

CULTIVATING THE VIRTUES OF HUMILITY AND PEACE THROUGH POCKETBOOKS

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Abstract

This study aims to develop and apply the Pocket Book of Life Values as a learning media that focuses on strengthening the character of humility and peace for 5th grade elementary school students. The research method used is mixed methods with quantitative and qualitative approaches conducted at Pulasaren 2 State Elementary School, Cirebon City. Data collection techniques include questionnaires, interviews, and observations of students, parents, and teachers. The results showed that the use of pocketbooks significantly improved the understanding and application of character values by students. As many as 85% of students showed a humble and peaceful attitude both at school and at home, with active support from family and teachers. The pocketbook proved to be a practical, interesting, and effective learning media in building positive character of students holistically. Thus, this media can be a strategic solution in the implementation of fun and meaningful character education at the elementary school level.

Keywords: Pocket Guide, Character Education, Humility, Peace, Elementary School

INTRODUCTION

Strengthening students' character through pocketbooks that contain values of humility and peace is very important for shaping positive personalities in students from elementary school age. Innovative curricula and teaching methods need to be implemented to address the challenges of moral degradation and effectively instill character values (Rahayu, 2024; Zahra et al., 2024). This learning medium has proven to be effective in attracting students' interest in learning and increasing their engagement, particularly in shaping humility and a spirit of peace (Nurani, 2024; Sulastri, 2024).

The purpose of developing pocketbooks is to shape students who excel academically, are moral, and also encourage positive social interaction among students (Fitrianti, 2022). Although the methods used so far are still not sufficiently contextualized with local culture (Cahyono, 2018; Sulastri, 2024), the pocketbook designed in this study serves as a solution for an educational medium that is easy to use, relevant, and effective (Nofianti, 2023). The value of humility helps students recognize themselves, while the value of peace fosters harmonious social relationships (Nurrochman & Fauziati, 2023).

Teachers serve as role models in fostering humility and peacefulness (Sapdi, 2023; Muchtar & Suryani, 2019). Discussions, simulations, and group projects in learning that use pocketbooks enhance understanding of values and their application in daily life (Anugerah

et al., 2023). This learning medium facilitates students in accessing and studying materials independently (Bintoro et al., 2022; Alimuddin et al., 2023). Development methods such as the 4D learning model and approaches that involve students and teachers are important for producing high-quality students (Rahman et al., 2020; Sofiardi et al., 2022).

This learning media is implemented using quantitative and qualitative approaches, including pre-tests and post-tests that demonstrate its effectiveness in enhancing students' character (Fembriani, 2021; Wijayanti, 2019). This media helps instill life values through enjoyable and interactive learning. The success of character education heavily depends on collaboration between educators, parents, and the community. Challenges in implementing character education include a lack of supportive school environments and low student participation. This media can serve as an effective solution to overcome these obstacles if designed appropriately and communicatively (Sulastri et al., 2024; Nuraeni & Lestari et al., 2023).

Early experiences of elementary school students are crucial in shaping their personalities and equipping them with the social and emotional skills needed for life (Jayanti, 2022; Putri & Ananda, 2018). This study aims to develop and implement a pocketbook as a character learning medium in elementary schools, with a focus on strengthening humility and peace, so that students are able to play an active and positive role in society (Nazula & Munastiwi, 2021).

METHOD

1. Approaches and Types of Research

Mixed methods are used by researchers with the concept of embedded concurrent. This method integrates quantitative and qualitative approaches simultaneously but with different priorities. The quantitative approach serves as the primary data for evaluating the effectiveness of understanding values. Meanwhile, the qualitative approach is used to explore the context, meaning, and perceptions of students, teachers, and parents regarding the values of humility and peace taught through the pocketbook.

2. Research Location and Time

The research was conducted at SD Negeri Pulasaren 2, Cirebon City on Saturday, May 17, 2025.

3. Research Subjects and Participants

The subjects and participants in this study consisted of:

- 20 fifth-grade students at Pulasaren 2 Public Elementary School
- 20 parents of students

Participants were selected purposively based on their direct involvement in the process of using the pocketbook.

4. Data Collection Techniques

Data collection was carried out by integrating quantitative and qualitative instruments as follows:

- Closed questionnaires (quantitative)
- Structured and semi-structured interviews (qualitative)

5. Research Instruments

Data Type	Data Collection Technique	Instrument	Destination
Quantitative	Student and parent questionnaires	Likert scale questionnaire	Measures understanding and attitude
Qualitative	Educator and learner interviews	Interview guidelines	Deepen experience, perception, and context
Observational	Lesson observation	Observation sheet	Records live activities and attitudes

6. Data Analysis Techniques

- Quantitative analysis: questionnaire data was analyzed descriptively using frequency distributions, percentages, and average scores. Bar charts were used to visualize the responses of students and parents.
- Qualitative analysis: data from interviews and observations was analyzed using thematic analysis techniques. This process included:
 1. Data transcription
 2. Initial coding
 3. Theme identification
 4. Narrative conclusion drawing

Qualitative findings are used to confirm, reinforce, or provide context for quantitative results.

7. Data Validity and Credibility

- *Triangulation of methods*: Data validity is maintained by using several data collection techniques, namely questionnaires, interviews, and observations. These three techniques are used simultaneously to confirm the results and obtain a comprehensive picture from various perspectives.
- *Member Checking*: Several excerpts from the interviews were returned to the informants for reconfirmation. The aim was to ensure that the researcher's interpretation was consistent with the informants' intentions and experiences, thereby guaranteeing the validity of the qualitative data.
- *Expert judgment*: The draft pocketbook and questionnaire instruments were validated by two experts, namely a character education lecturer and a lower grade teacher with more than five years of experience. The assessment was conducted on the content, readability, and suitability of the indicators with the research objectives. In addition, the reliability test of the questionnaire was analyzed using the Cronbach's Alpha formula with a result of 0.82, indicating a high level of internal consistency.

8. Research Ethics

The research guarantees the confidentiality of participants' identities. Written permission was obtained from the school and parents. This research did not have any negative physical or psychological effects on participants in order to uphold the principles of educational research ethics with the following conditions:

- *Informed consent:* Participants and parents are given an explanation of the objectives, benefits, and procedures of the research and voluntarily express their willingness to participate.
- *Data confidentiality:* The identities of participants are kept confidential and used only for academic purposes.
- *Non-maleficence:* The research does not cause any negative physical, mental, or psychological effects on participants.

RESULTS AND DISCUSSIONS

Through this research, the Pocket Book of Life Values became central to character building in schools. The results of the observation showed that the learning conducted at Pulasaren Public Elementary School focused on the theme of "Humility and Peace in Elementary School," which was used as a supporting tool for students during daily evaluations related to the character values they learned and reflected in their daily lives. Thus, the existence of this pocketbook is expected to enable students to better understand and practice the values of humility and peace more deeply.

This study proves that the application of learning strategies that encourage active interaction has a positive impact on improving learning activities. Students' clear understanding of concepts has been proven to create a more meaningful and profound learning experience for them. In the context of theme-based learning that combines various subjects, character values can be instilled more comprehensively. Furthermore, it is important to use learning tools that encourage the holistic development of students' character (Astuti et al., 2022).

The values of humility and peace are two key factors in shaping the character of elementary school students. These values can be applied through theme-based learning, which illustrates the connection between students' attitudes and the learning methods used. Humility can be developed through reflection and group discussion activities, which encourage students to appreciate differences and foster a sense of care for others in learning, which is effective for discussing themes such as humility and peace in the school environment (Bless et al., 2024) (Fadillah et al., 2022).

Through this research simulation, changes in student behavior after using the Pocket Book of Life Values were observed. Factors that shape group activity interactions generally enhance understanding and character values in each individual (Dewa Nyoman Dede, 2023). In this context, students are introduced to diverse perspectives and life experiences through group activities. They are taught to adopt an open-minded attitude and respect differences, which are specifically reflected in the pocket guide as a guide to the values they apply in their daily lives.

In this situation, students are introduced to various perspectives and life experiences through group activities. They begin to accustom themselves to being accepting and respectful of differences, which are specifically conveyed in the pocketbook as a guide to the values they hold in their daily lives. The use of the pocket guide as a learning tool, combined with daily reflection activities on the values contained within it, plays a significant role in fostering

character awareness among students. Such an approach has the potential to be linked to research, methods, and learning media.

Despite the challenges in learning during the pandemic, active learning that involves students in explaining and discussing the values they have learned through group interactions is an important aspect (Tanuwijaya & Tambunan, 2021). Social relationships can affect how students interact. Group activities that involve all students in learning activities. Values of peace and humility can be accepted and applied by them in their daily activities.

This study emphasizes the significance of integrating character values in elementary schools through active learning, as exemplified in the Pocket Book of Life Values (Suwarni & Rahayu, 2020). The value of peace showed very positive results from a total of five statements given to respondents. Most students responded in the "Strongly Agree" (SS) category, with a frequency of 85 and a total score of 255, equivalent to 95%. Meanwhile, 7 respondents were in the "Agree" (S) category with a score of 14 (5%), and only 2 participants chose "Disagree" (TS) with a score of 2 (1%). The total score obtained from all responses was 269 out of a maximum score of 300. The average percentage reached 90%, so the peace value was categorized as very strong.

Meanwhile, for humility, the results show a more balanced distribution among the three categories. Fifty respondents answered, "Strongly Agree," with a total score of 150 (58%). Forty people chose "Agree," resulting in a score of 90 (31%). The remaining 30 respondents were in the "Disagree" category, with a score of 30 (12%). Out of a total score of 270 out of a maximum of 300, the average percentage was 87%. Based on this result, the value of humility is also considered very strong. Both indicators reflect that students have demonstrated a significant understanding of character values, particularly in the aspects of peace and humility, which are part of strengthening character education in the school environment.

The value of peace scored an average of 90% of the maximum total, with the majority of students choosing the "Strongly Agree" category. This reflects a very strong understanding and practice of this value. Meanwhile, the value of humility achieved an average score of 87%, with a fairly even distribution of responses, yet still showing a high positive trend. Both of these values fall into the "very strong" category, indicating that students have internalized character values effectively, particularly in creating a peaceful learning environment and demonstrating humble behavior in their social interactions. These results also support the use of learning media that is relevant to the context of life, such as character value pocketbooks, which play an important role in fostering positive attitudes and moral reflection in students in a more meaningful way (Putri et al., 2022).

Indicator B	Number of Items	Score	F	Total Average Score	Percentage
Humility	5	Strongly Agree (3)	50	150	58%
		Agree (2)	40	80	31%
		Disagree (1)	30	30	12%
Total			120	260	100%
Maximum Score			300		
Average Percentage			87%		
Criteria			Very Strong		

Figure 1: Percentage of Humility Score

Indicator A	Number of Items	Score	F	Total Average Score	Percentage
Peaceful	5	Strongly Agree (3)	85	255	95%
		Agree (2)	7	14	5%
		Disagree (1)	25	50	19%
Total			92	269	119%
Maximum Score			300		
Average Percentage			90%		
Criteria			Very Strong		

Figure 2: Percentage of peace value

This indicates that the use of relevant learning media can be an important bridge to character building. The results of the parent questionnaire show that 85% of students demonstrate positive attitudes at home, such as learning to apologize, maintaining humility, and living harmoniously. This factor arises due to family support in instilling the attitudes learned at school. 15% of students still have low scores, 10% are moderate, and the remainder show significant improvement, exceeding 20, in line with the school's vision and mission, which not only emphasizes academic excellence but also prioritizes character and moral development.

The role of the family and discussions at home also contribute significantly to shaping positive attitudes and supporting the learning process of students, according to Supriandi (2023) and Purwati (2022). Based on the interview results, teachers revealed that the use of learning media contributes to the development of character traits such as the ability to resolve problems peacefully, the willingness to apologize, and learning to respect differences. A holistic approach plays an important role in the holistic character development of students, as stated by I.W. Gunawan & Arka et al., (2021) and Gulo et al., (2022). Although there are still students who do not demonstrate perseverance, the learning process and character development have been carried out optimally.

Strengthening humility and peacefulness cannot be achieved solely through classroom learning; it must be continued at home and supported by the family. Observational findings indicate that students who consistently receive reinforcement of character values at home tend to exhibit more stable behavior and are better able to build positive social interactions at school. This aligns with the view that effective synergy between the roles of school and family can foster students who not only excel academically but also manage their emotions effectively. Thus, character development is greatly influenced by relevant learning, the active role of teachers, and continuous family involvement, which are key factors in character formation. Purwati et al. (2022) and Machmud (2021).

CONCLUSION

This study confirms that the use of a pocketbook of life values that focuses on the value of humility and peace has proven to be an effective medium in supporting character education for grade 5 elementary school students. This pocketbook is not only used as a learning tool but also serves as a means to foster positive behavior that is reflected in students' daily lives, both in the school environment and at home.

After the implementation of the pocketbook, 85% of students showed a better understanding and positive attitude towards the values taught. Parents also began to notice a change in their children's attitudes. The children became more apologetic, showed a humble attitude, and created a more harmonious atmosphere at home. From the educator's side, teachers see that learning equipped with pocketbooks provides space for students to discuss and reflect on life values more deeply. The material presented in the pocketbook makes it easier for teachers to relate these values to real situations faced by students, so that moral values can be embedded in a more contextual and meaningful way.

In addition, learning that involves group work and interactive discussions based on the content of the pocketbook is proven to strengthen the process of internalizing values. These activities help students not only understand conceptually, but also directly experience the application of these values in their social relationships. The synergy between school and family also proves to be very important in maintaining the consistency of character development. Parents' involvement in this process supports the creation of a harmonized learning environment between home and school, which ultimately strengthens positive values in students.

Overall, the Pocket Guide to Life Values makes a real contribution in shaping the character of students who not only excel in academic achievement, but also have good ethics, empathy, and social skills. The success of this program is highly dependent on the integration of the pocketbook into the curriculum, contextual learning approaches, and active support from teachers and parents.

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