitudes as well as national unity to strengthen national unity within the territory of the Republic of Indonesia; 3) paying attention to the socio-cultural characteristics of the people of DKI Jakarta and supporting cultural preservation; and 4) supporting the creation of fair education and encouraging efforts for gender equality. Through the curriculum, culture and habits implemented at SMP Labschool Jakarta, a comfortable and conducive learning atmosphere has been successfully created amidst the diversity of students.

### 2. Realization of Religious Character Values

Religious character, as a character value related to an individual's relationship with God, is an important aspect in forming students' character (Bisri, 2024). At SMP Labschool Jakarta, in order to realize religious character values, this is done by emphasizing obligations and obedience in worshipping Almighty God as a form of recognition of human dependence on Him and responsibility as a devout believer.

The implementation of religious character values at SMP Labschool Jakarta is reflected in daily practice, apart from the culture of Salam, Salim, Polite, and practicing the typical values contained in the ten labschool characters, there is also encouragement and emphasis where every student is encouraged and accustomed to practicing worship. disciplined and obedient in accordance with their respective religions and beliefs. This is reflected in the implementation of midday and Asr congregational prayers, as well as the provision of spiritual activities for Hindu, Catholic and Christian students, equipped with guidance from religious teachers and adequate prayer room facilities. The aim of all this is to form students' character who is strong religiously, has noble character, and increases tolerance as well as faith and devotion to God Almighty so that they grow and develop into children with religious character (Suradi, 2018).

Labschool's motto "Faith, Knowledge, Charity" is also the main key in realizing religious character values in students. As the Trimotto Labschool philosophy states, faith is a strong belief in the heart, knowledge is knowledge that is engraved in the mind, and charity is action that is realized. By

maintaining faith, knowledge can be firmly implanted in the mind. By controlling faith and increasing knowledge, the actions taken always lead to the good of others. To be successful in doing good deeds, it is necessary to strengthen faith as control and increase knowledge as strength. With faith, a person can make decisions in accordance with the religious values he adheres to, while with knowledge, he can differentiate between right and wrong, and make more meaningful life decisions. Through charity, a person can actualize the potential to become a virtuous and valuable human being.

### 3. Realization of Democratic Character Values

Education plays an important role in instilling democratic character in the younger generation (Hasanah, 2024). Democratic values have great significance for society, especially among school students. It is important to implement democratic values from an early age because this will affect the educational structure in society itself. A society that has a strong foundation in democratic values can be formed through a democratic education system, starting from educational institutions (Kurniawan & Kusumawardhana, 2020). As part of efforts to implement democratic character education, schools integrate democratic values as a reflection of the democratic state system in Indonesia. For example, at SMP Labschool Jakarta, activities such as the election process for chairman and deputy chairman, as well as OSIS, ROHIS and MPK administrators are carried out openly, fairly, and democratically for all students.

Democratic character is a manifestation of the way a person thinks, behaves and acts by respecting the rights and obligations of other people. In Indonesia, respect for the rights and obligations of other people is considered very essential, because this attitude reflects a good personality and obedience to state regulations (Hasanah, 2024). In this context, SMP Labschool Jakarta has implemented democratic character values which emphasize compliance with the rules set by the school, such as the requirements and obligations that must be fulfilled to become chairman, deputy chairman, as well as administrators of OSIS, MPK, and ROHIS who have certain minimum standards. This step aims to establish a healthy, honest, fair and responsible competitive attitude.

The realization of democratic character values at SMP Labschool Jakarta is driven by school diversity and the principles of Indonesian statehood. Multicultural insight education is education that pays serious attention to the background of students in terms of ethnic, ethnic, racial, cultural, linguistic and religious diversity (Suradi, 2018). The concept of multicultural education essentially moves from the conditions of society which are quite diverse. Schools, as miniature states, schools must introduce the concept of democracy from an early age, including in the leadership transition process in schools (Kurniawan & Kusumawardhana, 2020).

Through the open selection of OSIS, MPK and ROHIS management, SMP Labschool Jakarta has developed student character in various aspects, such as nationalism, mutual cooperation, religion and integrity. The process of selecting student leadership is not only for developing leadership talents, but also as a means of forming fair, honest and quality attitudes in students. This is in accordance with Lickona's character education theory, character education aims to shape ethical and moral behavior in individuals by emphasizing positive values such as integrity, responsibility, justice and respect (Hikmasari et al., 2021).

### 4. Realization of Nationalist Character Values

Nationalism has a crucial role in building the nation and state because it reflects people's love for their homeland. Apart from that, nationalism encourages people to respect human values and prioritize tolerance (Fibrianto & Bakhri, 2018). Many educational institutions have made various efforts to instill and strengthen nationalist character in students (Pattiran et al., 2024).

The results of the research show that SMP Labschool Jakarta is active in realizing character education for its students through various programs at school, such as the red and white flag ceremony,

Scouting, SAKSI (Indonesian Student Leadership Appreciation Study), PASKIBRA (Flag Raising Troops), as well as holding commemorative events. Independence Day, Kartini's day, and Teacher's Day. Through these activities, SMP Labschool Jakarta seeks to instill the character of love for the country and build a spirit of patriotism in students. This initiative is in line with the implementation of PPK advocated by the government (Iswatiningsih, 2019).

One of the steps taken by the government to strengthen character education is through Strengthening Character Education (PPK), which is integrated in the National Mental Revolution Movement. One of the values that is considered important to instill in students is the character of love for the country (Atika et al., 2019). Steps to strengthen character education have long been the focus of the government, such as through the National Movement for National Character Education in 2010, which was then continued with the PPK (Strengthening Character Education) program in 2016. This initiative is in line with the declared goals of Nawacita and the Mental Revolution Movement by President Joko Widodo. The government has also formulated five main values of national character, namely religious, nationalist, independent, mutual cooperation and integrity, which are interrelated and need to be developed as a priority in the PPK Movement (Iswatiningsih, 2019).

#### 5. Realization of the Character Value of Tolerance

Tolerance is the basis for peace, considered a key factor in achieving peace (Supriyanto & Wahyudi, 2017). Indonesia, as a country rich in cultural diversity and unique character, differentiates it from other countries. This cultural diversity includes various aspects, such as language, religion, ethnicity, race, skin color and customs. This positive view of diversity encourages national unity even though we are faced with various challenges in this era. However, if Indonesian society is unable to appreciate human diversity, this cultural diversity can be seen negatively (Irawati & winario, 2020). As the facts show, SMP Labschool Jakarta has a diverse student population. Diversity at this school includes different religions, cultures, ethnicities and regions.

The idea of Active Listening Ten Labschool Characters implemented by SMP Labschool Jakarta is an effort to develop the character value of tolerance in schools. This idea has become part of the school culture that is carried out consistently. The essence of this idea is respecting differences of opinion, including differences in religion, race, ethnicity, and customs of each individual, as well as respecting the communication process by not interrupting other people's conversations before being given the opportunity to speak. This is one form of SMP Labschool Jakarta's efforts to maintain and maintain the values of tolerance in the school environment. Character education can be implemented through practice, which can be realized through school culture. School culture reflects the values and traditions that are upheld in the school, and plays a very important role in strengthening character education in the educational environment (Nur & Pangestika, 2022).

Quoted from the composition of the SMP Labschool Jakarta curriculum, there is an emphasis on "Increasing religious tolerance and harmony as well as respect for religious norms that apply in the school environment" and "Encouraging the growth of gender equality through fair learning". This confirms the commitment of SMP Labschool Jakarta to develop the character of tolerance and at the same time promote gender equality, where both female and male students have the same right to attention and guidance from the school. This reflects the importance of strengthening character education through school culture, as stated in Minister of Education and Culture Regulation No. 20 Article 4 of 2018, which stipulates that character content in Strengthening Character Education is implemented through curriculum and habits in primary or secondary level education units (Arif, 2021).

#### 6. Realization of the Character Value of Mutual Cooperation

The character value of mutual cooperation is an expression of concern for the social environment (Hayati & Utommo, 2022). The existence of the character of mutual cooperation is

considered crucial for students, because the lack of experience in mutual cooperation activities can have a negative impact on their social behavior (Piesesa & Camellia, 2023). In the context of strengthening character education, the gotong-royong character describes attitudes and behavior that emphasize cooperation in solving common problems through social interaction and mutual help (Mustaghfiroh & Listyaningsih, 2023). In various projects, mutual cooperation activities have a significant role, showing the ability to collaborate naturally in carrying out tasks with cooperation, attention and care (Nisah et al., 2022).

At SMP Labschool Jakarta, the implementation of the character value of mutual cooperation is reflected through various program implementations in the school, because character education is not only explained in theory but must also be taught through a series of practices that have been in previous programs (Trilisiana et al., 2023). The implementation of these activities includes collecting donations every Friday, the BERASA (Clean One Meter Radius) culture which requires students to keep the school environment clean, as well as Labscare activities which show concern for social problems such as natural disasters and floods. Labscare is a mandatory activity for every student, both individually and in groups. Apart from that, there is also the Foster Friends activity, where students initiate financial assistance for their friends who need it for education and living expenses. Furthermore, there is the Rice ATM program, which aims to be a means of storing rice to be distributed to local residents who need it. The Rice ATM program is carried out by OSIS and POMG (Parents and Teachers Association).

The concept of mutual cooperation is a highly valued value in group life which has deep roots in Indonesian culture (Mustaghfiroh & Listyaningsih, 2023). The values of mutual cooperation which are centered on the spirit of Indonesian Unity, in accordance with the principles of Pancasila, have helped maintain harmony and unity amidst the diversity of Indonesian society (Maulana & Marfu'ah, 2023). The practice of mutual cooperation which is reflected in the character of the Jakarta SMP Labschool Jakarta students provides a real example of how the values of mutual cooperation, togetherness and social care are applied in everyday life at this school.

## 7. Realization of Independent Character Values

Independent character education is an important aspect that must be instilled among students, and schools have a major role in this process (Rachman et al., 2023). Through independent character education, students are invited to develop the ability to learn independently, analyze and solve problems, have determination in facing challenges, and be responsible for their actions and decisions. Confident attitudes and effective use of free time are also characteristics of effective independent character education (Maryono et al., 2018). Independent character education aims to support children's growth holistically, both physically and mentally, towards a more humane and superior civilization. For example, this could mean giving instructions or encouragement to children not to depend on others when facing various tasks and problems (Nurhasanah et al., 2024).

The initiative taken by SMP Labschool Jakarta in internalizing character values, including independent character, has been proven effective based on research results. One concrete example is how students' independence is reflected in their attitudes towards learning. By being able to take the initiative and be responsible for their own learning process, students show that the values of independent character have been successfully embedded in them. Various activities and programs that have been launched by SMP Labschool Jakarta also play an important role in the process of internalizing character values. For example, providing independent and group study assignments, as well as activities such as field studies, cultural missions abroad, and the culture of practicing active listening ten lab school characters, are all designed to help students develop independence and responsibility. Apart from that, the existence of student organizations such as OSIS, MPK, ROHIS, and Scouts also provides a platform for students to actively participate in building their character. Through various activities in these organizations, students can practice leadership skills, teamwork, and responsibility, all of which are important aspects of independent character.

The implementation of management for the internalization of multicultural-based character education values at SMP Labschool Jakarta is also in line with Minister of Education and Culture Regulation No. 20 of 2018 Article 2 paragraph 1. This article emphasizes that the implementation of Character Education (PPK) must take into account Pancasila values, such as honesty, tolerance, creativity and responsibility, as well as other values such as national spirit and love of the environment. In addition, paragraph 2 of the same article emphasizes that the values mentioned in paragraph 1 reflect five main interrelated values, namely religiosity, nationalism, independence, mutual cooperation and integrity, which must be integrated in the educational curriculum (Mulyani et al., 2020).

As a conclusion from the analysis in the sub-focus of this research, the management of internalizing the values of multicultural-based character education, as demonstrated by the results of research at the SMP Labschool Jakarta, has had a positive impact on student character development. This is reflected in increasing students' academic achievements in regional, national, and international competitions, as well as in improving aspects of character and demonstrating integrity. Apart from that, character education at SMP Labschool Jakarta also motivates students to achieve better achievements.

### **C. Supporting and Inhibiting Factors in the Management of Internalization of Multicultural-Based Character Education Values at SMP Labschool Jakarta**

The aim of the character education strengthening program is to effectively reflect the values that shape the nation's character through the implementation of the main values of the National Mental Revolution Movement, such as religious, nationalist, independent, mutual cooperation and integrity. These values are the main focus in learning, habituation and acculturation so that character education can significantly change the behavior, thought patterns and actions of individual students (Pridayani & Rivauzi, 2022). In this context, organizing activities cannot be separated from the role of management. Management here refers to all activities carried out by individuals or groups in an organization or institution to achieve predetermined goals (Usman, 2020). Therefore, management is defined as the process of achieving goals through cooperation and joint activities with other people (Sari et al., 2022).

Organizing activities cannot be separated from the existence of supporting and inhibiting factors. Supporting factors are things that facilitate and support the implementation of an activity, whether they come from internal or external to the school. On the other hand, inhibiting factors are things that can hinder or slow down the progress of an activity or program, and these factors can also come from internal or external (Shabrina et al., 2019). In the context of management research on the internalization of multicultural-based character education values at SMP Labschool Jakarta, there are various supporting and inhibiting factors that influence the success of the program. These factors will be outlined in the following description:

#### **1. Supporting Factors for Management of Internalization of Multicultural-Based Character Education Values in SMP Labschool Jakarta**

First, HR (Human Resources) Commitment. Considering the importance of education in human life, efforts to develop human resources need to be increased by increasing knowledge, skills, attitudes, and values so that individuals are able to adapt to their environment (Sartika et al., 2023). At SMP Labschool Jakarta, human resource development has become a top priority in efforts to improve the quality of education. The principal, as the main leader of an educational institution, has a strong commitment in this regard. As a leader, the principal consistently provides motivation, support, guidance and training to all teaching staff and employees, such as workshops and seminars, to improve their competence. Apart from that, he gave directions to all staff so they could carry out various activities at the school. This is done consistently at SMP Labschool Jakarta because the role of teachers is very strategic in the education of the nation's children, and their professional abilities are the main responsibility of educational institutions. (Indriyani et al., 2023).

Teacher commitment plays a crucial role in influencing the quality of education. Teachers who demonstrate a high level of commitment are considered responsible, and therefore, it is important to take teacher commitment seriously as it can impact student academic achievement and school performance (Billy & Taat, 2020). Research shows that a sense of commitment is the main motivation for SMP Labschool Jakarta to internalize character values in all its students. This commitment does not only come from the school principal and teaching staff but is also emphasized by all human resources (HR) in the school, including employees.

Second, School Curriculum Design. The curriculum plays a very large role in determining a country's educational progress, from concept to application and practice in the field (Ranto Mulia et al., 2023). This can also be seen in the curriculum implemented at SMP Labschool Jakarta, which plays an important role in forming a generation with strong character. Through this curriculum, students have achieved various achievements. Apart from that, the curriculum at SMP Labschool Jakarta also emphasizes the importance of character education, tolerance, mutual cooperation and mutual respect for each other. Thus, the curriculum design at SMP Labschool Jakarta has been proven to have a positive impact on internalizing multicultural-based character values.

The curriculum prepared by SMP Labschool Jakarta acts as a strong tool in building students' understanding, empathy and tolerance towards diverse social and cultural diversity. More than just a guide to transferring knowledge, this curriculum is also a foundation for forming student attitudes, values and behavior that reflect positive multicultural awareness. (Ubadah, 2022).

Third, complete and adequate school facilities. A conducive climate at school is influenced by the school environment which consists of three main components: physical, cultural, and social environment. The school's physical environment, such as facilities and infrastructure, can also contribute to the formation of student character (Gampu et al., 2022). Educational facilities are a determining factor in the success of learning at school. The completeness and availability of educational facilities has a big influence on the effectiveness and smoothness of the learning process in the classroom. School equipment management is a process that aims to use all educational facilities efficiently and effectively (Sinta, 2019).

The condition of educational facilities and infrastructure owned by schools and the optimization of their management and utilization greatly influence the success of educational programs in schools (Ananda & Banurea, 2017). Based on observations, SMP Labschool Jakarta has succeeded in providing adequate educational services with complete facilities and according to needs. Educational facilities include qualified teaching staff, classrooms equipped with air conditioning, learning media such as projectors and whiteboards, as well as comfortable study tables. Apart from that, there are facilities for places of worship for Muslim and non-Muslim students, laboratories for practical learning, sports and arts fields, as well as creativity spaces such as a podcast room, band/music room, and painting room. With these adequate facilities, SMP Labschool Jakarta provides a conducive and supportive learning environment for the development of multicultural-based character in the school.

Fourth, school culture. School culture has a significant impact on student development. A school environment filled with values such as discipline, honesty and compassion can shape good character in students (Amelia & Ramadan, 2021). The success of an educational institution not only depends on the completeness of the facilities, the quality of the teachers and the quality of the students, but also on the culture created within the school. School culture is the essence or unique identity of the educational institution which gives meaning to every educational activity within it (Nizary & Hamami, 2020).

School culture has an important role in creating a unique identity for a school in carrying out every learning process (Permana & Ulfatin, 2018). In this context, research shows that the culture at SMP Labschool Jakarta includes a culture of greetings, salim, greetings, politeness and politeness which



reflects character values that are integrated with the Labschool Trimotto concept, namely "Faith, Knowledge, Charity" as a cultural foundation that main, as well as the SMP Labschool Jakarta Trimotto itself, namely "Achievement, Character and Creativity". Apart from that, there is also the practice of the "Ten Labschool Character" and "Active Ten Labschool Character" culture, as well as values such as mutual respect, mutual cooperation, building togetherness and looking after each other, as well as implementing other good values. This is the main basis for forming student character at SMP Labschool Jakarta. A school culture that is centered on positive values and good practices is a characteristic and educational culture at SMP Labschool Jakarta so that it becomes a supporting factor for the successful management of internalizing multicultural-based character education values in schools.

Fifth, School Education Programs and Activities have a central role in building a better civilization (Octaviani et al., 2019). As times change, education has developed into more than just the distribution of knowledge but must also have the ability to develop students' potential as a whole, including cognitive, affective and psychomotor aspects (Rasyid et al., 2024). In this context, implementing character education is a priority that must be carried out in a structured and sustainable manner (Setiawan, 2020). Character education aims to shape students' personalities so that they have high morality, integrity and positive traits needed to face the challenges of globalization (Kamaruddin et al., 2024).

To strengthen character education, it is important for schools to develop school culture and programs that include values such as leadership, tolerance, cooperation, and responsibility, in accordance with the findings expressed by (Qoyyimah et al., 2024) with building a strong school culture, students will gain experiences and reflections that can help them understand and appreciate cultural diversity. As a result of research, character education at SMP Labschool Jakarta is reflected in various school programs and activities, including intracurricular, co-curricular and extracurricular programs. In the intracurricular program, learning is based on strengthening the character profile of Pancasila students and familiarizing themselves with the typical Ten Labschool Character character values. On the co-curricular side, there is the SAKSI (Indonesian Student Leadership Appreciation Study) program which trains students to be independent, responsible, cooperative, disciplined, and increase awareness of the environment as well as visiting cultural sites. Meanwhile, in extracurricular activities, there is a Scout program which is a mandatory activity at school. Thus, activities and programs at SMP Labschool Jakarta support the development of student character in a holistic and sustainable manner.

Sixth, Diverse Student Input. Cultural diversity, customs, and religions that are the characteristics of the Indonesian nation (Hadijaya et al., 2024). This is also reflected in the SMP Labschool Jakarta environment. The management concept of internalizing multicultural-based character education values in schools is important because of the presence of students with diverse religious, ethnic, racial, and cultural backgrounds. However, the attitude shown

by each student reflects an understanding of mutual respect, mutual cooperation and respect for diversity. This is a supporting factor in the process of multicultural-based character education in schools being able to run smoothly.

If at the initial stage of education, students have been instilled with the values of tolerance, peace, and respect for differences, then these attitudes will be reflected in their daily behavior because they have become an integral part of their personality (Nurkholifah et al., 2024). Diversity in the school environment is considered an inevitability that cannot be avoided (Amelia & Ramadan, 2021), therefore, the formulation of the vision, mission, goals, motto, school culture, curriculum design and learning at SMP Labschool Jakarta is aimed at multicultural-based character education because the fact that diversity in this school is a necessity which can then support the growth and development of characters who respect differences. Multicultural education is interpreted as an effort that prioritizes the needs of each student without regard to the social class, gender, race, ethnicity, culture, or religion of each

student (Akbar, 2021).

Seventh, POMG Support. The results of research on POMG nomenclature at reveal that POMG is an association of parents and teachers, which acts as a representative forum for parents of students at school. The POMG organization plays an important role in promoting the formation of children's character, both in the school environment and at home. In the context of internalizing multicultural-based character education values, POMG's role is very significant in initiating programs aimed at supporting children's character development. One form of program carried out is the organization of various activities such as an activity called "Parent School" which is packaged in seminars, workshops and training attended by presenters who are considered qualified and professional. In this forum all parents of SMP Labschool Jakarta students were also present.

The research results show that SMP Labschool Jakarta has succeeded in establishing good collaboration with the students' parents. This school recognizes that parents have a very important role as partners in educating children, especially in the family environment. This view is in line with the understanding that the role of parents is very important in shaping children's character so that they are ready to face challenges in the future (R. M. Andhika, 2021). When they are growing up, children tend to imitate their parents' behavior because they see their parents as the main role models and figures they admire. Apart from that, the family environment also has a big impact on the formation of a child's personality because children spend most of their time in that environment. Therefore, the way a child dresses, behaves and acts on a daily basis often reflects the values they learn from the family environment (Putry, 2019).

Parents act as mentors, motivators, educators and as role models for their children (Fikriyah et al., 2022). The role of parents as primary educators for children has a significant influence on their physical and mental development from childhood to adulthood (Saetban, 2020). The process of forming knowledge conveyed through various parenting methods by parents has a crucial role in shaping children's personality, character, cultural values, religion, morals, and simple skills (Wibowo & Amalia Oktafira, 2024). Therefore, education provided in the family environment has a very important role. In this context, the Association of Parents and Teachers (POMG) at SMP Labschool Jakarta plays a role in supporting the successful formation of good children's character through increasing awareness of concern for the growth and development of children's character. Through collaboration between schools and parents, comprehensive support is created in efforts to develop children's character holistically.

## 2. Factors Inhibiting Management of Internalizing Multicultural-Based Character Education Values at SMP Labschool Jakarta

First, there is a lack of consistency in implementing the rules and regulations for students. School rules and regulations function as guidelines that regulate student behavior and interactions, as well as ensuring a safe and productive learning environment. This regulation is very important to create a learning environment that is safe, productive, and free from crime (Usmita et al., 2023). For example, at SMP Labschool Jakarta, the rules and regulations are clearly regulated and documented in the "Student Guidelines" book that every student has. This book contains school regulations including prohibitions and sanctions. However, there are still some students who violate the rules, such as coming late to school or dressing untidy. This obstacle is exacerbated by a lack of supervision from teachers and a tendency to tolerate violations that occur.

To overcome this obstacle, the Principal has made various efforts, such as strictly socializing the rules during the MPLS (Introduction to the School Environment), in the classroom through PA (Academic Advisor) teachers, and providing various warnings through subject teachers. In addition, to prevent inconsistencies in the application of rules, teachers are encouraged to internalize cultural values such as ten labschool characters and mottos that reflect the cultural character of Faith, Knowledge and Charity. The hope is that students can continue to develop by implementing these character values.

Second, Community Environment. The environment includes everything around humans that directly or indirectly affects the survival of humans and other living creatures on earth. Theoretically and empirically, humans cannot be separated from their environment (Izza Nur Fadhila & Ulfatun Najicha, 2021). The environment has an important role in influencing the process of children's character growth and development (Santika, 2018). This is in line with the concept of "Education Tricenter" initiated by Ki Hadjar Dewantara. This concept emphasizes the importance of synergistic collaboration between families, schools, and communities in supporting holistic and quality education. This approach recognizes that education is a shared responsibility between families, schools, and communities to create a conducive educational environment for children (Sofiana et al., 2024).

As the results of this research show, the Tricentre of Education concept promoted by Ki Hadjar Dewantara has been implemented by SMP Labschool Jakarta through various collaborations with parents, such as involving them in school meetings, through the POMG organization (Parents and Teachers Association), as well as collaboration in programs. programs such as rice ATMs, social services, and distribution of aid to the community. This effort reflects good synergy in the internalization of character education in schools.

However, on the other hand, the community environment is a significant inhibiting factor and at the same time a challenge for SMP Labschool Jakarta. Phenomena in society that are not in line with school character teachings, such as acts of violence, juvenile delinquency, brawls, theft, promiscuity, and violence, remain a challenge (Sajadi et al., 2019). Even though such incidents rarely occur among SMP Labschool Jakarta students, the existence of this phenomenon in the surrounding environment still influences the process of student character formation.

Developing character education is very important, and the role of the community environment must support an educational agenda that shapes the way of thinking and behavior of students who will become the backbone of the nation (Farmanta, 2020). Character is manifested in traits and actions that are in harmony with the long-standing culture of the Indonesian nation (Yansyah et al., 2023). Character includes human behavioral values related to God Almighty, oneself, fellow humans, the environment, and nationality. These values are reflected in thoughts, attitudes, feelings, words, and actions that are based on religious norms, law, etiquette, culture and customs (Nurrochsyam et al., 2020).

In this case, the Tricenter Education concept which has been implemented by SMP Labschool Jakarta through collaboration with parents and the community is an important step in the internalization of multicultural character education. However, challenges from the community environment that are not always in harmony with the teachings of school character remain. Phenomena such as violence, juvenile delinquency, brawls, theft, and promiscuity in the surrounding environment can hinder the process of student character formation. Therefore, support from the community is very necessary to create a conducive environment for the development of strong student character and integrity.

Third, Social Media. Social media is a communication tool that allows users to easily share, create and participate in online content (Bryan & Umar, 2024). Research shows that social media is an inhibiting factor in the internalization of multicultural-based character values at SMP Labschool Jakarta. The school believes that the effects of social media can trigger conflict, misunderstanding and misalignment with the school's efforts to develop student character. This includes the spread of hoax information, dishonesty, lack of responsibility, as well as inappropriate content such as news of immoral acts between students, bullying, brawls between students and SARA issues as well as political phenomena that do not support the goal of education to make the nation's life intelligent.

Social media not only has positive effects but also has negative impacts on humans, especially on interactions between humans who have been influenced by social media. (Bryan & Umar, 2024). Slowly but surely, social media is changing the way we live and interact with others and is starting to influence the way we think. Social media has the ability to create dependency in its users. Therefore,

SMP Labschool Jakarta coordinates with students' parents through POMG to monitor children's character development in order to overcome this phenomenon. This collaboration aims to monitor and guide the use of social media so that it is in line with the character values that the school wants to build.

Fourth, lack of parental awareness. Research shows that the role of POMG (Parents and Teachers Association) at SMP Labschool Jakarta has run as expected, accommodating aspirations, collaboration, and meeting the needs of students as well as functioning as an educational partner in the development of education in schools. As a result, the character education process in schools can have a positive impact on the family environment. However, there are still some parents who do not care about their children's character growth. This is caused by various factors, such as parents' varied work schedules, so that monitoring of children's character is limited. In addition, some parents are indifferent to their children's character development, thinking that their children's education is only the responsibility of the school, so they do not feel the need to be involved in the learning process at home and tend to leave their children without adequate supervision.

This can be a barrier to the success of multicultural-based character education in schools. Therefore, it is important to emphasize again how important cooperation between schools and parents is in developing children's character (Wibowo, 2024). Even though POMG has played a good role, challenges still remain in ensuring that all parents are actively involved in supporting children's character development, both in the school environment and at home (Purwaningsih & Syamsudin, 2022). The role of parents is very important in the overall growth of children. They are the first figures recognized by their children and become the first institutions in shaping children's characters (Fikriyah et al., 2022). Therefore, parental support and involvement in character education is very important to ensure that children grow up with values that are in line with expected culture and norms (Sofiana et al., 2024).

## **Conclusion**

Based on the findings and analysis discussed previously, this conclusion is drawn from the research focus which includes three main aspects, namely: management formulation for the internalization of multicultural-based character education values at SMP Labschool Jakarta, implementation of multicultural-based character values SMP Labschool Jakarta, as well as factors that support and hinder the management process of internalizing multicultural-based character education values at Labschool Jakarta Middle School. Further explanation can be seen in the following description:

First, the management formulation strategy for internalizing the value of multicultural-based character education at SMP Labschool Jakarta is the school's approach to instilling multicultural-based character in students. This approach includes planning, organizing, implementing and evaluating stages. In the planning stage, internalization of the value of multicultural-based character education at SMP Labschool Jakarta is carried out at every work meeting at the beginning of the new school year. This step involves analyzing needs, preparing a vision, mission and goals, formulating a curriculum, creating a program for internalizing multicultural-based character values through intracurricular, co-curricular and extracurricular activities, as well as creating student discipline. In the organizing stage, internalizing the values of multicultural-based character education at SMP Labschool Jakarta involves the division of responsibilities, which are handled directly by the principal and all school components, including the Deputy Head of SARPRAS, Academic and Student Affairs, as well as all teaching staff in order to internalize the values multicultural-based character in students. In the implementation stage, the internalization of multicultural-based character education values at SMP Labschool Jakarta integrated into various formats of intracurricular, co-curricular and extracurricular activities in accordance with the results of the meeting at the start of the new academic year. Finally, in the evaluation stage, the internalization of the value of multicultural-based character education at SMP Labschool Jakarta is carried out periodically, namely three times a year, namely every three months, six months, and at the

end of the year. Overall, the aim of the management formulation for the internalization of multicultural-based character education values at SMP Labschool Jakarta is to internalize multicultural-based character values in students.

Second, the implementation of multicultural-based character education values at SMP Labschool Jakarta as a result of efforts to internalize multicultural-based character education values at the school. The implementation of these character values is reflected in all aspects of activities, whether intracurricular, cocurricular or extracurricular, as previously explained. Observations during the research showed that this school has emphasized the internalization of character in students through various agendas, one of which is implementing the concepts of "Ten Labschool Character" and "Active Listening Ten Labschool Character" which are the characteristics of SMP Labschool Jakarta, which were developed based on 18 character values from Ministry of National Education and Culture. These typical values include piety, responsibility, discipline, honesty, politeness, caring, hard work, good attitudes, mutual respect and creativity. This concept is reflected in the habits and culture in the classroom during class hours. Apart from these characters, SMP Labschool Jakarta also internalizes character in students through various cultures that are built, such as a culture of time discipline, cleanliness, enthusiasm for learning, achievement, devotion to worship, a passion for learning, a caring attitude, mutual respect, as well as a culture of greetings, smiles, Greetings, greetings and good manners are upheld in the school environment. Thus, the management of internalizing multicultural-based character education values in this school creates a comfortable and conducive learning atmosphere, as well as encouraging religious, democratic, nationalist, tolerant, mutual cooperation and independent character values.

Third, supporting factors in the management of internalizing the value of multicultural-based character education are human resource commitment, school curriculum design, complete and adequate school facilities, school culture, school programs and activities, diverse student input, POMG support. Meanwhile, the inhibiting factors in managing the internalization of multicultural-based character education values are the lack of firmness in sanctions, the community environment, social media, and the lack of awareness of some parents. However, there are various efforts made by school principals to overcome these obstacles.

SMP Labschool Jakarta has a high commitment to internalizing character values in students, through the philosophy of motto, vision, mission, goals, curriculum design, habituation and acculturation at school, reflecting efforts to internalize character while still paying attention to the diversity of students from various religious angles, race, ethnicity and regionalism of each student. Thus, the management of the internalization of multicultural-based character education values in this school has a significant impact on the attitudes, skills and mindset of students in the school environment.

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